

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Galveston ISD Organization Name	084902 County-District#
		Ball High School Campus Name	084902001 Campus Number
		9-Digit Vendor ID# 10552001710028	Region 4 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

Use of the Standard Application System: This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please call 512-463-9269.

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA; CFDA # 84.377A & 84.388A

Project Beginning Date: ~~08/01/2010~~ 10/1/2010

Project Ending Date: 06/30/2013

Select the appropriate eligibility tier for the campus included in this application:

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application column next to the schedule(s) being submitted as part of the amendment.

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, lobbying requirements, Special Provisions and Assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Typed First Name	Initial	Last Name	Title
Lynne		Cleveland	Superintendent
Phone	Fax	Email	
409-766-5121	409-366-5106	Lynne_Cleveland@gisd.org	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by _____, _____, _____, _____.

Texas Education Agency
 William B. Travis Bldg.
 Document Control Center, Room 6-108
 1701 North Congress Avenue
 Austin, Texas 78701-1494

TEA DOCUMENT CONTROL NO.

701-10-112-319

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Texas Title I Priority Schools Grant		
Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Galveston Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
3904 Ave. T				Galveston	TX.
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
14		079397204		1GEC8	4820280
Campus Name				County-District Campus Number	
Ball High				084902001	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4115 Ave. O				Galveston	TX
Applicant Contacts					
Primary Contact					
First Name		Initial	Last Name		Title
Marcia			Proctor		Director of Special Initiatives
Telephone		Fax		Email	
409-795-2417		409-621-1234		Marcia_proctor@gisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
3904 Ave. T				Galveston	TX
Secondary Contact					
First Name		Initial	Last Name		Title
Annette			Scott		Assistant Superintendent C&I
Telephone		Fax		E-mail	
409-766-5123		409-766-5171		Annette_scott@gisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
3904 Ave. T				Galveston	TX.

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Texas Title I Priority Schools Grant
Schedule #3—Purpose of Amendment

Part 1: Schedules Amended (Check all schedules that are being amended.)

When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.

- | | |
|---|---|
| <input type="checkbox"/> Schedule #1—General Information | <input type="checkbox"/> Schedule #5—Program Budget Summary |
| <input type="checkbox"/> Schedule #3—Purpose of Amendment | <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 |
| <input type="checkbox"/> Schedule #4—Program Requirements | <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 |
| <input type="checkbox"/> Schedule #4A—Program Abstract | <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 |
| <input type="checkbox"/> Schedule #4B—Program Description | <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 |
| <input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation | <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
| <input type="checkbox"/> Schedule #4D—Equitable Access and Participation | |

NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment		
Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
Part 4: Amendment Justification		

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p> <p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
1	The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school and selected an intervention for each school.	Comprehensive Needs Assessment	
2	The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.	Project Management—Capacity Project Management—LEA Support	
3	If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.	Project Management—Lack of Capacity	
4	The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.	Program Abstract Intervention Model	
5	The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.	Project Management—External Providers	
6	The LEA must describe actions it has taken, or will take, to align other resources with the interventions.	Project Management—Resource Management Program Budget Summary	
7	The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.	Project Management—Management of Grant Activities	
8	The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.	Project Management—Program Continuation and Sustainability	
9	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline	
10	The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.	Performance Assessment and Evaluation—Annual Performance Goals	
11	As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus	Comprehensive Needs Assessment—Groups of Participants Project Management—Partnerships/Involvement of Others	
12	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.	Program Assurances	
13	Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.	Program Assurances	

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. <ol style="list-style-type: none"> Any of the required and permissible activities under the transformation model; or A new school model (e.g., themed, dual language academy). 	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> Replace the principal who led the school prior to commencement of the transformation model; Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and Are designed and developed with teacher and principal involvement; Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances	

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21	designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 2. Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Program Assurances	
22	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	Program Assurances	

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23	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ul style="list-style-type: none"> a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: <ul style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities. 		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	<p>If the LEA/Tier III campus selects to implement the <u>transformation model</u>, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	<p>2. Comprehensive instructional reform strategies.</p> <p>A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>A. Establish schedules and strategies that provide increased learning time; and</p> <p>B. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
11	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p>
12	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <p>(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;</p> <p>(B) Implement a school wide "response-to-intervention" model;</p> <p>(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;</p> <p>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p>(E) In secondary schools--</p> <p>(1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</p> <p>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p>(3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Being identified as a Tier III campus, the members of the planning team selected the transformation model as the program that would best address the needs of the faculty, staff, and students at Ball High School, Galveston Independent School District in Galveston, Texas. This model will give the staff flexibility as they plan for the next three years, because it addresses areas that are weak in the school and allows for growth and productive change over time. Using the transformation model, the team will begin implementation of each of the required components of the model. The team will prepare a timeline that will allow for change over time so that each component of the transformation model is implemented for the maximum benefit of the school. At Ball High School teacher leadership has been clearly absent in the decision making process; therefore the campus must develop and increase both teacher and school leader effectiveness. Teachers have had little input in campus decisions and have not had opportunities to take leadership roles in planning and implementing new ideas or teaching practices. Rather than feeling disenfranchised, teachers will become a part of the campus decision making process and will grow into leadership roles which will help to move the campus in a positive direction. Next the campus will gather information about the best teaching practices that are supported by research. Decisions will be made to find staff development and to hire curriculum coaches who will help to implement a comprehensive plan for reforming instructional strategies. The school leadership will be critical in implementing these strategies and moving student achievement to higher levels of success. The planning team will help to form a leadership team, and both groups will look at opportunities to increase the time spent on learning and work to create a community-oriented school. In this type of learning environment, both teachers and students will benefit from the change in climate, focus on instruction, and concern for success of every student in the building. To support the success of the other components of the transformation model, the district and school staff will provide operational flexibility and sustained support for the model. These components will be supported by retaining the new principal who was hired two years ago, after Ball High received the unacceptable rating. The leadership team with the administrative staff will look at the staff evaluation systems that are in place and will revise or develop new ones that will support the reform process. School personnel will be rewarded for students' success and will be expected to attend and implement staff development that will support the model and move the reform process forward. The leadership team will also determine and implement strategies which will help the campus retain the best teachers and support other teachers to become stronger teachers and members of the learning community. Throughout the process, all teachers and administrators will use student data to drive instructional decisions and make curriculum decisions. This will become a part of the school culture as Ball High School strives to provide the very best educational opportunities for the high school students in Galveston ISD.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description																
Part 1: Comprehensive Needs Assessment																
Section A: Campus Grade Levels																
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Public School											640	498	444	480	2062	
Open-Enrollment Charter School															0	
Total Students:	0	0	0	0	0	0	0	0	0	0	640	498	444	480	2062	
Total Instructional Staff														137		
Total Support Staff														35		
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process																
1	TAKS test data															
2	AYP reports															
3	AEIS reports															
4	PBMAS reports															
5	Disaggregation of PEIMS student data															
6	Campus Improvement Plan															
7	Ball Summer Planning Academy 2009															
8	Data about students in special education, LEP students, AP classes, other special populations, and average populations															
9	Grades, attendance, drop out and graduation rates															
10	Surveys of parents, students, and school staff															

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.

Groups of concerned staff at Ball High School gathered and met in the spring to look at the data available and make preliminary decisions about the goals Ball High needs to set for the future. The groups worked on the development of a needs assessment which will be used to drive the preliminary decisions about writing the grant and the first steps of implementation. The groups began to look at ways to move the students and school toward meeting those goals of increased academic achievement, improving school climate and school leadership, planning embedded staff development into school improvement and developing ways to assess and reward school staff. By looking at the PEIMS student data report, the group learned that 69% of the district is classified as economically disadvantaged and that 67.68% of the student population is classified as 'at risk'. 15.43% of the student population is LEP with 47% being Hispanic. The groups also used the AYP report to identify some of the areas of needs. Ball High was classified as academically unacceptable last year because of the graduation rate. Because of this statistic, the group also looked at the data on dropouts and overage students. Otherwise, the school met AYP and was classified as acceptable on the AEIS report. Looking at the data, however, the groups identified areas that need improvement and realized that there are still significant gaps in student learning and achievement, especially in certain sub populations of students. The data from TAKS, TELPAS, AP scores and special education pointed to areas that need to be addressed through instruction and curriculum. Students' needs in the special populations are not the same, and teachers need staff development and coaching support in delivery of instruction that will meet these needs. The groups also turned to the Campus Improvement Plan and the information that was developed last summer at the Ball Summer Planning Academy. Both sources provided information and direction as the groups began to plan for the implementation of the transformation model beginning in the fall of 2010. The need for parent involvement was identified in both the Campus Improvement Plan and the Ball Summer Planning Academy document. Both also identified the need for continued improvement of instruction in the 4 core subjects and the concern that students' reading ability is having an adverse affect on all other school subjects. Both documents identified the need for providing services for the special populations from special education to gifted students, the need to improve both attendance and lower the dropout rate, the need to improve the school climate, and to develop professional learning communities within Ball High. The groups also began to plan how to form one leadership team with each leader working with sub- groups who would focus on one specific area of need. Because of the size of Ball High and the diverse needs, the groups quickly realized that one team would need to direct the work of specific teams to move the school improvement process forward. Upon the receipt of the grant, the leadership team will be formed and will meet regularly to continue to look at data and develop and/or refine goals to meet the parameters of the transformation model. The team will have to develop systems for evaluation, make decisions about staff development, and plan ways to attract and retain premier teachers. The leadership team cannot make decisions and hand them down to the staff. All the stakeholders must have a voice and commitment to support the school improvement intervention model. With the selection of the transformation model, Ball High staff will have to continue to be involved in the planning and implementation over the three year period so that lasting changes will occur and continue beyond the end of the grant period. With teams being forms to look at campus needs and make suggestions for school improvement and with all staff having a say before the final decision is made, Ball High will begin to build a learning community in which every member feels that they are an integral part of the education process and that they are valued members with valued opinions to share. The improved school climate must support teachers being valued as people who can share their expertise with other teachers and support each other in the educational process for Galveston students.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	District and Ball High School administration		
2	Campus Improvement Plan team		
3	Department chairs		
4	Summer Planning Academy members		
5	Counselors		
6	Ball High teachers and staff		
7	Ball High counselors		
8	Parents & students		
9	Community stakeholders, e.g., Teen Health Clinic, Boys' and Girls' Clubs, YMCA programs		
10	UTMB, TAMUG and Galveston College		

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<div style="background-color: black; color: white; padding: 5px;"> Part I: School Information Section 1: School Information Capacity: Describe the capacity of the school to support the grant activities. </div>		
<p>Galveston ISD is completely committed to support and help move the school improvement process forward at Ball High School. Once the decision was made to implement the transformation model, the administration at the district level began to work with the campus to talk about support personnel who are already in place to assist the work of the campus staff and administration. The Assistant Superintendent for Curriculum and Instruction will be a valued asset in all aspects of the grant and the implementation of the transformation model. The Director of Instruction and Staff Development will also serve in the capacity of looking at both instruction and staff development to support the school improvement work at Ball High. The third member of this team is the School Improvement Manager who also serves in the capacity of district testing coordinator. These three people will work closely with Ball High as the campus moves through the steps of school improvement and toward the goals that are being set out through the grant, especially professional development and professional learning communities.</p> <p>At a student level, there are several people in place to support and sustain the campus improvement plan. The district has a Bilingual/ESL Coordinator in place. She works with teachers, students and parents. Her work with all three groups will support the campus effort, especially with the large population of ESL students. Her work with the parents of the ESL students will be invaluable as Ball High seeks to expand the engagement of parents in the learning process. The CTE program has a Coordinator and has a full-time counselor who works with her in that program. They are both integral parts of the campus planning and scheduling of classes for students. Another staff member serves as the Director of Advanced Academics. He works with the scheduling and staff development for AP and pre-AP classes. As Ball High seeks to provide more opportunities for students to be successful in advanced coursework, he will help the campus sustain this process. The campus is also supported by dropout interventionists. The intervention model will change slightly next year, but the purpose of the dropout interventionist is to address the critical area of finding student who have left school, intervene with those who are risk to leave, and support those who need help to remain in school. The school district also has social workers who support the work of the dropout interventionists and school counselors. These employees also interact with parents and will serve as a valuable asset in getting parents involved in their child's education. The Director of Instructional Resources and Special Initiatives will also have the role of supporting the Ball High campus. Her expertise in the areas of both securing instructional resources and in supporting new initiatives will be invaluable. The Director of Special programs is a Certified Project Management Professional and oversees all grants for the district. Thus, she will ensure that the grant project director that is hired will fulfill the grant requirements. She also oversees libraries and thus ensures that the HS receives the same funding for libraries on a per student basis as all other campuses and that the library programs of the district are carried out at the high school, such as utilization of a district wide research model. For after school program are provided through the 21st Century program. Once again the after school student program supports success and provides extended day learning with tutors who are classroom teachers.</p> <p>In the area of hiring and retaining exemplary staff and helping to revise the evaluation system, the new teacher Coordinator works with new teachers will be an asset as the campus works in the area of evaluation and teacher retention. She works with new teachers every year through staff development programs and mentoring. Her expertise in the evaluation process will support that component of the transformation model.</p> <p>Lastly, the campus receives support for technology from the technology department as well as from the technology coaches. They support classroom teachers in learning to use and implement new technology into instruction. These are many but not all of the people and services available to support Ball High School and sustain this school improvement initiative.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>With the decision to apply and the planning to write this grant, parents, students, and community stakeholders were consulted through every step of the process. The partnership that has been formed with Galveston College, Texas A & M in Galveston, and the University of Texas Medical Branch has supported Galveston ISD through other projects, and the same is true with this effort. They offered suggestions and support as the district applied for the grant. Their input supported ideas that the planning team had discussed and provided feedback that directed the planning team to go back and rethink some ideas. With the expectation to begin implementation in the fall, these partners in higher education will regularly meet with the leadership team and support their work. UTMB also provides for health and counseling services with the district. This partnership not only supports the health and well being of students but also through Dr. Fred Thomas offers suggestions on needs that are seen as an outsider who works very closely with all campuses and especially Ball High School. Dr. Thomas has been instrumental in helping to make decisions in regard to identifying students at risk, involving parents and family in the education of young adults, and providing ideas about flexible scheduling to meet the needs of special student populations.</p> <p>The district has worked with Rice University over the last several years in math professional development and summer IPC. Through the Southeast TSTEM center, TSTEM programs have been put into place. Robotics is taught at Ball High through the TSTEM program. Stakeholders from both programs assisted in the grant process.</p> <p>The school district publishes a weekly newsletter that informs parents and community of happenings in the district but also solicits parent and community input into what is happening and being planned by Galveston ISD. This is one avenue that is used by parents, community, and district to keep the lines of communication open. Through the Ministerial Alliance, public forums, and other community meetings, the district has sought public/community input for district projects and this one is no different. Ball High will form a group of community stakeholders and parents to work with the leadership team to implement the activities of the transformation model. Students will also serve on a committee that will support the leadership team throughout the implementation of the grant and afterwards. The students will have input into the decisions with regard to family and community engagement and increased learning time. They may also offer ideas for the evaluation of teachers and administrators or characteristics that make a good teacher and/or administrator.</p> <p>Ball High staff has been involved and will continue to be involved each step of the way. Through the staff who worked on the Campus Improvement Plan and the 148 staff members who attended the Ball Summer Planning Academy, much of the information and ideas were collected. Staff also met in faculty meetings and department meetings. The greatest amount of information was developed through the work of the Ball Summer Planning Academy and the Campus Improvement Plan. These ideas and suggested activities were the driving force in the writing of the grant. The information that was developed by the staff was shared with parents, students, and community stakeholders. Once all groups were able to share ideas and information, it became clear that the transformation model would be best suited for the needs of Ball high. With the choice having been made, then all other attention and work was focused on the areas required by the grant and on the seven activities that are outlined for school improvement and successful implementation of the transformation model.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>With the implementation of the transformation model of school improvement at Ball High School, the campus administration, leadership team, and district personnel will be committed to making the model work successfully and to reaching the goals that have been set. Each of the members of the district administration who work with and support Ball High will be available to the campus to support the work of the campus during the process of school improvement and after the grant period has passed. These personnel will also have the flexibility to support the staff development and school initiatives that are begun. With regard to curriculum, instruction, and assessment, at least three district administrators will work directly with the campus to facilitate flexibility in modifying the practices and policies which will insure implementation. The district level project director will be invaluable in monitoring the work of the campus and ensuring that the model for school improvement is moving forward in an effective manner. With the development and revision of the 90 day action plan, both the campus staff and the project director will have very specific goals to accomplish and then move along the timeline to the next goals as the work warrants. The 90 day action plan will invaluable in keeping the work focused and on time. The Project director will report to Marcia Proctor, the Director of Instructional Resources and Special Initiatives, who oversees all grants and ensures that the programmatic and fiscal commitments of all grants are met. Ms. Proctor is a Certified Project Management Professional. The Project Director will also facilitate monthly Leadership Meetings with the District C&I staff, one administrative person from HS, to review the progress toward the grant objectives. Quarterly, a report will be provided to the School District Board of Trustees Curriculum Committee. Annually, a report will be provided to the full Board of Trustees. The Project Director will meet weekly with the four core area coaches, the interventionists, the parent liaison, social worker – who comprise the project team. This team will determine the final timelines and checkpoints to ensure that the objectives of the grant are met.</p> <p>At the campus level, some modifications to policies and procedures have already begun. Although they have not yet had significant impact, they will be the leading edge of the work toward change. The real work will begin next school year with the implementation of changes that have already been made and with the beginning of implementation of the interventions and goals that are tied to the grant. Because the district and the campus have made a commitment to do whatever it takes to bring school reform to Ball High School and believes that the transformation model will make substantive differences in the campus success and the development of a learning community, both partners will work to see that the modifications are in place which will ensure complete success.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>The Project Director will report to Marcia Proctor, Director of Instructional Resources and Special Initiatives. Ms. Proctor oversees all discretionary grants for the District. Thus, she is able to align all grant programs as well as understanding the different local resources and formula funds that can be maximized to successfully implement these school intervention activities. Ms. Proctor works for Dr. Annette Scott, the Assistant Superintendent for Curriculum and Instruction. Thus, she is able to work collaboratively with all of the District Curriculum personnel to ensure that activities are aligned across all grants, campuses, programs, etc.</p> <p>Additionally, the District has a grant accountant to oversee all fiscal matters for all grants, formula and discretionary. This ensures that all resources are used appropriately and in alignment with each other. The leadership team for the grant will meet monthly to review the project plans. This monthly review will ensure that other district programs are aligned rather than cause conflict.</p> <p>Ms. Proctor also works closely with the three institutions of Higher Education, Texas A&M Galveston, University of Texas Medical Branch, and Galveston College on several projects and grants. Thus, this collaborative relationship ensures fiscally responsible use of funding and alignment of various programs. Additionally, Ms. Proctor also interfaces with several community groups due to other grant collaborations. This will bring synergy and economies of scale to this project. These community groups include Teen Health Center, The Family Service Center, Phoenix House, Boys and Girls Club, YMCA, Housing Authority, Communities in Schools, and the Gulf Coast Regional Mental Health Cooperative.</p> <p>The District is a recent recipient of an Advanced Academics – AP grant --- by working collaboratively, with the two grants, the AP grant will provide additional benefit to the reform project because its focus is for more minority participation in AP classes. Additionally, part of the AP grant objectives, is the adoption of AVID strategies across all areas of the HS. The professional development for AP and AVID will all be supported through the AP grant, yet benefit the entire school transformation project.</p> <p>Ms. Proctor also works with Erate which has provided a portion of funding classroom telephones this school year, which will enhance parent / teacher communication. The 21CCLC after school program will support the extended school day through tutoring and other enrichment activities. Schoolwide Title 1 funds will be used to pay tutors, as well as SES providers.</p> <p>GISD also is a recipient of a Dropout Reduction Grant which will provide specialized guidance for 200 potential dropouts. This grant aligns very nicely with the Priority Schools grant objectives. Thus, with the structures that GISD has in place, it is well positioned to maximize funding from all sources by aligning the various grant objectives under one department.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Grant Project Director (i.e. Project Manager) will be a certified secondary teacher with at least three years experience teaching in secondary school. Administrative certification and a master's degree will be preferred. Experience as a campus or district administrator will be required. Experience managing campus and/or district level projects will be considered a vital qualification. Evidence of collaborative group work on projects will be required. The Project Director will be expected to have excellent computer skills, especially with Office. Additionally, the Project Director will have experience with data disaggregation of TAKS scores. The Director will have experience implementing change in a secondary school. The Director will have knowledge and skills related to curriculum scope and sequence and vertical alignment. The Director should be a good communicator (oral and written) and should have knowledge of instructional best practices. The Director should be skilled in problem resolution and in consensus building, as well as conflict management techniques. The Director should have experience working with Community Groups and parents. ESL and GT certification is preferred. The Director should have working knowledge of cultural differences and differentiated instruction.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

Upon reception of the Texas Title I Priority Schools Grant, Ball High with the support of the district administration will begin the process of putting together the structure that will support the functioning of the transformation model and insure that Ball High School is successful in meeting the goals and requirements for the grant. First, a project director will be hired who will administer grant funds and oversee the reports, meetings, and deadlines. A secretary will be hired to work with the project director and will take care of tasks to support the grant as directed by the project director. The project director will meet with the leadership team and other committees regularly to see that the grant requirements are being met and administered in a timely fashion. Along with the project director, four curriculum coaches will be hired to form professional learning communities in the core subjects and incorporating teachers who teach elective classes into these learning communities. The coaches will also meet with teachers individually and visit classrooms to support instruction and aid in the implementation of differentiated instruction to meet the needs of all students. As the need for improving student reading was identified in the planning phase, both a reading specialist and reading teacher will be hired to meet the needs of students who are below grade level in reading. The reading specialist will be available to support classroom teachers in implementing best teaching practices that will address the needs of students who need support in reading the core textbooks. Students will also be supported by hiring two bilingual/ESL interventionists, a social worker, and bilingual parent liaison. The planning team decided that many parents were not involved because of the language barrier. If this barrier can be removed, then another group of parents can be brought into the planning of school goals and be active in the life of their students at school.

A data specialist will be hired to support the work everyone on the campus. This person will support the disaggregation of data, use the data to support curriculum and instructional decisions, and meet with teams of teachers to discuss classroom instruction. Each of the people who are hired will be an integral part of the planning and development of evaluation systems for teachers and administrators. They will also support the decision making processes that will take place as teachers and administrators decide the type of staff development that is needed by the entire faculty as well as individual teachers. With staff development being a key component of this grant as well as any school improvement process, the campus staff as well as project manager must work together to look at data and decide upon the staff development opportunities that will be offered to the entire staff and individual teachers and administrators. Additionally, the campus staff will need to decide on the Positive Behavior Support model that needs to be implemented and arrange for the staff development and follow up training that will support the implementation of this model. Teachers will need to learn the action research model and begin to implement it in their classroom instruction. The curriculum coaches will support the use of action research in classroom teaching and use it as a topic in the work of the professional learning communities that are formed. Other topics will be chosen for discussion in the professional learning groups as the school improvement plan moves forward. At this point in time, only preliminary decisions can be made, but with the implementation of the reform model, the staff and core teams will be involved for each of the three years in making decisions for the following year.

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Throughout the process that will be put into place with the implementation of the transformation model of the school improvement, Galveston ISD and Ball High School will look to the end of the grant period and the necessity to sustain the reforms and improvements that are made. The district will have to plan on how to keep the personnel in place who have supported the implementation of the transformation model and who will be needed to sustain the school improvement reform. Ball High School must be able to sustain the progress that is made and that progress must be extended in the years following the grant. One step that will ensure the continuation of school reform will be to make the parts of the transformation model the way that school business is done on the Ball High campus. The administration will have to ensure that the progress that has been made continues into the future. Each year as new staff is added, they will need to be trained in the way the model works and be given a role in sustaining the work of the process. Someone will need to continue in the role of project director to direct the activities and ensure the continuation of the learning communities that have been formed. Just as it takes three years for real change to occur and for a campus to see results from the change, that change will cease to exist if the components that put it place and kept it going are no longer there. If new staff members do not learn the process and are not included in the decisions that are made at the campus level, the changes that have been made will cease to support school improvement. The district administration will meet with the school administration and staff and plan for the sustainability of the school improvement reforms. The district will continue to be responsible to support the campus as it works the process and uses it to make other changes over time. At the department level and classroom level, each member of the Ball High staff will be responsible for continuing to use what they have learned to deliver good instruction to their students, to continue to use the action research model to evaluate what they are doing in the classroom, and to meet as professional learning communities to support the teaching of each member of their team. If professional learning communities become the way that each department functions as well as the campus as a whole, then the process will sustain itself.</p> <p>Once the grant comes to an end, it will be important for each of the committees/teams to continue to meet and work as they have over the three years of the grant. It will also be critical that the leadership team continue to take the leading roles sustaining the reforms that have been made, analyzing data to see that instruction and curriculum are meeting the needs of the students, and support the inclusion of new staff into the process. Likewise it will be important for parents, students, and community stakeholders to continue to be a part of the education of the students at Ball High School. Once the transformation model and school reform process become a part of the way that Ball High 'conducts businesses', all the components will be in place so that the model becomes self sustaining.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>In the past, Galveston ISD has used providers through Region 4 and the schools of higher learning in our area. Through Rice University teachers have received training in the teaching of math and science and in using hands on activities to support both math and science instruction. Students and teachers have been able to participate in workshops and instruction in environmental sciences and marine biology through Texas A&M in Galveston and in life sciences through the University of Texas Medical Branch. In addition, the district has sent teachers to workshops at Region 4 and brought trainers to the district to work with teachers on best teaching practices. Every summer Rice University offers AP teachers continuing education in the teaching of their subject. These classes provide teachers with new ideas and materials to implement in their classrooms. These opportunities for professional development will continue to be a part of the staff development offered by Galveston ISD and will support the implementation of the grant at Ball High school.</p> <p>When looking at staff development, the district looks at the research that supports the use of the techniques that are being taught. The district also solicits information from Region 4 or other educational coops that have worked with that particular area of professional development. This process will continue to be used in the future.</p> <p>At Ball High School, the leadership team and professional learning communities with the support of the curriculum coaches will analyze data and decide what types of staff development will be best for the teachers and school. The project director in conjunction with the Assistant Superintendent for Curriculum and Instruction and the Director of Instruction and Staff Development will work closely with the campus to select and secure the staff development that will be necessary to implement the school improvement model. The campus already knows that it will have to select and implement a Positive Behavior Support model and learn how to do action research. All teachers need to learn how to implement and use daily certain strategies that meet the needs of special learners/populations. Differentiated instruction will be an area that needs to be taught to all teachers whether they teach ESL, special needs students or gifted students. The professional learning communities will need to decide what they need in the way of professional development to be successful in classroom instruction and use the data to show the areas in which teachers need staff development to meet the instructional needs of the students.</p> <p>Staff development will not be limited to classroom instruction. The campus leaders and planning team will need to look at staff development opportunities that will help the campus build consensus and team spirit. There will need to be opportunities for them to talk about community and inclusion of everyone in the decision making process. There also needs to be opportunities to learn about data disaggregation and using data to drive instruction. As the leadership team meets and looks toward campus needs, these decisions will become a part of the ongoing process of professional growth.</p> <p>Also, GISD will contract with Region 13 SIRC for transformation model services beyond those provided by TEA, such as positive behavior support, and training on how to involve the community and parents.</p> <p>For grant evaluation the district has used Wexford, Inc. in the past and will use it once again. This provider has been an asset to the district as others grants have been administered by providing data for making decisions in subsequent years of other grants. They have worked as partners with the district in the evaluation of other grants.</p> <p>Lastly, the district has used Sylvan Learning Centers as a supplemental education service. With the reception of the grant, this service would continue to be used for students with tutoring needs.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.

The use of site visits to help support the work of the grant will be vital to its success. The school administration and leadership team will decide when and where to visit. The planning for school visits will include the following factors as a visit is planned:

- The team will look at campuses who are implementing the same model, transformation model.
- The team will look for campuses with similar student populations, ethnicity, and socioeconomic needs.
- The team will look at campuses that are experiencing success with the school improvement model and are reaching the goals that they set.
- The team will look at the needs of the staff and plan campus visits to address the needs of individual teachers or people in a specific department.

With these factors in mind and with the continuation of the grant into years 2 and 3, the use of site visits will be part of the implementation and yearly planning.

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.

N/A

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Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

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After a meeting of district personnel and campus administrators, the decision was made to complete and submit the application for this grant. First the administrators looked at the possible school improvement models and made a profile for Ball High School using the data and the information that was gathered to support the decision. After examining the components of each model, the group decided that the needs of the campus meshed perfectly with the transformation model. From there the group moved to gathering more school data and bringing together Ball High staff, students, parents, and community stakeholders to brainstorm ideas and possible activities to meet the model's requirements. The groups looked closely at each part of the grant requirements and prioritized the ideas from the work of each group. Having completed these steps, a planning team was formed to move through the rest of the grant writing and planning process. At the same time, the district level personnel presented the information about the grant to the Board of Trustees and requested that the Board give approval not only for the application of the grant but also for approval of the personnel and activities that will be planned for implementation of the grant. This was done at a May Board of Trustees meeting. The Board also assured the district and campus administrators that they will be given the flexibility needed to carry out the requirements of the grant and to ensure that sustainable and substantial change could and would take place to form a professional learning community in which every person on the campus had an important role in the education of high school students.

Previously the preliminary steps had been completed, and the planning team along with members from the Campus Improvement Plan Committee and leadership members from the Ball High Summer Planning Academy met together to begin to refine the planning and application process. Once again the ideas and activities were prioritized in order of need and grouped so that similar changes and activities were taking place at the same time across the campus. The group looked closely at the requirements for the transformation model. To meet the needs and requirements, these plans were made:

1. Develop and increase teacher and school leader effectiveness.

Because the principal is his second year at Ball High School, he will not have to be replaced. Once this decision was made and confirmed for the grant, the next step was to look at the evaluation systems for teachers and principals. Although the planning team has not yet tackled this task, they will begin plans on how to make a fair evaluation tool that takes into account the subjects taught, student data and other forms of information about the teacher. The hiring of curriculum coaches will be a vital asset to the planning of this component of the transformation grant. In addition to the developing a tool that is fair and equitable for evaluation of teachers and administrators, the group will then look at ways to identify and reward school leaders, teachers, and other staff who have increased student achievement and graduation rates. Teachers who do not meet the requirements of the new evaluation tool and have been given time, support, and staff development to support their work with students will be removed from the building. To support instruction and curriculum, ongoing staff development will become a part of the school culture of Ball High School. The staff development will be embedded into the work of the learning communities that will be established with the hiring of the curriculum coaches. The campus will look at a coaching model which will support the work

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Part 3: Intervention Model

Section B: Model Selection Process Cont. Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

of each staff member. The planning team will also plan on the implementation of strategies that will help to retain and recruit exemplary teachers and staff. The strategies may include but not be limited to financial incentives, increased opportunities for promotion and career growth, and more flexible working conditions.

2. Implement comprehensive instructional reform strategies.

Upon receiving the grant, a leadership team will be formed and will begin to form professional learning communities. One aspect of the work of these learning communities will be to use data to identify areas of the curriculum and instruction that need more support or need professional development to improve the classroom instruction. These professional learning communities will use student data and other information to make informed decisions about what are the needs of the teachers in that learning community. A curriculum coach will work with each community and help direct their work. They will also coach teachers and support their professional growth in the classroom. Through the use of the curriculum coaches, a person will be available continuously meet with the group of teachers on the team, to help in lesson planning and instructional activities, to support new teachers, and to provide support for struggling teachers. The learning coach will also direct book studies or professional conversations about education and what is cutting edge with a research base in classrooms.

3. Increase learning time and creating community-oriented schools.

Ball High School is considering the addition an eighth period next year and extending the school day by 30 minutes. By rearranging lunch schedules and homeroom, another period could be added to the school day so that students will have an extra period for tutoring, enrichment, and accelerated instruction. The teachers will be asked to make decisions about how they want to use that period in support of the school community. They may choose to serve in the capacity of a tutor, provide a special class, or help with discipline and students who are tardy. The campus is also planning to set up two computer labs to help students with credit recovery, and these will be available after school hours. There is summer school each year which offers students the opportunity to make up classes, take an extra class, or prepare the Exit retest. Since the campus has already begun planning to devise creative ways to extend the learning day, the implementation of the grant will provide money and materials to extend what has already been considered as a campus need. The second part of this component is to provide ongoing mechanisms for family and community involvement. This has been an area of weakness at Ball High and perhaps the area that needs the most work. With grant money the campus would hire a bilingual parent liaison. The complete lack of someone in the office who can speak to Spanish speaking parents is a barrier in itself. These parents are disenfranchised because of language. The leadership team with the support of parents and community stakeholders will need to plan activities and procedures to put into place so that the school is more 'user friendly' to parents and any non-school person who enters the building. Plans will also be made to actively include parents and the community in the Ball High School learning community.

4. Providing operational flexibility and sustained support.

The district administration and Galveston ISD Board of Trustees are completely committed to supporting the implementation of this grant for Ball High School. With that declaration in mind, the school will be given the flexibility it needs to make substantive changes in the way the school does business. These changes will include but not be limited to staffing, planning a testing calendar and other calendars of events, budgeting, and delivery of curriculum and instruction. Each one of these areas will be addressed as the need arises and as the implementation of the grant points to the need to make a change. The district will also support the school with ongoing, intensive technical assistance so that the transformation model of school improvement will have the maximum benefit for the Ball High campus.

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In addition to the four components that have been discussed so far, the leadership team and professional learning communities will implement the federal requirements of the transformation model. The requirements are: 1) develop and increase teacher and school leader effectiveness, 2) identify and reward school leaders, teachers, and staff, 3) provide ongoing, high-quality, job-embedded professional development, and 4) implement such strategies as financial incentives, increased opportunities for promotion and growth, and flexible working conditions.

In addition to the federal requirements, the state of Texas has requirements that must be a part of the transformation model. The campus will continue to use the Response to Intervention model to identify students with learning disabilities. As not all teachers have had staff development in this model, this will be one area in which professional development will be needed. As with any school, the need to integrate technology-based support into instruction and interventions is evident at Ball High. The campus has access to four technology coaches, but high quality software is needed to provide instructional support and intervention to students who have special needs. This will be areas in which teachers and staff will look to purchase and implement these supports for student success. AP and pre-AP courses are available at the campus, and students have good success in many areas. The campus wishes to continue to add these classes to curriculum; so money and staff development activities will need to be developed to address the needs in this area. The dropout rate and graduation rate are both areas of concern for Ball High staff. These will be areas of focus as the grant is implemented at Ball High School. The campus will also plan to send a group of administrators and teacher leaders to the summer training seminar on July 12 -15 in preparation for implementing the grant. As there will be other trainings over the period of the grant, it will be important for the continuity of the grant that a stable core group of administrators and campus leaders attend this first seminar and subsequent others. The campus already has some teachers trained in the CHAMPS model for positive behavior. The teachers like the model and feel that it would go a long way to help in improving student behavior and school climate. Doing staff development for the entire staff in using CHAMPS will be one of the activities included in the plan. The district has already begun to offer online coursework. It is in the early stages and has a long way to go to become an efficient and valuable tool for high school students. The reception of this grant will help to move that program ahead and make it more user friendly to high school students. One activity that is planned is to hire a social worker. Ball High presently shares a social worker with another campus. Certainly this addition to the staff along with a bilingual liaison would be invaluable in helping both students and their families. The last Texas requirement is to participate in action research. Once again staff development would need to be offered to prepare teachers to use this model of analyzing classroom instruction. The use of action research would be a part of the work of the professional learning communities.

When planning for the implementation of this grant using the transformation model, the planning team looked at the seven activities and their components to drive the further planning and decision making process. The planning team realized that the 1) improvement of academic performance for all four core subjects is vital to school improvement and is an ongoing process in educating high school students. It is also the first goal of the Campus Improvement Plan. The school is enjoying some success in the core areas as indicated by the test scores on TAKS, but with the beginning of STARR and the EOC exams for high school students, the campus staff cannot stop working to improve student achievement. This is particularly true as the campus adds courses in AP and dual credit courses. The achievement of special education students is not yet adequate on TAKS testing. The campus must continue to meet the needs of ESL students as this population of students increases. The challenges in addressing the needs of students to achieve academic excellence are ongoing.

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<p>The second activity is 2) to increase the use of data to drive instruction. Although teachers at the campus have done this over the years, they have not been able to achieve the results that they seek. Many of them have had very little training in using this technique to improve instruction or guide instructional decisions. With the establishment of professional learning communities and the addition of the curriculum coaches, the core subject teachers will become a team to work together and to make instructional decisions that are best for students. With the assessments that are given through the year, teachers must become comfortable and adept in using data to support curriculum and instruction.</p> <p>The third activity is 3) to increase leadership effectiveness. Lack of effective leadership is perceived as an area of immediate need for the campus, both at the administrative level and teacher level. The campus lacks processes and procedures to run smoothly and lacks consistency in everyone on campus doing the same thing. The culture has not been one where everyone pulls together to form a learning community. In fact the development of process and procedures was identified as a campus need. Many staff members feel that the campus is in crisis, because the leadership is weak or nonexistent. With the identification of campus leaders and the selection of staff development to support this activity, the campus will make improvement in this critical activity.</p> <p>The next activity is 4) to increase learning time. Although efforts have been made to address this need, they are just beginning. As mentioned earlier, the campus is considering adding another class period to make the school day contain eight periods. If this occurs, teachers will be encouraged to tutor or offer enrichment or accelerated instruction to students. With the implementation of this grant and the transformation model, staff development can be selected to support the increase in learning time, and incentives can be offered to teachers to reach beyond their 'comfort zone' and help students in new ways. The students will benefit from the increased learning time and the opportunities to receive tutoring or attend special classes. Making campus leadership more effective will positively impact this activity as well as the last two activities— improving school climate and increasing teacher quality.</p> <p>The fifth activity addresses the need for 5) increased parent and community involvement. Time and energy must be spent on this activity in order to make the campus a welcoming community in which parents and community members want to come to the campus and support campus activities. Once again planning and staff development must be focused on this particular activity. Parents of successful students are much more willing to be involved at the campus than parents of students who are struggling or parents who speak another language. As this is an area of concern at all campuses in the district, it is a very difficult task to tackle and achieve success at the high school level. With the employment of personnel who will be available to work with parents and families, the campus will encourage those parents and community members to become more active participants in the education process at Ball High. They will also be asked to serve on committees to plan for the school improvement activities that will be implemented as a part of the grant.</p> <p>The sixth activity is 6) to improve school climate. As this is embedded in many of the other activities, it should improve with the work in those areas. One facet of this activity will be to increase attendance, decrease referrals, and increase student involvement in extracurricular activities. Teacher and staff morale also impact school climate in substantial ways. If the staff morale improves with the implementation of the other activities and with the increased staff leadership, then the climate of the entire campus will be impacted in a positive way. Certainly doing team building activities and working in core teams with the curriculum liaisons will support the success of this activity. Additionally an increase in parent and community involvement will positively impact this activity. As the campus has already talked about</p>		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 3: Intervention Model</p>		
<p>Section B: Model Selection Process Cont. Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>implementing CHAMPS as the Positive Behavior Support, this staff development opportunity might well be one of the first staff development offerings planned to have a positive impact on school climate. The last activity involves 7) increasing teacher quality. This activity is ongoing at every campus and needs to be a significant criterion when teachers are being hired. The need to increase teacher quality applies to the hiring of new teachers as well as current staff. There are a number of teachers who qualify as "master teachers" on the campus, and a goal will be to constantly add to that number. One characteristic of a master teacher is that they never stop learning and are never satisfied with their level of classroom instruction. The campus must develop a culture where everyone is a lifelong learner, and where teachers are not satisfied with doing less than their best. Another characteristic of quality teachers is that they realize that all they can change in their classroom is their delivery of instruction and relationships with students. They cannot mend the problems at home or in other classrooms. No teachers can be satisfied with delivering a lesson and then depend on all students to 'get it'! Teachers must be willing to look at the data and the instruction to help students become successful. Once again to develop this culture, the leadership team and core teams will have to look at professional development and opportunities to collaborate so that teachers are always striving to further their own knowledge and improve their classroom instruction. The work that was done to plan for the writing of the grant was just the preliminary steps. With the needs assessment completed and preliminary plans for implementation of the transformation model made, the next steps will be to prepare a snapshot of the campus so that it can be used as a benchmark with which to compare future success through the implementation time. The necessity to implement schoolwide Positive Behavior Support interventions will be next, and the CHAMPS model will be considered. Teacher leaders and leadership teams must be formed so that they can collect data and use classroom observations to make decisions about needed staff development and student interventions. This data will also be used as new evaluations processes are developed and put into place. Lastly a 90 day action plan will be written with goals to be achieved or for completing the work that was begun in the previous period of time. The plan will be revisited every 90 days and revised throughout the three years of the grant, and the use of the 90 day plan will become a way of 'doing business' at the campus.</p>		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 3: Intervention Model Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.</p>		
1	District and school administration	
2	Ball High teachers and staff	
3	Ball High counselors	
4	Ball High parents	
5	Community members	
6	Students	
7	Stakeholders from three institutions of higher education in Galveston -- Texas A&M at Galveston, University of Texas Medical Branch, and Galveston College – as well as Rice University who has several projects with GISD	
8	Board of Trustee members	
9	UTMB Teen Health Center, Family Service Center, Gulf Coast Mental Health Center, Phoenix House (Drug and Alcohol Prevention), Boys and Girls Club, Galveston Family YMCA, Communities in Schools	
10		

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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.

For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

- 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 – Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation/Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 – Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 – Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 – Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 – Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 – Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math* Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1 A	Improve Student Achievement in Reading/ELA	Campus Improvement Plan and scores needed to meet AYP and AEIS	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	09/2010	05/2013
1 A	Improve Student Achievement in Mathematics	Campus Improvement Plan and scores needed to meet AYP and AEIS	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	09/2010	05/2013
1 A	Improve Student Achievement in Social Studies	Campus Improvement Plan and scores needed to meet AYP and AEIS	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	09/ 2010	05/2013
1 A	Improve Student Achievement in Science	Campus Improvement Plan and scores needed to meet AYP and AEIS	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	09/2010	05/2013
1 A	Creation of common planning periods for core teachers	Campus planning and need to develop Professional Learning Communities (PLC)	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	08/2011	05/2013
1 C	Continued use of the CScope curriculum	District directive Campus Improvement Plan	The Texas Education Service Center Curriculum Collaborative (TESCCC) & team of Education Service Center	09/2009	05/2013
1 C & 2 B	Use of CBA's (curriculum based assessments) and benchmark assessments	District policy for quarterly assessment Provides data for instruction	Bernhart, Victoria L. <i>Data, Data Everywhere</i>	09/ 2009	05/2013
1 C & 2 B	Professional development on the use of RTI	Special education model for placement and model used in elementary school for struggling students	National Center on Response to Intervention: TIERED INTERVENTIONS IN HIGH SCHOOLS	01/2011	08/2011
1 A	Professional development on Action Research model	Grant requirement through 90 day plan and facilitates school change	Eileen Ferrance <i>ACTION RESEARCH</i> Northeast and Islands Regional Educational Laboratory at Brown University	01/2012	08/2012

Add additional pages as needed.

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1 C	Form Professional Learning Communities	Campus planning for school improvement grant Need to make the teachers a part of a teaching community	Professional Learning Communities: What Are They And Why Are They Important? <i>Issues... about Change</i> , Vol. 6, No. 1 (1997) SEDL	10/ 2010	05/2013
1 C	Hire four curriculum coaches	Campus planning for school improvement grant Need for core teachers to have direction to work as a cohesive team	Professional Learning Communities: What Are They And Why Are They Important? <i>Issues... about Change</i> , Vol. 6, No. 1 (1997) SEDL	09/ 2010	10/2010
1 C	Use curriculum coaches in core areas to direct PLC's	Campus planning for school improvement grant Need for core teachers to have direction to work as a cohesive team	<u>Shirley M. Hord, William A. Sommers, Leading Professional Learning Communities: Voices from Research and Practice</u>	10/2010	05/2013
1 C	Hire reading specialist and reading teacher	Campus planning for school improvement grant Need evident from SSI students placed in 9 th grade through Grade Placement Committees	<u>ROBERT J. MARZANO The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	09/2010	10/2010
1 C	Hire one bilingual teacher and counselor	Campus planning for school improvement grant Need to address the special needs of bilingual students	<u>ROBERT J. MARZANO The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	09/2010	10/2010
1 B	Core curriculum coaches begin and maintain PLC's	Campus planning for school improvement grant Need for core teachers to have direction to work as a cohesive team	<u>Shirley M. Hord, William A. Sommers, Leading Professional Learning Communities: Voices from Research and Practice</u>	10/ 2009	05/2013

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Texas Title I Priority Schools Grant
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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2 A	Training entire teaching staff in AWARE	District program for data disaggregation Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	09/2010	05/2013
2 A	Disaggregation of TAKS, benchmark and CBA data	Campus Improvement Plan Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	09/ 2010	05/2013
2 A	Learn to use grade distribution data to direct instruction	Campus planning for improved instruction Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	01/2011	05/2011
2 B	Lesson planning based on assessment results	Campus Improvement Plan Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	10/2010	05/2013
2 B	Use of benchmark data to drive instruction	Campus Improvement Plan Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	12/ 2010	05/2013
2 B	Use of benchmark data to form tutoring groups	Campus Improvement Plan Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	01/2011	05/2013
2 B	Use of TAKS results to form tutoring groups	Campus Improvement Plan Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	Fall 2010	Ongoing
2 B	Use of data for implementation and use of RTI model	Campus planning for improved instruction Special education model for placement and model used in elementary school for struggling students	National Center on Response to Intervention: TIERED INTERVENTIONS IN HIGH SCHOOLS	10/ 2010	05/2013
2 B	PLC's using data to make instructional decisions	Campus planning for improved instruction Use of data for instructional decisions	Shirley M. Hord, William A. Sommers, <i>Leading Professional Learning Communities: Voices from Research and Practice</i>	10/2010	05/2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2 C	Use of common planning period to make lesson plans based on data	Campus planning for improved instruction Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	08/2010	05/2013
2 C	Ongoing communication between administration and faculty	Campus planning for improved instruction Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	08/2010	05/2013
2 C	Monthly faculty meetings with the focus on data and instruction	Campus planning for improved instruction Use of data for instructional decisions	Bernhart, Victoria L. <i>Data, Data Everywhere</i>	10/2010	05/2013
2 C	Schedule PLC meetings regularly	Campus planning for improved instruction Use of data for instructional decisions	<u>Shirley M. Hord, William A. Sommers, Leading Professional Learning Communities: Voices from Research and Practice</u>	10/2010	05/2013

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Critical Success Factor 3: Increase Leadership Effectiveness * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Ongoing embedded professional development as part of job	Increase the effectiveness of campus staff and encourage staff to assume leadership roles	U.S. Dept. of Ed. Does Professional Development Change Teaching Practice? Results from a Three-Year Study	01/2011	05/2013
3 A	Develop an equitable evaluation plan for teachers and administrators	Campus planning for school improvement grant Increase the effectiveness of campus staff and encourage staff to assume leadership roles	U.S. Dept. of Ed. Does Professional Development Change Teaching Practice? Results from a Three-Year Study	10/2010	05/2013
3 C	Work with project manager to develop and finalize evaluation guidelines	Campus planning for school improvement grant Increase the effectiveness of campus staff and encourage staff to assume leadership roles	U.S. Dept. of Ed. Does Professional Development Change Teaching Practice? Results from a Three-Year Study	11/2010	04/2011
3 B	Develop curriculum teams and appoint team leaders	Campus planning for school improvement Increase the effectiveness of campus staff and encourage staff to assume leadership roles	U.S. Dept. of Ed. Does Professional Development Change Teaching Practice? Results from a Three-Year Study	10/2010	01/2011
3 B	Formation of a leadership team	Campus planning for school improvement Increase the effectiveness of campus staff and encourage staff to assume leadership roles	U.S. Dept. of Ed. Does Professional Development Change Teaching Practice? Results from a Three-Year Study	10/2010	01/2011
3 A	Consider use of Cognitive Coaching model for curriculum coaches and other staff	Campus planning for school improvement grant Provide staff a model with which to work with each other	Costa, Arthur and Robert Garmston, <i>Cognitive Coaching: a Foundation for Renaissance Schools</i>	01/2011	05/2011
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Critical Success Factor 4: Improve Learning Time * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4 A	Implement 8 period day in 2010 – 2011	Improve instruction and allow more time for addressing students' needs	Massachusetts 2020 Expanded Learning Time (ELT) Initiative	08/2010	05/2013
4 A	Extend day 30 minutes	Improve instruction and allow more time for addressing students' needs	Massachusetts 2020 Expanded Learning Time (ELT) Initiative	08/2010	05/2013
4 A	Use flexible day scheduling	Improve instruction and allow more time for addressing students' needs	Massachusetts 2020 Expanded Learning Time (ELT) Initiative	08/2010	05/2013
4 C, 2 B	Use CBA's to drive instruction	Improve instruction to address students' needs	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	10/2010	05/2013
4 B	Develop an instructionally-focused Calendar	Improve instruction to address students' needs Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	01/2011	05/2011
4 B, 1 B	Use CScope curriculum	Improve instruction to address students' needs Use of data for instructional decisions	The Texas Education Service Center Curriculum Collaborative (TESCCC) & team of Education Service Center	08/2010	05/2013
4 C, 2 B	Use benchmarks to drive instruction	Improve instruction to address students' needs Use of data for instructional decisions	Bernhart, Victoria L. <i>Using Data to Improve Student Learning</i>	11/2010	05/2013
4 C	Use PLC's to improve use of instructional time	Improve instruction to address students' needs Use of data for instructional decisions	<u>Shirley M. Hord, William A. Sommers, Leading Professional Learning Communities: Voices from Research and Practice</u>	01/2011	05/2013
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Critical Success Factor 5: Increase Parent/Community Involvement * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 C	Continue Teen Health Clinic	Provided in conjunction with UTMB to meet the needs of the whole student in GISD	Texas Department of State Health Services School-Based Health Centers	08/2010	05/2013
5 C	Continue with UTMB psychologist	Provided in conjunction with UTMB to meet the needs of the whole student in GISD	Texas Department of State Health Services School-Based Health Centers	08/2010	05/2013
5 B	Parent night /meeting held every 6 weeks	Campus Improvement Plan Critical need for parents to support their student	Education Week Published: September 21, 2004 Parent Involvement	01/2011	05/2013
5 C	Rehab groups meeting	Provided in conjunction with UTMB to meet the needs of the whole student in GISD	Texas Department of State Health Services School-Based Health Centers	08/2010	05/2013
5 A	Hire a bilingual parent liaison	Parent /community involvement Critical need for parents to support their student	Dr. Christine Rossell Does Bilingual Education? The Case of Texas	10/2010	11/2010
5 A	Pay for full time social worker with Title I funds so that a data entry clerk can be hired	Planning for school improvement grant Provided to meet the needs of the whole student in GISD	Texas Department of State Health Services School-Based Health Centers	08/2010	09/2010
5 A	Consider instituting volunteer programs on campus	Planning for school improvement grant Critical need for parents to support their student	Education Week Published: September 21, 2004 Parent Involvement	02/2011	04/2011
Add additional pages as needed.					

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<p>Section D: Improvement Activities and Timeline (cont.)</p>					
<p>Critical Success Factor 5: Increase Parent/Community Involvement * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 A	Invite parents and community stakeholders to planning meetings	Planning for school improvement grant Critical need for parents to support their student	Education Week Published: September 21, 2004 Parent Involvement	01/2011	05/2013
5 C	Continue programs with UTMB and Texas A&M in Galveston	Campus planning School and community partnerships	Works in Progress: A Report on Middle and High School Improvement Programs THE COMPREHENSIVE SCHOOL REFORM QUALITY CENTER JANUARY 2005 The Comprehensive School Reform Quality Center American Institutes for Research	08/2010	05/2013
5C	Continue 'Bridge' in conjunction with Galveston College	Planning for school improvement grant School and community partnerships	Works in Progress: A Report on Middle and High School Improvement Programs THE COMPREHENSIVE SCHOOL REFORM QUALITY CENTER JANUARY 2005 The Comprehensive School Reform Quality Center American Institutes for Research	08/2010	05/2013
5 A	College nights	Campus planning Critical need for parents to support their student	Education Week Published: September 21, 2004 Parent Involvement	10/2010	05/2013
5 A	Showcase night in which parents and students from middle schools see opportunities at Ball High	Campus planning Critical need for parents to support their student	Education Week Published: September 21, 2004 Parent Involvement	04/2011	05/2013

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5 A	CTE night each semester	Campus planning Critical need for parents to support their student	Education Week Published: September 21, 2004 Parent Involvement	10/2010	05/2013
Add additional pages as needed.					

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6 A	Developing duty stations throughout the building to improve tardies	Campus Improvement Plan Improvement of school climate and extending learning time	ROBERT J. MARZANO <u>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	09/2010	05/2013
6 B	Develop PLC groups and planning procedures	Planning for school improvement grant Improvement of school climate	Shirley M. Hord, William A. Sommers, <i>Leading Professional Learning Communities: Voices from Research and Practice</i>	10/2010	05/2013
6 B	Develop and put procedures and processes into place, e.g. implementing PBIS, addressing absenteeism, etc.	Campus Improvement Plan Improvement of school climate and extending learning time	ROBERT J. MARZANO <u>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	01/2011	05/2011
6 B	AVID	Campus Improvement Plan Improvement of school climate and student success	Avid Center Intro to the AVID Program	08/2010	05/2013
6 B	Hiring of Bilingual/ESL teacher	Planning for school improvement grant Improvement of school climate and student success	Dr. Christine Rossell Does Bilingual Education? The Case of Texas	09/2010	10/201-
6 B	CHAMPS professional development as the teacher component of Positive Behavior Intervention System	Planning for school improvement grant Improvement of school climate and student success	Dahloan Hembree What is CHAMPS: Behavior Program for Classrooms and Schools	06/2011	01/2012
6 C	Form teacher advisory committee	School Improvement Plan Improvement of school climate and student success	ROBERT J. MARZANO <u>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	02/2011	04/2011

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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>					
<p>Part 3: Intervention Model</p>					
<p>Section D: Improvement Activities and Timeline (cont.)</p>					
<p>Critical Success Factor 7: Increase Teacher Quality * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7 C	Hire more bilingual teachers	Planning for school improvement grant Improvement of school climate and student success	Dr. Christine Rossell Does Bilingual Education? The Case of Texas	01/2011	05/2013
7 B, 1 C	Form PLC's to work with curriculum coaches	Planning for school improvement grant Improvement of school climate for teaching staff	<u>Shirley M. Hord, William A. Sommers, Leading Professional Learning Communities: Voices from Research and Practice</u>	10/2010	05/2013
7 A	Train administrators to appraise school personnel equitably	Planning for campus improvement Improvement of school climate for teaching staff	Charlotte Danielson and Thomas L. McGreal <i>Teacher Evaluation to Enhance Professional Practice</i>	10/2010	05/2013
7 A	Develop evaluation systems	Planning for school improvement grant Improvement of school climate for teaching staff	Charlotte Danielson and Thomas L. McGreal <i>Teacher Evaluation to Enhance Professional Practice</i>	01/2011	06/2011
7 C	Support struggling teachers	Planning for school improvement Improvement of school climate for teaching staff	ROBERT J. MARZANO <u>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	01/2011	05/2013
7 C	Recruit exemplary teachers	Planning for school improvement Improvement of school climate for teaching staff	ROBERT J. MARZANO <u>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	02/2011	05/2013
7 C	Use core teachers to help recruit new teachers	Planning for school improvement Improvement of school climate for teaching staff	ROBERT J. MARZANO <u>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	02/2011	05/2013

7 C	Develop RTI plan to support teacher growth	Planning for school improvement grant Special education model for placement and model used in elementary school for struggling students	National Center on Response to Intervention: TIERED INTERVENTIONS IN HIGH SCHOOLS	12/2010	05/2013
7 B	Foster professional growth in all teachers	Planning for school improvement Improvement of school climate for teaching staff	Charlotte Danielson and Thomas L. McGreal <i>Teacher Evaluation to Enhance Professional Practice</i>	10/2010	05/2013
7 C	Build collegiality among staff	Planning for school improvement Improvement of school climate for teaching staff	ROBERT J. MARZANO <u>The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction</u>	10/2010	05/2013
7 C	Team planning	Planning for school improvement Improvement of school climate for teaching staff	Charlotte Danielson and Thomas L. McGreal <i>Teacher Evaluation to Enhance Professional Practice</i>	10/2010	05/2013
7 C	Institute incentives for teachers	Planning for school improvement grant Improvement of school climate for teaching staff	Charlotte Danielson and Thomas L. McGreal <i>Teacher Evaluation to Enhance Professional Practice</i>	01/2011	05/2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Other Improvement Activities and Timeline (cont.) * Please note that grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified on the Notice of grant Award.

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4 A	Use Sylvan Learning for tutoring students as a supplemental education service	Improvement in students' academic success	Sylvan Learning 'Why Sylvan Works'	10/ 2010	05/2013
5 A	Provide a meeting space for parents and community members to meet and work in	Improve parent and community involvement	Education Week Published: September 21, 2004 Parent Involvement	01/2011	05/2013
	Others have yet to be determined.				

Add additional pages as needed.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px; background-color: #f0f0f0;"> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked. </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>The purpose of the program evaluation is to provide project personnel with solid information for managing program activities to accomplish stated goals and objectives. The evaluation plan developed for this project is based on the project's 1) desired outcomes and performance measures, 2) includes two evaluation components (formative and summative) and 3) will gather and analyze all test data using the required subgroups (NCLB). As a guide for the program evaluation process, Wexford uses The Joint Committee on Standards for Educational Evaluation (1994) (<u>The Program Evaluation Standards</u>. Thousand Oaks, CA: Sage Publications, Inc. The Program Evaluation Standards include Utility Standards, Feasibility Standards, Propriety Standards, and Accuracy Standards and identifies the following necessary components to be addressed in an evaluation process: 1) Deciding Whether to Evaluate; 2) Defining the Evaluation Problem; 3) Designing the Evaluation; 4) Collecting Information; 5) Analyzing Information; 6) Reporting the Evaluation; 7) Budgeting the Evaluation; 8) Contracting for Evaluation; 9) Managing the Evaluation; and 10) Staffing the Evaluation. Wexford staff is trained as researchers and evaluators in each of these areas. In addition to using The Joint Committee on Standards for Educational Evaluation (1994), the evaluation plan will also use Total Quality Management (TQM) to assess for continuous improvement that will provide a continual review system, instituted with the campus team and the project leadership team. TQM practices will be instituted throughout the project organization (training provided by the evaluation team), to ensure the organization consistently meets or exceed project goals and objectives, placing a focus on process measurement and controls as a means of insuring continuous improvement.</p> <p>Using the Program Evaluation Standards and the TQM process, the evaluation will analyze the impact of each conceptual variable on selected activities as well as their correlation with the Title I expressed purposes. Within one month of funding, the evaluation, the project management and district management will review and detail all of the Performance Measures and gather other data that is needed for additional baseline information which will then be developed into a full evaluation plan document. Data collected from the project will be reviewed with the project leadership team monthly at the team formal meetings. In each of the Project Performance Reports each Performance Measure will be addressed and analyzed and reviewed with the project team. The evaluation of each Performance Measure will follow the following procedure: 1) Document and Monitor Activities; 2) Determine Targets for the Current Performance period; 3) Assess progress; and 4) Explain Progress. (Program Evaluation Standards, 1994 & TQM/Deming, 1990). Methods used to assess the indicators are objective and will yield quantitative as well as qualitative data. Methods are replicable, will produce data that can be generalized to other populations, and are fully explained in all of the procedures.</p> <p>Wexford will collaborate with the project coordinator and the district staff to develop a system for regular progress checks, data gathering and data reporting. This system will include, but is not limited to, quarterly conference calls, interim data summaries, reports and an annual evaluation report.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>Formative Evaluation was begun during the project conceptualization and will continue throughout the life of the project with the intent of assessing ongoing project activities and providing information to monitor and improve the project. The Formative evaluation will include both implementation and process evaluation.</p> <p>The purpose of the process evaluation is to determine the extent to which the project is being implemented according to plan; provide information on what components of the project are responsible for outcomes; understand the relationship between program context (i.e., setting characteristics) and program processes (i.e., levels of implementation); provide project staff with feedback on the quality of implementation; and use the feedback data to refine program components (Bliss & Emshoff, 2002). Wexford will collect data at the beginning and throughout each project year to document contextual variables that may impact program implementation such as school climate and culture, , and participant demographic data. These will be used to document changes in program roll-out and start-up and will provide insight into outcomes for particular activities that impact goals and objectives.</p> <p>All feedback from Formative assessment will be provided to the leadership team in quarterly meetings, conference calls, video conferencing and in face-to-face presentations. Following each formative evaluation visit, the team will complete evaluation reports that will be given to project management and district leadership. Data in these reports will provide information that explains why or why not expected progress is being made by the project.</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>1) Data Disaggregation In addition to standardized tests, benchmarking tests and other identified assessments, surveys and instruments will be developed to systematically collect information specific to the project. All data will be disaggregated to include key elements of the objectives to be reported out which might include: SES; mobility; race and ethnicity; special education; ESL; gender; enrollment patterns; successful completion of specific course such as advanced placement. This will include information on TAKS and benchmarking tests. In addition disaggregated information will be provided on staff professional development and the use of targeted incentives for staff. Evaluators will be key participants in district or school data digs.</p> <p>2) Data used to improve instruction The methods used to assess the indicators are objectives and will yield quantitative as well as qualitative data that will feed into programmatic efforts to analyze and adjust project work. Qualitative data (site visits, teacher and student interviews) will be summarized and will include major trends and patterns. Surveys will be administered to teachers and staff to ask about practices observed by the assessment team throughout the year.</p> <p>3) Obtain continuous improvement results</p> <p>a) Document and Monitor Activities: Wexford will conduct site visits to gather observational data. This data will be taken at this time (classroom observations, focus groups, teacher interviews) as well as meetings with school leadership both at the school and district level. These formative evaluation processes will allow the evaluation team to answer such questions as "to what extent did the school/project establish the initiative?" And "how effective were the development and implementation processes?" Implementation, monitoring and process evaluation are ongoing, formative evaluation that are done as part of the development, implementation, evaluation, and management of the project.</p> <p>b) Determine Targets for the Current Performance Period: The project leadership and the evaluator will work together to determine appropriate annual targets for each performance measure. These targets will be based on requirements specified in performance measures and considering the context within which the magnet schools operate, will reflect expectations of progress. Setting these targets will require a review of data from previous years as well as possible data trends. These targets will be set within the first month of project funding.</p> <p>c) Assess Progress: Evaluators will assess whether or not the project has made progress on the performance measures. The evaluator will identify the data sources and when it will be or was collected. Finally, a determination will be made of whether or not the school or project has met or exceeded the target.</p> <p>d) Explain Progress: The evaluator will explain the project progress on the performance measures. The first step in this procedure is to answer the Evaluation Question identified for the performance measure. The second step is to provide and explanation of why or why not the Target was met. In doing this the evaluator will reference project activities documented and monitored (formative evaluation visits and reports). Information, gathered during the formative evaluation process on the effectiveness of the development and implementation of activities, provides the data for addressing why or why not Targets are met. In addition, the evaluator will consider the impact of school contextual variables on the achievement or lack of achievement of the Targets. If the Target is not met, a discussion on expected steps for program improvement will be included. These steps will be "based on the data provided in on the implementation and effectiveness of project activities and on data related to the project contextual variable that impacts the program. The result of this process will be information on the relative strengths and weaknesses. This information will be used to guide and refocus planning and implementation of activities of each school for the following year.</p>		

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Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Create Learning Communities The project will create learning communities that implement Collaborative Inquiry where the district will work in Teams to: 1) construct their understanding of student achievement; 2) generate and test out solutions through rigorous and frequent use of data and reflective dialogue (Love, Stiles, Mundry & DiRanna, 2008). Ongoing investigation into how to continuously improve student learning is guided by these questions: 1) How are we doing? 2) What are we doing well? 3) How can we amplify our successes? 4) Who isn't learning? 5) Who aren't we serving? 6) What aren't they learning? 7) What in our practice could be causing that and how can we be sure? 8) What can we do to improve? 9) How do we know if it worked? and 10) What do we do if the students don't learn?</p> <p>Collaborative inquiry is the relentless pursuit of excellence and equity subjected to the rigor of evidence and results. Although it is a process, not a destination, collaborative inquiry does not operate in isolation. Campus Improvement Teams turn problems into quantifiable goals to be achieved and move purposely toward them, one at a time sometimes in small steps, sometimes with huge advances. Schools in which staff masters this process knows how to continuously improve. As collaborative inquiry grows, schools shift aware from traditional data practices and toward those that build a high performing school culture that uses data for improvement and decision-making. We intend to develop data driven learning communities that use collaborative inquiry as the methodology to move the district toward continuous improvement and the development of campus goals.</p> <p>Current Planning: As the groups of teachers at Ball High School met in the spring to look at the data available, they were able to make preliminary decisions about the goals Ball High needs to set for the future. The groups worked on the development of a needs assessment that will be used to drive the preliminary decisions and the first steps of implementation. The teams began to look at ways to move the students and school toward meeting those goals of increased academic achievement, improving school climate and school leadership, planning embedded staff development into school improvement, data driven decision making on a continuous model and developing ways to assess and reward school staff.</p> <p>If awarded this grant the district will complete a comprehensive data analysis and in depth needs assessment that will involve the entire campus. Following the Burnhart Model (2005), there will be four different types of data that will be collected, disaggregated and examined:</p> <ul style="list-style-type: none"> a) Student achievement (all the different TAKS Tests, TELPAS, AYP, AEIS, RPTE, multi-year history reports, test participation) b) School Processes (attendance, drop-out/completion/graduation, tardies, discipline referrals, teacher absences) c) Perception (interviews and surveys of parents, students, staff community leaders) d) Demographics (enrollment trends, student group numbers/changes, teacher experience, staff turn-over/teacher-administrator retention) <p>The District has adopted the SBDM policies and procedures for district and campus level planning and decision-making. However, instead of district administrators creating the Campus Improvement plan, a committee of individual who work at the student service level will make decision. Committee members will include professional staff, parents of students, and community and business partners who directly reflect the subpopulations and diversity of the community. The role of the committee is to address the areas of planning, budgeting, curriculum, partners in staffing, and professional development that is directly related to campus improvement and school organization.</p> <p>We will develop and annually review/revise the plans, goals, performance objectives, and classroom instructional programs. The project evaluator will assist in the yearly summative review of the goals and objectives bases on all the data available. The plan will support the state and federal goals and objectives and will include a comprehensive needs statement, student data, student group and sub population performance, strategies for improving student performance, and measureable district objectives. Systemic communication measures will be in place to receive and provide information to the community, parents, and staff. Additionally, at least one public meeting per school year will be held to present the annual performance report. The full report will be posted on the district website.</p>		

Within 30 days of award of NOGA, the district will:

- 1) Reconstitute a SBDM Team. Participation will be from stakeholders, including: a parent, a researcher or expert in regulations, a data person/analyst who is able to communicate the data, and a campus intervention team. Roles for the committee members should take into consideration the individual's areas of strength/expertise. Determine who will facilitate the group or how that person will be selected.
- 2) Create a sense of urgency and involve everyone in the process to promote understanding of the plan, the ability to carry out the mission, and attainment of goals.
- 3) After analyzing the previous Campus Improvement Plan revisit campus mission, goals, and objectives to determine if they encompass the current needs of the school.
- 4) Determine whether previous CIP goals were met.

After the initial 30 days, the district will:

- 5) Use grade level and department meetings to evaluate the connection between goals and lessons/tutorials and to suggest strategies for strengthening the connection.
- 6) Revisit the discipline management plans to ensure it safeguards instruction and is uniformly and consistently enforced.
- 7) Conduct a Comprehensive Needs Assessment - Collect and Analyze Data as much data as possible the campus: performance data, parent and teacher surveys, longitudinal data trends, discipline records, certification rates, Highly Qualified Plan, attendance, PEIMS, comprehensive needs, PDAS, PBMAS, CIT, SIP, etc.
- 8) Study the campus data by: student group, objective, subpopulations, grade levels, class, teacher, core content areas, objectives, special programs, etc.
- 9) Re-examine previous needs assessments to measure the impact of the previous goals.
- 10) Study the accountability and district requirements to chart the difference between current student performance and required student performance. Identify how much improvement is needed and which student populations require urgent interventions.
- 10) Provide all members with a thorough understanding of current data and its implications. Be sure to share data with all staff so everyone recognizes the urgency, need for improvement, and need for common goals.
- 11) Continually update the needs assessment so that the needs assessment is always based on the current data.

Development of the Plan

- 1) Revise or develop a new CIP to make the needed improvement a reachable goal. The CIP must be a two-year plan that is concise and focused on needs with achievable goals.
- 2) Set realistic performance goals by departments and grade levels, and have each group list practical strategies to reach those standards. Include roles for parents.
- 3) Schedule professional development to meet the needs revealed by campus data. This might be school-wide, by departments, by academic disciplines, by grade levels, or in the form of individual coaching/mentoring.
- 4) If possible connect with high performing schools to learn alternatives to accepted practices.
- 5) Revisit objectives, timelines, activities, evaluation process and persons responsible for each component.
- 6) Schedule benchmarks and frequent skill checks to evaluate the plan's effectiveness.
- 7) Frequently communicate the plan with staff and establish motivation for reaching common goals.

Ongoing Monitoring and Evaluation of the Plan

- 1) Working closely with the project evaluator, create rubrics/expectations to determine the plan's effectiveness.
- 2) Develop effective monitoring systems for routine management tasks and instructional staff performance to aid in consistency.
- 3) Analyze benchmark data to measure progress toward goal attainment.
- 4) Schedule follow-up meetings so the SBDM can evaluate the success and use of the plan.
- 5) Determine which practices can be abandoned to make time for new priorities and revise the plan accordingly.
- 6) Get district wide approval for the goals and plans.

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS, CBA's Benchmark, ACT, SAT	90% passing With 22% commended 2009-2010	Increase number of students who are commended to 25%	Increase number of students who are commended to 28%	Increase number of students who are commended to 31%
2	Improve Student Achievement in Mathematics	TAKS, CBA's Benchmark, ACT, SAT	71.3% passing 2009-2010	75% Passing	80% Passing	85% Passing
3	Improve Student Achievement in Social Studies	TAKS, CBA's Benchmark, ACT, SAT	94.2% passing with 35% commended 2009-2010	Increase number of students who are commended to 38%	Increase number of students who are commended to 41%	Increase number of students who are commended to 44%
4	Improve Student Achievement in Science	TAKS, CBA's Benchmark, ACT, SAT	79.6 % passing 2009-2010	82 % passing	85% passing	88% passing
5	Formation of Professional Learning Communities & achieve goals set	Minutes of meetings	Unavailable	Meet weekly to plan goals 30 meetings	Implement changes and achieve 60% of them	Implement changes and achieve 80% of them
6	Improve Dropout and Graduation Rates	AEIS	7.5% Dropout Rate in 2007-08 / 63.5% Graduation Rate in 2008-2009	Decrease dropout rate to 7.0% and increase graduation rate to 65.5%	Decrease dropout rate to 6.5% and increase graduation rate to 66%	Decrease dropout rate to 6.0 % and increase graduation rate to 69%

Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Proficient in AWARE as well as new teachers each year	Use of AWARE data	Used by core teachers only	Use by PLC's to make instructional decisions	Use monthly to make instructional decisions	Use weekly to make instructional decisions
2	Lesson plans reflect assessment data	Finished plans	Unavailable	Core teams use data for planning	Core teams use data monthly for planning	Core teams use data weekly for planning
3	Regular meetings for PLC's	Minutes	Unavailable	Begin in October and meet weekly	Weekly and form Action plans	Weekly and use coaching model in work of PLC's
4	Formation of tutoring groups	Attendance	Unavailable	Formed by 1 st semester	Formed by 1 st quarter	Formed by 1 st 3 weeks
5	Faculty meetings to share instructional techniques driven by data	Minutes	Unavailable	Every two months	Monthly	Bimonthly
6	Classroom Walkthrough Data	Data gathered during walkthroughs	Graphs on intranet	Data graphs improve by 5% yearly	Data graphs improve by 5% yearly	Data graphs improve by 5% yearly

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Leadership Effectiveness— Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Professional development on use of data and implementation	PD sign in sheets & evaluation	Unavailable	Data used monthly for lesson planning with coach	Data used biweekly for lesson planning with coach	Data used weekly for lesson planning with coach
2	Develop evaluation plans in PLC meetings	Plans developed	Unavailable	Preliminary plan	Plan reevaluate d	Final form in place and being used
3	Collaboration of teams and team leaders	Minutes	Unavailable	Meeting monthly	Meeting biweekly	Meeting weekly
4	Appraisals developed	Appraisal	Unavailable	Preliminary	Reevaluation of appraisal instrument	Final appraisal complete
5	Leadership team is formed & assumes vital role in school leadership	Minutes	Unavailable	Planned activities for year 1 with 90 day plan	Planned activities for year 2 with 90 day	Planned activities for year 3 with 90 day plan
6	Perceptual surveys of campus leadership for parents, students, & teachers	Survey data	Unavailable	Develop Baseline	improve Baseline by 5% annually	improve Baseline by 5% annually

Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Go to 8 period day adding 30 minutes	Master schedule	Unavailable	1 st year	Reevalua te and amend the schedule	Schedule reflects all goals of planning team

2	Flexible day schedules	Attendance	Unavailable	Increase # of students enrolled in programs at school by 2%	Increase # of students enrolled in programs at school by 2% over last year	Increase # of students enrolled in programs at school by 2% over last year
3	Use of CScope curriculum	Lesson plans	Unavailable	Teachers use biweekly	Teachers use weekly	Teachers use daily
4	Instructionally focused calendar	Calendar	Unavailable	Develop calendar & post in main hall and office	Develop calendar for new school year & send to parents	Post calendar on campus and district website
5	Tutoring groups	Attendance	Unavailable	Formed and begin 1st semester	Formed and begin 1 st quarter	Formed and begin 1 st 3 weeks

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Parent nights	Attendance	3 nights a year	Quarterly meetings	Every 6 weeks	Monthly
2	Campus Newsletter	Copy of newsletter	Weekly	Send through email	Increase number of recipients	Send in English & Spanish
3	Summer science credit programs with UTMB & TAMUG	Attendance	75 students	100 students	110 students attend	125 students attend
4	Teen Health Clinic	# of referrals	1,667 students	Meet students daily	Offer more services	Increase number of students seen
5	Removing barriers from parents	Bilingual liaison and social worker visits	Unavailable	See 10% of parents of at risk students	See 13% of parents of at risk students	See 16% of parents of at risk students

Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	CHAMPS as the Positive Behavior Intervention System	Sign in sheets	Unavailable	5% fewer referrals annually	5% fewer referrals annually	5% fewer referrals annually
2	Teachers' Advisory Committee	Minutes	Unavailable	Meet quarterly	Meet every six weeks	Meet monthly
3	Establish incentives program	Minutes	Unavailable	Begin incentive program	Reevaluate and expand program	Final guidelines used yearly
4	Development of processes and procedures	Product	Unavailable	Draft in place	Revised and fully implemented	Final form used annually

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5	Development of PLC's	Minutes	Unavailable	Learning the process	Book studies	Mentorin g each other
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**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

School Years 2010-2013

084902
County-District No.

Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument / Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Hire bilingual teachers	Staffing	Unavailable	Hire one bilingual teacher in new hires	Hire two	Hire another and/or retain two
2	Develop equitable evaluation guidelines	Document	Unavailable	Draft of evaluation tool	Revisions for new year	Final document in use
3	Form PLC's	Minutes	Unavailable	Learning the process	Book studies	Mentoring each other
4	Train AP's to appraise equitably	Appraisals	Unavailable	Following guidelines developed	Moving away from subjective evaluation	Equity in evaluation
5	Develop RTI plan to support teachers	Plan	Unavailable	PD for entire staff	Used by core teachers	Becomes a part of the school culture

Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument / Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Hiring Project Director and secretary	Staffing	Unavailable	Hired in Fall 2010	Integral part of campus community	Part of school culture to facilitate change
2	Hiring reading specialist and reading teacher	Staffing	2010 TAKS reading or ELA scores	Student success measured by TAKS ELA scores – 5% improvement for each student over previous year	Student success measured by TAKS ELA scores – 5% improvement for each student over previous year	Student success measured by TAKS ELA scores – 5% improvement for each student over previous year

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barrier				
#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
Project Period: August 1 ^{OCTOBER} , 2010 through June 30, 2013					
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted	
Payroll Costs	5B 6100	\$4,154,913	\$77,272	\$ 2000	\$4,234,185
Professional and Contracted Services	5C 6200	963,500	0	5000	968,500
Supplies and Materials	5D 6300	260,962		0	260,962
Other Operating Costs	5E 6400	195,900		5000	200,900
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/ 15XX	52,000			52,000
Total Direct Costs		5,627,275	77,272	12,000	5,716,547
2.854% Indirect Costs			\$133,453		133,453
Grand Total					
Total Budgeted Costs:		\$ 5,627,275	\$210,725	\$ 12000	\$ 5,850,000
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs					5,850,000
Multiply by (% limit)					X .05
Enter Maximum Allowable for Administration, including Indirect Costs					292,500

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,950,000 Year 2: SY 2011-2012 \$1,950,000* Year 3: SY 2012-2013 \$1,950,000* * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<p>GISD is requesting \$2 million annually for 3 years to support our Transformation Model Implementation. Of this amount a total of \$4,173,785 is for personnel costs. Thirteen individuals will be hired. These include the Project Director, a secretary, 4 Teachers in Math, Social Studies, ELA, and Science, 2 Reading Specialists, , 1 Bilingual Counselor, 1 Bil/ESL Interventionists, 1 Response to Intervention Specialist, and 1 Campus Data Specialist. GISD will provide a full time Social Worker for Ball HS. An additional \$1,393,401 is reserved for Performance payments and extra duty pay for tutoring and summer program facilitation. The amount of these will be determined by the campus committee when they develop the evaluation criteria for teachers and administrators. GISD will name four current Ball HS teachers as teacher leaders and use the 4 new teachers to reduce class size and to free up class periods for the teacher leaders to observe classes and coach teachers per grant requirements.</p> <p>A total of \$312,962 is budgeted for instructional supplies and equipment, including laptops and a workstation and printers for the 14 staff members. Desks, chairs, and file cabinets are budgeted @ \$500 per staff member. Additionally a Response to Intervention Database Program will be purchased for tracking interventions. The remaining amount is budgeted for supplies to include Professional Learning Committee books for staff members, other faculty reading materials, instructional supplies and office supplies, student books, manipulatives for math classes, science supplies, teacher classroom supplies, copying expenses for instruction and committee meetings, copying expenses for publicity and training materials.</p> <p>GISD will use Wexford as the external evaluator for \$100,000 over the three year period. . We will also contract with the School Improvement Resources Center at Region 13 to provide consulting services for our transformation model initiatives above and beyond those already being provided through TEA. GISD will contract with a vendor to train staff members on Instructional Walkthroughs and a database for results so that the data can be used as an indicator to the instructional changes and improvements in the classroom. GISD will also choose to provide Supplemental Educational Services voluntarily to our students through Sylvan Learning Center. GISD will contract with Kathy Curran to provide data disaggregation services including providing professional development for teachers in data disaggregation and facilitating the teacher coaching model as needed.</p> <p>\$200,900 has been budgeted for all required grant travel to Summer team training, to National Staff Development Council convention, to the District Institute for TIPPS, and to take faculty members on site visits. Additionally, we have budgeted for 3 of the staff members, the Project Director, the Bilingual Counselor, and the parent liaison, to receive a travel allotment of \$600 annually.</p> <p>GISD has used another funding source to provide a full time social worker for Ball High School\</p>		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	60,000 each plus .03 annual raise	4		\$	\$ 541816
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	1 @ 25000 plus .03% annual raise	1			77272
9						
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor Bilingual	1 @ 60000 plus .03% annual raise	1			185454
13	Social Worker					
14	Campus Data Specialist	1 @ 45,333 /yr.	1			136,000
15	Community Liaison/Parent Coordinator	1 @ 50000 plus .03% annual raise	1			154545
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
21	Title: Project Director 1 @ 75000 plus .03 annual raise		1			233381
22	Title: Reading Specialists 60,000 each plus .03 annual raise		2			290908
23	Title: Data disaggregation Moved to contracted services					
24	Title: Response To Intervention Specialist 1 @ 60000 plus .03% annual raise		1			185454
25	Title: BIL/ESL Interventionists 1 @ 60000 plus .03% annual raise		1			185454
26	Subtotal Employee Costs				\$	\$1,990,284
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$ 1500	\$135,000
28	6119	Professional Staff Extra-Duty Pay – performance pay incentives – to be determined by team and tutoring extra duty pay			0	1,393,401
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits 20% of all salaries and extra duty pay			500	715,500
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 2000	\$2,243,901
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 2000	\$ 4,234,185

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**TEXAS EDUCATION AGENCY
 Standard Application System (SAS)
 School Years 2010-2013**

084902
 County-District No.

 Amendment No.

Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

Expense Item Description		Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)		
2	Specify purpose	\$	\$
626	Rental or Lease of Buildings, Space in Buildings, or Land		
9	Specify purpose and provide calculation:		
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)		
9	Specify purpose:		
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)		
9	Specify purpose:		

Subtotal

6200 – Professional and Contracted Services Cost Requiring Specific Approval

Professional and Consulting Services (6219/6239) Less than \$10,000

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
3.	PBIS school climate contract	4500		4500
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal

Professional and Consulting Services Less than \$10,000

4500

Professional and Consulting Services (6219) Greater than or Equal to \$10,000

1. Description of Professional or Consulting Service (Topic/Purpose/Service):

Walkthrough Training for Teachers and Administrators

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs	unk	\$ 18,000	\$	\$ 18000
	Title: 6000 per year * 3 years				
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 18,000	\$	\$ 18000

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**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

School Years 2010-2013

084902
County-District No.

Amendment No.

Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

2. Description of Professional or Consulting Service (Topic/Purpose/Service):

Services for transformation model coaching and professional development beyond TEA provided services

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs	unk			
	Title: Positive Behavior Support, RTI training, Consultation, differentiated Instruction, etc.		\$ 166,000	\$	\$ 166,000
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 166,000	\$	\$ 166,000

3. Description of Professional or Consulting Service (Topic/Purpose/Service):

Supplemental Education Services – Vendor TBD

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs				
	Title: Estimate 400 students @ \$600 each @ 3 yrs		\$ 500,000	\$	\$ 500,000
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 500,000	\$	\$ 500,000

4. Description of Professional or Consulting Service (Topic/Purpose/Service):

Professional Learning Communities Consultants and Training

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs				
	Title: Professional Learning Communities \$10000 annually		\$ 30000	\$	\$ 30000
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 30000	\$	\$ 30000

5. Description of Professional or Consulting Service (Topic/Purpose/Service):

Project Evaluator – Wexford, Inc.

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			90000		90000
Title: Grant Evaluation Services					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials			3000		3000
Other Operating Costs			7000		7000

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Capital Outlay (Subgrants Only)				
Total Payment:		100,000		100,000
6. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Teacher coach and data disaggregation specialist				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Total Payment:		150,000	5,000	150,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		964,000	5,000	964,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		4500		4500
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		964,000	5000	964,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		968,500	5000	968,500

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Texas Title I Priority Schools Grant					
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval					
Expense Item Description		Pre-Award	Total Budgeted		
6399	Technology Hardware- Not Capitalized		27,100		
	#	Type		Purpose	Quantity
	1	Laptops including sw		For 13 professional staff members @1500 each	13
	2	Workstation includes sw		Secretary @1200	1
	3	Printers networked		To share among 14 staff members @800 each	8
	4				
5					
6399	Technology Software- Not Capitalized				
6399	Supplies and Materials Associated with Advisory Council or Committee				
Total Supplies and Materials Requiring Specific Approval:			27,100		
Remaining 6300- Supplies and Materials that do not require specific approval: Instructional materials and student books to increase student achievement and for publicity, training materials, manipulatives for math classes, science supplies, teacher classroom supplies, copying expenses for instruction and committee meetings			233,862		
Grand Total			\$ 260,962		

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Texas Title I Priority Schools Grant		
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval		
Expense Item Description	Pre-Award	Total Budgeted
6411 Out of State Travel for Employees (includes registration fees) Specify purpose: National Staff Development Council	\$	\$ 30,000
6412 Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6413 Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419 Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/6419 Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429 Actual losses which could have been covered by permissible insurance		
6490 Indemnification Compensation for Loss or Damage		
6490 Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499 Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
6499 Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:		30,000
Remaining 6400 - Other Operating Costs that do not require specific approval:		5,000
Grand Total		\$ 5,000 \$200,900

Travel Expense for Staff Members				Yr 1	Yr 2	Yr 3	Total
Summer team training expenses				30000	30000	30000	90000
travel to summer team training				12500	12500	12500	37500
National Staff Development Council					15000	15000	30000
District Institute for TIPPS				3500	3500	3500	10500
Travel for site visits				7500	7500	7500	22500
Monthly travel for project director, social worker, Parent Liaison @				1800	1800	1800	5400
				55300	70300	70300	195900

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Texas Title I Priority Schools Grant					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	RTI Database \$50000 + 2 years maintenance fee				52000
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					52000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>084902</u> County-District No.
Texas Title I Priority Schools Grant		

Statement of provisions and assurances for the program(s) in this application:

A. Terms defined: As used in these Provisions and Assurances,

- Contract means the entire document, and all of TEA's attachments, appendices, schedules (including but not limited to the General Provisions and the Special Provisions), amendments and extensions of or to the Standard Contract;
- Agency or TEA means the Texas Education Agency;
- Contractor means the party or parties to this contract other than Agency; including its or their officers, directors, employees, agents, representatives, consultants and subcontractors, and subcontractors' officers, directors, employees, agents, representatives and consultants;
- Project Administrator means the person representing Agency or Contractor, as indicated by the contract, for the purposes of administering the contract project;
- Contract Project means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part;
- Applicant means the same as Contractor;
- SAS means the Standard Application System of which the application document is a part;
- "Application" means the entire package submitted by the Applicant including the schedules contained in the application and so indicated on the General Information page of the application package;
- Amendment means an application that is revised in budget categories and/or in program activities. It includes both the original application and any subsequent amendments; or extensions thereto;
- Works means all tangible or intangible material, products, ideas, documents or works of authorship prepared or created by Contractor for or on behalf of TEA at any time after the beginning date of the Contract (Works includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.); and,
- Intellectual Property Rights means the worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to grant sublicenses.
- Grant means the same as Contract;
- Grantee means the same as Contractor;
- Grantor means the same as Agency; and
- DCC means the Document Control Center of Agency.

- B. Contingency:** This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.
- C. Contractor's Application:** Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.
- D. Requirements, Terms, Conditions, and Assurances:** Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	084902 County-District No.
Texas Title I Priority Schools Grant		

- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>084902</u> County-District No.
Texas Title I Priority Schools Grant		

- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>084902</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

For School Districts and Nonprofit Organizations: The foregoing Intellectual Property Ownership provisions apply to any school districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors. If a school district or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Education Service Centers (ESCs): The foregoing Intellectual Property Ownership provisions apply to an Education Service Center (ESC) and its employees, agents, representatives, consultants, and subcontractors. If an ESC or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Colleges and Universities: The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works and derivative works created or conceived by colleges or universities under the Contract, they are granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. The license for academic and educational purposes specifically excludes advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative works from the Works that are created or conceived under this Contract and colleges and universities and their employees, agents, representatives, consultants, and subcontractors are prohibited from engaging in these uses and activities with regard to the Works unless the prior express written permission of the TEA Copyright Office is obtained.

- S. Unfair Business Practices: Unfair Business Practices:** By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.

Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.
- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

SCHEDULE #6A - cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	084902 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont.GENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

1. **For Local Educational Agencies (LEAs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
3. **For Institutions of Higher Education (IHEs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
4. **For Nonprofit Organizations**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations**: 29 CFR 1630 and 48 CFR Part 31.

DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:

1. **Participation in Planning**: Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	084902 County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>084902</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

Pursuant to the provisions in 34 CFR 80.43 and 74.62, if a grantee materially fails to comply with any term of an award, whether stated in a federal statute or regulation, an assurance, in a grant application, or elsewhere, TEA may take one or more of the following enforcement actions as appropriate in the circumstances: temporarily withhold cash payments pending correction of the deficiency or more severe enforcement action; disallow all or part of the cost of an activity or action not in compliance; wholly or partly suspend or terminate the current award; withhold further awards for the program; or take other remedies that may be legally available. If an enforcement action is imposed, the grantee will be notified in writing by TEA of the actions imposed and the process for remedying the noncompliance or removing the enforcement actions.

TEA reserves the right to not award a discretionary grant to a high-risk grantee or to a grantee that is materially non-compliant with the terms and conditions of another award.

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.
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SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;">084902</div> <div style="text-align: right;">County-District No.</div>
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
 - "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
 - "Participant"— Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
 - "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
 - "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
 - "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
 - "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
 - "Ineligible" generally refers to a person who is either excluded or disqualified.
 - "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
 - "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
 - "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.
1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
 3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
 4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>084902</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by signature on SAS Schedule #1 and by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

68 FR 66544, 66611, 66612, 66613, 66614, November 26, 2003

As amended by the Texas Education Agency (04/02)

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	084902 County-District No.
Texas Title I Priority Schools Grant		

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

The applicant certifies by signature on Schedule #1 - General Information, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (See **Schedule #6D - Disclosure of Lobbying Activities.**)
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the U. S. Department of Education and the Texas Education Agency relied when they made or entered into this grant or contract. Any organization that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Dept. of Education form #ED 80-0008
 As amended by the Texas Education Agency

11/89
 03/90

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013**

084902

County-District No.

Texas Title I Priority Schools Grant

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:

Name:

1. Type of Federal Action☐

- a. Contract
b. Grant

2. Status of Federal Action:☐

- a. Bid/Offer/Application
b. Initial award
c. Post-award

3. Report Type:☐

- a. Initial filing
b. Material change

For Material Change Only:

Year: _____

Quarter: _____

Date of last Report: _____

4. Name and Address of Reporting Entity:☐

Subawardee

Tier (if known): _____

Congressional District (if known): _____

5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Congressional District (if known): 21

6. Federal Department/Agency:**7. Federal Program Name/Description:**

CFDA Number, if applicable: _____

8. Federal Action Number, if known:**9. Award Amount, if known:**
\$ _____**10. a. Name and Address of Lobbying Registrant**
(if individual, last name, first name, MI):**10. b. Individuals Performing Services** (including address if different from No. 10a; last name, first name, MI):

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature: _____

Name: _____

Title: _____

Telephone# _____
:

Date: _____

Federal Use Only:

Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	_____ County-District No. 084902
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.
- C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.
- D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.
- F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.
- G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.
- H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
- I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
- J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].
- K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.
- M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	084902 County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	084902 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that–
 - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- (B) when used with respect to–
 - (i) an elementary school teacher who is new to the profession, means that the teacher–
 - (I) holds at least a bachelor's degree; and
 - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by–
 - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and
- (C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and–
 - (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
 - (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that–
 - (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - (VI) is made available to the public upon request; and
 - (VII) may involve multiple, objective measures of teacher competency.

5. Parental Involvement: The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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6. Professional Development includes activities that:

- (A) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (B) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (C) give teachers, principals, and administrators the knowledge and skills to provide the students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (D) improve classroom management skills;
- (E) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one-day or short-term workshops or conferences;
- (F) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (G) advance teacher understanding of effective instructional strategies that are:
- (H) based on scientifically based research (except for programs under Title II, Part D, Enhancing Education Through Technology of this Act); and
- (I) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (J) are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments and the curricula and programs tied to the standards;
- (K) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (L) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
- (O) provide instruction in methods of teaching children with special needs;
- (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (R) may include activities that:
 - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

7. Scientifically Based Research:

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that:
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that–

- (A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that–
 - (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and part of an ongoing developmental induction process that–
 - (I) involves the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and
 - (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and
 - (III) may include the establishment of a partnership by a local educational agency with an institution of higher education.

9. Technology: State-of-the-art technology products and services.

W. ESEA Performance Goals, Indicators, and Performance Reporting: The LEA assures it has adopted the five performance goals and the related performance indicators established by the U. S. Department of Education and as submitted in the *Texas Consolidated State Application for Funds Under the No Child Left Behind Act*. The LEA also assures that it will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS and that it will report such data to the Agency in the time and manner requested.

X. Transfer of School Disciplinary Records: The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).

Revised 03/03

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	084902 County-District No.
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Federal Statutory Requirements

- 1) The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school.
- 2) The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- 3) If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.
- 4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.
- 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.
- 6) The LEA must describe actions it has taken, or will take, to align other resources with the interventions.
- 7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
- 8) The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.
- 9) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.
- 10) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- 11) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus.
- 12) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
- 13) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.
- 14) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.
- 15) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.
- 16) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
- 17) If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
 - a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - b. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 1. Screen all existing staff and rehire no more than 50 percent; and
 2. Select new staff.
 - c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a

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new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - i. Provide appropriate social-emotional and community-oriented services and supports for students.
- 18) If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.
1. Any of the required and permissible activities under the transformation model; or
 2. A new school model (e.g., themed, dual language academy).
- 19) If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.
- a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
 - b. A grant for school closure is a one-year grant without the possibility of continued funding.
- 20) If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.
- a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
 - b. Enroll, within the grades it serves, any former student who wishes to attend the school.
- 21) If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
1. Develop and increase teacher and school leader effectiveness.
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
 2. Comprehensive instructional reform strategies.
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of

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individual students.

3. Increasing learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; and
 - (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 22) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Institute a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
- 23) An LEA **may** also implement comprehensive instructional reform strategies, such as--
 - (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - (B) Implement a schoolwide "response-to-intervention" model;
 - (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - (D) Use and integrate technology-based supports and interventions as part of the instructional program; and
 - (E) In secondary schools--
 - (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 24) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

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- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 25) The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--
- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.

Statutory Program Assurances

- 1) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
- 2) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.
- 3) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.
- 4) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.
- 5) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
- 6) Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
 - a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
 - i. Comprehensive Needs Assessment process.
 - ii. Establish the grant budget by the required categories.
 - iii. Identification and Selection of the intervention model.
 - iv. Development of activities to implement selected intervention model.
 - v. Development of Timeline of Grant Activities.
- 2) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
- 3) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement
 2. Comprehensive instructional reform strategies.
 - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - B. Implement a school wide "response-to-intervention" model;
 - C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - D. Use and integrate technology-based supports and interventions as part of the instructional program; and
 - E. In secondary schools--
 - 1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - 2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - 4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - B. Implement a per-pupil school-based budget formula that is weighted based on student needs.
- 15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- a. Number of minutes within the school year.
 - b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
 - c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - d. College enrollment rates. (High Schools Only)
 - e. Teacher Attendance Rate
 - f. Student Completion Rate
 - g. Student Drop-Out Rate
 - h. Locally developed competencies created to identify teacher strengths/weaknesses
 - i. Types of support offered to teachers
 - j. Types of on-going, job-embedded professional development for teachers
 - k. Types of on-going, job-embedded professional development for administrators
 - l. Strategies to increase parent/community involvement
 - m. Strategies which increase student learning time

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By submitting the application for American Recovery and Reinvestment Act (ARRA) funds (P.L. 111-5), the applicant agrees to comply with the following provisions and assurances for all programs authorized in Division A of the ARRA, Title I School Improvement Grant (SIG). The applicant understands that failure to comply with one or more of these provisions and assurances may result in the Texas Education Agency (TEA) taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43.

In addition to the standard terms of award, all funding provided under the Recovery Act will be subject to the provisions, assurances and conditions for American Recovery and Reinvestment Act of 2009 (ARRA or Recovery Act).

Terms defined:

RECIPIENT – The term “recipient” means a State and includes the Texas Education Agency (TEA). It also includes any entity that applies for and receives a grant directly from the federal government.

RECOVERY FUNDS –The term “recovery funds” means any funds that are made available from appropriations made under the Recovery Act.

RECOVERY ACT – the American Recovery and Reinvestment Act (ARRA) of 2009 (P.L. 111-5)

STIMULUS FUNDS – The term “stimulus funds” means any funds that are made available from appropriations under the Recovery Act; the term may be used interchangeably with “recovery funds.”

GRANTEE – the subrecipient of TEA and applicant of funds.

A. One-Time Funding: Unless otherwise specified, ARRA funding is considered one-time funding that is expected to be temporary. Grantees should expend funds in ways that do not result in unsustainable continuing commitments after the funding expires. Grantees must move rapidly, while using prudent grant management practices, to develop plans for using funds, consistent with the ARRA’s reporting and accountability requirements, and promptly begin spending funds to help drive the nation’s economic recovery. All ARRA funds must be separately accounted for and tracked in their obligation, expenditure, and reporting.

B. Period of Availability and Encumbrances/Obligations: Unless otherwise specified in the Notice of Grant Award (NOGA), all funds are effective from the beginning date specified on the Notice of Grant Award (NOGA) through June 30, 2013. Carryover of funds will not be available beyond that date. Unobligated/unexpended funds will be returned to the Department of Treasury. The paragraph in the General Provisions pertaining to Encumbrances and Obligations applies as follows:

All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. When an obligation is made is defined in 34 CFR 76.707.

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C. Compliance with Other Provisions and Assurances: All provisions and assurances stated in the General Provisions, Certification Regarding Debarment and Suspension, Lobbying Certification and Disclosure of Lobbying, No Child Left Behind Act (NCLB) Special Provisions and Assurances, and all other program-specific provisions and assurances apply unless they conflict or are superseded by the following terms and conditions implementing the American Recovery and Reinvestment Act of 2009 (ARRA) requirements below. This includes compliance with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; and all other nondiscrimination provisions. It also includes Title VII of the Civil Rights Act of 1964 (prohibiting race, color, national origin, religion, and sex discrimination in employment; the Americans with Disabilities Act (prohibiting disability discrimination in employment and in services provided by entities receiving federal funds); as well as any other applicable civil rights laws. **By submitting this application, the applicant agrees to comply with all such provisions and assurances.**

D. Compliance with Other Program Statutes: The applicant agrees to comply with the authorizing program statutes, regulations, non-regulatory guidelines, and other guidance in the implementation of the programs receiving funding under ARRA. This includes compliance with comparability; supplement, not supplant; maintenance of effort (MOE); equitable participation for private nonprofit school students and teachers; and all other program-specific provisions and requirements. All such are hereby incorporated by reference.

E. DUNS Number: All entities receiving any federal funds, including ARRA funds, are required to have a DUNS (Dunn & Bradstreet) number. The DUNS number serves as the grantee organization's unique identifier for reporting federal funds received and expended. TEA must use this same DUNS number to report grant awards and expenditures for subrecipients under ARRA to the website specifically provided for in ARRA – <http://www.FederalReporting.gov/>. The assignment of a DUNS number is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds. (Section 1512[c][4] of ARRA and the federal Office of Management and Budget (OMB) to comply with the Federal Funding Accountability and Transparency Act [FFATA], P.L. 109-282. OMB adopted the DUNS number as the "unique identifier" required for reporting under FFATA).

F. Central Contractor Registration (CCR): All grantees receiving ARRA funds, as well as any other federal funds, are required to register and maintain current registration with the Central Contractor Registration (CCR) database at <http://www.ccr.gov>. Registration in CCR is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds.

G. ARRA Reporting Requirements: The federal Office of Management and Budget (OMB) has issued guidance related to reporting the use of ARRA funds to the various websites. The definition of terms and data elements, as well as any specific instructions for reporting, including required formats, are provided in separate guidance issued by the TEA.

The Texas Education Agency as a direct recipient of funds is required to report certain information at certain intervals throughout the grant period as required in Section 1512 of ARRA. In order to meet the reporting requirements, grantees will be required to provide certain information to TEA. By submitting this application, the grantee agrees to provide information in the form, time, and manner requested so that TEA can meet its reporting requirements and deadlines.

- 1. Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Grantees must submit certain information to TEA in order for TEA to comply with quarterly reporting requirements established in Section 1512 of the Recovery Act. Recovery Act-related reporting requirements are incorporated as a special condition of this award.

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

For each grant that equals or exceeds \$25,000 in total grant award amount:

- The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- The legal name of the grantee organization (as registered in the Central Contractor Registration (CCR), if registered) (TEA will have this information on file provided it is the same legal name on file with TEA)
- The physical location (street address) (as listed in the CCR, if registered) (TEA will have this information on file provided it is the same street address on file with TEA)
- The (federal) Congressional district number
- The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- The total amount of the grant award (TEA will have this information on file)
- The total amount paid to the grantee as of date of report (TEA will have this information on file)
- The physical location (street address) of the primary place of performance of the grant (TEA will have this information on file provided it is the same address on file with TEA.)
- An evaluation (i.e., status report) of the completion status of the project or activity (for example, Not Started; Less than 50% Completed; Completed 50% or More; Fully Completed) (It is not clear at this time whether this information will need to be collected from the grantees. TEA will notify the grantee in the event status information needs to be collected.)
- An estimate of the number of jobs created and the number of jobs retained by the project or activity and a brief description of the types of those jobs (i.e., job titles) (TEA will need to collect this information from grantees.)
- The names and total compensation of the five most highly compensated officers of the grantee organization if the organization in its preceding year received 80% or more of its annual gross revenues in Federal awards and \$25,000,000 or more in annual gross revenues from Federal awards and the public does not have access to information about the compensation of senior executives. (It is not known at this time whether this data element will be required once the data elements are finalized by OMB. If it is required in the final data elements, TEA will need to collect this information from the grantees.)

For grants that equal less than \$25,000 in total grant award amount or for grantees that in the previous tax year had gross income under \$300,000, amounts will be reported in the aggregate according to the following:

- The total number of grants awarded less than \$25,000 (TEA will have this information file)
- The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- The total (aggregate) amount paid to grantees for all grants less than \$25,000 as of date of report (TEA will have this information on file)

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5. **Posting the Information on Public Website:** Not later than 30 days after the end of each calendar quarter, each federal agency, including the U.S. Department of Education, shall make the information in those reports publicly available by posting the information on the designated public website (Section 1512[d]). Grantees will not be required to post information on the public website unless they apply for and receive other ARRA grants directly from a federal government agency.

Once OMB adopts the final data reporting elements and TEA receives specific instructions for reporting, TEA will provide subsequent guidance to grantees related to required reporting information.

H. Electronic Drawdown of ARRA Funds from TEA and Use of FAR Fund Codes: Recipients will draw down ARRA funds on an award-specific basis. **Pooling of ARRA award funds with other funds for drawdown or other purposes is not permitted.** Recipients must account for each ARRA award separately by referencing the assigned FAR (Financial Accounting and Resource) fund code for each award.

I. Availability of Records: The applicant agrees to make all financial and programmatic records available in detail for inspection by TEA auditors, local independent auditors, and the offices described below.

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

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6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

J. Disclosure of Fraud or Misconduct: Each grantee awarded funds made available under the ARRA shall promptly refer to the USDE Office of Inspector General any credible evidence that a principal, employee, agent, contractor, subrecipient, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.

K. Protection for Whistleblowers: Section 1553 of the ARRA provides protection for State and local government and contractor whistleblowers. Any employee of any employer receiving ARRA funds may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing, including a disclosure made in the ordinary course of an employee's duties, to the Recovery Accountability and Transparency Board, an inspector general, the U. S. Comptroller General, a member of Congress, a State or federal regulatory or law enforcement agency, a person with supervisory authority over the employee (or such other person working for the employer who has the authority to investigate, discover, or terminate misconduct), a court or grand jury, the head of a federal agency, or their representatives, information that the employee reasonably believes is evidence of (1) gross mismanagement of an agency contract or grant relating to ARRA funds; (2) a gross waste of ARRA funds; (3) a substantial and specific danger to public health or safety related to the implementation or use of ARRA funds; (4) an abuse of authority related to the implementation or use of ARRA funds; or (5) a violation of law, rule, or regulation related to an agency contract (including the competition for or negotiation of a contract), or grant, awarded or issued relating to ARRA funds. A person who believes that he or she has been subjected to a reprisal may submit a complaint regarding the reprisal to the inspector general for the appropriate federal agency (in most cases, the U.S. Department of Education).

L. Use of Funds: The grantee agrees to comply with the applicable federal cost principles in the obligation and expenditure of ARRA funds as identified in the General Provisions and Assurances as well as other limitations or restrictions and expenditures identified therein. The grantee also agrees to the following:

1. **Consolidation of ARRA Administrative Funds:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may consolidate ARRA administrative funds with other NCLB consolidated administrative funds.** TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be consolidated with other NCLB consolidated administrative funds, grantees must still be able to report the types and number of jobs that were created or saved with ARRA funds.
2. **Combining ARRA funds on a Schoolwide Program.** ARRA funds are permitted to be used on a Title I Part A schoolwide Campus/Program, funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA reporting. You must also be able to report the types and number of jobs that were created or saved with ARRA funds.
3. **Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>084902</u> County-District No.
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Texas Title I Priority Schools Grant

4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).

5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.

6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).

7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:

Grantees agree to separately identify the expenditures for each grant award funded under ARRA as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and to comply with all other provisions of the Single Audit Act and OMB Circular A-133.

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Galveston ISD LEA Name	084902 County-District#
		Ball High School Campus Name	084902001 Campus Number
by telephone/e-mail/FAX on _____ by _____ _____ of TEA.		9-Digit Vendor ID# NOGA ID# (Assigned by TEA)	Region 4 ESC Region Date of Report

Texas Title I Priority Schools Grant

Tier III Model Selection and Description Report - TRANSFORMATION

Option 1 Timeline Due to TEA no later than August 31, 2010.

Option 2 Timeline Due to TEA no later than February 1, 2011.

May be submitted any time prior to deadline.

For each area, enter applicable information for the identified Critical Success Factor (CSF) and milestones from this table.

- 1 -- Improve Academic Performance
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 -- Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation /Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 -- Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 -- Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 -- Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 -- Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 -- Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

Part 1: Identified Needs

List the local needs identified in each Milestone to be addressed by the Intervention Model selected as it relates to the Critical Success Factors (CSF).

1. Improve Academic Performance

Milestone	A	Improve Student Achievement in Reading/ELA Improve Student Achievement in Mathematics Improve Student Achievement in Social Studies Improve Student Achievement in Science Professional development on Action Research model

	B	Continued use of the Core curriculum Core curriculum coaches begin and maintain PLC's
	C	Creation of common planning periods for core teachers Use of CBA's (curriculum based assessments) and benchmark assessments Form Professional Learning Communities (PLC) Hire four curriculum coaches Use curriculum coaches in core areas to direct PLC's Hire two reading specialists Hire one bilingual specialist Hire one bilingual counselor
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Training entire teaching staff in AWARE Disaggregation of TAKS, benchmark and CBA data Learn to use grade distribution data to direct instruction
	B	Professional development on the use of RTI Lesson planning based on assessment results Use of benchmark data to drive instruction Use of benchmark data to form tutoring groups Use of TAKS results to form tutoring groups Hire RTI interventionist/specialist Use of data for implementation of RTI model PLC's using data to make instructional decisions Hire PEIMS Specialist
	C	Use of common planning period to make lesson plans based on data Ongoing communication between administration and faculty Monthly faculty meetings with the focus on data and instruction Schedule PLC meetings regularly
3. Increase Leadership Effectiveness		
Milestones	A	Ongoing embedded professional development as part of job Develop an equitable evaluation plan for teachers and administrators Consider use of Cognitive Coaching model for curriculum coaches and other staff
	B	Develop curriculum teams and appoint team leaders Formation of a leadership team
	C	Work with project manager to develop and finalize evaluation guidelines
4. Increase Learning Time		
Milestones	A	Implement 8 period day in 2010 - 2011 Extend day 30 minutes Use flexible day scheduling Use Sylvan Learning for tutoring students as a supplemental education service Credit Recovery during school and after school Teacher tutoring after school day
	B	Develop an instructionally-focused Calendar Use CScope curriculum
	C	Use CBA's to drive instruction Use benchmarks to drive instruction Use PLC's to improve use of instructional time
5. Increase Parent / Community Involvement		
ston	A	Hire a bilingual parent liaison Consider instituting volunteer programs on campus

		<p>Invite parents and community stakeholders to planning meetings</p> <p>College nights</p> <p>Showcase night in which parents and students from middle schools see opportunities at Ball High</p> <p>CTE night each semester</p> <p>Hire social worker</p>
	B	Parent night /meeting held every 6 weeks
	C	<p>Continue Teen Health Clinic</p> <p>Continue with UTMB psychologist</p> <p>Rehab groups meeting</p> <p>Hire social worker</p> <p>Continue programs with UTMB and Texas A&M in Galveston</p> <p>Continue 'Bridge' in conjunction with Galveston College</p>
6. Improve School Climate		
Milestones	A	Developing duty stations throughout the building to improve tardies
	B	<p>Develop PLC groups and planning procedures</p> <p>Hiring of Bilingual/ESL teacher</p> <p>Hiring of Bilingual counselor</p> <p>Develop and put procedures and processes into place</p> <p>AVID</p> <p>CHAMPS professional development</p>
	C	Form teacher advisory committee
7. Increase Teacher Quality		
Milestones	A	<p>Train administrators to appraise school personnel equitably</p> <p>Develop evaluation systems</p>
	B	<p>Form PLC's to work with curriculum coaches</p> <p>Foster professional growth in all teachers</p>
	C	<p>Hire more bilingual or ESL certified teachers</p> <p>Support struggling teachers</p> <p>Recruit exemplary teachers</p> <p>Use core teachers to help recruit new teachers</p> <p>Develop RTI plan to support teacher growth</p> <p>Build collegiality among staff</p> <p>Team planning</p> <p>Institute incentives for teachers</p>
Other Identified Needs (not listed above)		

A	Provide a meeting space for parents and community members to meet and work in
B	Others have yet to be determined.

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	30%
Increase the Use of Quality Date to Drive Instruction	20%
Increase Leadership Effectiveness	10%
Increase Learning Time	5%
Increase Parent / Community Involvement	5%
Improve School Climate	10%
Increase Teacher Quality	20%
Other Remaining Costs	0%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	90%
Increase Parent / Community Involvement	10%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Tier III Modified Transformation
<input checked="" type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
<p>Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.</p> <p>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Complete the appropriate model pages below.</p>

Part 3: Intervention Description – TIER III TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

I. Develop and increase teacher and school leader effectiveness.

A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be kept on the campus, or be provided leadership coaching or training

Prior to applying for the grant, Galveston ISD requested that the present principal, Dean Blair, remain in place to implement the grant. This is his 3rd year at the campus, and during his first year he received mentoring/training because of the unacceptable status that Ball High had from the AEIS report. He will receive leadership training as this type of staff development is being taught to the teachers and core learning/ curriculum coaches throughout the implementation of the grant. He will also attend all other types of professional development that is offered through the grant.

B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

As the planning team meets with the core teams and district staff, they will look at strategies and procedures to put into place that will reward teachers who show academic growth with their students. The benchmarks will depend on the students and classes the teacher has/teaches. The standard for teachers who teach dual credit and AP classes will not be the same as teachers who teach inclusion classes. Equity will be an important factor in making the decisions. With regard to struggling teachers, the committee will develop a plan and put support mechanisms into place to support their work. If they cannot meet the rigorous expectations of their profession, then they will no longer be a part of the Ball High School staff.

C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

The staff and members of the core/professional learning communities will be involved in the decisions about staff development which will support the work at Ball High School. The training with CHAMPS will support school climate and behavioral expectations for students. The core teams will look at staff development that will support them in their subject area. This type of staff development will be critical with the EOC exams that will begin in 2011-2012. The staff will also need to become familiar with the action research model as well as a coaching model. Both will be key elements in developing professional learning communities and in developing trust and respect among staff. Other areas of need for staff development will be examined with each new 90 day plan and with the implementation of that plan. Staff development will be a vital part of the grant implementation.

D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals that—

- **takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and**
- **is designed and developed with teacher and principal involvement;**

The planning team will begin plans on how to make a fair evaluation tool that takes into account the subjects

taught, student data and other forms of information about the teacher. In addition to the development of a tool that is fair and equitable for evaluation of teachers and administrators, the team will then look at ways to identify and reward school leaders, teachers, and other staff who have increased student achievement and graduation rates. Teachers who do not meet the requirements of the new evaluation tool and have been given time, support, and staff development to support their work with students will be removed from the building. The planning team with the support of the core curriculum coaches will include teacher input as the evaluation tool is developed and implemented on the campus. All campus stakeholders will be included in the decisions and final implementation of both the evaluation tool and the provision for incentives on the campus.

II. Comprehensive instructional reform strategies.

A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

The leadership team will be formed and will begin to form professional learning communities with the core curriculum coaches and core teachers. One aspect of the work of these learning communities will be to use data to identify areas of the curriculum and instruction that need more support or need professional development to improve the classroom instruction. The professional learning communities will seek staff development that is research based and shown as a best practice through students results. Through the use of the curriculum coaches, a person will be available to meet with the group of teachers on the team, to help in lesson planning and instructional activities, to support new teachers, and to provide support for struggling teachers. The learning coach will also direct book studies or professional conversations about education and what is cutting edge with a research base in classrooms. The coach will also lead the team in the decisions about staff development that is needed to support instruction. Since the teams will be formed with groups of core teachers, the teams will have continuous opportunities to talk about the alignment of their curriculum.

B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

With the employment of a data disaggregation specialist, the school staff will have constant support in looking at all types of data that is relevant to student performance. The specialist will meet regularly with groups of teachers to examine what the data is saying about instruction and student academic growth. The professional learning communities will use all types of student data and other information to make informed decisions about what are the needs of the teachers in that learning community. A curriculum coach will work with each professional learning community and help direct their work. The data disaggregation specialist will direct the use of the data and support the professional learning communities in planning and differentiating instruction.

III. Increase learning time and create community-oriented schools.

A. Establish schedules and strategies that provide increased learning time (as defined below);

*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy**

Ball High School has added an eighth period this school year and extended the school day by 25 minutes. By rearranging lunch schedules and homeroom, another period was added to the school day so that students would have an extra period for tutoring, enrichment, and accelerated instruction. The teachers have been asked to make decisions about how they want to use that period in support of the school community. They may choose to serve in the capacity of a tutor, provide a special class, or help with discipline and students who are tardy. The campus has also set up two computer labs to help students with credit recovery, and these are available all day and after school hours. There is summer school each year which offers students the opportunity to make up classes, take an extra class, or prepare for the Exit retest. Since the campus has already devised creative ways to extend the learning day, the implementation of the grant will provide money and materials to continue and extend what has already begun at the campus.

B. Provide ongoing mechanisms for family and community engagement.

Another component of the grant is to provide ongoing mechanisms for family and community involvement. This has been an area of weakness at Ball High and perhaps the area that needs the most work. With grant money the campus would hire a bilingual parent liaison. The complete lack of someone in the office who can speak to Spanish speaking parents is a barrier in itself. These parents are disenfranchised because of language. The leadership team with the support of parents and community stakeholders will plan activities and procedures to put into place so that the school is more 'user friendly' to parents and any non-school person who enters the building. Plans will also be made to actively include parents and the community in the Ball High School learning community. College nights, CTE nights, Showcase nights, and other evening activities /meetings will be planned and instituted to encourage parents to take an active part in their student's education.

IV. Provide operational flexibility and sustained support.

A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

The district administration and Galveston ISD Board of Trustees are completely committed to supporting the implementation of this grant for Ball High School. With that declaration in mind, the school will be given the flexibility it needs to make substantive changes in the way the school does business. These changes will include but not be limited to staffing, planning a testing calendar and other calendars of events, budgeting, and delivery of curriculum and instruction. Each one of these areas will be addressed as the need arises and as the implementation of the grant points to the need to make a change. The district will also support the school with ongoing, intensive technical assistance so that the transformation model of school improvement will have the maximum benefit for the Ball High campus.

B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Galveston ISD has used providers through Region 4 and the schools of higher learning in our area. Through Rice University teachers have received training in the teaching of math and science and in using hands on activities to support both math and science instruction. Students and teachers have been able to participate in workshops and instruction in environmental sciences and marine biology through Texas A&M in Galveston and in life sciences through the University of Texas Medical Branch. In addition, the district has sent teachers to workshops at Region 4 and brought trainers to the district to work with teachers on best teaching practices. Every summer Rice University offers AP teachers

continuing education in the teaching of their subject. These classes provide teachers with new ideas and materials to implement in their classrooms. These opportunities for professional development will continue to be a part of the staff development offered by Galveston ISD and will support the implementation of the grant at Ball High School.

When looking at staff development, the district looks at the research that supports the use of the techniques that are being taught. The district also solicits information from Region 4 or other educational coops that have worked with that particular area of professional development. This process will continue to be used in the future. Also, GISD will contract with Region 13 SIRC services for technical support in implementing the transformation model beyond those services provided by TEA, such as positive behavior support, and training on how to involve the community and parents.

The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

I. Develop and increase teacher and school leader effectiveness.

A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school

The activity to hire and retain qualified teachers will be ongoing at the campus. Criterion will be developed to use to look for these type of teachers when hiring is done. The campus will have the flexibility to make hiring decisions. The need to increase teacher quality applies to the hiring of new teachers as well as current staff. There are a number of teachers who qualify as "master teachers" on the campus, and a goal will be to constantly add to that number. In addition to hiring and retaining quality teaching staff, the project director will take steps to develop a matrix by which teachers receive extra compensation based on student progress. The decisions will be based on the type of students with whom the teacher works as well other factors that lead to student success.

B. Institute a system for measuring changes in instructional practices resulting from professional development;

Through the work of the core subject area coaches and the teams working on evaluation, measures will put into place which will be used to measure the implementation and success of the instructional practices that have been learned through staff development. Using the coaching model, classroom walk throughs, lesson planning, and student data, the success of the professional development will be monitored and supported so that teachers will make quality changes in classroom instruction.

C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

A procedure will be developed with Human Resources by which both the Ball High School administration and teachers must agree to placement on the campus. The campus principal must be able to make staffing decisions without being pressured to hire a teacher or accept a transfer from another campus. Teachers must also be agreeable to take on the rigorous teaching responsibilities at Ball High School. The teachers who are currently at Ball High School will have to decide to remain or transfer to another campus.

II. Comprehensive instructional reform strategies.

A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

With the hiring of the project director, the first 90 day plan will be formulated and put into place. The plan will be monitored and updated before the completion of each 90 day period and a new plan will be put into place. This planning will allow for constant monitoring of the grant and implementation of the activities as outlined in the grant. The use of the Action Research model will also be used by the professional learning communities to monitor progress and implementation of professional development.

B. Implement a schoolwide "response-to-intervention" model;

One of the first professional development activities will be learning the RTI - Response to Intervention model. With the learning of this model, the RTI/intervention specialist will work with teachers to assess the types of classroom interventions that will work with struggling students and begin a process whereby students will receive the interventions necessary to insure their school success.

C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

With monies from the grant several new personnel who will work with students and teachers to ensure that students receive the support they need to master the academic content of the classes in which they are enrolled. Through staff development activities, teachers will learn about teaching strategies which will support all students and interventions which will support the academic success of the students in their classrooms. Teachers will also learn the RTI model which will support these students in the classroom. The two reading specialists, the bilingual/ESL intervention specialist, and the Response to Intervention specialist will all be available to teachers and be working in classrooms so that teachers can meet the needs of students with whom they work.

D. Use and integrate technology-based supports and interventions as part of the instructional program;

Presently there are technology coaches available at the high school who work with teachers in planning, instruction, and use of technology in the classroom and who work with students to support the technology needs of the classroom. The credit recovery lab has computers which allow students to recover credits they need. There are several other labs on campus available to teachers to use for research or other classroom projects. With the intervention specialist and the technology coaches, strategies can be put into place to provide technology-based support for students with their academic course work.

E. In secondary schools--

i. Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

AP and pre-AP courses are available at the campus, and students have good success in many of these courses. The campus wishes to continue to add these classes to curriculum. There are also a number of classes that students can take to receive dual credit. The TSTEM (Texas Science, Technology, and Math Initiative) program offers students opportunities to focus on the areas of science, math, and technology. AVID is also offered and being expanded to support low achieving students. Each year the course outline will be evaluated as to the courses which are being offered and the need for courses which meet the academic needs of students.

ii. Improve student transition from middle to high school through summer transition programs or freshman academies;

Each summer Ball High has a summer camp (Tor Camp) for entering freshman as well as a parent orientation program in the spring. Tor Camp is designed to get students acquainted with the campus, campus expectations and the scheduling of the school day. The parent activity is used to inform parents of the many opportunities for their students at Ball High as well as the campus expectations. These two activities will continue. The principal and project director with the planning team will evaluate the need for more or extended programs to prepare students for entering Ball High School.

iii. Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;

Several programs are in place to support students so that they can graduate. The credit recovery program runs throughout the school day and after school. The after school tutoring and use of Sylvan tutoring to support struggling students will continue. There are opportunities for summer school and Saturday school to address the needs of struggling students. With the hiring of an intervention specialist and data disaggregation specialist, two more people will be in place to identify and support students who are at risk of failing and/or dropping out. The social worker will also be available to work with both students and families. AVID is also aimed at supporting those students from low socio-economic backgrounds and giving them educational tools to be successful in college or work career. As the grant implementation progresses, other opportunities will be sought to support these students.

iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Once again, the addition of two reading specialists, RTI intervention specialist and bilingual/intervention specialist will support students who are struggling with their academic work. The data disaggregation specialist can look at all types of data on a student and will support the work of these people. By doing staff development on the RTI model, teachers will also be better prepared to identify students who need support to be successful in their school work. Other types of staff development will be identified through the course of the grant that will support the early identification of 'at risk' students.

III. Increase learning time and create community-oriented schools.

A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

Ball High School already has a partnership with UTMB (University of Texas Medical Branch) which provides the Teen Health Clinic and a psychologist who works with students. These two resources will continue to be available to Ball High and the district. The school and district will work to open other avenues with the community and county to continue to make the school environment safe and supportive of students in all aspects of their education and personal needs.

B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

The school day has been restructured to add an 8th period and to extend the day to make it 30 minutes longer than it was last year. The extra period is designed to give students the opportunity to receive tutoring, accelerated instruction, or another course. The intent is also to have a common planning period for teachers who teach the same core subject. This was attempted this school year but did not happen in all core areas. The counseling schedules have been revised so that students have easier access to their counselor. Through tutoring classes and other activities, students will have more opportunities to build relationships with school staff.

C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;

One of the professional development activities will be to train all teachers in CHAMPS. Several teachers received

training two years ago and the .ire staff will be trained so that everyone orks with/responds to students in the same way. The addition of the 8th period has allowed some teachers to spend that time in the hallways, encouraging students to get to class, not skip out, and be where they need to be. They are also available to just talk to a student who needs some direction or encouragement. The campus will also form a team who will help develop processes and procedures for handling situations such as bullying and harrassment. They will also look at other areas of need that relate to student behavior and school climate.

Expand the school program to offer full-day kindergarten or pre-kindergarten.

N/A

IV. Provide operational flexibility and sustained support.

A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA;

The district will fully support Ball High School as it implements the transformation model this year and over the following two years. There are district personnel in place who will support this model and the campus. With the hiring of the project director, the district will support the work of that person to see that the school is doing what the grant requires and the project director can report to Dr. Scott, the Assistant Superintendent of Curriculum and Instruction. This grant will be implemented using a team approach with the support from all district and campus staff .

B. Implement a per-pupil school-based budget formula that is weighted based on student needs.

We will need some direction from TEA to adequately answer this question, if this answer is not complete.

Local district discretionary funds are distributed equally across all the campuses in Galveston ISD on a per-pupil basis. The monies from this grant will be used to hire additional personnel and to provide for extra money for tutoring, classroom support, incentives, etc. Obviously, all the the grant funds will add to the per-pupil expenditures at Ball High. The district will not take money away from Ball High, and the money from this grant will not supplant anything that is now in place at Ball High or in the district.

Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional improvement activities chosen.

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Improve Student Achievement in Reading/ELA	09/2010	05/2013
		Improve Student Achievement in Mathematics	09/2010	05/2013
		Improve Student Achievement in Social Studies	09/2010	05/2013
		Improve Student Achievement in Science	09/2010	05/2013
		Professional development on Action Research model	01/2012	08/2012
	B	Continued use of the CScope curriculum	09/2010	05/2013
		Core curriculum coaches begin and maintain PLC's	11/2010	05/2013
	C	Creation of common planning periods for core teachers	08/2011	05/2013
		Use of CBA's (curriculum based assessments) and benchmark assessments	09/2010	05/2013
			10/2010	05/2013
		Form Professional Learning Communities	09/2010	10/2010
		Hire four curriculum coaches	10/2010	05/2013
		Use curriculum coaches in core areas to direct PLC's	10/2010	05/2013
		Hire two reading specialists	09/2010	10/2010
		Hire one bilingual specialist	09/2010	10/2010
		Hire one bilingual counselor	09/2010	10/2010
2	A	Training entire teaching staff in AWARE	9/2010	1/2011
		Disaggregation of TAKS, benchmark and CBA data	9/2010	05/2013
		Learn to use grade distribution data to direct instruction	1/2011	5/2011
	B	Professional development on the use of RTI	1/2011	08/2011
		Lesson planning based on assessment results	10/2010	05/2013
		Use of benchmark data to drive instruction	12/2010	05/2013
		Use of benchmark data to form tutoring groups	1/2011	05/2013
		Use of TAKS results to form tutoring groups	10/2010	05/2013
		Hire RTI interventionist/specialist	09/2010	10/2010
		Use of data for implementation and use of RTI model	01/2011	05/2013
		PLC's using data to make instructional decisions	10/2010	05/2013
		Hire PEIMS Specialist	10/2010	11/2010
	C	Use of common planning period to make lesson plans based on data	08/2010	05/2013
		Ongoing communication between administration and faculty	08/2010	05/2013
		Monthly faculty meetings with the focus on data and instruction	10/2010	05/2013
		Schedule PLC meetings regularly	10/2010	05/2013
3	A	Ongoing embedded professional development as part of job		
		Develop an equitable evaluation plan for teachers and administrators	1/2011	05/2013
			10/2010	05/2011
		Consider use of Cognitive Coaching model for curriculum coaches and other staff	01/2011	05/2011

	B	Develop curriculum teams and appoint team leaders	10/2010	1/2011
		Formation of a leadership team	10/2010	01/2011
	C	Work with project manager to develop and finalize evaluation guidelines	11/2010	04/2011
4	A	Implement 8 period day in 2010 – 2011	08/2010	05/2013
		Extend day 30 minutes	08/2010	05/2013
		Use flexible day scheduling	08/2010	05/2013
		Use Sylvan Learning for tutoring students as a supplemental education service	10/2010	05/2013
		Credit Recovery during school and after school	08/2010	05/2013
		Teacher tutoring after school day	10/2010	05/2013
	B	Develop an instructionally-focused Calendar	01/2011	05/2011
		Use CScope curriculum	08/2010	05/2013
	C	Use CBA's to drive instruction	10/2010	05/2013
		Use benchmarks to drive instruction	11/2010	05/2013
		Use PLC's to improve use of instructional time	01/2011	05/2013
5	A	Hire a bilingual parent liaison	10/2010	11/2010
		Consider instituting volunteer programs on campus	02/2011	04/2011
		Invite parents and community stakeholders to planning meetings	01/2011	05/2013
		College nights	10/2011	05/2013
		Showcase night in which parents and students from middle schools see opportunities at Ball High	04/2011	05/2013
		CTE night each semester	10/2010	05/2013
		Hire social worker	08/2010	09/2010
	B	Parent night / meeting held every 6 weeks	01/2011	05/2013
	C	Continue Teen Health Clinic	08/2010	05/2013
		Continue with UTMB psychologist	08/2010	05/2013
		Rehab groups meeting	08/2010	05/2013
		Hire social worker	08/2010	09/2010
		Continue programs with UTMB and Texas A&M in Galveston	08/2010	05/2013
		Continue 'Bridge' in conjunction with Galveston College	08/2010	05/2013
6	A	Developing duty stations throughout the building to improve tardies	09/2010	05/2013
	B	Develop PLC groups and planning procedures	10/2010	05/2013
		Hiring of Bilingual/ESL teacher	09/2010	10/2010
		Hiring of Bilingual counselor	09/2010	10/2010
		Develop and put procedures and processes into place	1/2011	05/2011
		AVID	08/2010	05/2013
	C	CHAMPS professional development	06/2011	1/1012
		Form teacher advisory committee	2/2011	4/2011
7	A	Train administrators to appraise school personnel equitably	10/2010	11/2010
		Develop evaluation systems	01/2011	06/2011

	B	Form PLC's to work with curriculum coaches	10/2010	05/2013
		Foster professional growth in all teachers	10/2010	05/2013
	C		01/2011	05/2013
		Hire more bilingual or ESL certified teachers	01/2011	05/2013
		Support struggling teachers	02/2011	05/2013
		Recruit exemplary teachers	02/2011	05/2013
		Use core teachers to help recruit new teachers	12/2010	05/2013
		Develop RTI plan to support teacher growth	10/2010	05/2013
		Build collegiality among staff	10/2010	05/2013
		Team planning	10/2010	05/2013
		Institute incentives for teachers	1/2011	05/2013

**GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN
THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.**