

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	Pasadena Independent School District Organization Name	101-917 County-District#
		Pomeroy Elementary Campus Name	113 Campus Number
		9-Digit Vendor ID# 10552001711 0051 NOGA ID# (Assigned by TEA)	IV ESC Region
			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~~ **10/01/2010**

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	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	X	<input type="checkbox"/>
5E	Other Operating Costs 6400	X	<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
Kirk		Lewis, Ed D.	Superintendent of Schools
Phone	Fax	Email	Signature (preferred)
713-740-0244	713-740-4040	klewis@pasadenaisd.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 5:00 p.m. **Thursday, June 3, 2010:**

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.

701-10-112-080

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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					
Pasadena Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
1515 Cherrybrook		Pasadena	TX	77502	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
22	072192925	374T9	4834320		
Campus Name			County-District Campus Number		
Pomeroy Elementary			101-917-113		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
920 Burke Rd.		Pasadena	TX	77506	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Ruth		Rabago		Principal	
Telephone	Fax	Email			
713-740-0696	713-740-4034	rrabago@pasadenaisd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
920 Burke Rd.		Pasadena	TX	77506	
Secondary Contact					
First Name	Initial	Last Name		Title	
Susan		Bauer		Executive Director of Grants	
Telephone	Fax	E-mail			
713-740-0038	713-740-4034	slbauer@pasadenaisd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
1515 Cherrybrook		Pasadena	TX	77502	

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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.						
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Schedule #1—General Information </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5—Program Budget Summary </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #3—Purpose of Amendment </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4—Program Requirements </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4A—Program Abstract </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4B—Program Description </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #4D—Equitable Access and Participation </div> </div>						
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		\$	\$	\$	\$

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

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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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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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. a. Any of the required and permissible activities under the transformation model; or b. 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. 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.	Program Assurances	
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.	Program Assurances	
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	Program Assurances	

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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
21	<p>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</p> <p>(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.</p> <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>	Program Assurances
22	<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>	Program Assurances

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23	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (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	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (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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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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. 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.		

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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	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <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 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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Part 4: TEA Program Assurances			
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10	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.		
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.		

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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.		
X Option 1: LEA/campus currently engaged in aggressive reform 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>Pomeroy Elementary goal is to empower students to become accomplished, self-directed, and collaborative citizen-scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships leading to unlimited opportunities. Pomeroy's TTIPS proposal is in alignment with Pasadena ISD's new District Strategic Plan.</p> <p>Pomeroy's needs assessment identified weaknesses (see below) that will improve with two school models: Looping and Dual Language. In addition, Pomeroy leaders will incorporate an instructional coaching model with the skills and tools necessary to communicate effectively with teachers so walk throughs and observations lead to teacher professional growth.</p> <p>The rationale for Pomeroy's school-wide looping program: Looping research indicates that student academic achievement improves through relationship development that results in teaching and learning occurring on a deeper level. Pomeroy's design will begin with two-year teacher loops and consider three to five year loops. Pomeroy expects looping will result in increased student learning time, improved student engagement, development of stronger parent/teacher relationships, increased student academic gains, reduced discipline referrals, improve student peer relationships, and improve relationships between teachers¹.</p> <p>The rationale for the Dual Language program: Research indicates that student's involved in dual language programs out perform non-dual language students at the secondary level. Pomeroy's dual language program will begin with two Kindergarten and First grade classes and will grow annually as the student promotes. Pomeroy expects dual language to enhance student's educational and cognitive development including: increased problem solving, math and logic; better communication skills; improved self-esteem; and greater intellectual flexibility².</p> <p>Pomeroy expects the needs assessment will show a need for leadership development. Using an external provider, coaching will be used to strengthen both administrative leaders and teacher leaders. The coaching will focus on using data to drive decisions in all areas of operation and instruction.</p> <p>In addition, Pomeroy expects the needs assessment to reveal significant gaps in Math and English Language Arts (ELA) student achievement. To remedy the gaps, Pomeroy will assure both curriculums are horizontally and vertically aligned, aligned to the TEKS Student Expectations (S.E's.), and to college readiness standards. Pomeroy also believes that some of the instructional resources are not aligned to TEKS SE's. Without aligned instructional resources, teaching will not occur at the depth and the level needed to improve student academic achievement.</p> <p>Another anticipated gap is that students are not reading on grade level and are not prepared for school. Pomeroy believes these two gaps stem directly from student socio-demographic data that includes 65% are LEP and 97.5% qualifying for the free and reduced lunch program. Pomeroy anticipates that organizational capacity is needed to respond to these gaps and will include more early childhood classes and extended day TEKS aligned academic enrichment program. Pomeroy will use an external provider, hire 10 staff (grant manager, two content specialists, one teacher, one social worker, one administrative secretary, three para-professionals, and a grant bookkeeper) to support</p>		

¹ Burke, D. *Looping: Adding Time, Strengthening Relationships*. ERIC Digest. 1997-12-00.
<http://www.ericdigests.org/1998-2/looping.htm>

² *Benefit of a dual language program*. International School of Boston. <http://www.isbos.org/page.cfm?p=410>

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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	75	126	146	123	140	121	0	0	0	0	0	0	0	0	731
Open-Enrollment Charter School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students:	75	126	146	123	140	121	0	0	0	0	0	0	0	0	731
Total Instructional Staff														60	
Total Support Staff														37	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	³ Demographic Data will be reviewed from the following sources: Mizuni ⁴ —for enrollment numbers, ethnicity, gender, special programs; Free and Reduced lunch, AEIS—mobility; staff demographics of ethnicity, gender, turnover, and student/teacher ratios.														
2	Student Academic Achievement data will be reviewed from the following sources: TAKS scores, IOWA/Aprenda, TPRI, Tejas Lee. Scores will be reviewed and disaggregated by ethnicity, gender, socioeconomic status, LEP, and special program. The questions that will be asked include: Which students are making progress and why; the impact of existing intervention programs; longitudinal student achievement data indicators; what does the data reflect within and among content areas; which students are making annual progress and projected growth.														
3	School Culture and Climate will be reviewed from the following sources: Student, principal, staff surveys. Survey questions will address: school climate; attitude alignment to the school vision and mission; behaviors and discipline; physical safety; expectations; attendance; extracurricular activities; physical environment.														
4	Staff Quality and Retention will be reviewed from the following sources: human resources records; teacher performance appraisals; teacher observational walkthrough data; teacher certification records; <i>Eduphoria</i> ⁵ records to assess staff development relevance.														
5	Curriculum, Instruction, and Assessment will be reviewed from the following sources: evaluation of curriculum for vertical and horizontal; TEKS-SEs and College readiness alignment; evaluations of academic intervention effectiveness; walkthroughs assessment of research-based instructional techniques used; instructional use of data.														
6	Family and Community Involvement will be reviewed from the following sources: Parent attendance; parent participation on the site based decision-making committee; identification of family native language.														
7	School Context and Organization will be reviewed from the following sources: scheduling data; teacher teams meeting agendas and minutes; faculty team meeting agendas and minutes.														
8	Technology will be reviewed from the following sources: school technology inventory; student/staff technology proficiency; STaR chart assessments ⁶ ; observational walkthroughs that identify instructional use of technology.														

³ The needs assessment sources identified on this page were guided by the needs assessment process described in the 'No Child Left Behind Program Series', *NCLB Comprehensive Needs Assessment* published by the Texas Education Agency

⁴ Mizuni is a data warehouse accessible through a user portal, dashboards, and reports used for data analysis by administrators, support staff, teachers, and soon to be parents and students.

⁵ Eduphoria is an instructional data management system that tracks staff development and serves as a lesson plan bank.

⁶ This is a TEA assessment that helps schools and teachers understand their progress toward meeting the *Long-Range Plan for Technology*, as well as meeting the goals of their district.

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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.		
<p>To identify the needs of Pomeroy Elementary campus staff and district leadership will be involved in a comprehensive needs assessment. The process will begin within one month of the grant award and data specific to the campus will include:</p> <ul style="list-style-type: none"> • Demographic data; • Student academic achievement data; • School culture and climate data; • Staff quality and retention data; • Curriculum, instruction, and assessment data; • Family and community involvement data; • School context and organization data; and • Technology data. <p>Data collection: The above data will be collected from the data sources listed on page 17 by the Director of Research and Evaluation, campus administration, Associate Superintendents, and the campus based grant manager. Data collection will be completed within two months of the grant award and it will be put into formats that identify trends and relationships.</p> <p>Stakeholder input: Director of Research and Evaluation, campus administration, Associate Superintendents, and the campus based grant manager will lead stakeholder meetings and conduct surveys. Stakeholder meetings and surveys will occur within two months of grant award and include Community (local area industry, Institutes of Higher Education, and City of Pasadena), parents, students, teachers, the Superintendent and Associate Superintendents, campus leadership.</p> <p>Data evaluation: Within three months of grant award (October 2010-February 2011), the data and stakeholder input will be evaluated and school improvement priorities will be established.</p> <p>Identifying the model and finalizing the plan design: By the fourth month of the grant award (August 2010-February 2011), the Pomeroy design team⁷ will visit schools that have implemented successful school improvement reforms. The model will be identified and the plan design will be finalized and aligned to the district's strategic plan, using the needs assessment data, and information gained from site visits to successful school improvement districts. By the end of the fourth month after the grant award, the design team will finalize the details of the school improvement plan.</p>		

⁷ The design team will include the campus principal, the campus grant manager, the campus Associate Superintendent for Campus Development, the Associate Superintendent for Curriculum and Instruction, parents, staff, and students.

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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	Community (local area industry, IHE's, and City of Pasadena)		
2	Parents		
3	Superintendent of Schools		
4	Associate Superintendents of Campus Development		
5	Associate Superintendents of Curriculum and Instruction		
6	Associate Superintendent of Special Programs		
7	Associate Superintendent of Leadership and Instructional Support		
8	Principals		
9	Assistant Principals		
10	Teachers		
11	Students		
12	Curriculum specialists		
13	Peer facilitators		
14	School Counselor		
15	Librarian		

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by telephone/e-mail/FAX on <u>8/25/10</u> by <i>Christina</i> of TEA.		

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

Part 2: Project Management

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).

Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.

Pasadena Independent School District values the opportunities that grant funds provide and recognizes grants allow the district to laser focus on instructional/learning/leadership gaps. Thus, the Board of Trustees assures the district resources of accounting, payroll, purchasing, and over-site are available to assure federal and state compliance. It will assure that Miller will continue to receive all of the non-Federal funds it would have received this year and that all TTIPS funds will supplement the non-federal funds. This will occur through the following supports:

Superintendent support: The superintendent will guide his administrative team in assuring school-based implementation maintains the direction and focus of the district's strategic plan. He will also help problem-solve resource needs and assure that the Board of Trustees is informed of program progress and accomplishments.

Associate Superintendent support: The campus will work with an Associate Superintendent of Campus Development and an Associate Superintendent of Curriculum and Instruction. Both will assure that program implementation will stay and remain aligned to the district improvement plan and the district strategic plan and that it follows the needs assessment based school improvement model and design.

Finance Department: The finance department will provide a grant accountant to oversee fiscal stewardship of all grant funds. The accountant will assure grant funds are kept separate from other district funds, that all state and federal requirements are met, and that all financial reports are completed and submitted on time. In addition, the finance department will assure that the internal auditor evaluates grant fund usage. This will assure that the program grant manager is following the applications describe use of all grant funds.

Payroll: The payroll department will be responsible for assuring the grant funded positions are paid according to the grant application description.

Department of Instructional Technology: The department of instructional technology will support teachers in integrating technology into instruction and helping all teachers reach the 'Target Tech' level of instruction of the Texas STaR Chart. In addition, the campus based technology liaison will assist all Pomeroy teachers with the technology integration process.

Department of Technology: The department of technology will support Pomeroy in assuring that technology is installed and working.

Campus: The Pomeroy principal will assure that all grant activities are completed with fidelity leadership team 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 that will support and guide school improvement implementation. (Federal Statutory Requirement 2)

Supplement: Pasadena ISD will provide Pomeroy Elementary all of the non-Federal funds it would have received were it not a TTIPS grantee campus, and the TTIPS funds will supplement the amount of those non-Federal funds.

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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>Prior to deciding the model and program design for Pomeroy school improvement, a comprehensive needs assessment will be completed and will include ideas and recommendations from staff, students, parents, and community members. This information will be secured for the needs assessment, through the following process:</p> <p>Student consultation: Pomeroy will seek information from students about their current educational experience, what they would like to see different at school, and what their plans for their future include. This information will be secured through focus groups and surveys.</p> <p>Staff consultation: Pomeroy will seek information from staff about their current teaching experience, their support/resource needs to become a better teacher, their perception of student's academic challenges, and their plans for the future. This information will be secured through focus groups and surveys.</p> <p>Parent consultation: Pomeroy will seek information from parents/families about their child's current educational experience, their level of comfort in coming to the school to ask questions and be involved, their understanding of how to help their children academically, and whether or not the school is meeting their child's learning needs. This information will be secured through focus groups and surveys.</p> <p>Community involvement: Pomeroy will seek information from local area industry and Institutes of Higher Education on the preparedness gaps of students who pursue careers or post-secondary education. This information will be secured through focus groups and surveys. (Federal Statutory Requirement 11)</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
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>Even-though the comprehensive needs assessment is not complete and the intervention has not been selected, Pomeroy is anticipating that it will modify its practices and policies as follows:</p> <p>I. Develop and increase teacher and school leader effectiveness-(Statutory Requirement #21-1. A., B., C., D., E.) Pomeroy's principal, Ruth Rabago, has been principal less than two years. Guided by the external provider, she will lead rigorous, transparent, and equitable evaluations of: principal, assistant principal, and teachers. The evaluations will assess teacher/leader skills, student achievement and attendance, and instructional rigor/relevance and alignment to the TEKS-SE's and college readiness standards. Any leadership, operational, or instructional gaps will be identified, a school improvement model best suited to remedy the gaps will be chosen, and a program design finalized. The needs assessment will guide the selection of best-practice solutions and job-embedded professional staff development content. Pomeroy will develop a plan to increase staff retention and recruitment strategies will include both financial rewards and opportunities for career growth.</p> <p>II. Comprehensive instructional reform strategies-(Statutory Requirement #21-2. A., B.) It is expected that the needs assessment results will support the use of teacher looping and Dual Language instruction and that they will be a major part of the instructional reforms. An additional instructional reform strategy will be to align the math and reading/ELA curriculums horizontally, vertically, to State TEKS-SE's, and to college readiness standards. Also, Pomeroy will evaluate all of the instructional tools teachers use in the classroom and ensure they support rigorous instruction and respond to TEKS-SE's. Those that don't will be disposed of and replaced with tools that do. In addition, teachers and leaders will learn to use data (campus level, grade level, and students) to drive operational and instructional decisions. Teachers will benefit from increased vertical and horizontal collaboration time. Finally, teachers and leaderships will receive intensive coaching. The external provider will provide instructional leadership coaching to Pomeroy's leadership team and it will train content specialists to coach teachers. Coaching will be guided by the external provider and by the end of the three-year grant, Pomeroy will have a coaching model firmly embedded within the schools infrastructure.</p> <p>III. Increase learning time and create community-oriented schools-(Statutory Requirement #21-3. A., B.) Pomeroy will provide a school-wide summer school and extended day program. The additional hours of learning will address core subjects and provide hands-on learning enrichment that is tied to the TEKS-SE's. Pomeroy will model a community-oriented school where parents, families, and community partner relationships will expand and grow. Parents will have access to a parent room where they will attend ESL and computer classes and have internet access. They will also be involved in college and career awareness activities and have access to the support services coordinated by a Communities In Schools counselor and a school social worker. In addition, Pomeroy anticipates implementing positive behavioral support and interventions through Safe and Civil Schools "Conscious Discipline" program to improve the school climate and discipline.</p> <p>IV. Provide operational flexibility and sustained support- (Statutory Requirement #4. A., B.) To increase operational flexibility, Pomeroy's principal will be allowed to implement an extended day program with two hours each day and a school-wide summer program. In addition, Pomeroy will add one additional early childhood class to assure students arrive at Pomeroy, school ready. Pomeroy will hire two Campus Content Specialists-Math and ELA-whose sole responsibility will be to provide instructional leadership and coaching at all grade levels and to consistently assess and refine instruction and learning. Finally, Pomeroy will use an external provider to guide and support implementation and development of all of its school reform activities throughout the grant period. All of the above describe activities fall within Pasadena ISD strategic plans. The district will be very committed to continuing successful school improvement activities.</p>		

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Schedule #4B—Program Description		
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).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Pomeroy Elementary School has the following resources to support Pomeroy's Tier III: TEA Transformation school improvement model: (Federal Statutory Requirement 6)</p> <ul style="list-style-type: none"> • Safe and Civil Schools – This program provides the campus with positive and behavioral support and intervention resources for behavior and classroom management. • Pasadena ISD Strategic Plan-The district is committed to improving all areas from strengthening leadership to improving student academic success. Pasadena ISD's (PISD) strategic planning committee's vision and goals are in alignment with Pomeroy's TTIPS program of whole-school looping and a dual language transformation project. • DATE TEA Grant-provides financial incentive awards to teachers and staff who meet the schools and teams academic performance goals. Currently, Pomeroy first and second grade math and reading teachers received DATE awards based on the increase in student scores on LOGRAMOS. • PISD Staff Development-District provides extensive, coordination, and consistent training annually. Some of the training that Pomeroy staff have attended in the past include: <ol style="list-style-type: none"> 1. Pomeroy teachers have attended training from the International Center for Leadership in Education to increase rigor, relevance and relationships in the classroom and Quadrant D framework. 2. Additionally, Pomeroy staff has attended some Kilgo training to learn data disaggregation and how to use it to drive instruction. • Current staff at Pomeroy Elementary School- <ol style="list-style-type: none"> 1. Total number of teachers-60 2. Total number of ESL certified teachers (included in # of teachers)-6 3. Total number of support staff-37 4. Total number of on-site C&I Instructional Specialist-3 • Current Number of Computers-140 • Current Number of Computer Drops-140 • Parent Volunteers-7 • Existing diagnostic and prescriptive computer-based programs: Pomeroy has recently purchased 25 student licenses for Success Maker (SM), a computer-based program to help students strengthen reading and math foundation. The SM language arts curriculum, aligned to TEKS, includes phonics, grammar, reading, comprehension, spelling, vocabulary, and writing skills. Success Maker's math curriculum, aligned to TEKS, includes multimedia lessons, interactive activities and reinforcing worksheets teaching basic arithmetic number sense and operations, measurement, geometry, and pre-algebra. These licenses will support the school improvement activities. 		

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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.		
<u>JOB DESCRIPTION for Grant Coordinator (SIG)</u>		
Job Title: Campus-based Program Grant Manager Reports to: Associate Superintendent Dept./School: Department of Compliance and Accountability Pay Grade: Duty Days: 220 Date Revised: 5/18/2010 PRIMARY PURPOSE: The job was established for the purpose of coordinating and overseeing the grant opportunity funded through the School Improvement Grants (SIG). QUALIFICATIONS: Required: Minimum Education/Certification: Bachelor's degree from an accredited college or university, Valid Texas Teacher Certificate, Minimum Three Years Teaching Experience, Supervisory experience Preferences: Master's degree from an accredited college or university, Experience in collaboration and working effectively with teachers and administrators, Experience in organizing and coordinating district wide program, Experience in managing budgets and personnel, Outstanding communication skill, Ability to interpret data Special Knowledge and Skills: Competence in developing reports with quantitative and qualitative information; strong problem solving and analytical skills required with a proven track record; strong communication, public relations, and interpersonal skills; ability to work independently and collaboratively. Experience: Minimum of 3 years of teaching experience MAJOR RESPONSIBILITIES AND DUTIES: Coordinate the program evaluation and program data collection; coordinate/manage the grant budget; monitor accomplishment of program objectives; coordinate partnership activities; Coordinate/manage the purchasing of services; communicate regularly with campus personnel regarding grant implementation; identify and coordinate summer enrichment activities for identified campuses; chair and serve on planning and implementation teams; coordinate program communication; ensure compliance with all grant guidelines; participate in meetings, workshops and seminars for the purpose of conveying and/or gathering information required or related to the grant; performs other duties as assigned for the purpose of ensuring the efficient and effective functioning of the grant program; complete special projects as assigned; perform all other duties assigned. SUPERVISORY RESPONSIBILITIES: Supervise and evaluate the performance of employees assigned. WORKING CONDITIONS: Mental Demands: Ability to communicate effectively (verbal and written); interpret policy; and procedures; maintain control under stress; Physical Demands/Environmental Factors: Frequent district-wide and state-wide travel; occasional prolonged and irregular hours.		

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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.		
<p>Pasadena Independent School District's (PISD) will assure that Pomeroy has a campus-based grant program manager whose sole responsibility is to support the campus' school improvement efforts. The structure that PISD will build to support the campus-based intervention will include:</p> <p>1). Capacity: PISD's goal is to assure school improvement activities are implemented with fidelity. PISD will build the capacity to meet this goal by:</p> <ul style="list-style-type: none"> • Hiring an external provider to guide the implementation of school improvement activities. • Training all staff on program requirements and school improvement activities. • Creating a management process that is guided by roles and responsibilities. • Assigning a grant accountant who will assure the grant funds are used according to the grant description and federal and state requirements. • Assigning a grant official to provide grant implementation training, review of grant requirements, and support and assist with grant progress reports. • Recruiting and hiring a qualified campus-based grant program manager that will handle the day-to-day operational responsibilities and coordinate school improvement activities. • Using a grant implementation team, establish a system of checks and balances to assure all aspects of the school improvement program are implemented, operational, and effective. Establish a system for modifying program components if desired outcomes are not occurring. • Campus and district leadership will attend and participate in consultant led instructional leadership training, grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices. <p>2). Management of Grant Activities: PISD's grant management process will be campus-based and the day-to day grant implementation will be managed by a campus-based grant program manager. The Manager's responsibilities will include:</p> <ul style="list-style-type: none"> • Coordinating needs assessment, staff training, embedded professional staff development, curriculum embedded and enrichment college and career awareness activities, parent college and career readiness activities, and supporting teacher/leader evaluations, instructional coaching, curriculum audits and revisions, literacy initiative implementation, instructional resource matching, 300 hours of additional instructional/enrichment/P. E. activities • Coordinating the external provider led activities; • Coordinating partnerships and involvement of outside organizations and supports; • Assuring program fidelity; • Assuring grant and district provided resources are used to support the intervention; • Coordinating external evaluator activities and coordinating activities to monitor program effectiveness and modifying program activities as needed. <p>These activities will be supervised and supported by the principal. The Associate Superintendent for Campus Development will support the principal by assuring that district resources are available and that program implementation is aligned with the district's strategic plan. (Federal Statutory Requirement 2 and 5)</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Pomeroy Elementary school improvement activities will continue beyond the grant funding period because they will become a part of the new school's culture and infrastructure of processes and procedures. Though all of the strategies and activities will not be defined until the needs assessment is complete, it is expected that minimally, the following activities will occur during the grant period and will continue beyond the grant year, without additional funding:</p> <ul style="list-style-type: none"> • An assessment process to identify campus instructional leadership skills and abilities. • A coaching process to develop instructional leadership skills. • An assessment process to identify teacher skills and abilities. • A coaching process to develop classroom instruction skills and abilities. • A process for auditing, revising curriculum, and training teachers to use it. • A menu of more than 300 additional hours of student educational opportunities. • Data driven instruction. • Instructional resources that are matched to the depth of instruction needed to respond to the TEKS-Student Expectations. • Teacher looping and dual language. • Processes and procedures for standardized assessments for Reading and Math. • An organizational structure that will allow looping and dual language to continue. • An embedded system of college and career awareness and readiness activities. • A college and career focused advisory class curriculum. <p>Activities that will require continued funding will include:</p> <ul style="list-style-type: none"> • Two campus instruction specialists-Math and ELA, • Two jump start staff, • One social worker, • Two support paraprofessionals, • One secretary • Funding to support the additional student education opportunities. <p>The program components needing continued funding beyond the grant year are activities and positions that are aligned to the district's long-range strategic plan. Thus, it is expected that if the program components have resulted in significant improvement, the district will continue them. The last activity is one that is easily supported through grant funds.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Pasadena ISD will use the external provider services provided by SIRC through this funding opportunity. However, it will need additional external provider services and will seek a provider who understands the district, is responsive to Pomeroy's instructional and organizational gaps, and is willing to work within the chosen school reform model.</p> <p>Recruit: The first step will be to release a scope of work to our known external providers and to the public and to accept proposals for providing the services. The scope of work that external providers will respond to will include the following:</p> <ol style="list-style-type: none"> 1. School Profile Visit--student achievement data, student participation data, student subgroup data, demographic data, student/parent surveys, and school characteristics to identify strengths and potential areas of need. The profile will identify trends in student performance over time, and where possible, present school data and performance compared to similar schools and state averages. In addition to the district's current data sources, information collected includes but is not limited to: Grade K-4 _ Standardized test results _ Achievement levels on standardized tests/assessments other than state exams _ Yearly growth in literacy _ Student participation in enrichment courses (music, art, physical education, etc.) _ Student satisfaction surveys, _ Student risk behaviors _ Additional data indicators pertinent to PISD Staff surveys to determine general attitudes about the working environment. 2. Instructional Review--Conduct classroom observations, teacher interviews, and teacher surveys, to understand classroom instruction. To understand curriculum issues, evaluate curriculum maps to assure the standards--State, College, and National are evident and cross-walked. 3. School Improvement Planning and Model Selection--Guide campus and district staff in selecting a school improvement model, identifying improvement activities, and developing an implementation plan. 4. Staff development --on leadership team and instructional best practices including data disaggregation and identifying best practice strategy; and on relationship building (students, parents, community). 5. Job-embedded executive coaching for school positional leaders/principal and school leadership teams--on being an instructional leader and using observational walk-through for teacher development. 6. Job-embedded coaching for teachers--on using best-practices in the classroom 7. Parent and Community partnership development guidance--on supporting student academic achievement 8. Fidelity, accountability, and sustainability activities--to establish systems to assure that program implementation occurs as planned, is resulting in the expected outcomes, and is integrated into operational and organizational procedures and culture. <p>Screen: The next step will be to screen external provider proposals for services proposed and cost of services. External providers, whose proposals are responsive to the scope of work, will be interviewed by the campus principal and designated campus staff and the associate superintendent responsible for Pomeroy Elementary.</p> <p>Selection: The external provider will be chosen by the interview team and a Memorandum of Understanding will be developed and approved by the Board of Trustees. (Statutory Requirement 5)</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.		
<p>Using the results from the comprehensive needs assessment (Statutory Requirement #1), the Pomeroy TTIPS committee⁸ will identify areas that require the most improvement. The committee is comprised of the School Principal, Associate Superintendent of Curriculum and Development, teacher representative, Technical Assistance provider, and the Department of Research and Evaluation. Referring to the critical areas as a guide, the TTIPS committee will develop activities under the Transformation Model for Pomeroy School. To adequately address the needs of the campus (Statutory Requirement #21) as determined by the needs assessment, the committee will evaluate the four pieces of the model. They are:</p> <ul style="list-style-type: none"> • developing and increasing teacher and school leader effectiveness, • implementing comprehensive instructional reform strategies, • increasing learning time and creating community-oriented schools and, • providing operational flexibility and sustained support. <p>Research conducted by the members of the Pomeroy committee will produce a list of schools in the state that have the same areas of need, the same student demographics, and have successfully implemented looping⁹ at all grade levels and dual language programs. The site visits will allow Pomeroy to learn about strategies that are successful and unsuccessful in school improvement reform and will be able to apply those lessons learned in our own implementation plan. The grant manager will contact multiple campuses. Additional findings will be presented to the committee. After discussing all information from the selected campuses, the committee will decide which campuses to visit. Committee members will visit no more than six schools before February 2011.</p> <p>Pomeroy Elementary School anticipates the needs assessment will reflect several areas that will require transformation. The areas expected to require improvements include:</p> <ul style="list-style-type: none"> • strategies to increase teacher and leadership effectiveness, such as the implementation of new observation protocols (Statutory Requirement #21), • increase college and career awareness, (Statutory Requirement #23), • increase learning time through an extension of the school day (Statutory Requirement #21) and, • adding more job-embedded professional development as a regular part of the school year (Statutory Requirement #21). <p>After visiting the selected campuses, Pomeroy committee expects to learn about strategies that are successful and unsuccessful in school improvement reform and will be able to apply those lessons learned in the implementation plan for Pomeroy. Research shows that schools that perform well are constantly refining their processes.¹⁰ Throughout the three years of the grant, the committee will visit and explore successful practices from around the state. The expectation is that each visit will produce new ways to modify our plan to yield the best possible results for students.</p>		

⁸ This committee will lead Pomeroy's school improvement activities.

⁹ Looping: Supporting Student Learning Through Long-Term Relationships (Adobe® Reader® PDF, Northeast and Islands Regional Educational Laboratory, 1997).

¹⁰ Jones, Richard (2010). *The Process of Change-Why Change, What to Do, and How to Do It*. International Center for Leadership in Education. New York, pg. 11.

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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.		
<p>Pasadena Independent School District does not have any Tier I schools.</p>		

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Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <u>considered</u> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> Tier III Modified Transformation		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
<p style="text-align: center;">Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</p>		

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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 3: Intervention Model</p>		
<p>Section B: Model Selection Process –Describe in detail:</p> <ol style="list-style-type: none"> 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. <p>Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>MODEL SELECTION PROCESS.</p> <ol style="list-style-type: none"> 1. Complete a comprehensive needs assessment. A comprehensive needs assessment guided the model selection and program plan development. 2. Complete site visits to schools with successful school improvement models. Site visits will allow Pomeroy to take lessons learned from existing elementary school reform models and implement them district-wide. For example, Pomeroy may visit Pharr-San Juan-Alamo Independent School District that has a successful dual language program and Matthys Elementary to see its successful teacher looping program 3. Evaluate stakeholder input. Stakeholder ideas and concerns were secured during the needs assessment process through interviews and surveys. This information was evaluated with other needs assessment information and guided final school improvement model selection and program plan design. 4. Identify best practices that meet school needs. Considering the comprehensive needs assessment, the information gained from site visits to successful school improvement models, and stakeholder input enabled Pomeroy TTIPS Committee to identify best practices to include in the final school improvement plan. 5. Decide on the model that aligns to the identified needs of the campus. The model that responds to the comprehensive needs assessment, allows the use of the information gained from site visits to successful school improvement models, support stakeholder input, and allows Pomeroy to use best practices is the Tier III Transformation Model. <p>PROGRAM DESIGN:</p> <p>The expectation is that Pomeroy will use the Tier III TEA Designed Transformation Model. The implementation plan is based on the three principles of TEA's model of transformation that include: improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers; improving campus climate through social and emotional supports; and utilizing district support to transform systems.</p> <p>TIMELINE</p> <p>August 1, 2010- February 2011</p> <ol style="list-style-type: none"> 1. Hire Campus-based grant program manager. 2. Hire Campus-based grant secretary. 3. Contract with external provider. 4. Contract with external evaluator. 5. Complete needs assessment of student academic performance and student, staff, parent, and community views of academic/instructional/school culture needs. 		

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<ol style="list-style-type: none"> 7. Select school improvement model. 8. Submit model selection and program plan to TEA. 9. Design school improvement plan. 10. Establish evaluation processes and procedures. <p>February 2011-August 2011</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <ol style="list-style-type: none"> a. Hire and train the Campus Math Specialist and the Campus ELA Specialist (two specialists). b. Hire and train Jump-Start staff. c. Hire and train support paraprofessionals. d. Develop and establish a system to assess principal leadership skills and abilities. e. Develop and establish teacher evaluation systems. f. Develop and establish an observational walk-through protocol for assessing and improving teacher quality that includes assessment, feedback, and follow-up. g. Develop and establish a system to reward effective teachers and leaders. h. Develop and establish a system of ongoing, high quality, job-embedded professional staff development. i. Develop and establish a coaching system for improving leadership skills and teaching techniques. <p>August 2011- June 30, 2013</p> <ol style="list-style-type: none"> j. Use the system of assessment to determine principal leadership skills and abilities. k. Use the teacher evaluation systems. l. Use a system to reward effective teachers and leaders. m. Use ongoing, high quality, job-embedded professional staff development. n. Use observational walk-through protocols for assessing and improving teacher quality that includes assessment, feedback, and follow-up. o. Use coaching to improve leadership and instruction. <p>2. Comprehensive instructional reform strategies.</p> <p>February 2011-June 2011</p> <ol style="list-style-type: none"> a. Vertically and horizontally align math and reading/ELA curriculums to the TEKS SE and the Texas College Readiness Standards. b. Develop and implement a plan for using literacy strategies across all content areas. c. Train teachers to use new math and reading/ELA curriculums and literacy strategies. d. Finalize dual language plan. 		

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<p>February 2011-June 30, 2013</p> <ul style="list-style-type: none"> e. Finalize whole school looping plan. f. Train teachers/leaders to disaggregate data and to use it to guide decision-making. g. Train teachers to become ESL certified, using SIOP instructional techniques. h. Train teachers to use inclusion strategies. i. Assure that 100% of Pomeroy teachers are using technology at the target tech level. j. Coach teachers on using research-based best practice instructional techniques. k. Match instructional resources to TEKS-SE's. l. Develop and use formative and summative assessments that allow teachers to know student learning gaps <p>3. Increasing learning time and creating community-oriented schools.</p> <p>January 1, 2011- June 2011</p> <ul style="list-style-type: none"> a. Hire a social worker and define family support responsibilities. b. Train social worker. c. Train new staff on the Safe and Civil Schools, a positive behavioral support, program. d. Create a schedule of approximately 300 hours of organized student academic enrichment experiences that occur beyond the normal school day and are tied to the TEKS to begin by Summer 2011. e. Define a program of family and community engagement activities that are career and college awareness focused. f. Create a schedule of organized career and college-awareness enrichment experiences for students and parents that occur beyond the normal school day. g. Establish a program of curriculum-embedded college and career awareness activities. h. Develop an expanded program of Pre-K school readiness through a program called Jump-Start. <p>August 2011- June 30, 2013</p> <ul style="list-style-type: none"> h. Provide approximately 300 hours of organized student academic enrichment experiences (extended day and summer) that occur beyond the normal school day and are tied to the TEKS. i. Provide a program of family and community engagement activities that are career and college awareness focused. j. Provide organized career and college-awareness enrichment experiences for students and parents that occur beyond the normal school day. k. Provide a program of curriculum embedded college and career awareness activities. i. Provide an expanded program of Pre-K school readiness through a program called Jump-Start. <p>4. Providing operational flexibility and sustained support.</p> <p>August 1, 2010-June 30, 2013</p> <ul style="list-style-type: none"> a Use content specialist coaches to support and guide instruction. b. Use teachers to provide instructional looping and dual language. 		

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<p>c. Use campus specialists to guide and direct instructional rigor and relevance.</p> <p>d. Use external provider guidance and support throughout the needs assessment process, model implementation, and leadership coaching.</p> <p>5. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity and having an impact on student achievement.</p> <p>October 1, 2010- June 30,2013</p> <p>a. Establish and implement program evaluation</p> <p>b. Use observational walk-throughs and coaching to identify teacher skill growth and improvement.</p> <p>c. Use formative and summative assessments, grade-level reading assessments, and TAKS to determine student academic growth.</p> <p>d. Use leadership skills assessments to determine leadership growth.</p> <p>e. Use Safe and Civil school assessments to determine improve campus environment.</p>		

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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.			
1	Community (local area industry, IHE's, and City of Pasadena)		
2	Parents		
3	Superintendent of Schools		
4	Associate Superintendents of Campus Development		
5	Associate Superintendents of Curriculum and Instruction		
6	Associate Superintendent of Special Programs		
7	Associate Superintendent of Leadership and Instructional Support		
8	Principals		
9	Teachers		
10	Students		
11	Curriculum specialists		
12	Peer facilitators		
13	Assistant Principals		
14	Counselors		
15	Librarians		

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Section D: Improvement Activities and Timeline		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>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.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Improve Student Achievement in Reading/ELA	Students must be able to read in order to learn and the higher their reading skills the greater engagement in learning. Federal Statutory Requirement #21 2. (A)	<i>Analysis Ties 4th Grade Reading Failure to Poverty.</i> (2010, May) Education Week. Retrieved from http://www.edweek.org/ew/articles/2010/05/18/32casey.h29.html?tkn=NZ	August 1, 2010	June 30, 2013
A.	Improve student achievement in Mathematics	Students who are successful in more rigorous math classes have a higher chance of succeeding in post-secondary education. Federal Statutory Requirement #21 2. (A)	Grouws, D. and, K. J. Ceballa. (2000). <i>Improving student achievement in mathematics.</i> Retrieved from http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac04e.pdf	August 1, 2010	June 30, 2013
A.	Improve student achievement by using diagnostic and prescriptive reading assessments.	A reading assessment will allow teachers to understand student's grade level reading skills and responsively teach to the gap. Federal Statutory Requirement #21 2. (B)	<i>Portrait of a Population: How English-Language Learners Are Putting Schools to the Test.</i> Retrieved from http://www.edweek.org/ew/articles/2009/01/08/17research.h28.html	August 1, 2010	June 30, 2013
A.	Improve student achievement by using diagnostic and prescriptive Math Assessments.	Instructional challenges of a large district (60 schools) often result from vertical and horizontal gaps. Assessments identify gaps and allow instruction to reduce the number of students that are not prepared for upper grade level work. Federal Statutory Requirement #21 2. (B)	Chiappetta, Carrie. (2009). <i>"Why is it important to integrate math with other subjects?"</i> K12 Academics. Retrieved from http://www.k12academics.com/articles/why-it-important-integrate-math-other-subjects	August 1, 2010	Jun 30, 2013

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B.	Improve student reading skills by aligning reading/ELA curriculums horizontally and vertically and to Texas College standards	Instructional challenges of a large district (60 schools) often result from vertical and horizontal gaps. Alignment eliminates instructional gaps and reduces the number of students that are not prepared for upper grade level work. Furthermore, aligning curriculums to Texas College standards will assure that students are ready for post-secondary level work. Federal Statutory Requirement #21 2. (A)	<i>Reading. Literacy Matters.</i> Retrieved from http://www.literacymatters.org/content/readandwrite/reading.htm	December 1, 2010	June 30, 2011
B.	Improve student math skills by aligning math curriculums horizontally and vertically and to Texas College standards	Instructional challenges of a large district (60 schools) often result from vertical and horizontal gaps. Alignment eliminates instructional gaps and reduces the number of students that are not prepared for upper grade level work. Furthermore, aligning curriculums to Texas College standards will assure that students are ready for post-secondary level work. Federal Statutory Requirement #21 2. (A)	<i>College and Career Readiness Standards for Mathematics pg. 5</i> Retrieved from http://www.gatesfoundation.org/united-states/Documents/MathStandardsSources.pdf	December 1, 2010	June 30, 2011
C.	Improve student academic achievement by using observational walk-throughs to monitor classroom instruction	Observational walk-throughs will be used to improve classroom instruction. Depending on the quality of instruction occurring in the classroom, teachers will benefit from a weekly, monthly, or quarterly walkthroughs. The walkthroughs will identify areas of instructional improvement needed and they will be looked for during the next walk-through. Federal Statutory Requirement #21 1. (B) (1)	Lezotte, Lawrence W. (1997). <i>Learning for All</i> . Michigan: Effective Schools Products Ltd.	August 24, 2010	June 3, 2013

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CD# 101-917

C.	Improve student academic achievement by providing professional staff development, vertical/horizontal team meetings, and faculty meetings.	Academic performance improves when teachers attend appropriate staff development, vertical and horizontal team meetings, and faculty meetings. Federal Statutory Requirement #21 1. (D)	Adelman, C. (1999). <i>Answers in the Toolbox: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment</i> . Washington, D.C.:U.S. Department of Education Office of Educational Research and Improvement.	October 1, 2010	June 30, 2013
A.	Improve student academic achievement by implement a Dual Language program.	Dual Language benefits all students through bilingualism and biliteracy, which leads to greater long-term academic and linguistic success, including positive self-esteem and positive cross-cultural attitudes. Federal Statutory Requirement #21 4. (A)	Gomez, Leo PhD. <i>Two-Way Bilingual Education: Promoting Educational and Social Change</i> . Retrieved from http://www.texastwo-way.org/docs/leospaper.pdf	September 1, 2010	June 3, 2013
A.	Improve student achievement by through implementing whole school Looping Transformation Model.	Two-year teaching cycle will increase learning through the extended relationship between student and teacher, result in less transition disruption, and allows teachers to understand students learning styles. Federal Statutory Requirement #21 4. (A)	Ullman, E. <i>Looping Leads to Long-Term connections with Students</i> . Edutopia, November 2005: English-Language Learners. Retrieved from http://www.edutopia.org/familiarity-breeds-content	August 23, 2011	June 3, 2013
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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Increase the use of quality data by training administrators to disaggregate academic data for the district.	When data is disaggregated district-wide, administrators can understand instructional priorities. Once instructional priorities are established, professional staff development can be targeted as well as other district resources. Federal Statutory Requirement #21 2. (A)	Parker, Kathryn Boudett, Elizabeth City, and Richard Murname. (2005). <i>Data wise: A step-by-step guide to using assessment results to improve teaching and learning</i> . Cambridge, MA: Harvard Educational.	October 11, 2010	October 11, 2010
A.	Increase the use of quality data by training administrators to disaggregate campus academic data.	When campus data is disaggregated, administrators can understand campus-based instructional priorities. Once instructional priorities are established, Campus leadership can target campus resources. Federal Statutory Requirement #21 2. (A)	"Data-Driven." National Staff Development Council. (2010). Retrieved from http://www.nsd.org/standards/datadriven.cfm .	October 11, 2010	October 11, 2010
A.	Increase the use of quality data by training teachers to disaggregate student academic data.	When teachers disaggregate student data, they can understand student learning gaps and make them instructional priorities. Once instructional priorities are established, teachers can more efficiently budget their time and resources to help students improve academically. Federal Statutory Requirement #21 2. (A) and (B)	Foorman, B. R., & Schatschneider, C. (2003). Measurement of teaching practices during reading/language arts instruction and its relationship to student achievement. In S. Vaughn & K.L. Briggs (Eds.), <i>Reading in the classroom: Systems for observation of teaching and learning</i> (pp. 1-30). Baltimore, MD: Brookes Publishing Co.	October, 11, 2010	October 11, 2010

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B.	Increase the use of quality data to identify and remedy organizational and instructional gaps, to make decisions on using district resources, and for continuous quality assurance.	Decisions that are made from quality data will keep Pasadena ISD's aligned to State and Federal requirement, and its own strategic plan. Federal Statutory Requirement #22 (B)	Realigning Resource for District Transformation: Using American Recovery and Reinvestment Act Funds to Advance a Strategic Education Reform Agenda. (2009). Center for American Progress. Retrieved from http://www.educationresourcesstrategies.org/documents/ERSCAPStimulusPaperFinalApril09.pdf	October 12, 2010	June 3, 2013
C.	During department meetings, use data to drive instruction and problem-solve instructional challenges.	Communicating instructional challenges allows for shared expertise. When disaggregated data indicates a need for instructional change, peer to peer discussions can help teachers try new techniques and learn from other's experiences.	Realigning Resource for District Transformation: Using American Recovery and Reinvestment Act Funds to Advance a Strategic Education Reform Agenda. (2009). Center for American Progress. Retrieved from http://www.educationresourcesstrategies.org/documents/ERSCAPStimulusPaperFinalApril09.pdf	August 24, 2010	June 3, 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Increase leadership effectiveness by assessing the principal's leadership skills using processes agreed upon by the principal and campus leadership that include: CoreWorks self assessment, coaching assessments, and observational assessments.	The principal is the instructional and operational leader of the school. If a principal does not lead staff, then student academic performance falls. Federal Statutory Requirement #21. 1. (B)	Burnett, A. and R. Lowery "Making Lemonade." Principal Leadership, April 2010. Retrieved from http://www.principals.org/Content/158/PLApr10_burnett.pdf	September 1, 2010	June 3, 2013
A.	Increase leadership effectiveness by improving leadership skills.	Instructional leadership skills are skills that can be learned and incorporated into a leadership style. Federal Statutory Requirement #21. 1. (D)	Pennsylvania Training & Technical Assistance Network (PaTTAN). (2009). Retrieved from http://www5.esc13.net/sirc/docs/resources/10-Effective%20Instruction%20PPG.pdf	September 1, 2010	June 3, 2013
A.	Increase leadership effectiveness by providing leadership job-embedded training.	Job-embedded training will provide campus leaders a way to stay aligned and using instructional leadership best practices. Federal Statutory Requirement #21. 1. (D)	Principal's Planning Guide: Effective Instruction. SIRC. Retrieved from http://www5.esc13.net/sirc/docs/resources/10-Effective%20Instruction%20PPG.pdf	October 1, 2010	June 30, 2013
A.	Increase leadership effectiveness by providing instructional leadership coaching.	Coaching during the learning process allows the learner to integrate instructional leadership techniques with fidelity and at a faster pace. Federal Statutory Requirement #21. 1. (D)	Crane, T. (2007). <i>The heart of coaching: Using transformational coaching to create a high-performance culture</i> . Retrieved from http://www5.esc13.net/sirc/docs/PPG/14-Resources.pdf	October 1, 2010	June 30, 2013

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B.	Increase leadership effectiveness by increasing operational flexibility by dedicating one staff person to literacy.	Because of the diversity of Pomeroy's students learning needs (65% LEP), bringing all students to the same level of literacy is a challenge. Dedicating one person to students with literacy learning gaps will allow students to gain skills faster. Federal Statutory Requirement #21. 4. (A)	Gambrell, Linda B., Michael Pressley, Leslie Mandel Morrow, & John T. Guthrie (Eds.). (2006). <i>Best practices in literacy education</i> . New York, NY: Guilford Publications, Inc.	October 1, 2010	June 30, 2013
B.	Increase leadership effectiveness by increasing operational flexibility by dedicating two staff to curriculum and instruction development.	Student achievement indicates that Pomeroy's curriculum and instruction has gaps. Teachers need an on-site instructional content mentor/coaches. Federal Statutory Requirement #21. 4. (A)	Hord, Shirley. "Professional Learning Communities: Communities of Continuous Inquiry and Improvement." (1997) SEDL. Retrieved from http://www.sedl.org/pubs/change34/welcome.html	October 1, 2010	June 30, 2013
C.	Increase leadership effectiveness by integrating technology resources into instruction.	Technology use in the classroom is essential for the 21 st century learner to be competitive in the workforce. Federal Statutory <i>Permissible activities</i> 23. (D)	Partnership for 21 st Century Skills. "21 st Century Curriculum and Instructions." (2007). Retrieved from http://assets.pearsonschool.com/asset_mgr/legacy/200949/21st_century_skills_curriculum_and_instruction-6_30483_1.pdf	October 1, 2010	June 30, 2013
C.	Increase leadership effectiveness by using data to guide leadership decisions.	When data is not the foundation of decision-making, then, the campus is at risk of losing focus and committing precious resources to activities and strategies that do not make a difference. Using data to drive decisions will keep Pomeroy aligned with state, national, and Texas College standards. Federal Statutory Requirement #21. 2. (B)	Goldring, E. et.al (2008). <i>The Evaluation of Principals: What and How do States and Districts Assess Leadership?</i> New York: Annual Meeting of American Educational Research Association. Retrieved from http://peabody.vanderbilt.edu/Documents/pdf/LSI/AERA_EvaluationPrincipals.pdf	August 24, 2010	June 30, 2013
B.	Increase leadership effectiveness by providing financial incentives and increased opportunities for career growth.	In 2008, PISD created a best practice model for district-wide performance-based award system with D.A.T.E. grant funds. Teachers receive financial incentives for student TAKS achievement and attending staff development. Federal Statutory Requirement #21. 1. (C)	<i>Best Practices for Teacher Effectiveness</i> . Retrieved from http://www.gatesfoundation.org/united-states/Documents/best-practices-teach-effectiveness.pdf	August 24, 2010	June 30, 2013

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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 4: Increase Learning Time</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A. B.	Increase learning time by providing after school enrichment and summer school for all students (minimum of 300 additional hours of school).	<p>Pomeroy students will receive increased learning time by providing students with enriched learning opportunities and hands-on learning in core subjects through extended day and summer school activities.</p> <p>Federal Statutory Requirement #21. 3. (A)</p>	<p>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.) Retrieved from http://www.jstor.org/pss/1132180</p>	January 17, 2011	June, 3 2013
B.	Increase learning time by developing instructionally-focus calendar by subject area at each grade level aligned to curriculum.	<p>Academic support and enrichment results in "students involved in engaging activities that may explore an interesting topic not typically taught during the school day while also targeting specific content areas or skills. For some students, enrichment programs can help keep them engaged with learning".</p> <p>Federal Statutory Requirement #21. 3. (A)</p>	<p>Doing What Works. (2009). <i>Provide academic support and enrichment to improve academic performance</i>. Washington, DC: U.S. Department of Education. Retrieved from http://www.ed.gov/practice/?T_ID=24&P_ID=55</p>	August 24, 2010	June 3, 2013
C.	Increase learning time by allowing staff to participate in weekly collaborative planning.	<p>As teachers collaborate often, both grade level and cross-curriculum planning will result in a cohesive professional learning community.</p> <p>Federal Statutory Requirement #21. 1. (D)</p>	<p>Galvin, M., & Parsley, D. (2005). Turning failure into opportunity. <i>Educational Leadership</i>, 62. Retrieved from http://www.ascd.org/publications/educational_leadership/summer05/vol62/num09/Turning_Failure_Into_Opportunity.aspx</p>	August 24, 2010	June 3, 2013

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A.	Increase learning time by developing a community-oriented school including providing a wide variety of services for students and families.	Pomeroy children and families need ongoing mechanisms for family and community engagement to prevent "children who come to school with a host of unmet social, emotional, and physical need's". Federal Statutory Requirement #21. 3. (B)	Bireda, S. (2009). <i>A look at community schools</i> . Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/pdf/community_schools.pdf	August 24, 2010	June 3, 2013
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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 5: Increase Parent/Community Involvement</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Increase parent involvement through college/career awareness activities	<p>Helping parents understand that their children will have access to post-secondary opportunities will help them support their children academically.</p> <p>Federal Statutory Requirements 21. 3. (B)</p>	<p><u>Parent & Community Engagement Blueprint Executive Summary.</u> Project GRAD USA. 29 Retrieved from http://www.projectgrad.org/atf/cf/%7B9a8b1b2b-8144-4568afebfd51204b79b9%7D/GRAD%20USA%20PCE%20Blueprint%20Executive%20Summary%202009.pdf</p>	August 24, 2010	June 3, 2013
B.	Increase parent involvement through effective communications by providing translated materials	<p>With 94% Hispanic students and 65% LEP attending Pomeroy, shows that the majority of parents speak only Spanish. Improving communication between school and ELL parents is vital to helping children.</p> <p>Federal Statutory Requirements #21. 3. (B)</p>	<p>Schnee, M. and J. Haynes. <i>Holding an Effective Group Meeting with Parents of ELLs.</i> Retrieved from http://www.everythingsl.net/in-services/holding_effective_parent_meeti_68636.php</p>	August 24, 2010	June 3, 2013
C.	Increase parent involvement by helping them with their support needs.	<p>With Pomeroy's high poverty rate (97.5% students qualify for Free and Reduced Lunch program), many families need information on available social services.</p> <p>Federal Statutory Requirements #21. 3. (B)</p>	<p>"Service-Learning." National Dropout Prevention Center/Network. Retrieved from http://www.dropoutprevention.org/effstrat/servicelearning/overview.htm</p>	August 24, 2010	June 3, 2013
A.	Increase parent involvement through teacher looping	<p>Teacher looping has proved to increase parental communication and trust with the school and their child's teacher.</p> <p>Federal Statutory Requirements #21. 3. (B)</p>	<p>Grant, J. and B. Johnson. <i>Looping, the Two-Grade Cycle: A Good Starting Place.</i> Retrieved from http://www.teachnet.com/howto/looping/looping2.html</p>	August 23, 2010	June 3, 2013

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A.	Increase parent involvement with a Pomeroy "parent/family room" planned with parental input and includes open access to resources and parent classes i.e. ESL and computer training.	Student's parents play a "critical role in ensuring academic success for students" and community-oriented school will include developing parent leaders and involving community members to become part of Pomeroy's whole school transformation. Federal Statutory Requirements #21. 3. (B)	Parent & Community Engagement Blueprint Executive Summary. Project GRAD USA. 29 Retrieved from http://www.projectgrad.org/atf/cf/%7B9a8b1b2b-8144-4568afebfd51204b79b9%7D/GRAD%20USA%20PCE%20Blueprint%20Executive%20Summary%202009.pdf	October 1, 2010	June 3, 2013
A.	Increase parent involvement Plan with more ongoing parent volunteer opportunities at school.	When parents and families work together to support and encourage learning, student academic performance improves and parents are empowered. Federal Statutory Requirements #21. 3. (B)	National Coalition for Parent Involvement in Education. Retrieved from http://www.ncpie.org/	October 1, 2010	June 3, 2013

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Improve school climate by promoting a positive school atmosphere through Safe and Civil Schools positive behavioral and intervention support activities .	Safe and Civil Schools is a positive behavior support program. It does result in a school environment that is positive and supportive. Students are eager to come to school when the school climate is positive and there are activities that they can relate to on a regular basis. Federal Statutory Requirement #24. (C) <i>permissible activities</i>	Marshall, Megan (2002). <u>Examining School Climate: Defining Factors and Educational Influences</u> . Georgia: Center for Research on School Safety, School Climate and Classroom Management. Retrieved from http://education.qsu.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf .	August 24, 2010	June 3, 2013
B.	Improve school climate through respect and courteous behavior through Safe and Civil Schools positive behavioral support and intervention activities .	Safe and Civil Schools is a positive behavior support and intervention program that teaches students and staff respectful and courteous behavior. A positive school climate will result in fewer disciplinary referrals. Federal Statutory Requirement #24. (C) <i>permissible activities</i>	Marshall, Megan (2002). <u>Examining School Climate: Defining Factors and Educational Influences</u> . Georgia: Center for Research on School Safety, School Climate and Classroom Management. Retrieved from http://education.qsu.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf .	August 24, 2010	June 3, 2013
C.	Improve school climate by involving every student in existing Extra/Co-curricular activities. Some of these activities might include service-learning projects.	Extra/Co-curricular activities help students discover their potential and learn to work with others in a team setting. Federal Statutory Requirement #21.3.(A) and <i>permissible activities</i> 24.(B) and (C)	Bradley, Charlie (2007). "Becoming Involved in School: The Benefits of Extra-Curricular Activities." Retrieved from http://www.associatedcontent.com/article/229388/becoming_involved_in_school_the_benefits.html	August 24, 2010	June 3, 2013
B.	Improve school climate by implementing a Dual Language program	Dual Language results in students with increased positive self-esteem and positive cross-cultural attitudes.	Gomez, Leo PhD. <i>Two-Way Bilingual Education: Promoting Educational and Social Change</i> . Retrieved from	August 24, 2010	June 2013

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Carla Stamford-June

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		Federal Statutory Requirement #21. 4. (A)	http://www.texastwoday.org/docs/leospaper.pdf		
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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Increase teacher quality through evaluation processes agreed on by teachers that include: CoreWorks self-assessment, coaching assessments, and observational walk-through assessment and feedback.	Observational classroom walkthroughs are excellent for assessing teacher classroom instruction. When instructional issues are identified in a walk-through, the walk-through serves as an excellent platform for guidance and direction. The walk-through form developed by PISD allows for this process and a way to gauge teacher growth. Federal Statutory Requirement #21 1. (B) (1), and (B) (2)	Ginsberg, Margery & Murphy, Damon (2002). <u>How Walkthroughs Open Doors</u> . Retrieved from http://teacherweb.com/ma/teachers21/jerrygoldberg/howwalkthroughsopenddoors.pdf	August 24, 2010	June 3, 2013 <i>Ongoing</i>
B.	Increase teacher quality through coaching, collaborative planning, BlackBoard discussions, book studies, and high quality job embedded staff development that will support teachers in continuously improving instruction	Without embedded professional development, teachers can become isolated from current teaching trends and from stimulating ideas and knowledge. Federal Statutory Requirement #21. 1. (D) and #21. 4. (B)	Lezotte, Lawrence W. <u>Learning for All</u> . Michigan: Effective Schools Products Ltd, 1997.	August 24, 2010	June 3, 2013
C.	Increase teacher quality through a system of rewards that allow a teacher to know when they are meeting instructional goals and provide them with a structured process for reaching them.	A reward system will identify steps to reaching goals for teachers. This will provide teachers with a concrete goal, rather than simply improving student achievement. This will not only improve student achievement, it will improve teacher morale. Federal Statutory Requirement #21. 1. (C)	Terry, Brooke D. (2009). "Keep Teacher Performance Pay." Texas Insider. Retrieved from http://www.texasinsider.org/?p=7075	August 24, 2010	June 30, 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.)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
	No other improvement activities.				

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;"> <p>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.</p> </div> <div> <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

While the specific details of the ongoing monitoring and continuous improvement will be defined during year one, the following will discuss the process that will be used to assure program fidelity.

The external evaluator will create protocols, spreadsheets and databases that will be used to track and maintain process data. An implementation team, consisting of the principal, project manager, curriculum specialist, parents, and the Associate Superintendent, will insure implementation fidelity by monthly review of the evaluators process data and grant objectives that will center around (1) development of teacher and leadership effectiveness, (2) the use of the comprehensive instructional reform activities, (3) the use and effectiveness of increased learning time. Data on progress or non-progress will be used for feedback. The implementation team will be the venue for identifying program implementation problems, problem-solving program problems, and continuous improvement.

The evaluator will participate in monthly conference calls to review grant management, program delivery following timelines, and problem solving implementation. Monitoring will include: (1) development of teacher and leadership effectiveness, (2) the use of the comprehensive instructional reform activities, (3) the use and effectiveness of increased learning time.

Pomeroy and Pasadena Independent School District will allow TEA, SIRC, and contractors site visits and will support TEA in securing any evaluation and program information requested.¹¹

¹¹ FERPA laws will be followed in releasing information.

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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 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>Until the final plan is developed, the specific activities monitored for the formative evaluation cannot be defined. However, in general this will be the areas that will be monitored and the process that will be followed.</p> <p>Formative evaluation will begin with the grant award and will focus on monitoring grant activities to assure that they are being implemented with fidelity and according to the timeline. In addition, formative evaluation will provide the data that will alert the implementation team that a program strategy or activity is not advancing toward in the desired outcome. It will be the formative data that will alert the implementation team that implementation problem-solving and program strategy needs revision.</p> <p>The formative evaluation will track the following activities:</p> <ul style="list-style-type: none"> • The administrator leadership skills and abilities are assessed and skill gaps identified. • Administrator leadership gap remedies are identified and implemented. • Remedy activities are documented and assessed for effectiveness. • Observational walk-throughs are completed, documented, and evaluated. • Observational walk-through data is used for teacher guidance. • Coaching occurs, is documented, and tracked for teacher and leader improvement. • Collaborative teaching meetings, coaching sessions, and teacher attendance is documented and evaluated. • The data disaggregation activities are documented and evaluated. • The math and reading/ELA curriculum alignment to State, Texas College and National standards is evaluated for completion, fidelity, and use. • The number of college awareness activities is identified and effectiveness and attendance evaluated. • Parent and community involvement is identified and evaluated. • The use and effectiveness of the Campus Math Specialist and the Campus ELA Specialist will be monitored and evaluated. • The student disciplinary actions will be tracked, monitored, and evaluated. • The use of data to drive instruction will be documented and evaluated. • The number of enrichment and service-learning activities that result in extended school day activities will be tracked and evaluated including the number of hours each student attends. • Teacher looping and dual language in correlation to student improvement will be tracked and evaluated. <p>This process will allow Pomeroy Elementary to 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.</p> <p>Pomeroy will, through this assessment process, provide a formative assessment of its capacity and commitment to carry out the grant intervention models. Pomeroy will also provide access for onsite visits by TEA and its contractors.</p>		

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Schedule #4C—Performance Assessment and Evaluation		
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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>Data collection methods to evaluate the Pomeroy Elementary program will be aligned to its objectives and performance measures. External evaluation staff will work with the implementation team to collect data. Qualitative and quantitative <u>process</u> performance measures will be documented continuously using: meeting minutes, checklists, sign-in sheets, and excel spreadsheets and qualitative and quantitative <u>outcome</u> performance measures will be documented by using the following data collection methods:</p>		
<p><u>Quantitative methods</u> (1) online and scanned surveys (developed by outside evaluator) administered at baseline, midterm, and end of the project to students (satisfaction and attitudes towards regular and extended school day activities), teachers (satisfaction and usefulness of trainings, increase in confidence and ability to differentiate instruction based on data disaggregation) and administrators (satisfaction and usefulness of trainings), (2) trend analysis of annual reviews of AEIS reports and school records for scores on TAKS and other end of year standardized tests (student achievement) and (3) trend analysis of supplemental diagnostic tests.</p>		
<p><u>Qualitative methods:</u> Annually, evaluation staff will conduct focus groups and interviews with a minimum of 10% of the teachers, students, parents and administrators asking about their satisfaction with program delivery and possible changes resulting from the program.</p>		
<p>Qualitative data will be obtained through in-depth interviews conducted with administrators. Data collected through classroom observation "walkthroughs" will document teachers' use of the newly aligned curriculum and implementation of the reading initiative. To assess the growth of teachers, the external evaluator will obtain survey data from teachers and administrators about the type, frequency, and usefulness of the training provided.</p>		
<p>The quantitative data will be analyzed using descriptive statistics and repeated measures for change over time with SPSS software. Qualitative content analysis will be conducted on transcriptions of interviews and examination of comments for themes.</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).

The process followed to determine the performance goals for Pomeroy Elementary involves research of best practices, creation of goals based on proven strategies, ongoing review of goals, and revision of goals, as needed. Meetings will take place with the TTIPS Committee, which includes the School Principal, Associate Superintendent of Curriculum and Development, Grant Manager, teacher representative, Technical Assistance provider, and the Department of Research and Evaluation. During the initial meeting, the committee will identify target areas of need identified from the campus needs assessment. The committee used the Critical Success Factors (CSF) as a guide for developing appropriate performance goals that are realistic and achievable. The information from the needs assessment also helped the committee identify specific milestones for each CSF. For each CSF, the committee will use the following strategies to develop performance goals:

- **Improve Academic Performance, including (but not limited to) Reading/ELA and Math-** Performance goals will include curriculum alignment for all grade levels to the TEKS Student Expectations and the college readiness standards, vertically and horizontally; implementation of a literacy initiative across all subject levels that will include a writing component and sustained silent reading; the use of coaches for improving leadership and instruction; effectiveness of teacher looping and dual language on student learning; and extended day learning opportunities.
- **Increase the Use of Quality Data to Drive Instruction-** Performance goals will include training for teachers on how to use data to make instructional decisions in the classroom and auditing instructional resources for depth and rigor and use of data to determine training and coaching needs.
- **Increase Leadership Effectiveness-** Performance goals will include the external providers guidance of the leadership effectiveness assessment process, the response to leadership training needs, and the effectiveness of coaching to support leadership development.
- **Increase Learning Time-** Performance goals will include the effectiveness of the extended school day learning opportunities. It will consider the number hour participants, hours of participation, and activities attended in relationship to student learning.
- **Increase Parent/Community Involvement-** Performance goals will include the effectiveness of campus events that expose parents to college and career awareness, the effectiveness of ESL and computer classes, and the support provided to parents through the social worker.
- **Improve School Climate-** Performance goals will include the effectiveness of implementing the positive behavioral and intervention support strategies in Safe and Civil Schools to foster improved behavioral and classroom management and the expected relationship development occurring from teacher looping.
- **Increase Teacher Quality-** Performance goals will include the effectiveness of providing job-embedded professional development, using content specific Instructional Coaches and a Literacy coach for improving teacher quality and providing teachers with training on how to regularly integrate technology into instruction.

The implementation committee will be responsible for developing the final performance goals under each CSF that supports the Tier III Transformation model and addresses the needs of the campus. Each activity will be assigned performance indicators. Baselines for each performance indicator use the current year's performance and will serve as an initial guide for determining the actual goals for Years 1, 2, and 3. Using the baseline figure, the goal for each year will include the baseline plus an achievement stretch.

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As the activities are refined, the performance measures will need modification to better measure for the intended results. The Pomeroy committee will meet periodically to review the performance measures to ensure each is a realistic measure. Performance measures will only be revised with the approval of the Pomeroy TTIPS committee. The performance goals in Schedule 4C, Part 3 are a projection based on expected outcomes from the campus needs assessment.

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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	75%	78%	80%	85%
2	Improve Student Achievement in Mathematics	TAKS	64%	70%	74%	80%
3	Improve student achievement with implementation of teacher Looping	TAKS	57%	65%	70%	80%
4	Improve student academic performance with Dual Language Program.	TAKS	57%	65%	70%	80%
5						

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	Lesson plans will reflect the learning needs identified in the data	Lesson plans	D.N. A. (data not available)	20%%	25%	35%
2	Increased number of horizontal meetings discussing data and instructional techniques responsive to the gaps	Minutes	D.N. A.	10 per teacher	75% attend 10	85% attend 10
3	Observational walk-through identify increased use of differentiated instructional techniques	Walk-through protocols	D.N. A.	20%	25%	35%
4	Reflective coaching shows evidence of data driven instruction	Coaching documentation instrument	D.N. A.	20%	25%	45%
5						

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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	Increased teacher retention	PISD Human Resources	12%	11%	10%	9%
2	Decreased disciplinary referrals	PEIMS	50	48	45	25
3	Increased effective teaching	TAKS scores	57%	64%	70%	80%
4	Improved campus culture	Staff/student/parent surveys	D.N. A. (data not available)	45%	50% positive response	65% positive response
5	Reflective leadership coaching shows increased leadership skills	Coaching documentation	D.N. A.	50%	55%	75%

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	Students will attend extended school day/summer enrichment activities	Attendance	D.N.A. (data not available)	45%	50%	65%
2	Students will improve academic performance	TAKS	57%	65%	70%	80%
3						
4						
5						

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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	Parents will attend college/career awareness activities	Attendance/ sign-in sheets	D.N. A. (data not available)	32%	35%	40%
2	Parents will attend ESL classes	Attendance/ sign-in sheets	D.N. A.	1.5%	2%	3%
3						
4						
5						

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	Teacher job satisfaction is improved as evidenced by a reduced turnover rate.	Human Resources documentation of annual resignation	12%	11.5%	11%	10%
2	Student academic engagement is improved	Observational walk-through	D.N. A. (data not available)	30%	35%	50%
3	Disciplinary referrals are reduced	PIEMS	50	48	45	25
4	Attendance is increased	PIEMS	97%	97%	97.5%	98%
5						

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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	Teachers are ELA/SIOP trained	Number of certifications	D.N. A. (data not available)	10 teachers	20 teachers	25 teachers
2	Student academic achievement improves	TAKS	57%	65%	70%	80%
3	Teachers instruction improves	Coaching records	D.N. A.	48%	50%	55%
4	Teachers disaggregate data and reflect needs in lesson plans	Lesson Plans	D.N. A.	48%	50%	55%
5						

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	NONE	N/A				
2						
3						
4						
5						

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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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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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Texas Title I Priority Schools Grant				
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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, 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	\$ 2,127,610	\$ 227,938	\$	\$2,355,548		
Professional and Contracted Services	5C	6200	1,456,829			\$1,456,829		
Supplies and Materials	5D	6300	1,246,513			\$1,246,513		
Other Operating Costs	5E	6400	131,110			\$ 131,110		
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX				0		
Total Direct Costs			4,962,062	227,938		\$5,190,000		
2.107% Indirect Costs				0	0			
Grand Total								
Total Budgeted Costs:			\$ 4,962,062	\$ 227,938	\$ 0	\$ 5,190,000		
Administrative Cost Calculation								
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						5,190,000		
Multiply by 0.05 (5% limit)						X .05		
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 259,500		

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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 \$1,730,000 Year 2: SY 2011-2012 \$1,730,000* Year 3: SY 2012-2013 \$1,730,000* * 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		
The budget is based on the plan described.		

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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- Early Childhood	This early childhood teacher will teach the new "Jump Start to Kindergarten" class. \$49,000 year X 3 years	1		\$	\$ 147,000
2	Educational Aide	This position will be the teacher aide for the "Jump Start to Kindergarten" class. \$20,000 year X 3 years	1			60,000
4.	Language Support Para-Professional	This position will work with students needing extra assistance with language development (ELA). \$20,000 X3 yr.	1			60,000
5.	Instructional Project Coordinator	This position will be campus-based and responsible for assuring all grant funded activities are in place and grant reports are completed on time. It will lead the curriculum alignment and the teacher/leader coaching and mentoring. It will be a 240 day contract. \$75,000 X 3 years	1			225,000
6.	Campus Math and ELA Specialist-two positions	These positions will assure quality curriculum and instruction. \$70,000 annual salary X2 Specialists X3 years	1			420,000
Program Management and Administration						
7.	Principal					
8.	Executive Secretary					
7	Technology Para-Professional	This position will handle all mobile labs and assist with technology needs. \$25,000 X 3 yr.	1			75,000
8	Secretary/Administrative Assistant	Administrative secretary will provide support to the TTIPS program manager and overall program. \$28,000 X 3 years	1			84,000
9	Data Entry Clerk	N/A				0
10	Grant Accountant/Bookkeeper	This will cover the cost of position to submit financial reports and to draw-down the grant funding on-time.		1		30,000
11	Evaluator/Evaluation Specialist	N/A				0
Auxiliary						
12	Counselor					
13	Social Worker	This position will provide social services to students and parents and teach a parenting class. \$70,000 annually X 3 years	1			210,000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					

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19	School Nurse				
Other Employee Positions					
22	Title:	Grant over-site to assure that the grantee is trained in administering grant funds and that federal and state requirements are met during implementation.		1	30,000
23	Title:	Incentive Pay for staff	97		157,000
24	Title:				
25	Title:				
26	Subtotal Employee Costs			\$	\$ 1,498,000
Substitute, Extra-Duty, Benefits					
27	6112	Substitute Pay-5 days @ \$85 per day X three years X 33 teachers		\$	\$ 42,075
28	6119	Professional Staff Extra-Duty Pay-Teachers for extended day and summer program (25) and extended days for principal and secretary=\$38,938			473,498
29	6121	Support Staff Extra-Duty Pay-Extended Day and Summer Program (10)			145,600
30	6140	Employee Benefits (9.644%)			196,375
31	Subtotal Substitute, Extra-Duty, Benefits Costs			\$	\$ 857,548
32	Grand Total Payroll Budget (line 26 + line 31)			\$	\$ 2,355,548

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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		
6212	Audit Costs (other than audits required under OMB Circular A-133)	\$	\$		
	Specify purpose:				
6269	Rental or Lease of Buildings, Space in Buildings, or Land		N/A		
	Specify purpose and provide calculation:				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)		N/A		
	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	
1.	Self-reflective assessment tool	\$6,000	\$	\$ 6,000	
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000		\$		\$ 6,000	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
External Provider Services-Instructional Coach training for teachers and leaders and on-site coaching (3 years)					
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		5-10	\$ 454,400	\$	\$ 454,400
Title: Coach/Coaching Trainer, Assessment and Alignment					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 454,400	\$	\$ 454,400

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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):

Grant Evaluation and Compliance 3% x 3 years @\$50,000 each year

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1			
Title: TTIPS Grant Evaluator		\$ 150,000	\$	\$150,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 150,000	\$	\$150,000

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

Certification Trainings for Teachers X 7 days X 3 years

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2			
Title: Certification Trainers		\$ 105,000	\$	\$105,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 105,000	\$	\$105,000

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

To hire external provider to provide academic enrichment services for Extended Day Enrichment Activities-Year 2 and Year 3

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5-10			
Title: Extended Day Providers		\$ 200,000	\$	\$200,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: \$ 200,000 \$ \$200,000

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

High Quality Job-embedded Staff Development X 3 years including literacy, math, Rigor and Relevance, Using technology effectively to improve student learning, Improving instructional strategies for LEP students;

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5-10			
Title: Extended Day Providers		\$ 103,967	\$	\$103,967
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				

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confirmed by Susan Bayne via e-mail on
9/24/10 To Candace art-server@TEA

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Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 103,967	\$	\$103,967
6. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Curriculum evaluation, vertical and horizontal alignment, revisions and rewriting for math and science, and teacher training to use the new curriculum.				
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs		2-5	\$ 437,462	\$
Title: Extended Day Providers				\$437,462
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 437,462	\$	\$437,462
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				6,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				1,450,829
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:				\$1,456,829

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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					Subtotal \$96,353
	#	Type	Purpose	Quantity		
	1	Document Cameras	Students/teachers will feature books on the promethean board for reading and will demonstrate hands-on manipulates and foldables using document cameras. \$411 X 37=\$15,207	37		
	2	ActivSlate	2 nd through 4 th grade students will be able to interact by using the slates to input an information and/or answers questions that are displayed on the promethean board and for class discussions. \$299 each X 134 students=\$40,066	134		
	3	Scanners	Students/teachers will scan information, pictures, class products, that will help make a final product. 100 X 37 teachers=\$3,700	37		
	4	Activ Wands	Pre-K through 1 st grade students will be able to reach and answer questions on the promethean boards. It works like a mouse and writes like an activpen. \$84 X 26 classroom set=\$2,184	26		
	5	Activ Expressions	3 rd and 4 th graders will use Activ Expressions as an input device that enables students to respond in full sentences as well as in numbers, symbols, math equations, true/false, abc answers, etc \$2,514 X 14 packs=\$35,196	14		
	6	Flip Camera	Students will learn how to record themselves and take pictures of each other: doing experiments, performing in a school play, creating book trailer, showing how to solve a math problem, etc. \$100 X 37 classrooms=\$3,700	37		Subtotal \$3,700
	7	Activ Arena	ActivArena provides the ability to have two students at the board collaborating, competing, and demonstrating the process in all subjects. \$130 X 25 = \$3,250	25		Subtotal \$3,250
	8	Lap top Computers @ \$800 with addition of computer drops	Students will use computers for Success Maker, Kidspiration projects, Heartbeeps, Individual student projects, group projects, etc. and six new positions will need computers. Lap Top @ \$800 X 131 and Computer Drop @ \$200 X 131=\$131,000	131		Subtotal \$131,000
	9	120 Mobile Wireless laptops	Students will learn at Target Tech level including technology TEKS, Learning.com. (guided instruction), Kidspiration, Success Maker, Heartbeeps, student work, projects, etc. Parent will learn computer technology, ESL, and GED classes using laptops. \$1,250 X 120=\$150,000	120		Subtotal \$150,000
	11	Printers	TTIPS staff use.	6		\$1,200
6399	Technology Software- Not Capitalized =SuccessMaker @ \$1,200 per license X 25 = \$30,000, Target the Question @ \$210 X 21 = \$4,410, Lone Star Math @ 10 sets X \$110 = \$1,100, Rosetta Stone for Parents @ \$300 for each level: for five levels = 5 X \$300 = \$1,500, NCEA student data \$6,500 X 3 = \$19,500, self-assessment tool for leaders and teachers = 10 teachers and leaders @ \$3,850. = \$38,500 for a total of \$95,010					\$95,010
6399	Supplies and Materials Associated with Advisory Council or Committee					\$1,000
Total Supplies and Materials Requiring Specific Approval:						\$481,513
Remaining 6300- Supplies and Materials that do not require specific approval: Classroom Libraries 33 classes X \$5,000 X 3 yrs; Literacy -books, eBooks, bilingual books, audio books, big book; Extended Day Instructional Materials; Music and P.E. instructional materials; Other supplies and materials;						\$765,000
Grand Total					\$	\$1,246,513

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Suzanne Bauers</i> by telephone/e-mail/FAX on <u>8/24/10</u> by <i>Paula Hightower</i> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101-917</u> County-District No. Amendment No.
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:	\$	\$
6412 Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Transportation for Zero Hour and Extended Day X \$150 X 1 bus X 146 days = Specify purpose:		\$21,900
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:		\$21,900
Remaining 6400 – Other Operating Costs that do not require specific approval: Educational Field Trips-minimum two per year x 3 years; Grant Training Conference; Site Visits to schools with Whole School Looping and Dual Language, Field Trip for 4 th graders to visit U of Texas X 2 days @\$139 student plus parents/teacher (minimum of 25) for three years.		\$109,210
Grand Total		\$ 131,110

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		101-917 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
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	N/A				N/A
66XX/15XX- Technology Hardware - Capitalized					
2	N/A				N/A
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	N/A				N/A
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	N/A				N/A
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	N/A				N/A
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					N/A

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-917</u> County-District No.
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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	 <u>101-917</u> County-District No.
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- 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>101-917</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>101-917</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	<div style="text-align: right;"> 101-917 County-District No. </div>
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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:
- 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 School Years 2010-2013	101-917 County-District No.
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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	101-917 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	101-917 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.

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: center;"> <u>101-917</u> 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>101-917</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.	<u>101-917</u> County-District No.
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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	101-917 County-District No.
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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 <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> 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	<u>101-917</u> County-District No.
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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	<u>101-917</u> 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	<u>101-917</u> 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.

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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 it 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--
- 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;
 - Implement a school wide "response-to-intervention" model;
 - 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;
 - Use and integrate technology-based supports and interventions as part of the instructional program; and
 - In secondary schools--
 - 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;
 - Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 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
 - 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--
- 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;
 - 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;
 - 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
 - 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--
- Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - 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.
- Number of minutes within the school year.
 - 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.
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - College enrollment rates. (High Schools Only)
 - Teacher Attendance Rate
 - Student Completion Rate
 - Student Drop-Out Rate
 - Locally developed competencies created to identify teacher strengths/weaknesses
 - Types of support offered to teachers
 - Types of on-going, job-embedded professional development for teachers
 - Types of on-going, job-embedded professional development for administrators
 - Strategies to increase parent/community involvement
 - 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:

- a. The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- b. The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- c. 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)
- d. 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)
- e. The (federal) Congressional district number
- f. The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- g. The total amount of the grant award (TEA will have this information on file)
- h. The total amount paid to the grantee as of date of report (TEA will have this information on file)
- i. 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.)
- j. 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.)
- k. 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.)
- l. 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:

- a. The total number of grants awarded less than \$25,000 (TEA will have this information file)
- b. The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- c. 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).

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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	Pasadena Independent School District	101-917
		LEA Name	County-District#
Pomeroy Elementary		113	
Campus Name		Campus Number	
9-Digit Vendor ID#		IV ESC Region	
by telephone/e-mail/FAX on _____ by _____ of TEA.		NOGA ID# (Assigned by TEA)	Date of Report

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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

Milestones	A	Pomeroy needs to use data to identify reading and math needs of each student by reviewing TAKS, ITBS/Logramos, TPRI, and Tejas Lee.
	B	Pomeroy needs to increase academic rigor by vertically and horizontally aligning the ELAR and Math curricula and instruction, by eliminating instructional resources that do not support instructional rigor, and by adding resources that support rigorous instruction.

	C	Pomeroy teachers need embedded, continuous, and ongoing coaching and professional staff development to support classroom use of targeted instructional techniques.
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Pomeroy teachers need training on data disaggregation and analysis.
	B	Pomeroy teachers need a full day of training on using student data to make decisions to improve instruction and student learning.
	C	Pomeroy teachers need to consistently meet as a team to discuss data and its use to improve instruction and learning.
3. Increase Leadership Effectiveness		
Milestones	A	Pomeroy leaders and teachers need an ongoing job-embedded self-reflective evaluation of leadership skills, embedded coaching support, and embedded processes for problem-solving instructional challenges.
	B	Pomeroy needs campus-based curriculum and instruction support. The Pomeroy principal will have operational flexibility by being allowed to increase academic access through extended after school opportunities.
	C	Pomeroy needs to evaluate existing instructional resources and eliminate ineffective resources based on student outcome data.
4. Increase Learning Time		
Milestones	A	All students need access to enriched learning opportunities beyond the school day.
	B	Students need more instructional time to successfully acquire the knowledge and skills which the traditional day does not provide
	C	Pomeroy staff needs time to share classroom best practices with each other.
5. Increase Parent / Community Involvement		
Milestones	A	Parents need increased opportunities to participate in campus decisionmaking.
	B	ELL parents (65% of the students are LEP) need more communication from the school.
	C	Families and students need increased access to family support and social services. (97.5% Free and Reduced Lunch eligibility).
6. Improve School Climate		
Milestones	A	Parents need to understand the importance of daily student attendance and reducing mobility and school transfers.
	B	Teachers need training to learn effective classroom management skills.
	C	Students need opportunities to participate in extra/co-curriculum activities.
7. Increase Teacher Quality		
Milestones	A	Pomeroy teachers need self evaluation and reflection tools to internalize and grasp instructional gaps.
	B	Teachers need additional job embedded staff development opportunities.
	C	Pomeroy needs to reduce its high teacher turnover rate (18.5%).
Other Identified Needs (not listed above)		

	students, teachers, and parents.
B	Pomeroy needs organizational restructuring that will support students acquiring dual language skills.

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	34%
Increase the Use of Quality Date to Drive Instruction	5%
Increase Leadership Effectiveness	7%
Increase Learning Time	13%
Increase Parent / Community Involvement	5%
Improve School Climate	2%
Increase Teacher Quality	19%
Other Remaining Costs	15%
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	72%
Increase the Use of Quality Date to Drive Instruction	10%
Increase Leadership Effectiveness	8%
Increase Learning Time	0%
Increase Parent / Community Involvement	5%
Improve School Climate	2%
Increase Teacher Quality	3%
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
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. Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana). Complete the appropriate model pages below.

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**

Ruth Rabago has been at Pomeroy Elementary for three years. An evaluation of her skills indicate her leadership skill gaps are ones that can be eliminated through training, coaching, and on campus support. Thus, the district has decided not to replace her and will support the development of her leadership and management skills through training, embedded leadership support and coaching, and 'just in time' 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;**

District Awards for Teacher Effectiveness (D.A.T.E.) TEA Grant will provide financial incentive awards to teachers who meet the school and team academic performance goals. Currently, Pomeroy's teachers receive D.A.T.E awards when increases in student scores on LOGRAMOS/ITBS and TAKS meet established academic goals.

Additional incentives for Pomeroy teachers will be implemented in year 2 and 3 for faculty success and retention. They include extended contracts and stipends. Teachers who are not providing effective teaching will be placed on a growth plan that will include expectations and performance outcomes. Teachers who do not meet the conditions of their growth plan will be removed.

- 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**

Job-embedded professional development for teachers will occur primarily through two content specialists whose sole responsibility will be to continuously support staff through coaching, instructional problem solving, assuring that curricula is rigorous and aligned, and that instructional resources support rigor and are used to support instruction. Job-embedded professional staff development for leaders and teachers will also be provided through technical assistance providers. SIRC will provide coaching to both administrative and instructional leaders.

Additional coaching sessions will be used to coach teachers and leaders on organizational and student specific challenges that surface as a result of indepth assessment, evaluation, and organizational changes. In addition, teachers will have indepth training on looping and dual language. These instructional/organizational topics will be continuously discussed and problem-solved through department meetings, faculty meetings, content specialist coaching. A full day of data disaggregation training will occur on October 11, 2010 and a full day of training on using the data to assure vertical and horizontal alignment will occur on November 1, 2010. These two days of training will provide a centerpiece of continuous instructional and organizational problem-solving and job-embedded training through professional learning communities. Finally, staff will be trained to integrate college and career awareness into learning. They will learn to scaffold concepts and ideas to match the maturity and developmental stages of the students they are teaching.

- 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;**

Based on staff ideas and suggestions, Pomeroy will provide more flexible work conditions by providing leadership positions with more contract days. These additional days will allow the time needed to plan organizational reforms and assess the effectiveness of newly in place reforms. The extra days of planning and organization time will eliminate the pressure of trying to refine and implement program strategies simultaneously. Thus, the grant coordinator, the principal, and principal's secretary will have extended contracts. They will move from 220 day contracts to 240 day contracts.

Pomeroy will recruit, place and retain staff by assessing staff skills and their impact on student academic performance. Those staff with the foundational skills necessary will promote into career growth/leadership opportunities provided through the grant. This will allow teachers interested in greater leadership, opportunities that doesn't require them to move to other schools for principal or assistant principal positions.

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

An assessment of student academic performance, student socio-demographics, and teacher instructional challenges led Pomeroy to decide to implement the research based strategies of teacher looping and Dual Language as a major part of the instructional reforms. Research indicates that a looping teaching cycle will increase learning through the extended relationship between student and teacher, result in less transition disruption, and allow teachers to understand students learning styles. (Ullman, E. Looping Leads to Long-Term connections with Students. Edutopia, November 2005: English-Language Learners. Retrieved from <http://www.edutopia.org/familiarity-breeds-content>) Also, research indicates that dual language benefits all students through bilingualism and biliteracy, which leads to greater long-term academic and linguistic success, including positive self-esteem and positive cross-cultural attitudes. (Gomez, Leo PhD. Two-Way Bilingual Education: Promoting Educational and Social Change. Retrieved from <http://www.texastwoway.org/docs/leospaper.pdf>)

An assessment of PISD curriculum--grades Pre-K-12 identified a need to align the math and reading/ELA curriculums horizontally, vertically, to State TEKS-SE's, and to college readiness standards. Also, an assessment of instructional tools identified that not all of them support teaching to the depth and rigor required to meet TEKS-student expectations and college readiness standards. Thus, Pomeroy will evaluate the curricula and all of the instructional tools teachers use in the classroom and ensure they support rigorous instruction and respond to TEKS-SE's. Curricula that does not respond to the alignment requirements will be re-written. The tools that don't result in instructional rigor will be disposed of and replaced with tools that do.

Finally, while PISD recognizes the value of data disaggregation, schools have used it differently. Thus, Pomeroy teachers and leaders will learn to use data (campus level, grade level, and students) to drive operational and instructional decisions. They will learn to use the district's data disaggregation protocol on October 11, 2010 and on November 1, 2010, they will learn to use the data to address curriculum alignment gaps.

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.

Pomeroy will use formative and summative assessments, grade-level reading assessments, and TAKS to determine student academic growth. Pomeroy teachers and leaders will learn to use data (campus level, grade level, and students) to drive operational and instructional decisions. They will learn to use the district's data disaggregation protocol on October 11, 2010 and on November 1, 2010, they will learn to use the data to address curriculum alignment gaps. This process will allow teachers to know student learning gaps and make instructional decisions to improve instruction.

Continuous use of the data will occur during daily teacher planning meetings. This time will allow teachers to problem solve instructional challenges identified by the data and to share expertise.

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 Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296*

Pomeroy will increase learning time by providing approximately 300 hours of student academic enrichment summer school and extended day program. These additional hours of learning will address core subjects and provide hands-on learning enrichment that is tied to the TEKS-SE's. In addition, Pomeroy plans to implement a school-wide literacy program with both student and parent components that will provide parents with ESL classes and technology classes. The library will expand their hours to include before school, after school, and during the summer.

B. Provide ongoing mechanisms for family and community engagement.

Pomeroy will model a community-oriented school where parents, families, and community partner relationships will expand and grow. Parents will have access to a parent room where they will attend ESL and computer classes and have internet access. They will also be involved in college and career awareness activities and have access to support services and social services coordinated by a Communities In Schools counselor and a school social worker. All materials will be printed in English and Spanish.

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;

Pomeroy will implement instructional looping and dual language to improve student achievement outcomes and to prepare students for secondary school. Content specialist coaches will provide coaching to support and guide instruction. A schedule of approximately 300 hours of 'beyond the normal school day' academic and college/career awareness experiences will be created. Pomeroy will offer an enriched summer academic program tied to the TEKS for students.

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).

PISD Board of Trustees , Superintendents, Associate Superintendent of Campus Development, the Associate Superintendent of Curriculum and Instruction (the district shepherd), Finance Department, Payroll, Department of Instructional Technology, Department of Technology, and SIRC will ensure that Pomeroy Elementary receives ongoing, intensive technical assistance and related support.

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

Both the DATE program and the District offer teachers and school leader performance pay based on increasing student TAKS score outcomes. Also, Pasadena ISD offers teacher supplemental stipends to attract and retain high quality teachers in critical need areas (Special Education, Bilingual, Math, and Science). Finally, the TTIPS grant will allow Pomeroy to extend contract hours from 220-240 days for the principal and the secretary and allow Pomeroy to hire a program coordinator who will work 240 days and have responsibility for program implementation and fidelity.

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

SIRC, the external evaluator will create protocols, spreadsheets and databases that will be used to track and maintain process data. An implementation team, consisting of the principal, project manager, curriculum specialist, parents, and the Associate Superintendent, will insure implementation fidelity by monthly review of the evaluators process data and grant objectives that will center around (1) development of teacher and leadership effectiveness, (2) the use of the comprehensive instructional reform activities, (3) the use and effectiveness of increased learning time, and 4) the use of training in the classroom and in leadership activities. Data on progress or non-progress will be used for feedback. In addition, teachers and leaders will use the results of a self reflection protocol, coaching assessments, and observations to measure changes in instructional practices. The implementation team will be the venue for identifying program implementation problems, problem-solving program problems, and continuous improvement.

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.

Pomeroy Elementary School will not be required to accept a teacher for hire, without the mutual consent of the teacher and principal. Pomeroy understands this will not occur.

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;

Pomeroy will implement the use of teacher looping and Dual Language instruction as the major instructional reforms. Both the TTIPS team and the grant evaluator will meet twice a month to ensure that programs and curricula are implemented with fidelity and having the intended impact on improving student achievement at Pomeroy. If problems or concerns arise, the grant team, guided by the technical assistance providers, will make programmatic adjustments to ensure the success of the program.

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

Pasadena ISD has an IAT-Behavior Response to Intervention model that focuses on the identification of students who are exhibiting academic, social, emotional, communication, or behavioral problems. Pomeroy will use this comprehensive plan that is a three tiered "response-to-intervention" research-based behavioral strategy. Tier I students remain in the general education classroom and receive assessment (attendance, behavior, and grades are

analyzed over six weeks). Scheduled intervention is developed as needed based on data. Without significant progress, the student may go to Tier II for a minimum of four weeks. Students with distinct difficulties who do not respond to TIERS I and II will receive TIER III for a minimum of four weeks. This may lead to a referral to 504/Dyslexia or Special Education.

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;

Pomeroy will hire a Language Support para-professional to work with LEP students who need extra assistance with English language development. Also, Pomeroy uses inclusion and SIOP (Shelter Instruction Observational Protocol) techniques for students who have more significant learning support needs. Finally, Pomeroy will offer SES services for students who have significant learning gaps.

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

Pomeroy plans to hire a Technology para-professional to be responsible for scheduling all mobile labs and assisting teachers, parents, and students with technology support needs. The department of instructional technology will assist Pomeroy in integrating technology-based supports into instruction. The technical assistance providers will assist teacher leaders in guiding teachers to use technology to support rigorous instruction. The content specialist coaches will help teachers instructionally integrate and problem solve technology use.

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;

N/A

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

N/A

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;

N/A

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

N/A

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;

Pomeroy will model a community-oriented school where parents, families, and community partner relationships will expand and grow. Parents will have access to a parent room where they will attend ESL and computer classes and have internet access. They will also be involved in college and career awareness activities and have access to the support and social services coordinated by a Communities In Schools counselor and a school social worker. In addition, Pomeroy anticipates implementing positive behavioral and intervention supports through Safe and Civil Schools, CHAMPS, and Conscious Discipline to improve the school climate and discipline.

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;

Pomeroy will extend their school day and provide a summer program for an additional 300 hours per year. The extended day will provide students with TEKS and college aligned activities that target core subjects and provide hands-on learning enrichment that is tied to the TEKS-SE's.

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;

Pomeroy will improve school climate by promoting positive behavioral and intervention support activities that include Safe and Civil Schools, CHAMPS, and Conscious Discipline. Safe and Civil Schools is a positive behavior support program that results in a positive and supportive school environment. Currently, Pomeroy has a core team of seven and the entire campus trained in Safe and Civil Schools; two teachers have trained in CHAMPS and fifty-eight teachers have not received training; and seventeen teachers trained in Conscious Discipline and forty-three have not received training.

Pomeroy will insure that 100% of their teachers receive training in Safe and Civil Schools, CHAMPS, a proactive and positive classroom management plan and Conscious Discipline, a process and procedure for 1:1 interactions by the end of year three. It is anticipated this will result in decreased disciplinary referrals and increased attendance.

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

Currently, the district offers limited, half day pre-Kindergarten classes. Pomeroy has a high need population (97.5% qualifying for free and reduced lunch and 65% LEP) resulting in 50% or less (62 students in 2009-2010) of qualifying Pre-Kindergarten students getting placed in a class.

Pomeroy will implement Jump-Start, a new all day Pre-K program targeting only Pomeroy students. Pomeroy students are not prepared for the rigors of Kindergarten and Pre-K will eliminate the disparity in school readiness, achievement, and attainment. Through a full-day of Pre-K, students will have access to increased learning time which will increase student performance and school readiness.

A Jump-Start teacher and para-professional will be hired for a class of 22 students. By participating in the Jump-Start class, 22 students will receive a jump start to their education.

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;

N/A

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

Pomeroy currently uses a per-pupil school-based formula that is weighted based on student needs. It receives funding each year from the district-based formula that takes the total enrollment for the school from the previous year and multiplies that number by the district-set amount per student. For 2009-2010, the amount per student was \$107. The amount calculated is called the basic funding unit. An additional allotment is given to Pomeroy

based on the number of students
bilingual.

participating in special programs such as special education, GT, at-risk, LEP, and

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 academic achievement by implementing Dual Language, teacher looping and Jump Start.	08/2010	06/2013
	B	Improve student math and reading/ELA skills by aligning reading/ELA curriculums horizontally and vertically and to Texas College standards.	08/2010	06/2011
	C	Improve student academic achievement by using observational walk-throughs and coaching to improve classroom instruction	08/2010	06/2013
2	A	Increase the use of quality data by training administrators and teachers to disaggregate campus academic data.	08/2010	06/2013
	B	Increase the use of quality data to identify and remedy organizational and instructional gaps, to make decisions on using district resources, and for continuous quality assurance.	08/2010	06/2013
	C	Increase the number of meetings focusing on data as a resource to improve instruction.	08/2010	06/2013
3	A	Increase leadership effectiveness by providing instructional leadership coaching.	08/2010	06/2013
	B	Increase leadership effectiveness by increasing operational flexibility by dedicating eight staff to strengthen content areas from ELAR, math, pre-K, LEP, social services, and improved technology. Also, the Pomeroy principal will have operational flexibility by being allowed to increase academic access through extended after school opportunities.	08/2010	06/2013
	C	Increase leadership effectiveness by integrating technology resources and using data to guide leadership decisions. Pomeroy needs to evaluate existing instructional resources and eliminate ineffective resources based on student outcome data.	08/2010	06/2013
4	A	Increase learning time by extending the school day by a minimum of two hours and by providing summer school for all students (minimum of 300 additional hours of school).	01/2011	06/2013
	B	Increase learning time by establishing a process of looping where teachers will follow students from grade to grade- thus reducing the amount of time spent understanding where student learning stopped.	08/2010	06/2013
	C	Increase learning time by allowing staff collaborative planning weekly.	08/2010	06/2013
5	A	Increase parent involvement with "parent room" and parent classes (ESL, computer training, college/career awareness).	08/2010	06/2013
	B	Increase parent involvement by communicating through translated materials.	08/2010	06/2013
	C	Increase parent involvement by helping them meet their social service needs.	08/2010	06/2013
6	A	Improve school climate by improving student attendance through Safe and Civil Schools positive behavioral support activities.	08/2010	06/2013

	B	Improve school climate by implementing a Dual Language program which will result in increased positive self-esteem and positive cross-cultural attitudes. Teachers will learn effective classroom management skills.	08/2010	06/2013
	C	Improve school climate by involving every student in extra/co-curricular activities.	08/2010	06/2013
7	A	Increase teacher quality through observational walk-through feedback.	08/2010	06/2013
	B	Increase teacher quality through coaching, collaborative planning, BlackBoard discussions, book studies, and high quality job embedded staff development that will support teachers in continuously improving instruction.	08/2010	06/2013
	C	Increase teacher quality through a system of rewards that allow teachers to know when they are meeting instructional goals and provides them with a structured process for reaching them. The system will also retain highly qualified teachers.	08/2010	06/2013
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.				