

For TEA Use Only Statements and/or annotations made here have been confirmed with _____ phone/e-mail/FAX on _____ By _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Edinburg C.I.S.D. Organization Name	108904 County-District#
		Hidalgo Co. Juv. Det. Ctr. Campus Name	040 Campus Number
		74-6000715 9-Digit Vendor ID#	ESC One ESC Region
		105620017110017 NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

Purpose of the Standard Application System: This system provides a series of standard schedules to be used as formats by applicants to 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

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	
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Dr. Rene		Gutierrez	Superintendent of Schools
Phone	Fax	Email	referred)
956-289-2300	956-383-3576	Rene.gutierrez@ecisd.us	

Only the legally responsible party may sign this application.

5/28/10

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

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.

701-10-112-268

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	108904 County-District No. _____ Amendment No.
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"/> N/A	<div style="background-color: #cccccc; text-align: center; padding: 2px;">Proof of Nonprofit Status</div> <p>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</p> <p>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.)</p>	
2 <input checked="" type="checkbox"/>	<div style="background-color: #cccccc; text-align: center; padding: 2px;">Assurance of Financial Stability</div> <p>Required for all independent school districts, open-enrollment charter schools, and education service centers:</p> <p>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.</p>	
3 <input checked="" type="checkbox"/>	<div style="background-color: #cccccc; text-align: center; padding: 2px;">Assurance of Submittal of Reviewer Information Form</div> <p>Required for all applicants:</p> <p>Check box to indicate assurance that reviewer information form will be submitted.</p> <p>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.)</p>	

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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				
Edinburg Consolidated Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P.O. Drawer 990		Edinburg	TX	78540-0990
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
TX-15	078485455	4B2A0	4818180	
Campus Name			County-District Campus Number	
Hidalgo County Juvenile Detention Center			108904-040	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1102 Doolittle Rd.		Edinburg	TX	78542
Applicant Contacts				
Primary Contact				
First Name	Initial	Last Name	Title	
Maria	L.	Guerra	Asst. Supt. for ISS	
Telephone	Fax	Email		
956-289-2300 (x2033)	956-385-3346	ml.guerra@ecisd.us		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P.O. Drawer 990		Edinburg	TX	78541
Secondary Contact				
First Name	Initial	Last Name	Title	
Ronaldo	J	Cavazos	Dir. of Federal Programs	
Telephone	Fax	E-mail		
(956) 289-2300	956-316-3728	r.cavazos@ecisd.us		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P.O. Drawer 990		Edinburg	TX	78540-0990

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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.						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) </td> </tr> </table>			<input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation	<input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)		
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NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.						
Part 2: Revised Budget						
Complete this part if there are any budgetary changes.						
Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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

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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Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

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	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. 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; 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; 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; 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; 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; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services 	Program Assurances

<p>For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>K Cavazos</i></p> <p>by telephone/e-mail/FAX on <i>9-17-10</i> by <i>Kc</i> of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2010-2013</p>	<p>108904 County-District No.</p> <p>Amendment No.</p>
<p>Texas Title I Priority Schools Grant</p> <p>Schedule #4—Program Requirements</p>		
<p>Part 2: Statutory Requirements</p>		
#	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	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol 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; <ol 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. 	<p>Program Assurances</p> <p style="font-size: 1.2em; margin-top: 20px;"><i>This Page was Blank on original Kc</i></p>

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Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. <ol style="list-style-type: none"> Any of the required and permissible activities under the transformation model; or A new school model (e.g., themed, dual language academy). 	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> Replace the principal who led the school prior to commencement of the transformation model; Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and Are designed and developed with teacher and principal involvement; Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances	

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

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

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

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Part 4: TEA Program Assurances		
#	TEA Assurance Description	
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.	
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.	
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.	
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.	
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.	
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.	
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.	
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.	
10	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 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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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).				
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Part 4: TEA Program Assurances		
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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 checked="" type="checkbox"/> Tier II Eligible Campus <input type="checkbox"/> Tier III Eligible Campus																						
Identify which timeline the LEA/Campus the applicant will implement.																						
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance																						
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).																						
The ECISD grant team selected the Tier II Modified Transformation Model because it offers the greatest potential to dramatically improve student academic achievement. Our decision to select this model as the most suitable for the Hidalgo County Juvenile Detention Center, referred to from here on as the Endeavor Academy , is based on the data that the committee evaluated and analyzed during the needs assessment process. The JDC will partner with Region I ESC and Region XIII ESC's SIRC as the driving force in its transformation efforts. The Region I ESC framework, referred to as the Transformation to Educational Excellence Model (TEEM) is neither mechanical nor automatic. This program requires schools to implement systematic reform strategies that will help the Endeavor Academy develop new instructional goals as part of the transformation process. Our predominant commitment of the staff is to serve all students assigned to the Endeavor Academy through a collaborative effort of all stakeholders as it addresses each of the following gaps, barriers, and/or weaknesses:																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="text-align: center;">Gaps, Barriers, and/or Weaknesses to be Addressed in our Plan</th> </tr> </thead> <tbody> <tr> <td>Leadership Team</td> <td>Removing bureaucratic barriers and providing essential information and tools for analyzing data and tracking progress to facilitate rapid and effective adjustments to the instructional program.</td> </tr> <tr> <td>Faculty and Staff</td> <td>Improving staff evaluation systems, create performance-based incentives, differentiating new teacher roles, re-assigning staff within the campus and aligning staff competencies with school/student needs and provide effective and research based professional development.</td> </tr> <tr> <td>Curriculum</td> <td>Implement a multi-level instructional RtI model that is based on a lexile/quantile framework as part of an broader accelerated instructional approach that allows teachers to incorporate an array of research-based instructional and organizational goals and practices as means to accommodate student differences in learning. 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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								3	10	26	117	25	4		185
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Instructional Staff														5	
Total Support Staff														2	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Personnel file: To establish a summary profile of the teaching staff, years of experience, identify the causes of staff absenteeism, identify staff strengths and challenges, review teacher certification and preparation														
2	Campus Improvement Plan: To evaluate previous and current reform and improvement efforts within the last 5 years and identify any obstacles that may have impeded their success.														
3	AEIS – To determine percentage of students by campus, subgroup, and grade level who tested as proficient or better for each subject reported, disaggregate TAKS, TAKS A, TAKS M, TAKS Alt, and TELPAS data.														
4	Student Attendance, Grade and Discipline Data: Student attendance grade and discipline data from their sending campus will be evaluated carefully to determine the average daily attendance percentage for the past 3 academic years and tie this information to student retention and course failure rate.														
5	Student Transfer Record: To determine the student mobility rate for the last 3 years and determine causal factors that impact the rate and tie to course failure rate, discipline data, and dropout rate.														
6	Student Completion Record: To determine the high school graduation rate for all students and subgroups of students and to determine causal factors impeding the successful completion of high school in a timely manner and tie to course failure rate and dropout rate.														
7	PEIMS Dropout/Leaver Records: To identify the reasons why students do not return to school and subsequently do not complete high school and tie to course failure rate and discipline data.														
8	Student Surveys: To obtain student feedback on issues such as perceptions of – teacher quality, academic opportunities, extra-curricular activities, college readiness programs, extended learning time, social and behavioral issues, school climate, school safety, and school social services.														
9	TEEM Project Surveys and Inventories: Surveys will be performed to collect information on the following: student engagement, instructional practices inventory, teacher learning opportunities, and school culture. Observations and interviews will also be performed with all program stake holders and focus groups.														

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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>District Process: The ECISD held weekly meetings with designated district administrators and campus principals to determine individual campus needs. Discussions centered on campus issues that have prevented each school from making satisfactory improvements in student academic achievement. As issues were discussed, ideas were shared and processes as well as systems were considered. Each of the proposed reform models was discussed and those discussions were led by the guiding questions provided from the School Improvement Resource Center. The District provided the resources and staff support necessary for each campus to identify the school reform model that best suited the campus' school improvement needs. The district technology department assisted in the process of providing surveys using <i>Parent Link</i>, an automated phone calling program. Through this communication link, the Endeavor Academy was able to program an automated phone call to their student's home for the purpose of collecting responses to survey questions seeking parent's expectations with respect to their child's education, the parent's point and view, perceptions, and feelings with respect to the individual school's culture, successes and challenges. This feedback was instrumental in determining each campus' school improvement initiatives. As test data becomes available, the district will continue identify the needs of the Endeavor Academy.</p> <p>Campus Process: Endeavor Academy teachers and staff initiated the comprehensive needs assessment process to identify needs and remove major barriers to student success. The TEEM implementation model was used as the framework for this process and is based on strategies that develop capacity within the campus staff and school community. These strategies also enhance research skills, identify school strengths and weaknesses, as well as generate baseline data for the CNA process. TEEM utilizes seven major steps. The first is to provide an overview and introduction to all staff and community on the needs assessment and school improvement processes. The next step is to for Strategic Action Teams (SAT's) to focus on the areas of Instruction, Data Analysis, Leadership Effectiveness, Learning Time, Parent/Community Involvement, Improve School Climate and Teacher Quality.</p> <p>Culture, Organization, Staff/Leadership, Professional Development and Parent/Community Involvement. Central office and school administrators, along with representatives from the Hidalgo County Juvenile Probation Department and other community organizations, will be members of the Endeavor Academy Coordination Committee (EACC). This committee will select a chair that will be responsible for coordinating the functions of the committee. The role of the Endeavor Academy Coordination Committee is to keep the focus on the school improvement process and to ensure that students are provided an effective instructional program. The EACC will also troubleshoot problems and research information relevant to student achievement and success and will facilitate the training and professional development activities. This committee will determine what information teachers and campus administrators need and will work closely with central office administrators and instructional specialists to collect this information and provide this in a timely fashion to teachers. The EACC will then determine the best sources for that information. The most critical step of this process is analyzing the data to determine the school's strengths and challenges. They do this by focusing on what does the data tell, what doesn't it tell and what else does the committee need to know. Once all data is collected and analyzed there will be a whole school reporting out. Each committee will prepare a written report of their findings and present this information to the school community. When all reports have been heard and all questions have been answered the school community will be asked to accept the report. The final report is distributed to all members of central office, the school, as well as interested members of the community. The report will be presented to the school board as information. The school will create or revisit their vision by gathering input from the school community, parents, students, professional and non-professional staff, and central office. Members of the school community will examine the discrepancies between the taking stock conclusions and the school's vision. From these gaps the school will prioritize their challenges. Once the challenges have been established in the areas of instruction and curriculum and Organization, Strategic Action Teams (SATs) will be formed around the identified barriers and the campus use the inquiry process to identify the root cause of each challenge. All staff members will be on a SAT team (cross representation) along with representatives of the school community, central office, parents and students. Each SAT team will focus on the barrier by exploring and hypothesizing why the problem area exists. They will test hypotheses, interpret the results of the testing and develop a clear understanding of the problem area. They will then research scientifically-based solutions, synthesize potential solutions and develop action plans for implementing the solutions. Their action plans will include formative and summative evaluations as well as a plan to monitor, evaluate and assess the effectiveness once the plan is implemented.</p>		

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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	School Administration: Endeavor Academy Principal, assistant principal/instructional facilitator, counselor, social worker. The administration is providing adequate time for teams to meet, conduct business, and meet the expectations of the district. The campus and district administrative staff ensures that teams will receive timely access to information.		
2	Endeavor Academy Coordination Committee (EACC) will consist of the Campus Principal, Area Director, Federal Program Director, Director of Finance, Title I Coordinator, Instructional Specialists, Social Services Supervisor, PEIMS Supervisor, Grant Writer		
3	Endeavor Academy Staff and Parents: The Endeavor Academy teachers and staff will work closely with program administrators and parents as part of Strategic Action Teams throughout the comprehensive needs assessment (CNA) process to develop a final report that prioritizes barriers.		
4	Endeavor Academy SBDM and School Community will also be part of CBA process and will approve the final report and approve the final product. This committee will be asked to assist in developing the Endeavor Academy's vision, and will be involved in prioritizing the barriers and will serve on the Strategic Action Teams		
5	Community Organizations will be involved on the Taking Stock Committees, will be asked for input on the school's vision, will be involved in prioritizing the barriers, and will serve on the Strategic Action Teams		
6	Region XIII School Improvement Resource Center (SIRC) will assist our campus to improve student performance, it will also assist the campus to achieve this goal in an effective and efficient mandate making sure to carry out the mandates of <i>the Texas Education Agency</i> .		
7	Region I Education Service Center (ESC1) will assist our campus to improve student performance, it will also assist the campus to achieve this goal in an effective and efficient mandate making sure to carry out the mandates of <i>the Texas Education Agency</i> .		
8	Parents will be asked to participate in the development of a new school-home compact, open houses, parent-teacher conferences, school-home communication and parental education		
9	Instructional Specialists will recommend that the team of teachers assess and adjust instruction in short-term cycles of improvement through regular meetings.		
10	Parental Involvement Office will support through the parent education program about the learning standards and the parent's role in supporting children's learning at home.		

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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.		
<p>Capacity: Edinburg CISD has a well-developed systems of internal control that ensures grant funds are expended as required by the grant. Our financial accounting system is guided by a set of rules and procedures that have been audited and deemed to meet and/or exceed state and federal requirements. The Edinburg CISD is in compliance with all applicable audit standards and meets the required annual auditing statutes for the immediate and past fiscal school years. The Edinburg CISD is financially stable and has the capacity to manage these grant funds in compliance with the final federal regulations. Our capacity to use grant funds effectively is evidenced by the district's Superior Achievement Rating received through the Financial Integrity Rating System of Texas.</p>		
<p>Use of Grant Funds: The <i>Endeavor Academy Coordination Committee (EACC)</i> was selected to ensure that at each program area was represented by at least one team member with the experience and knowledge needed to address each of the program requirements. Our Assistant Superintendent for Finance and Operations will ensure that the campus and district follows all statutory and federal requirements with respect to finance and expenditures. The district's Federal Program Director will ensure that ARRA regulations are followed and will use the most recent OMB Circular to monitor and approve expenditures and other financial related issues. All EACC team members have attended various technical assistance trainings and can assure that grant funds are expended for the required activities delineated for the Tier II Transformation Model as defined in the final federal regulations. The budgets will be managed through the district's financial data base using an encumbrance process. This control allows staff to remain in compliance with the budgetary limitations for each object code and requires approval at several levels. Authorization for the encumbrance and expenditure of funds from this grant will be reviewed and approved by key staff at the campus and district level. These staff members are responsible for ensuring that requests for use of funds are in accordance with the approved grant program activities</p>		
<p>Services and Support: The Federal Programs Director will serve as the district's program coordinator. He and his staff will coordinate the program activities with other district initiatives already in place at the campus. He will ensure that resources are available to carry out each required activity and will do so by establishing project-based budgets during the planning phase of the transformation plan. This person will make sure that each initiative approved by this grant is included in an itemized budget. The budget category for each of the required activities will include payroll, contracted services, supplies and materials, other related operating costs. In addition to providing adequate resources for effective implementation of the CNA and school improvement plan, the District will provide the following supports for each of the required activities:</p>		
<p>Services and Support: The Federal Programs Director will serve as the district's grant coordinator and manager. He and his staff will coordinate the program activities with other district initiatives already in place at the campus. He will ensure that adequate resources are provided to each required activity by establishing project-based budgets during the planning phase of the transformation plan. This means that each project, service, or support that is funded with grant funds includes an itemized budget. In addition to providing adequate resources, the District will support the following required activity:</p>		
<ul style="list-style-type: none"> • Increasing Teacher & Student Leader Effectiveness – hire highly qualified teachers and provide quality professional development • Comprehensive Reform Strategies – provide time and financial resources for teachers to collaborate and learn to become leaders and to create work synergies intended to help them create an environment for academic excellence • Increasing Learning Time and Creating Community Oriented Schools – strengthen the links of cooperation with the community and families to address student needs • Providing Operational Flexibility & Sustained Support- provide staff, facilities, supplies and materials to students 		

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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>The Edinburg Consolidated Independent School District presented the process for identifying Tier II schools to the Board of Trustees. The Director of Federal Programs also presented an overview of the grant writing process that the district would undertake. In addition a discussion was held concerning the district's ability to ensure sustainability once the grant funds are no longer available. The district also informed parents and community members of its' intent to apply for the TTIPS grant by providing information to local newspapers and through the district television station.</p> <p>ECISD school superintendent, Dr. Rene Gutierrez, met with area directors who supervise eligible schools and formulated district teams in collaboration with campus personnel. In turn, the campus principals presented the overview of the grant qualification to the faculty, staff, and parents. The process for selecting the intervention model and description of a comprehensive needs assessment were also discussed at these meetings. Representatives from different program departments also participated in the role of stakeholders to ensure proper disaggregation of data and to offer input for activities. They will participate as stakeholders in future discussions specifically aimed at ensuring proper transition of incoming sixth graders.</p> <p>ECISD's Endeavor Academy Coordinating Committee and the Hidalgo County Juvenile Detention Center sought a partnership with the Region I and Region XIII ESC's to develop this school improvement plan. Region I will provide services and support using their own professional development program called the Transformation to Educational Excellence Model (TEEM). This model uses a professional development framework that views the community as an important educational resource capable of providing a network of services that can work together to support student academic success. This community resource can also be critical in supporting the students' transition back into their home campus. This partnership can also help students find meaningful community service projects, internships, and job shadowing experiences that they can participate in after they complete their sentences. Social workers will work closely with parole officers to find ways of providing students with opportunities to enroll in career investigation courses and field trips. Business, community, and educational leaders will meet regularly to discuss program objectives and timelines. These partnerships will also provide mentoring and modeling opportunities for students so they can develop the social skills needed to survive in the common workplace and higher education classes. The Endeavor Academy Coordinating Committee will develop strategies and research all community programs to determine how they can provide students with the support needed to ensure high academic achievement. Furthermore, the EACC/Hidalgo County JDC partnership will engages families and provide training to family members that will help them support the student's learning and achievement by providing professional development that assists staff with the knowledge and skills to involve families in improving student learning, Parent-training opportunities that provide a broad range of topics, for example parenting skills, curriculum, ESL, GED, etc.</p> <p>The Endeavor Academy Coordinating Committee will also seek a partnership with the University of Texas - Pan American as well as the Hidalgo County Juvenile Detention Center in an effort to provide transitional services that include social services to help students released from the detention center. Services will also focus on staff development for teachers, classroom assistance, and college students majoring in social work that can help students through individual counseling sessions. The Region I ESC and Region XIII School Improvement Resource Center will serve as partners in this project and were instrumental in the early discussions of these grant activities and goals.</p> <p>The following agencies and institutions were instrumental in the early discussions of these grant activities and goals:</p> <p style="text-align: center;"> University of Texas at Austin University of Texas Pan American Texas A&M University at College Station Region I Education Service Center Region XIII Education Service Center Region XIII School Improvement Resource Center Hidalgo County Juvenile Probation Department Communities In Schools </p>		

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<p>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>		
<p>The District will provide the Endeavor Academy with the necessary resources and staff to ensure full and effective implementation of the transformation model. Any significant changes that affect the campus will be made only after input from, or at the request of, the <i>Strategic Action Teams</i>. At the campus level, the campus principal will be accountable for the implementation of the required program activities. The school principal will utilize the campus timeline of program activities according to grant specifications and the implementation of the required activities will be evidenced by weekly student performance reports or “snapshots”. These daily snapshots serve as a record of any announcements, communications, between staff at the campus level. These reports will also include records of all staff meetings and training sessions. The school principal and strategic action teams will solicit feedback from staff on an ongoing basis to ensure continuous improvement in the operation of the project.</p>		
<p>District-level personnel, through the <i>Endeavor Academy Coordinating Committee</i>, will provide technical assistance during the project period and will work with the school principal to ensure that activities are implemented as planned. Although management of grant activities will be ongoing, the school principal and program manager will meet at least monthly to discuss the status and effectiveness of program implementation. The program manager will ensure timely and accurate submission of programmatic and compliance reports to the Texas Education Agency. The District’s Business Office will be responsible for preparing and submitting financial quarterly expenditure reports.</p>		
<p>The Strategic Action Teams and campus teachers will continually review student records, transcripts and academic performance data systems to evaluate whether or not students who are being successful. This process will be begin when the student is sentenced by the presiding judge and referred to the 24 hour detention facility and Endeavor Academy staff will assist in reviewing all student academic records for evidence that identifies students who are at-risk of dropping out of school or who need special instructional assistance. These strategies will be focused on improving transition services to students by helping them be more successful after returning to their home campus. The SAT will produce bi-monthly interim progress reports on student performance and after analysis and evaluation, take corrective action if needed. Teams of teachers and staff members will serve as role models and advocates for students. They will provide academic opportunities that will ensure students are successful. Further, students will be taught life skills to help them overcome obstacles that would otherwise interfere with them completing the requisites for high school graduation.</p>		
<p>The transformation process will dramatically change the current instructional setting which has a student/teacher ratio of 17:1. Each classroom is taught by a single teacher and 2 police security guards are stationed in each classroom at all times. Two goals of this transformation process will be to reduce the student/teacher ratio and to increase the personalized learning environment and provide a more individualized instructional program. The second goal will be to increase the length of the instructional day. With reduced class sizes teachers will be able to conduct pre- and post-surveys of students to determine their learning styles, their strengths and weaknesses and their likes, and dislikes. This information will be used to develop individual student learning plans (SLP’s). This will ensure that every student’s academic goals and expectations are met. Highly qualified teachers will be trained through this transformation process to provide students with a more rigorous and relevant instructional experience thereby engaging students in the learning process and providing students with the skills needed to graduate from high school.</p>		
<p>With the assistance of the Region I and XIII ESC’s, a governance structure will be created that allows all stakeholders to share power and responsibility for making and implementing the important decisions for the transformation of the current Hidalgo County Juvenile Detention Center, a facility that focuses more on incarceration than on education, into a true educational facility called the Endeavor Academy, a school during the day that provides students with the motivation and desire to improve their lives and leave the shackles behind.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
ECISD's Endeavor Academy and the Hidalgo County Juvenile Probation Department will work collaboratively with federal, state, local and community resources and agencies to improve student success. The Region I and Region XIII Educational Service Centers (ESC's) will provide professional development to Endeavor Academy staff in order to build leadership capacity, promote rigor through instructional practices, implement assessment of current practices, and evaluate high yield staff development. Region XIII ESC will provide administrative leadership training to the Academy principal and support staff. Administrators serving on the Endeavor Academy Coordinating Committee will be responsible for supporting the campus as the grant activities are developed and executed. Additionally, a combination of local, federal, and state resources will be used to support the following activities and initiatives:		
Local Funds: Discipline Management Program Student Assistance Program Instructional Specialists Reading Instructional Program for Dyslexic Students Testing and Evaluation Services		
State Compensatory Education: Computer Assisted Instruction Labs and TAKS Remediation Software CEI – Computer Assisted Reading Program Odyssey Instructional Learning Environment Software General Materials and Supplies Instructional Facilitator Social Worker Counseling Services TAKS Workbooks and Study Guides		
Title I Regular: Accelerated Reader Program for Low Level Readers Parental Involvement Program Coordination Services Reading Instructional Program for Dyslexic Students API Credit Recovery Software READ 180 Intervention Program Voyager Journeys Reading and V-Math Intervention Programs		
State Bilingual/ESL: ESL Instructional Services Newcomer Program for Recent Immigrants LAT Testing		
Special Education: Special education services READ 180 Intervention Program		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>District-level management of this grant will be the responsibility of the Director of Federal Programs, Ronaldo J. Cavazos. Mr. Cavazos will oversee the transformation project of the Hidalgo County Juvenile Detention Center (Endeavor Academy) and has more than 21 years of experience in the field of education. He holds a master's degree in educational administration, mid-management certification, superintendent certification and is currently a doctoral candidate in the Cooperative Superintendency Program (CSP) at the University of Texas at Austin. His experiences include several years as a biology and chemistry teacher at high school level, 5 years as a high school assistant principal, and 5 years as high school principal. He has served as the Director of Federal Programs for the ECISD the last 8 years.</p> <p>Mr. Cavazos has a direct line of communication with the superintendent as well as all central office department administrators. He oversees the budget management of the HDJDC's educational program and ensures that all resources are properly distributed in accordance to federal and state guidelines. He also holds authority to approve or reject all budget expenditures that are requested by this campus. He ensures that all campus expenditures are aligned to campus and district goals and ensures that all state and federal program guidelines are followed. Mr. Cavazos is well versed in state and federal fiscal responsibilities.</p> <p>The Juvenile Detention Center is currently being supervised by Susana Aguilar, the principal of the Edinburg Alternative Education Academy (EAEA). She is responsible for the oversight of both campuses, the EAEA and HCJDC education program, and will be responsible for overseeing the transformation project until a full-time campus coordinator/principal can be hired to run the HCJDC campus. Mrs. Aguilar has over 20 year of experience in the field of education and well over 10 years experience as a campus principal. She holds a master's degree in school administration, mid-management certification, and a superintendent's certificate. She was previously 4 assistant principal and 7.</p> <p>Between the two schools, Mrs. Aguilar has the responsibility of supervising the instructional program for over 250 students, 19 teachers and 5 paraprofessional support staff members. She has the authority to oversee the campus operations and has a direct line of communication with the superintendent as well as all district administrators. She ensures that all resources are properly distributed on this campus in accordance to the assigned campus budget. The hiring of highly qualified teachers is a collaborative effort that she oversees. She ensures that all candidates meet the highly qualified criteria and works closely with the Human Resources department to ensure the effective processing of teachers.</p> <p>Another major role that she undertakes is to ensure that campus funds are expended in accordance to federal, state, and district guidelines. Through the iTCCS system, Mrs. Aguilar has the responsibility of reviewing and approving all purchase requests generated by her staff. She is well versed in fiscal responsibilities as they pertain to public school funds.</p> <p>Mrs. Aguilar is a positive role model for the campus and works well with her staff. Her strong leadership style and effective communication skills will help support all components of the transformation process. She is well versed in scientifically-based research models that assure effective teaching and learning. Through her responsibility as campus leader she ensures that the campus is provided operational flexibility to implement program strategies. The process of action plans will be monitored through regularly scheduled meetings with the campus administrative team and teacher leaders. Mrs. Aguilar will assist in removing all barriers that may hinder the transformation process.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The Director for Federal Programs and the federal programs staff will be responsible for supporting the campus' school improvement efforts. This department is the best equipped with staff and resources needed to successfully coordinate district initiatives and the activities required under this program. The department's designee will maintain open communication during the grant period to ensure that program objectives are working as planned. He will oversee the activities at school and ensure that student needs are being met. The responsibilities of the federal programs director will include: oversight of the transformation process, ensuring rapid responsiveness to the transformation efforts, assisting in eliminating barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus</p> <p>Conferences between the district and campus staff will be ongoing. Situations of severe consequences will be attended to as soon as practical. The program manager will schedule formal meetings and discussions with program staff at least twice a month. On a quarterly basis, the program manager will prepare interim progress reports for the Assistant Superintendent of Instruction and Support Services, the superintendent and/or the school board. An annual report will include the evaluation results of program operations and the strategies used to achieve the actual outcomes.</p> <p>District support includes building capacity for change. The district will assist in developing the knowledge and skills, through training, professional development coaching, and consultation. Further, it will support an incentive program for teachers in order to give people a reason to change. The district will consider the inclusion of consequences within the incentive program if it's legal counsel so advises. The district supports rewarding teachers and principals for adopting effective practices and demonstrating significant improvement. To assist them in attaining their goals, it will support opportunities to innovate and to break away from the system's own barriers and constraints.</p> <p>Additionally, the district, through the Federal Programs Department, will regularly conduct the following activities:</p> <ul style="list-style-type: none"> • Monitor progress of the intervention plan. • Provide feedback to principals when needed and or requested. • Respond promptly to principal requests for assistance • Hold regularly scheduled meetings with the campus principal and teachers • Assist principals in problem solving • <i>Work with principal to coordinate a transition program for students leaving the facility</i> • Serves as a liaison between the district and program representatives, external providers, and community service organizations • Coordinate efforts through the district's Parental Involvement program to increase community and parental involvement • Partner with campus to generate a positive school culture • Support the placement of social service resources at the campus • Attend required trainings 		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The Edinburg Consolidated Independent School District will sustain all the transformational reforms supported by this grant at the Endeavor Academy after the funding period ends through the following strategies, processes and practices:</p> <ol style="list-style-type: none"> (1) Effective collection of grade and benchmark data at the end of each 6 week grade reporting period. (2) Dedicate sufficient time by implementing routines for data analysis and planning by the Strategic Action Teams at the district and school level. (3) Support and train key stakeholders on how to make positive behavioral changes both within and outside the campus. (4) Provide ongoing support, training, and/or incentives during implementation of cultural changes. (5) Allocate resources—human and fiscal—to support sustainability of reforms beyond the grant period. (6) Engage a wide representation of the community in the planning process for program continuation and sustainability. (7) Ensure that new staff is committed to adopting the reform measures <p>Endeavor Academy staff will continue using the district's transformational reform model in conjunction with the Region I ESC Transformation to Educational Excellence Model (TEEM) to maintain the school improvement program throughout the life of the grant and thereafter. This process will build capacity within the school and continue to effectively address challenges. Actions and initiatives that will be continued past the grant years include, updated training for all staff on the TEEM process, governance and inquiry, orientation training for any newly hired staff members, updated training for board members and central administration, review and realignment of curriculum as needed, and an annual evaluation of the effectiveness of the process. Sustained staff development and training will occur throughout the year centering on powerful learning and teaching. Staff development time will be included in the school calendar specifically for updated training on the cadres and strategic action team's inquiry process and to provide additional resources.</p> <p>Systemic transformation will continue as the TEEM is continued and refined each year. One of the major objectives of this reform effort will be to create "professional learning communities" (PLC's) for the purpose of organizing both district and campus level staff into training cadres that will participate in professional development activities on an ongoing basis so that the campus can build the vision and culture necessary to help student reach our high expectations.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The Edinburg CISD recruits, screens, and selects external providers through the <i>request for qualifications</i> (RFQ) process. Each activity requiring the use of an external provider will be designed and advertised based on criteria outlined in a formal "scope of the work" document approved by the district's Board of Trustees. Selection of the provider/s will be screened by a committee as per district procurement guidelines. Each proposal from a contractor will be evaluated and scored against the services outlined on the RFQ. When more than one vendor submits a proposal, the district will rank each provider and recommend the final decision to the Board of Trustees for approval. The district will conduct a cost/benefit analysis to ensure efficient use of funds for each contract.</p> <p>The district has chosen to implement the TEA Tier II Transformational Model and to support this reform effort using the Region I ESC TEEM and the Region XIII SIRC professional development programs for the staff at the Endeavor Academy. In selecting these professional development activities, the district and campus will review the following:</p> <ol style="list-style-type: none"> 1. the provider's qualifications 2. services and trainings offered by the provider, and 3. the educational experience of each provider <p>Furthermore, each provider will be required to demonstrate a record of success that establishes their ability to help train participants by building school capacity, establishing a coalition of community and stakeholder's support to the improvement goals. The TEEM and SIRC professional development models require all stakeholders to share power and to take responsibility for making and implementing important decisions for the outcomes of those decisions. Although students enrolled in the Endeavor Academy have been assigned to the facility by a federal, state or municipal court judge, he/she will be provided the opportunity to make educational decisions that support the ultimate goal of helping them graduate from high school. Every teacher will develop the capacity to pursue professional development activities that will increase their proficiency and effectiveness in the classroom. Members of the school community will share in the decision making process and the Endeavor Academy principal will provide guidance, support and encouragement to the school community to assist in this process. Central office administrators will also be part of the support structure and will support decisions made by the stakeholders that benefit the students of this school. Students, staff and parents also have many opportunities in the schools and community through the TEEM and SIRC processes to teach and to lead. Teachers, administrators, parents and students work together to identify problems and to seek resolutions that achieve the school's vision. Teachers are provided opportunities to develop and implement powerful curriculum, observe different classes, team teach and reflect on their practice to improve instruction. Students have a voice in their education by selecting topics for inquiry, literature, writing, projects and investigations. Parents also play an important role in this reform process and will share the responsibility of making decisions for the campus.</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>The ECISD Endeavor Academy Coordinating Committee will work with the Hidalgo County Juvenile Probation Department to select detention center facilities operated by counties in other parts of the state of Texas to help design a more effective and efficient instructional program for the students living in the Hidalgo County Juvenile Detention Center. This effort will be performed for the purpose of building leadership capacity and to ensure that the campus principal acquires the necessary skills needed to improve climate of the campus and academic success of its students. The campus leadership and a cadre of teachers will work with the EACC to determine which sites to visit.</p> <p>Expected outcomes of the site visits:</p> <p>The site visits will provide peer to peer collaboration and will help teachers develop ownership and “buy-in” for the programs implemented at this campus. Communication at the site visit will help teachers and administrators gain an understanding of how the different detention facilities operate their instructional programs within the environment of a full-time 24 hour detention facility. Campus staff will also see how their effort contributes to the larger goal of helping students become more academically successful. The site visit hosts will be able to answer many of the day to day questions and logistics of their educational program. These site visits will also help staff learn how to provide more effective transitional services for students once they are released from the detention facility and go back to their home campus. Upon completion of the site visit, the host campus can become a mentor and begin networking that allows for clear and consistent support, opportunities to reflect, listen openly and provide guidance as needed.</p>		

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>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>		
<p>The Edinburg CISD does not have any Tier I schools and therefore, is not applying to serve any Tier I school.</p>		

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Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> 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 checked="" type="checkbox"/> Transformation <input 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 checked="" 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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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

District Level: The Edinburg Consolidated Independent School District (ECISD) presented the process for identifying Tier II & III schools to the Board of Trustees. The Director of Federal Programs also presented an overview of the grant writing process that the district would undertake. In addition, a discussion was held concerning the district's ability to ensure sustainability once the grant funds are no longer available. The district also informed the community through advertisements in the local newspaper, district newsletters, and through the district television station.

ECISD school superintendent, Dr. Rene Gutierrez, met with program directors and formulated a district team in collaboration with campus personnel that was charged with developing an action plan for completing the process of selecting an intervention plan for the **Endeavor Academy**. Subsequently, this district team presented an overview of the grant qualifications and requirements to the campus staff and faculty. The process for selecting the intervention model and description of a comprehensive needs assessment were also discussed during these meetings. Representatives from different departments also participated in this process and offered their input and they will participate in future discussions. Additionally, students and teachers from the **Endeavor Academy** and parents of student detainees participated and will continue to participate through school surveys and face-to-face meetings. The district provided tools to begin the change process and support school planning teams in getting started. Sufficient time for team planning work, and decision making at the school was provided to each school. The district will ensure that the school has the resources necessary to accomplish the program goals and objectives

The ECISD directed several preliminary meetings and planning sessions to discussion the direction of this grant and utilized several pieces of research and instructional resources to collect the evidence needed for design of the **Endeavor Academy**. One of the major resources the EACC used to develop this grant was based on the Handbook on Effective Implementation of School Improvement Grants published by the Center on Innovation & Improvement. The editors of this handbook are Carole L. Perlman and Sam Redding. The collaborating partners in the development of the Handbook include: (a) Assessment and Accountability Comprehensive Center, (b) Center on Innovation and Improvement, (c) Center on Instruction, (d) National Comprehensive Center for Teacher Quality, and (e) National High School Center.

Models considered by the district and the campus staff included programs such as Roots and Wings, the School-wide Enrichment Model, and if possible, the Accelerated Schools Project (ASP) to name a few. ECISD, over the past ten years, has implemented some of these programs with tremendous success. Program implementation in our district has resulted in sustained implementation and long lasting capacity. **Endeavor Academy** staff have internalized a philosophy that is closely aligned the Texas Educational Agency's Transformation Model and will use consultants and trainers from both the Region I and XIII ESC's to support the instructional program. The net effect of this effort will be improved student achievement by continually reviewing school factors, teacher factors and student factors.

Campus Level: The campus principal and two campus leaders attended the Texas Title I Priority Schools Grant training session sponsored by the Texas Education Agency and Region XIII at the Region One Education Service Center. The **Endeavor Academy** leadership team met with school administration and teachers on May 11th, May 13th, May 17th, and May 19th and subdivided the grant writing process into sub-committees. Each sub-committee was assigned to analyze data in order to understand barriers, reach solutions and develop action plans through the use of inquiry. A timeline was agreed upon and recommendations from each sub-committee were received by the **EACC** leadership team. Through the needs assessment process, the sub-committees were able to identify the school's strengths and challenges. Some of the data they reviewed included: (a) student demographic information, (b) historical data on student achievement (both TAKS and class grades), (c) campus staffing, (d) teacher and leader credentials, and (e) the school's curriculum and instructional program, including services to special student populations. The sub-committees used researched-based methods to investigate academic performance, teacher quality, school climate, leadership effectiveness, data driven instruction, increased parental/community involvement, and increased learning time. After completion of their tasks, the sub-committees came together to help select the school intervention model and they assisted in its design. The campus sub-committees will continue to serve as an integral role in the implementation of all grant activities.

Prior to this training, campus leaders attended the district exploratory sessions and participated in conversations about the grant writing process. Before this; however, the **Endeavor Academy** had begun the transformation process with help from additional federal stimulus money for facilities that serve delinquent students. Based on previous academic performance data the **Endeavor Academy** qualified for the Texas Title I Priority School Grant and hopes to continue expanding its instructional services through the implementation of reform

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Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>strategies already in place. The corrective action plan places the school in a process that is expected to dramatically and expediently raise student achievement. This process of self-renewal is the vehicle that drives the campus' upward mobility. With its predominantly Hispanic and economically disadvantaged populations, the Endeavor Academy struggles to keep students achieving at their grade level and therefore could use these funds to <i>develop the leadership capacity that can actually impact the academic performance of its students</i>. Funds from this grant will be used to build capacity within the organization so that staff can identify areas for rapid change, recruit new teachers and strengthen existing staff through targeted and intensive professional development. Additionally, this plan seeks to increase the participation of community organizations and social service agencies as well as provide meaningful parental involvement and parent training in order to provide a flexible and sustained support system with a built-in incentive and reward structure.</p> <p>The Endeavor Academy serves approximately 180 students each year from grades 6 to 12. The student population at this detention facility can vary dramatically throughout the year. This is due primarily to the fact that sentences are usually short term lasting from only a few days two a couple of months. Students are rarely sentenced to this facility for more the 6 months at a time. The demographics of this facility find that about 99% of the students enrolled in the facility are 98% Hispanic and almost all either "economically disadvantaged" and/or "at risk." Of the 180 students, 10% are students with special needs. The Endeavor Academy has provided response-to-intervention and data disaggregation training for teachers that provides the framework needed to identify students based on Lexiles and/or Quantiles. Using this data, administrators and teachers are able to identify students and assign them to one of three tiers and provide students with specific reading/ELA or Math intervention. The ECISD program administrators have taken proactive steps to implement a campus improvement plan as part of a local corrective action plan process. It is expected that these steps will help students reach higher levels of achievement thereby improving campus performance.</p> <p>Using the Campus Needs Assessment that was compiled by the staff in the early stages of entering the School Improvement Program, the administrative body was able to commission staff development days and enrichment camps for teachers. This training will provide the faculty strategies that improve student learning as well as improve teacher-student communication. Other training sessions will cover TAKS-taking, cooperative learning, SIOP, and Thinking Maps strategies. The ECISD has taken additional steps that focus on systemic reform. Every aspect of the instructional program at the Endeavor Academy was evaluated and analyzed to determine how each process could be improved.</p> <p>Because the campus action plan is so extensive, a checks and balances system has been implemented to ensure the success of the campus as a whole. Due to its unique situation, the Endeavor Academy has several serious limitations that reduced the ability of students to receive the instructional program they need to be successful. One of the greatest limitations is the size of classes which are rarely smaller than 12 to 1. These additional funds will be used to add teachers to reduce the student to teacher ratio and to provide more instructional periods for students. Without these funds that campus will have very little chance of showing improvement. In response to these clearly-defined needs and systemic reform initiatives already identified, the Endeavor Academy has developed partnerships with the Region I ESC, an external provider with a proven school reform program that meets the needs to this campus.</p> <p>The Region I ESC TEEM professional development model involves a five-day training workshop that focuses on research skills, data analysis training that helps teachers and administrators gather the data about instruction, curriculum, school climate, parental and community involvement as well as organizational issues such as learning time and the scheduling effects on student learning. The Region I training model will support the ECISD and the Endeavor Academy by building capacity through the implementation of the TEEM process and establishes the necessary environment to effectively transform the campus. Technical assistance will be provided to the district and the campus by providing highly quality teacher training and on-site weekly support by highly qualified and experienced field trainers. Curriculum and instruction training will be extended beyond the basic curricular requirements with enriched approaches for all students, especially those students displaying the highest risk factors. The enriched curriculum will be designed to better engage students in ways that have been shown successful through research by Dr. Henry Levin (Stanford University) in his study of school using accelerated instructional strategies in other parts of the United States. The TEEM professional development model does not prescribe a curriculum, but rather provides extensive training and support in the effective integration of rigorous curriculum, flexible instructional</p>		

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<p>program and alignment of assessments with the state standards. TEEM permits ongoing curriculum development and refinement that supports the desired student outcomes that align with the Critical Success Factors. By using the TEEM professional development framework, teachers will be provided job-embedded professional development in implementing a variety of proven teaching strategies.</p> <p>The Region I ESC TEEM framework will provide professional development and external technical assistance that focuses on the Texas Title I Priority Schools Grant's purpose and goals of providing adequate resources in order to substantially raise the achievement of students. Critical Success Factors (CSF) and milestones indicated by the grant will be demonstrated by students at the campus and/or the adults working on their behalf. The Endeavor Academy will gather and analyze data to understand barriers, reach solutions and develop action plans through the use of inquiry. The campus will use research-based methods or strategies to investigate academic performance, teacher quality, school climate, leadership effectiveness, data driven instruction, increased parental/community involvement and increased learning time.</p>		
I. Timeline of Model Implementation		
August 2010 (Week 1) <ul style="list-style-type: none"> ○ SIRC required meeting for campus leadership team 		
August 2010 (Week 2) <ul style="list-style-type: none"> ○ Five Day Leadership Team training for core group of 10 administrator and teacher leaders ○ Introduction and modeling of leadership team's role in professional development and initiating ○ the Comprehensive Needs Assessment (CAN) and Data Disaggregation Analysis Training ○ Forging a Shared Vision, Setting Priorities, Powerful Learning and Governance and Inquiry 		
August 2010 (Week 4) <ul style="list-style-type: none"> ○ Powerful Learning Summer Institutes ○ Conducted on-site as part of campus pre-service and/or in-service; all teaching staff will participate ○ Collaboratively develop timeline for year's activities with principal 		
August 2010-May 2011 These activities will be conducted on an on-going basis on the campus <ul style="list-style-type: none"> ○ Introduce the staff and initiate the Taking Stock Process ○ Conduct the philosophy and process overview ○ Conduct On-site weekly technical support ○ External field trainer will conduct classroom visits ○ Establishing TEEM presence within school ○ Conduct Monthly meetings for principals, internal facilitators and external field trainers ○ TEEM staff will meet with appropriate district staff, invite them to activities and request their participation and support ○ Establish TEEM staff development sessions on weekly basis with whole school and always include the ASP philosophy in these sessions ○ Initiate and conduct the campus needs assessment and improvement plan (CIP) process ○ Analysis and Enhancement of current programs to maximize academic impact 		
September 2010-October 2010 <ul style="list-style-type: none"> ○ All stakeholders will participate in the completion of CNA and CIP process ○ Conduct Data Day presentation to the school community ○ Publish and distribute the CNA and CIP to staff, parents, central office, school board ○ Organize stakeholders to forge a shared vision ○ Complete the vision process including celebration ○ Vision committee reports and community meeting are presented ○ Conduct the TEEM training for entire staff 		

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<ul style="list-style-type: none"> ○ Conduct on-going walkthroughs to all classrooms ○ Continue classroom powerful learning exploration and Effective Lesson Design ○ Conduct snapshot walkthroughs for baseline data <p>November 2010-December 2010</p> <ul style="list-style-type: none"> ○ Conduct Effective Leadership TEEM training for two days ○ Establish the school governance structure (entire school community is involved) ○ Train staff in use of inquiry (action research for problem solving) ○ Continue classroom powerful learning exploration ○ Conduct small teacher-group sessions ○ Conduct on-going walkthroughs and reflection of instructional strategies ○ Meet with all staff to set priorities to identify the challenge areas and establish the focus of the school's work for the next several months ○ Establish cadres and strategic action teams (SAT's), set challenge statements and determine timeline ○ Principal will a one day Leadership Seminar <p>January 2011</p> <ul style="list-style-type: none"> ○ Conduct Cadre Leader Training ○ Train cadre leaders in use of inquiry and meeting management ○ Train strategic action team leaders and set meeting calendar and timeline ○ Reflective coaching and mentoring analysis of fall walkthrough data <p>February 2011-April 2011</p> <ul style="list-style-type: none"> ○ Begin SAT and Cadre work in after-school and Saturday work sessions ○ Conducted work to determine root causes of challenges; the is research conducted by cadres and strategic action teams, solutions and action plans are formulated ○ Maintain monitoring of Strategic Action Teams' progress ○ Explore challenges and known facts, formulate mini-vision, engage in hypothesizing and testing ○ Conduct research and solutions ○ Develop Action Plans after reviewing campus data and the Campus Improvement Plan ○ Continue classroom powerful learning exploration, conduct embedded professional learning into the regular schedule ○ Work with leaders to develop their facilitation skills and implement a collaborative model ○ Principal will attend a 1 day leadership seminar <p>May 2011</p> <ul style="list-style-type: none"> ○ Campus Improvement Plan is written after a formal review of data ○ Develop master plan from Strategic Action Teams' work, professional development plan, outline resource, review scheduling and establish a budget plan ○ Reset priorities establishing new cadres/strategic action teams and determine the challenge statements for 2011-2012 ○ Conduct reflective coaching and mentoring-analysis of spring walkthrough data ○ Conduct annual site visit by the Region I and Region XIII ESC staff <p>June 2011-August 2011</p> <ul style="list-style-type: none"> ○ Conduct /Attend TEEM Quality Teaching and Learning Institutes ○ Teachers receive 30 hours accommodation training to assist students taking the TAKS-A assessment ○ Teachers attend a three day True Colors Institutes ○ Teachers and administrators will attend intense seminar on best practice strategies for teachers that will help them design learning 		

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<ul style="list-style-type: none"> ○ Conduct experiences that engage all students in the classrooms ○ Campus staff will review, update and revise action plan as needed for Year 2 ○ Campus staff will review, update and revise Needs Assessment as needed for Year 2 <p><u>Years Two and Three</u></p> <p>September 2011-June 2013</p> <ul style="list-style-type: none"> ○ Trainings will be scheduled and dates will be determined based on the campus needs ○ Required Training for Year Two are as follows: Powerful Learning II, III and IV Cadre Leader II, Cadre Leader follow up Conduct new teacher orientation Conduct mini CAN/CIP surveys Conduct and reset priorities Conduct TEEM Leadership refresher training Principal will attend Leadership Seminars Plan and execute Summer Institutes for differentiated instruction <p><u>Continuing Services Through Year Three:</u></p> <ul style="list-style-type: none"> ○ Continuous on-site professional development with teachers in the areas of transforming teaching practices and student learning ○ Reflective coaching and mentoring will be continued ○ Use data to improve academic success through the use of inquiry ○ Conduct on-going work with teachers that provide meaningful collaboration ○ Conduct analysis and enhancement of current programs to maximize academic impact ○ Embed Professional learning in the regular schedule ○ Conduct Leadership Capacity Building work sessions with administrators that connect principals, teachers and students ○ Work with teacher leaders to develop leadership capacity, facilitation skills and implementation of a collaborative and transformational model ○ TEEM professional development process to support whole school change ○ Conduct Book Studies with administration and staff <p><u>Conclusion</u></p> <p>It is every school administration and staff's duty to prepare their students to become productive members of society. To this end, the Endeavor Academy will use the Texas Title I Priority School Grant to expand its action plan into a comprehensive plan across all levels of campus and community life. The ultimate goal is to ensure that through a proactive plan, the Endeavor Academy can continue doing the breakthrough work already in progress and give its students the opportunity for a more successful academic life.</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	EA Administration (Campus Level): Campus principal, Curriculum Assistant, Counselor, Teachers		
2	Endeavor Academy Coordination Committee (District Level): Area Directors, Federal Program Director, Title I Coordinator, Grant Writer, Director of Finance		
3	Parents/students: Parents were involved in the selection of the transformational model and will provide their input in the final report and acceptance of the CNA and CIP and will serve on Strategic Action Teams		
4	SBDM and School Community: will be involved in the final report and acceptance of the Taking Stock Report, will be asked for input on the school's vision, will be involved in prioritizing the barriers and will serve on the Strategic Action Teams		
5	Community Organizations: The following organizations will be involved in prioritizing barriers and assist the campus. They include: the Hidalgo Co. Sheriff's Department, Hidalgo Co. Truancy Department, TX Dept. of Family and Protective Services, TX Dept. of Health and Human Services, Hidalgo County Court at Law Judges, South Texas Behavioral Center to name a few.		
6	Region XIII ESC School Improvement Resource Center (SIRC)		
7	Region I ESC TEEM: Region I ESC will assist our campus to improve student performance. It will also assist the campus to achieve this goal in an effective and efficient mandate making sure to carry out the mandates of <i>the Texas Education Agency</i> .		
8	Edinburg Alternative Education Academy: The administrative team from the ECISD Alternative Education Academy		
9	Instructional Specialists: will recommend that the team of teachers assess and adjust instruction in short-term cycles of improvement through regular meetings.		
10	Parental Involvement Office: will support through the parent education program about the learning standards and the parent's role in supporting children's learning at home.		

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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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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
1A,1B,1C, 2A, 2B,2C 4A,4B,4C	Improve Student Achievement in Reading/ELA across all grade levels	To effectively implement targeted and prescribed instruction to close the gap across all grade levels	TAKS Data, NCLB, AEIS	August 2010	June 2013
1A,1B,1C, 2A, 2B,2C 4A,4B,4C	Improve Student Achievement in Mathematics	To effectively implement targeted and prescribed instruction to close the gap across all grade levels	TAKS Data, NCLB, AEIS	August 2010	June 2013
1C, 4C, 5B	Premier Journals for students to summarize activities and notetaking	Students need a system to organize information to use as a study tool for comprehension and retention	System created through James Madison University and developed by Walter Pauk and incorporated into CSR strategies	August 2010	June 2013
1B, 1C, 5A, 5B	Thinking Maps to organize thinking process that support specific skills	Students need a process to organize for developing metacognitive skills	Marzano's classroom instruction that works.	August 2010	June 2013
1A, 1B, 1C, 3A, 3C, 4A, 4B, 4C, 5A, 5B	Texas Adolescent Literacy Academy which scaffolds learning, develops vocabulary, fluency, comprehension, and supports the three tiers of learning	Supports the scaffolded instruction for ELL, Special Education and At Risk learners	University of Texas, Austin by direction from House Bill 2237 to develop Literacy Academies	August 2010	June 2013
1B, 1C, 2C, 3A, 4C, 5A, 5B	Cooperative Learning for students to learn specific tasks	Support for students to learn as a group and to improve collaborative skills as a group of learners	As researched by Dr. Spencer Kagan	August 2010	June 2013
1B, 1C, 2C, 3A, 3C, 4C, 5A, 5B, 7B	Technology integration via SMART boards and InterWrite pads	To facilitate the delivery of instruction and engage student learning	Bitner and Bitner article regarding integrating technology into the classroom. "8 Key Steps"	August 2010	June 2013
1B, 1C, 2C, 3A, 3C, 4C, 5A, 5B, 7B	Implementation of Instructional Software: Odyssey, AR, CEI, Read 180, IGNITE math, Study Island, TAKS Workshop for Math	To provide intervention support for struggling learners.	Research based for interactive programs as provided by individual programs and studies from What Works Clearing House	August 2010	June 2013
1A, 1C, 2A, 2B, 3A, 3B	Differentiated and targeted instruction to all students	To meet the individual learning needs of students	Differentiated Instruction by Carol Ann Tomlinson	August 2010	June 2013

1A, 1C, 2A, 2B, 3A, 3B	Sheltered Instruction Observation Protocol to develop language use	Decrease the language barriers that keep students from processing learning	Research and model development by Jana Echevarria, MaryEllen Vogt, and Deborah Short	August 2010	June 2013
1B, 1C, 2C, 3A, 3C, 4C, 5A, 5B, 7B	Student utilization of on-line resources to develop skills relate skills to the real world	Engage students in interactive learning to provide opportunities for assessments.	Journal of Interactive Learning Research	August 2010	June 2013
1A, 1C, 2A, 2B, 3A, 3B	Sheltered Instruction Observation Protocol to develop language use	Decrease the language barriers that keep students from processing learning	Research and model development by Jana Echevarria, MaryEllen Vogt, and Deborah Short	August 2010	June 2013

Add additional pages as needed.

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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
1B, 1C, 2C, 3A, 3C, 4C, 5A, 5B, 7B	Student utilization of on-line resources to develop skills relate skills to the real world	Engage students in interactive learning to provide opportunities for assessments.	Journal of Interactive Learning Research	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Effective disaggregation of data for targeted instructional planning.	To target instruction for student needs and placement in appropriate intervention	Dr. Victoria Bernhardt research.	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Obtaining quality data to drive instructional planning	To support the instruction of students with targeted interventions and best practices through planning	Dr. Victoria Bernhardt research.	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Examine multiple data sources on school accountability	To better interpret data	TEA Accountability Rating System	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Continuous integration of data disaggregation in planning student learning	To plan though data disaggregation which identifies patterns and trends and emerging issues for targeted student instruction to eliminate gaps in achievement	www.SchoolBoardData.org article "Improving School Board Decision Making – The Data Connection" www.bestpractices.org	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	Incorporate surveys to dialogue with all stakeholders regarding perceptions	To remove misconceptions that drive decision making	Dr. Victoria Bernhardt research.	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 3C	To incorporate portfolios and other resource tools to relate data to instructional planning	To incorporate effective instructional strategies and best practices within daily lesson planning	Dr. Victoria Bernhardt research. Best practice research on portfolios www.bestpractices.org	August 2010	June 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: 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
3A, 3B, 4A, 4B, 4C, 7B	Build capacity for teacher leadership through targeted staff development and dialogues	Support teacher leadership to strengthen the performance of student learning	Research by Robert Marzano, Marvin Fairman, and Leon McLean	August 2010	June 2013
3A, 4C, 7B	Build leadership capacity among the staff through planning academies	To maximize opportunities for staff to come together for positive purposes.	School Improvement Resource Center and research by Gordon A. Donaldson, Jr.	August 2010	June 2013
3B, 3C, 4C	Clarify and redefine roles that strengthen relationships among administrative team and teacher leaders	To maximize communication, efficiency, and effectiveness in the school learning environment	School Improvement Resource Center and research by Gordon A. Donaldson, Jr.	August 2010	June 2013
3A, 3B, 3C	Clarify and dialogue on a frequent basis the vision and the mission of the school for student success	To create an atmosphere that enhances systemic change that endures	Research by Michael Fullan	August 2010	June 2013
4A, 4C, 5C, 6A, 6B, 6C, 7C	Roles and responsibility of SBDM committee	To improve the effectiveness of process and systems utilized by SBDM for the improvement of student achievement	Texas Education Agency	August 2010	June 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: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C, 3B, 4A, 4B, 4C, 6A, 6B	Flexible Scheduling	To target specific student groups for enhancement, enrichment, and intervention of instruction.	National Middle School Association	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 2C, 4B, 4C	Collaborative Planning within teams and departments	To dialogue and discuss with frequent planning for the implementation of interdisciplinary studies, portfolio & formative assessment, integration of lesson planning, and improve the quality of instructional delivery and effectiveness.	National Middle School Association and the Center for Collaborative Planning	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B, 4C	Continue extended day learning opportunities	To provide multiple opportunities for effective instruction that targets specific student groups and individual student needs.	"Closing the Gap through Extended Learning Opportunities", NEA policy brief.	August 2010	June 2013
1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B, 4C, 6A, 6B, 6C	Utilize instructional time effectively and efficiently.	To provide multiple strategies for all scheduled instructional time that engages students.	David Berliner, Arizona State University from "The Nature of Time in Schools".	August 2010	June 2013
1C, 2B, 2C, 3A, 4C, 5A, 5B, 5C	Continue the use of co-teaching strategies	To improve the delivery of instruction for struggling students.	Marilyn Friend, "The Power of Two".	August 2010	June 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: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C, 5A, 5B, 5C, 6A, 6B, 6C	Integrate family participation through wellness fairs, student celebrations, team celebrations, informational meetings, and student programs	To improve cultural diversity, more parent input, and effective communication in Spanish and English.	"Education and Parental Involvement in Secondary Schools, Problems, Solutions, and Effects" by Jeri LaBahn.	August 2010	June 2013
5A, 5B, 5C, 6A, 6B, 6C	Proactive communication between the school and home.	To improve communication between the school and home that results in an improved relationship.	"Education and Parental Involvement in Secondary Schools, Problems, Solutions, and Effects" by Jeri LaBahn.	August 2010	June 2013
5A, 5B, 5C, 6A, 6B, 6C	More involvement of parents and community in the decision making process within the school.	To foster communication and collaboration that results in a better rapport and a higher level of participation among parents and community members.	Texas Education Agency SBDM Manual	August 2010	June 2013
5A, 5B, 5C, 6A, 6B, 6C	Provide access to local community services through site based parent liaison and additional resources.	To improve the quality of student life by addressing family concerns. To improve the perception of schools and utilize the school as a place for parent education.	Michigan Department of Education: What Research Says About Parent Involvement in Children's Education in Relation to Academic Achievement	August 2010	June 2013
1C, 5A, 5B, 5C, 6A, 6B, 6C	Increase on-site parent participation of students with disabilities in the ARD and IEP process.	To improve the quality of services delivered and instruction provided both in and outside the school setting for students with disabilities.	ARD Decision Making Manual from TEA	August 2010	June 2013
1C, 5A, 5B, 5C, 6A, 6B, 6C	Increase the understanding and involvement of parents regarding the steps in response to intervention for struggling students.	To improve the quality and timeliness of services delivered, instruction provided and prevent dropout both in and outside the school setting for struggling students.	504 and Dyslexia legislation, NCLB mandates, Title III Federal legislation	August 2010	June 2013
5A, 5B, 5C, 6A, 6B, 6C	Provide communication tools for parents to effectively interact with the school.	To improve the support for students and empower parents to become involved in their children's education.	Learning First Alliance – Parent and Community Involvement www.learningfirst.org	August 2010	June 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: 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
3B, 4B, 5B, 6C	School calendar process for academic and extracurricular activities that is aligned with the school's vision and focus.	To improve communication and increase learning time which results in improved teacher morale and educational climate.	School Climate Guide for District Policy Makers and Education Leaders endorsed by the National School Boards Association	August 2010	June 2013
3B, 4B, 4C, 6A, 6B	Reduce interruptions during school learning time.	To increase learning time.	National High School Association, NASSP	August 2010	June 2013
1C, 4B, 4C, 5B, 6B	Communicate via weekly documents with staff.	To increase communication and knowledge of school activities and plans through written documentation.	Harry Wong, First Days of School	August 2010	June 2013
1C, 4C, 5B, 5C, 6A, 6B	Define protocols for daily school routines for all stakeholders including professionals and students.	To increase understanding and compliance of daily school routines and processes.	The Facilitators Book of Questions by David Allen & Tina Blythe	August 2010	June 2013
1C, 4B, 5B, 6A, 6B	Define clear, consistent, and appropriate routines for daily school life.	To increase compliance with school policy, increase learning time, decrease discipline referrals and provide an environment where all stakeholders feel safe.	Best Practice Briefs, A Product of University Community Partnerships at Michigan State University.	August 2010	June 2013
6A, 6B, 6C	Provide opportunities to recognize students, staff, and administrative achievements on a consistent basis.	To improve attendance, increase commitment and reduce transfers among staff and students.	2006, Federal No Child Left Behind Legislation and guidelines	August 2010	June 2013
5A, 5B, 6A, 6B, 6C	Provide a welcoming climate for parents and community.	To increase participation improve rapport, positively influence perceptions and attitudes of parents and community regarding the school.	Best Practice Briefs, A Product of University Community Partnerships at Michigan State University.	August 2010	June 2013
3A, 4C, 6B, 6c,	Provide for Positive Behavior Support systems within the campus. (PBIS)	Positive Behavior Support provides a research-based approach that addresses the problems with bullying and student harassment.	Positive Behavior Support utilizes community partnerships and maximizing extended learning time.	August 2010	June 2013

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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
1B, 1C, 3A, 4C, 6A, 7A, 7B, 7C	Provide Academic Coaching.	To improve the quality of the delivery and fidelity of instruction.	Blended Coaching by Bloom, Castagna, Moir, and Warren Leadership Coaching for Educators by Karla Reiss	August 2010	June 2013
1B, 1C, 3A, 4C, 6A, 7A, 7B, 7C	Targeted and focused professional development opportunities.	To improve the quality of the delivery and fidelity of instruction that aligns with the vision of the school	S.M.A.R.T goal process, NCLB Act	August 2010	June 2013
7A, 7B, 7C	Use the ECISD's INSPIRE program to mentor all new teachers (year 1 and 2).	To support new teachers with school information, best practice knowledge, and classroom management techniques for student success.	New Teacher Mentoring "Hopes and Promise for Improving Teacher Effectiveness" by Harvard Education Press	August 2010	June 2013
1C, 3A, 3C, 4C, 7A, 7B, 7C	Provide opportunities for staff to share professional development training.	Improve the overall knowledge of best practices, classroom management, and other pedagogy.	Leading Action Research in Schools – By Hewitt & Little	August 2010	June 2013
7A, 7B, 7C	Provide opportunities for staff to fully understand PDAS and the implications of this appraisal system.	To guide staff in understanding the correlations of PDAS with effective instruction.	PDAS Manual, Texas Education Agency	August 2010	June 2013
1C, 7A, 7B, 7C	Provide feedback to improve instruction.	To improve the quality of the delivery of instruction on a frequent basis.	PDAS Manual, Texas Education Agency	August 2010	June 2013
7A, 7B, 7C	Recruit, hire, and retain Highly Qualified teachers.	To improve the overall level of expertise and knowledge in specified content area.	Highly Qualified Legislation, NCLB	August 2010	June 2013
1C, 4C, 6B	Provide appropriate planning time on a daily basis.	To improve the delivery of instruction and targeted assistance for student learning.	Polcies to Enable Teacher Collaborations www.teachersnetwork.org	August 2010	June 2013
1C, 3A, 3C, 4C, 6B, 7A, 7B, 7C	Provide opportunities for teachers to observe effective, experienced, and successful teachers.	To improve the delivery of instruction.	Coalition of Essential Schools www.essentialschools.org	August 2010	June 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
1B, 1C, 2B, 2C, 4C, 6B,	Provide academic services for students in school suspension.	To alleviate gaps in instruction when students serve time in school suspension.	Is Your In-School Suspension a Place or a Program? http://socyberdy.com	August 2010	June 2013
1C, 6A, 6B	Provide options of consequences for students with discipline issues.	To increase learning time and prevent gaps in instruction from missed class time.	Discipline with Dignity by Curwin & Mendler Assertive Discipline by Lee Canter First Days of School by Harry Wong	August 2010	June 2013
6B	Increase security visibility and number of officers.	To provide adequate security for the rising number of students with a projection of 1800 for 2010-11.	Safe and Drug Free Schools, National School Safety Center	August 2010	June 2013
1B, 6A, 6B, 6C	Increase opportunities for extra-curricular clubs and activities participation by all students.	To provide opportunities for all students to become a part of the school community through clubs and activities. Decrease the potential of drop outs.	National Middle School Association	August 2010	June 2013
5A, 5B, 5C, 6A, 6B	Parent Outreach program to keep students in school.	To increase attendance, decrease drop-out rate, and improve parent – school communication.	Communities in School Research	August 2010	June 2013

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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="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; background-color: #f0f0f0; padding: 10px; margin-bottom: 20px;"> 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 must be checked. </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 style="margin-top: 20px;"> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>The Endeavor Academy Coordination Committee (EACC) will monitor the campus throughout the project period to ensure that the school improvement program is working as intended. We will solicit feedback various forms of communication (e.g. oral, written, e-mail, or fax) from participants and stakeholders during the school year. We will use all feedback received to identify and correct problems as they occur and will help coordinate the necessary resources to implement changes for program improvement. Process evaluation information will be obtained from program administrators and participants to determine quality measures according to the purpose and objectives of the project.</p> <p>The Endeavor Academy Coordination Committee (EACC) is committed to conducting ongoing and "systematic data collection" because it provides the evidence that is necessary to implement rapid change and improvement in student learning. By implementing routine diagnostic processes, we are able to establish a systematic way of collecting and using a variety of information to make informed decisions. Further, with ongoing monitoring of grant activities, we are also able to confirm the <i>fidelity of implementation</i>. During this process, we obtain evidence that the delivery of content and instructional strategies are implemented in the way in which they were designed and intended to be delivered. If the expected positive impact does not occur, data evaluation lets us know whether it is the program or the implementation of the program that caused the problem</p> <p>The Endeavor Academy Coordination Committee (EACC) and lead teachers will monitor the implementation of the plan on a monthly basis. These monthly meetings will allow the team to determine if the implementation of program activities is on schedule and if the activity was implemented effectively. They will conduct on-going assessment of performance and operations.</p> <p>To determine if students are on target for improved academic performance, the campus strategic action teams (SAT's) will analyze campus and district benchmark results as soon as they become available. They will review other campus data to determine if the additional program activities are working as planned. The EACC will meet with the SAT's to determine if modifications to the improvement plan are needed to ensure that teachers are on target to meet the program objectives. All review and monitoring activities will be supported with documentation, such as agendas, sign-in sheets, progress reports, and meeting minutes.</p> <p>The Endeavor Academy Coordination Committee (EACC) will utilize tools provided by the Region I TEEM and region XIII SIRC staff to assess student progress which includes the following:</p> <ul style="list-style-type: none"> • Compilation and conclusion of all committee, cadre, strategic action teams and EACC meetings • Student engagement survey results and conclusions • Region I and XIII ESC/SIRC questionnaires on the process, launch, governance and inquiry and action plans for determining the status using: an instructional practices inventory, walkthrough summaries, classroom observation notes, and external provider service records • Tools for Assessing School Progress • Reflection Summary Sheet. • Mid-year and annual site visits by Region I and Region XIII staff • Region I TEEM networking and principals meetings to assess on-going implementation and student academic achievement • Utilization of the TEEM Effective Processes and System framework for evaluating Student Success • Development and implementation of a campus-wide rigor rubrics • Interim Benchmarks • Teacher and Student Reflections 		

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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>The <i>Endeavor Academy Coordination Committee (EACC)</i> and the Strategic Action Teams will gather information about how successfully the strategies of the project are implemented. At least quarterly, they will assess their impact on the targeted population of staff and students. The district and campus teams will conduct the following activities to gather formative evaluation information from the program participants. This information will be used to make program improvement in the areas of need.</p> <ul style="list-style-type: none"> ▪ Classroom observations ▪ Benchmark and Periodic assessments ▪ Annual State Standards (TAKS) ▪ Achievement tests ▪ Document review ▪ Interviews with leaders and teacher assessments ▪ Instructional data to alter strategies ▪ Feedback ▪ Examining lesson plans ▪ Portfolio assessments ▪ Review of student work samples ▪ Focus groups surveys <p>In addition, <i>Endeavor Academy Coordination Committee</i> along with Region I ESC staff will use the TEEM Effective Processes and System Tools for assessing school progress. The TEEM framework uses an evaluation system provides data that can be used to score the Academy's attention to the curriculum, instruction, data analysis, research, course work and leadership development. The TEEM process builds capacity within the staff that enables them to collect the right type of data and analyze this information to evaluate the progress of their school craft an action plan designed to address areas of challenge in curriculum instruction and organization.</p> <p>External site visitors from the Region I and XIII ESC's will provide additional data on campus performance to assist in the reflection process. The school will complete a self-study so that they own the process and the results. In the assessment process the school and the site visitors study the process and the impact at the school site. Both the school and the site visitors will complete an annual Summary Analysis for the <i>Endeavor Academy</i>.</p>		

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Texas Title I Priority Schools Grant		
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>The district and campus will use both qualitative and quantitative data as part of an evaluation plan. At the program level, qualitative evaluations will include: (a) individual interviews, (b) written surveys, (c) observations, and (d) document reviews. The quantitative evaluation processes will include both formative and summative assessments, including class grades. The district and campus will use the baseline measurement criteria identified below to establish baseline data that can be used to measure progress throughout the life of this grant. To achieve these targets, the district and campus will focus the evaluation plan on the following questions:</p> <ul style="list-style-type: none"> • Have the strategies and planned activities been implemented? • If not, identify the reasons why implementation has been delayed • Are we being successful in reaching our targeted population? Why or why not? • If not, what changes must be made to ensure we meet the projected outcomes? • Are participating students attaining their academic goals within the established timeline? • If not, is the issue related to our program design or the services being provided? • Is the program working as it was intended? <p>Through interim progress reports and observations of grant activities, the campus will identify strengths and weaknesses in the operations of our project and implement plans for timely improvement. Observation procedures will also help to complement or corroborate the data received from other sources (e.g., surveys, interviews, focus groups). During the interview process, in-depth and detailed information which we used to determine if the program was implemented as originally planned. The campus will obtain teacher and student feedback through written surveys which includes both, open ended and close-ended questions. The survey results will be analyzed and used to make program improvement in the areas identified. Quantitative data will be obtained from tests and assessments and documentation review of internal reports. Through analytical review and analysis, the campus will determine if targets were met. For this section of the evaluation plan, the effectiveness of the following activities will be determined:</p> <ol style="list-style-type: none"> 1. What are the average scale scores on TAKS assessments in reading/language arts and in mathematics, by grade, for the "all students" group, and for each subgroup 2. In which subjects are students experiencing the lowest achievement 3. What is the number and percentage of students completing advanced coursework (e.g., AP or dual enrollment classes) 4. Did teacher attendance rate improve 5. Was on-going, job-embedded professional development for teachers effective 6. Was on-going, job-embedded professional development for administrators effective 7. Were the strategies to increase parent/community involvement effective 8. Were the strategies used to increase student learning time effective <p>TEEM Qualitative data collection process: Frequent interviews by the external coach(s) or field trainers from the Region I ESC will be performed to collect data from the principal, teachers, instructional facilitators, parents, central office staff and students; classroom and school observations using TEEM questionnaires and observation instruments; school climate questionnaires; student engagement surveys; and a school portfolio or record of progress. Board members will also be interviewed. Other products used will be meeting minutes, newsletters, reports generated by committees, cares and strategic action teams, as well as the effectiveness of the dissemination process of this information.</p> <p>TEEM Quantitative data collection system includes: Mid-year and annual Region I and XIII ESC site visits and summary documents; analysis of student work and student achievement data that includes TAKS, drop-out rates, graduation and completion rates, accelerated credit and credit recovery rates; reports that evaluate whether students are on grade level or are moving towards being on grade level during their detention and enrollment in the <i>Endeavor Academy</i>.</p>		

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Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The process used to develop the campus performance goals was initiated by the campus administration. Various members of the instructional leadership from across the curriculum spectrum met after school to begin the process. Department heads and course team leaders were able to develop, through collaborative work, a working document (the Campus Needs Assessment) that detailed specific problems, weaknesses and barriers to student achievement at the Endeavor Academy. Additionally, the working document (the CNA) outlines how the campus would assess goals over the grant's three year period.</p> <p>At the initial TTIPS grant meeting, the administration and campus leaders were assigned to groups that followed the Texas Transformation Project plan and were asked to develop an inclusive list of needs that the Endeavor Academy could improve on. Some parent and community members were also included. Central office staff were assigned leadership roles and worked with Endeavor Academy staff to work on identifying needs that address the seven Critical Success Factors (CFS's) as listed in the Texas Title I Priority School Grant requirements. Collaborative work began to develop a list of issues that staff and support staff noted to be a problem, weakness or barrier to student achievement. Group members were asked to consider the list that they developed as well as to consider how the campus might be able to rectify and address the items on their lists.</p> <p>The groups were then asked to establish a method by which goals could be identified for the corrective action plan, how goals could be articulated and how they could be assessed with appropriate support and documentation. Staff members diligently researched sources for appropriate documentation and located articles and studies that support the proposed goals. Ultimately, through collaborative work, the following performance goals were determined to be the most valid for the Endeavor Academy Campus Improvement Plan.</p>		

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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).		
Empty space for response		

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Texas Title I Priority Schools Grant

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 (All Students)	50%	70%	80%	90%
2	Improve Student Achievement in Mathematics	TAKS (All Students)	13%	50%	65%	80%
3	Improve Student Achievement in Reading/ELA for Special Education	TAKS-A TAKS-M	7% 6%	20% 20%	50% 50%	70% 70%
4	Improve Student Achievement in Mathematics for Special Education	TAKS-A TAKS-M	0% 3%	20% 20%	50% 50%	70% 70%
5	Improve Student Achievement in Reading/ELA for English Language Learners	TAKS LAT	70% 0%	75% 20%	80% 50%	85% 70%
6	Improve Student Achievement in Mathematics for English Language Learners	TAKS LAT	40% 0%	60% 20%	70% 50%	80% 70%

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	Increase the Use of Data to Target Reading/ELA Instruction Every Three Weeks	AEIS REPORTS EDUSOFT BENCHMARKS GRADE REPORTS	20%	50%	75%	95%
2	Increase the Use of Data To Target Mathematics Instruction Every Three Weeks	AEIS REPORTS EDUSOFT BENCHMARKS GRADE REPORTS	20%	50%	75%	95%
3	Increase the Use of Student, Parent, Staff and Teacher Surveys to Drive Programmatic & Instructional Decisions	Region I ESC Surveys/Survey Monkey	1	2	3	4
4	Increase the Number of Data Disaggregation Trainings for Staff	The Process Manager/Surveys/ ERO System	1x per year	6x per year	9x per year	12x per yr
5	Increase the Number of Staff participating in Data Disaggregation Trainings	ERO System Agendas Sign-In Sheets	4	6	6	8

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement Planning Academies for Administration	Agendas Sign-In Sheets ERO	0	3	3	6
2	Implement Planning Academies for Teacher Leaders	Agendas Sign-In Sheets ERO	0	4	4	4
3	Increase the Number of Teacher Leaders participating in Planning Academies	Agendas Sign-In Sheets ERO	0	2	4	6
4	Increase Staff Development for Campus Administrators	ERO Region One ESC	2	4	6	8
5	Increase the Number of Teacher Leaders and Administrators receiving staff development in the Positive Behavior System (BPS)	ERO Certificates of Completion	0	4	6	8

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	Increase the Number of Weeks for the Tutorial Program	Instructional Time Sheets and Hourly Logs	0	10	18	24
2	Increase the Number of Weeks for Saturday Program	Instructional Time Sheets and Hourly Logs	0	10	18	24
3	Increase the Number of Monthly Collaborative Planning Meetings with Departments	Agendas & Logs Academic Calendar	1	2	4	6
4	Increase the Number of Monthly Out of Class Instructional Activities on School Calendar	Academic Calendar	0	4	8	12
5	Increase the Number of Summer Camps Offered to Students	Summer Camp Calendar	0	2	4	6

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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	Increase the Number of Parent and Community Campus Outreach Activities	Campus Calendar of Events	0	4	8	12
2	Increases the Number of Parents and Community Attending Campus Outreach Activities	Sign-In Sheets Agendas	0	20	40	60
3	Increase Communication between Parents and School via Internet, Telephone, Parent Link, Letters, Marquee	Logs from Parent Link And Internet Outgoing Mail	0	40	60	80
4	Increase Accessibility to Community Services through Parent Liaison	External Service Provider Contracts	0	4	6	6
5	Increase Number of Parents and Community Stakeholders participating in school governance	Sign-In Sheets	0	4	6	6
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	Improve Student Attendance Rates	AEIS PEIMS Report	100.0%	100.0%	100.0%	100.0%
2	Decrease the Number of Student Discipline Referrals	PEIMS Report	0	0	0	0
3	Increase Student, Staff, and Administration Recognition on a Monthly Basis	Student, Staff, Teacher, Administrator of the Month	0	1	2	2
4						
5						

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the Number of Teachers Observing Effective Teaching	Observation Forms, Log In Sheet	0	10	20	30
2	Increase the Number of Staff Development Trainings Directly Related to Teacher Needs and PDAS	ERO Agendas	0	4	8	12
3	Increase the Number of Teachers Attending Non-Required Staff Development	ERO Sign-In Sheets	4	12	24	36
4	Increase Collaboration between Mentors and Mentees to Retain Teachers with Zero to Three years experience.	INSPIRE PROGRAM Participation	0	2	3	4
5	Increase the Number of Staff Development Trainings to Support Mentor Teachers	Training Agendas INSPIRE PROGRAM Participation	2	4	8	12
6	Improve Recruiting Procedures to Hire Highly Qualified Staff	ECISD Personnel Department	100%	100%	100%	100%

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	Increase the amount of district-sponsored Counseling Support to Students	Counseling Logs	0%	25%	50%	100%
2	Increase Leadership Development Activities for Campus Leaders	Agendas Logs	0	4	10	12
3	Increase the Number of Book Studies for Campus Leaders	Agendas Logs	0	1	2	3
4	Provide Positive Behavior Support training to staff to reduce bullying. (PBIS)	Training Sign-ins Incident Reports	2	0	0	0

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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by telephone/e-mail/FAX on <u>9-13-10</u>								
by <u>K</u> of TEA.			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	\$ 788,539	\$	\$	\$	\$ 788,539	
Professional and Contracted Services	5C	6200	178,000				178,000	
Supplies and Materials	5D	6300	142,400				142,400	
Other Operating Costs	5E	6400	19,000				19,000	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX						
Total Direct Costs			1,127,939				1,127,939	
1.802% Indirect Costs							20,325	
Grand Total								
Total Budgeted Costs:				\$ 1,148,264	\$	\$	\$ 1,148,264	
Administrative Cost Calculation								
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs							1,148,264	
Multiply by 1.802 ⁵ (2% limit)							X 1.802 ⁵	
Enter Maximum Allowable for Administration, including Indirect Costs							\$ 57,413	

11/2/10

11/1/10

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by telephone/e-mail/FAX on <i>9-13-10</i> by <i>KE</i> of TEA.		
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 \$392,527 <i>382,754</i> <i>382,756</i> <i>11/1/10</i> <i>Conlay</i> Year 2: SY 2011-2012 \$392,527 * <i>382,754</i> <i>Ke 9-21-10</i> <i>Haupt</i> Year 3: SY 2012-2013 \$392,527 * <i>382,754</i>		
* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<p>Note: ECISD will purchase all the equipment during Year 1. This will include computers, LCD projectors, and Interwrite pads.</p> <p>As indicated in this application, nearly 67% (\$788,539) of the total budget is being requested to pay for personnel. ECISD will make every effort it can to continue supporting these positions using other local program sources so that the program goals can be carried-out well after the grant has ended.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>R. Cavazos</i> by telephone/e-mail/FAX on <u>9-13-10</u> by <i>h</i> of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013			108904 County-District No. Amendment No.	
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	1 Dean of Instruction (\$80,000) and 1 additional teachers (\$55,000) needed to reduce class size.	2		\$	\$ 405,000
2	Educational Aide					
3	Tutor	2 Teacher certified tutors to assist students (\$28/hr at 20 hrs/wk for 32 weeks = \$17,920/yr or)		2		\$ 35,840
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor	Counselor/Social Worker needed to assist students during the transition process (\$58,000)	1			\$174,000
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Transitional Specialist/Clerk (clerk needed to collect and document transcripts and correctly code students entering the facility (\$24,000)	1			\$72,000
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$686,840
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay (\$130 x 6 Ts x 14 days = \$10,920/yr or \$32,760/3 yrs)			\$	\$ 32,760
28	6118	Professional Staff Extra-Duty Pay for Tutorials (2 Teachers at 2 hrs/day [\$56/day/teacher for 60 days] = \$6,720/yr or \$20,160/3 yrs) and PD days (\$224/day x 6 Ts x 10 days x 3 yrs = \$13,440/yr or \$40,320/3 yrs)				\$ 60,480
29	6121	Support Staff Extra-Duty Pay for Tutorials (1 clerk for 2 hrs/day @ \$8/hr x 60 days = \$960/yr or \$2,880/3 yrs)				\$ 2,880
30	6140	Employee Benefits (estimate based on 8% of total earned pay)				\$ 5,579
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$101,699
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$788,539

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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				
	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)				
	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
1.	Publications and Printing			\$ 4,800	\$
2.	Process Manager Data Disaggregation Training (2 days @950 X 3yrs)			\$ 5,700	
3.	TEEM Thinking Maps Training (2days @1000 X 3yrs)			\$ 6,000	
4.	TEEM Teacher-Student Interaction Strategies (2 days@1000 X 3 yrs)			\$ 6,000	
5.	SIRC- Positive Behavior Support (2 days @ 2,000/day for Year 1 only)			\$ 4,000	
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 26,500
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Consulting services are needed for teachers to develop effective instructional strategies.					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			1	\$ 27,000	\$
Title: TTIPS External Evaluator (\$450/day for 20 days X 3yrs)					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (1.802%%)					
Total Payment:				\$ 27,000	\$
					\$ 27,000

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by telephone/e-mail/FAX on <u>11/2/2010</u> by <u>Carla Staufert-Sevier</u> of TEA.		

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):

Curriculum development and course alignment training (5days @ 2,500 X 3 yrs)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 37,500	\$	\$ 37,500
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 37,500	\$	\$ 37,500

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

Writing Strategies by D. Ramirez (2 days @ 2,000 X 3 yrs)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 12,000	\$	\$ 12,000
Title: _____ D. Ramirez				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 12,000	\$	\$ 12,000

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

TEEM PD Leadership Training: Classroom Coaching and Coaching for Educational Leaders (3 days @ 1,500 X 3 yrs)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 13,500	\$	\$ 13,500
Title: _____ TEEM PD Leadership				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 13,500	\$	\$ 13,500

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

TEEM Comprehensive Needs Assessment Training (5 @ 2,500 X 3 yrs)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 37,500	\$	\$ 37,500
Title: _____ A. Ramirez				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				

Total Payment:		\$ 37,500	\$	\$ 37,500
6. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Comprehensible Content Academy (SIOP Training for 4 days @ 2000 X 3 years)				
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs		1	\$ 24,000	\$
Title:				\$ 24,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____ %)				
Total Payment:			\$ 24,000	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:			\$ 151,500	\$
				\$ 151,500
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			\$ 26,500	\$ 26,500
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			\$151,500	\$151,500
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:			\$ 178,000	\$ 178,000

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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		\$ 47,200		
	#	Type		Purpose	Quantity
	1	Computer Workstations		Computers needed to replace old workstations.	40
	2	LCD projectors		LCD projectors needed to replace old projectors.	8
	3	Interwrite pads		New technology to used by teachers to demonstrate lessons for the entire class on a wall screen.	8
	4				
5					
6399	Technology Software- Not Capitalized (16 PLATO Credit Recovery Software licenses)		35,200		
6399	Supplies and Materials Associated with Advisory Council or Committee				
Total Supplies and Materials Requiring Specific Approval:			82,400		
Remaining 6300- Supplies and Materials that do not require specific approval:			60,000		
Grand Total			\$ 142,400		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
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: Registration fees and travel costs for curriculum conferences (i.e. math, reading, etc.. \$1000 per conf for 8 teachers/2 conferences per teacher)	\$	\$ 16,000
6412 Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
Specify purpose: (Not permitted for students incarcerated in detention facilities)		
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)		\$ 3,000
Specify purpose: Expenses for district-level Directors/administrators to attend conferences		
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)		
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:		\$ 19,000
Remaining 6400 – Other Operating Costs that do not require specific approval:		
Grand Total		\$ 19,000

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

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108904 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

B. Contingency: This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

C. Contractor's Application: Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.

D. Requirements, Terms, Conditions, and Assurances: Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108904 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

108904
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	Standard Application System School Years 2010-2013	 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:** 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	108904 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 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	108904 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 &
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TEXAS EDUCATION AGENCY
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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****108904**

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**

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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	108904 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.**108904**

County-District No.

Texas Title I Priority Schools Grant

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

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

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

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

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

11/89
03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013****108904**

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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: _____
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SCHEDULE #6E – cont.NCLB ACT PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013****108904**

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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).

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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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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 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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& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013****108904**

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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	Edinburg CISD LEA Name	108904 County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.			Hidalgo Co. Juv. Det. Cntr. Campus Name	040 Campus Number
			74-6000715 9-Digit Vendor ID#	One ESC Region
			NOGA ID# (Assigned by TEA)	August 30, 2010 Date of Report
Texas Title I Priority Schools Grant				
Tier I and Tier II 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	Improve Student Achievement in Reading/ELA across all 4 grade levels.		
	B	Improve Student Achievement in Mathematics across all 4 grade levels.		
	C	District will monitor the implementation of programs such as cooperative learning, etc... on a weekly basis through walkthroughs and instructional meetings with staff.		

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Effective disaggregation of data for targeted instructional planning.
	B	Obtaining quality data to drive instructional planning
	C	Continuous integration of data disaggregation in planning student learning
3. Increase Leadership Effectiveness		
Milestones	A	Build capacity for teacher leadership through targeted staff development and dialogues
	B	Build leadership capacity among the staff through planning academies
	C	Clarify and redefine roles that strengthen relationships among administrative team and teacher leaders
4. Increase Learning Time		
Milestones	A	Flexible Scheduling
	B	Collaborative Planning within teams and departments
	C	Continue extended day learning opportunities
5. Increase Parent / Community Involvement		
Milestones	A	Integrate family participation through informational meetings and student programs
	B	More involvement of parents and community in the decision making process within the school.
	C	Provide access to local community services through site based parent liaison and additional resources
6. Improve School Climate		
Milestones	A	Develop a school calendar process that improves the likelihood of student success and is aligned with the school's vision and focus.
	B	Reduce interruptions during school learning time.
	C	Define protocols for daily school routines for all stakeholders including professionals and students.
7. Increase Teacher Quality		
Milestones	A	Provide Academic Coaching
	B	Targeted and focused professional development opportunities
	C	Use the ECISD's INSPIRE program to mentor all new teachers (year 1 and 2).
Other Identified Needs (not listed above)		
A		
B		

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	85%
Increase the Use of Quality Date to Drive Instruction	3%
Increase Leadership Effectiveness	5%
Increase Learning Time	0%
Increase Parent / Community Involvement	1%
Improve School Climate	1%
Increase Teacher Quality	5%
Other Remaining Costs	%
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	25%
Increase the Use of Quality Date to Drive Instruction	5%
Increase Leadership Effectiveness	10%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	%

Part 3: Intervention Model
<input checked="" type="checkbox"/> 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 – 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. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.**

ECISD's transformation model will ensure that this campus is provided effective leadership through the services of a dean of instruction. The current Juvenile Detention Facility was moved from an older location to a brand new facility located in a different part of the district and much closer to our district disciplinary alternative campus. When this happened it was determined that the principal from the Disciplinary Alternative School would be given the responsibility of supervising the instruction staff at the Juvenile Detention Center (Endeavor Academy). With the assistance of this grant, the ECISD will hire a full-time "dean of instruction" for the campus that will serve to supervise the instructional program and staff. The dean will be responsible to the principal from the Disciplinary Alternative Center.

B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--**i. Take into account data on student growth (as defined below) 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 graduations rates; and****ii. Are designed and developed with teacher and principal involvement;**

ECISD will ensure that that Endeavor Academy all staff are provided an opportunity to review test data and disaggregate this data as necessary to ensure that the instructional program addresses the academic needs of each student. The staff at the Endeavor Academy will be provided training and access to EduSoft, a web-based data management system that collects both TAKS and district level benchmark assessment data. This system will allow the district to use student performance data from both formal and summative assessments for the purpose of determining whether the teacher is providing the level of instruction necessary to help students meet their performance goals. ECISD will use a teacher evaluation system that incorporates this student performance data into the teacher's annual evaluation instrument. Based on the outcome of this evaluation process, the district will determine whether the teacher or principal will receive an extension to their contract for the following school year.

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;

The adopted transformation model will utilize strategies that reward teachers who have contributed to the academic success of their students on the state assessments. This may include stipends and salary increases as they relate years of experience and opportunities outside the regular school day to work with tutorials. As mentioned above, the district will use the data management systems available to monitor teacher effectiveness and use this data as part of the academic performance evaluation system. This process will be conducted through the school year and will use data collected at six-week intervals to track their performance. In the event that the principal or any teacher does not meet the annual performance goals set by the district-level Endeavor Academy Coordination Committee, the ECISD ensures that steps will be taken to remove the teacher or principal from their assigned position.

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

ECISD will provide all teachers and staff the necessary professional development activities in each of the four content areas throughout the year. This training will address both teacher and student needs and will be monitored using a computer-based recording system (ERO) to ensure participation in all assigned training activities.

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.

ECISD utilizes a compensation plan that rewards teachers and staff for their experience. This includes supplemental pay for higher degrees in core content areas and bilingual/ESL certification. ECISD also requires new staff to participate in a district mentoring plan.

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

ECISD incorporates English and Bruners's concept of curriculum spiraling and Cummin's scaffolding principles into its instructional program design process. This ensures that our curriculum is aligned both horizontally and vertically thereby providing students with effective instructional lessons. Campus performances in ECISD are among the highest in the Region I ESC.

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.

ECISD provides all campuses with a battery of formative/interim assessments (snapshots) at the end of each six-week as well as a full-length benchmark in the middle of the year. Student data from each assessment is collected and disaggregated through a systematic process that provides feedback to each campus very quickly and ensures that each student is provided instructional lessons that address their specific needs.

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*

ECISD will increase the amount of learning time students are receiving at the Endeavor Academy by first, extending the instructional day a minimum of 50 minutes each day; and second, providing tutorial sessions to all

students for a minimum of 60 r. ces after normal school hours.

B. Provide ongoing mechanisms for family and community engagement.

Being that the Endeavor Academy is a restricted 24-hour residential detention facility, there serious limitations on the amount of time parents have to spend with their child. Despite this obstacle, grant funds will be used to provide staff that will help educate parents on how they can help their son/daughter successfully transition back into their home campus.

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;

Grant funds will enable ECISD to increase the number of instructional days used to provide services to students beyond the normal school year. Students will be provided a summer school program that provides credit recovery and acceleration using computer-based instructional software. This summer program will also assist students in the SSI grades (5th and 8th) as well as those taking the Exit-level assessments in the summer by providing a TAKS remediation program.

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).

The staff and instructional dean at the Endeavor Academy will receive assistance by both Region I and Region XIII ESC's as part of the transformation process. This assistance will ensure that teachers and their instructional support staff are provided with effective technical and instructional assistance through the life of this grant and beyond.

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

This strategy will be employed within the scope of the district's compensation plan.

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

ECISD will extend its' practice of monitoring the effectiveness of professional development activities to the Endeavor Academy using a web-based program that allows the district to track participation in training sessions and couple this with the district's interim assessment program (Interim Performance Assessments).

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.

N/A

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;

ECISD will utilize district-level content area specialists to monitor the implementation of our district curriculum by systematically reviewing lesson plans and reviewing student performance data collected from district interim assessments.

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

ECISD will ensure that the Endeavor Academy is provided appropriate grade-level intervention resources for the purpose of limiting referrals of students for special education services.

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;

ECISD requires all ELA teachers that serve LEP students to be ESL certified. Teachers in other content areas are also provided training on the use of ESL and SIOP strategies.

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

The Endeavor Academy will expand the number of computers that students have access to and ensure that the latest course and remediation software is available to students.

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;

The Endeavor Academy will ensure that students on schedule to graduate under either the recommended or distinguished graduation plans are provided customized courses using PLATO software.

- 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;**

Students enrolled at the Endeavor Academy will be provided ample opportunities to earn credit using either a recovery or credit acceleration program.

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

Staff will thoroughly review student academic records to ensure that each student is provided the classes he/she needs to graduate.

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;**

ECISD will utilize its current associations with local, county, and state agencies to provide students the services they need to address any social, emotional, or health related problems they might have.

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

The instructional day at the Endeavor Academy will be modified and extended for the purpose of extending the regular school day.

- 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;**

N/A

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

N/A

IV. Provide operational flexibility and sustained support.

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

N/A

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

Local and federal funds are provided to the Endeavor Academy using student allocation formulas thereby ensuring that the campus receives the funds needed to provide an effective instructional program.

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

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Improve Student Achievement in Reading/ELA across all 4 grade levels.	Sept 2010	June 2013
	B	Improve Student Achievement in Mathematics across all 4 grade levels.	Sept 2010	June 2013
	C	District will monitor the implementation of programs such as cooperative learning, etc... on a weekly basis through walkthroughs and instructional meetings with staff.	October 2010	June 2013
2	A	Effective disaggregation of data for targeted instructional planning.	Sept 2010	June 2013
	B	Obtaining quality data to drive instructional planning	Sept 2010	June 2013
	C	Continuous integration of data disaggregation in planning student learning	Sept 2010	June 2013
3	A	Build capacity for teacher leadership through targeted staff development and dialogues	Sept 2010	June 2013
	B	Build leadership capacity among the staff through planning academies	Sept 2010	June 2013
	C	Clarify and redefine roles that strengthen relationships among administrative team and teacher leaders	Sept 2010	June 2013
4	A	Flexible Scheduling	Sept 2010	June 2013
	B	Collaborative Planning within teams and departments	Sept 2010	June 2013
	C	Continue extended day learning opportunities	Sept 2010	June 2013
5	A	Integrate family participation through informational meetings and student programs	Sept 2010	June 2013
	B	More involvement of parents and community in the decision making process within the school.	Jan 2011	June 2013
	C	Provide access to local community services through site based parent liaison and additional resources.	Dec 2010	June 2013
6	A	Develop a school calendar process that improves the likelihood of student success and is aligned with the school's vision and focus.	Oct 2010	June 2013
	B	Reduce interruptions during school learning time.	Sept 2010	June 2013
	C	Define protocols for daily school routines for all stakeholders including professionals and students.	Sept 2010	June 2013
7	A	Provide Academic Coaching	Dec 2010	June 2013
	B	Targeted and focused professional development opportunities	Sept 2010	June 2013
	C	Use the ECISD's INSPIRE program to mentor all new teachers (year 1 and 2).	Aug 2010	June 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.

Filename: Tier_III_Transformation_MSDR Sept 9 2010
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Files
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Title: Tier I & II Transformation Model Selection and Description Report
Subject:
Author: Sawyer Lynn
Keywords:
Comments:
Creation Date: 9/10/2010 1:04:00 PM
Change Number: 6
Last Saved On: 9/10/2010 1:17:00 PM
Last Saved By: r.cavazos
Total Editing Time: 14 Minutes
Last Printed On: 9/13/2010 9:14:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 3,997 (approx.)
Number of Characters: 22,789 (approx.)