

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	La Joya ISD Organization Name	108912 County-District#
		Palmview High School Campus Name	007 Campus Number
		174600155 9-Digit Vendor ID#	1 ESC Region
		055200017110044 NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☒ **Tier II** ☐ **Tier III** ☐

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Alda	T	Benavides	Superintendent of Schools
Phone	Fax	Email	Signature/Date
956-580-5000	956-580-5444	a.benavides@lajoyaisd.net	<i>[Signature]</i> 6/3/10

Only the legally responsible party may sign this application.

June 3, 2010

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

TE DOCUMENT CONTROL NO
701-10-112-203

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <u>M. Contreras</u> by telephone/e-mail/FAX on <u>8/18/10</u> by <u>KC</u> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108912</u> 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.		
Proof of Nonprofit Status		
1 <input checked="" type="checkbox"/> KC	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
Assurance of Financial Stability		
2 <input checked="" type="checkbox"/>	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
Assurance of Submittal of Reviewer Information Form		
3 <input checked="" type="checkbox"/>	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
La Joya Independent School District					
Mailing Address Line – 1		Mailing Address Line – 2		City	State
201 East Expressway 83				La Joya	Texas
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX-028		024102451		4P5R2	482613
Campus Name				County-District Campus Number	
Palmview High School				108912-007	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
3901 N. La Homa Rd.				Mission	Texas
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	
Mary		Ann		Contreras	
Telephone		Fax		Email	
(956) 369-0357		(956)		m.contreras1@ljsd.com	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
3901 North La Homa Road				Mission	TX
Secondary Contact					
First Name		Initial		Last Name	
Alex				Rodríguez	
Telephone		Fax		E-mail	
(956) 451-2612				a.rodriquez14@lajoyaisd.net	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
3513 Cornell Avenue				McAllen	Texas

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

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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.

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").

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.

Allowable Activities

Tier I and Tier II Grantees

- 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.

Tier III Grantees

- 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.

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.

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.

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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 and supports for students. 	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	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding.	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school.	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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

Part 2: Statutory Requirements

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

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23	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	Program Assurances	
24	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances	

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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. 		

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	108912 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a 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 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108912 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
10	2. Comprehensive instructional reform strategies. A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
12	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

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by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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	<u>108912</u> County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input checked="" type="checkbox"/> Tier I Eligible Campus <input 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).		
<p>Currently, Palmview High School is faced with several key challenges. Our LEP students have been defined as underperforming since the inception of the four year institution. In particular our LEP population has failed to meet federal guidelines for performance on either the ELA or Math state assessments (TAKS). Consequently, we are considered a stage 2 Adequate Yearly Progress (AYP) campus. Although we are in the process of developing and implementing mini strategies to assist this population, additional support is needed to enhance what is in place now and what is planned for improvement.</p> <p>Palmview High School is also, as a recent four year institute working to establish a system which ensures student success and ultimate graduation. In an effort to be proactive, this system needs to be well established before it negatively impacts our school's rating.</p> <p>Before the implementation of any program, all barriers must be carefully considered. One key barrier our students suffer from is problems associated with cultural, linguistic, and economic diversity. Additionally, our students also engage in drug and gang-related activities, are frequently absent or truant, are highly mobile, and lack strong parental support. Furthermore, due to the lack of qualified applicants, it is difficult to secure high qualified personnel who understand the challenges unique to our geographic area. Any planned program must account for specifically targeted strategies intended to address these areas in order to maximize its impact on improving student achievement.</p> <p>With these specific factors in mind, Palmview High School plans to implement the transformation model. The transformation model as outlined by Texas Education Agency (TEA) has components that are specifically focused on developing/increasing teacher and school leader effectiveness, implementing comprehensive instructional reform strategies, increasing learning time and creating community-oriented schools, and providing operational flexibility and sustained support. By adhering to these fundamental tenets, all gaps, barriers, and weaknesses will be addressed.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)										108912 County-District No.				
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013										_____ Amendment No.				
Texas Title I Priority Schools Grant																
Schedule #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											814	602	578	663	2657	
Open-Enrollment Charter School															0	
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2657	
Total Instructional Staff														158		
Total Support Staff														40		
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process																
1	Qualitative: Campus Teacher Surveys (multiple instructional programs and departments)															
2	Qualitative: Campus Administrator Surveys (multiple instructional programs and departments)															
3	Qualitative: Classroom Observations (multiple instructional programs and departments)															
4	Qualitative: Parent Surveys (overall educational feedback and involvement)															
5	Qualitative: Student Surveys (instructional fidelity, safety, general feedback to superintendent)															
6	Quantitative: TAKS, AYP, AEIS, PBMAS, TELPAS, TPRI, Tejas Lee, ACT/PLAN/EXPLORE, SAT															
7	Quantitative: Report Card Grades, End of Course Exams, Six Weeks Grades, Benchmark Data															
8	Quantitative: Applicable Pre/Post Tests, Graduation/Graduate Tracking, Attendance Reports															
9	Quantitative: Evans Newton Incorporated Data															
10																

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
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>In <i>Building a Legacy of Excellence</i>, La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (principally) on the student. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them with assets for a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and execution.</p> <p>The process in place to identify priorities (needs) center on sound evaluation. To gather data that contains integrity, a mixed method design is used (Creswell, 2003). All genres of performance-based data, those which fundamentally lie within the realm of quantitative inquiry, form the core of decision-making. Quantitative research involves the collection of numerical data to explain, predict, and/or control phenomena of interest (Gay & Airasian, 2002). Realizing that the affective domain of our stakeholders is as important as numerical data, our evaluation also involves post-positivist methods (or qualitative, as described by Lincoln and Guba, 1985) which permit us to focus on particular issues and study <i>those</i> in depth (Gall, Gall, and Borg, 2003). All together, the evaluation process encompasses a triangulated methodology which yields specific priorities. Findings from our CNA give rise to critical needs. We operationalize critical needs differently from year to year, as these are based on results from ongoing assessments.</p> <p>The specific components of our CNA align very closely to the TEA recommended methodology developed by Region XX. In fact, our process aligns with the Texas Comprehensive Center approach but enhances/expands on several areas. To meet the federal and state mandates, our LEA and campus-based committees analyze mixed-method data in the following areas:</p>		
<u>Title I Part A / State Compensatory CNA</u> <ul style="list-style-type: none"> • Campus CNA (All information below is included here, with the addition of respective federal, state, and local accountability data) • Program Assessments <p style="margin-left: 40px;">AEIS-IT, Agile Mind, BrainPOP, CAL (A+), Communities in School , Family Literacy Program, Fast Forward, iStation, Math Renaissance, Multimedia, Pearson Digital, Read 180, Reading Renaissance, Scholastic Red, Valued Youth Program, WebCCAT, WOW</p>		
<u>Title I Part C / Migrant CNA</u> Migrant Dept	<u>Title II Part A / Professional Development CNA</u> Professional Development	
<u>Title II Part D / Technology CNA</u> Inst. Technology Dept	<u>Title III Part A / Bilingual/ESL CNA</u> Bilingual Dept (Irma Zuniga)	
<u>Title IV Part A / SDFSC CNA</u> Safe and Drug Free Schools	***Title I Part A*** Parental Involvement	
<u>Department CNA</u>		
Academies Dept (Marina Abdullah) CTE Dept (Gracie Lopez) Pre K / K Dept (Dr. Isaias C. Rodriguez) Police Dept/Safety (Chief Raul Gonzalez)	Adv. Academic Serv. Dept (Sandra Villarreal) 504/Dyslexia Dept (Ruby Amsden) Special Ed. Dept (Sylvia Sepulveda)	

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	108912 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Students		
2	Parents		
3	Community Members		
4	Teachers		
5	LEA and Campus-Based Administrators		
6	LEA and Campus-Based Support Staff		
7	Technical Assistance Partners (from Regional Service Center, TEA, and USDE)		
8	Educational Consultants (based on individual needs)		
9			
10			

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	108912 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B--Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>La Joya ISD's established resources and support services make it possible for all awarded campuses to fully and effectively implement the required activities of the school intervention model. Enabled by the district's capacity, awarded campuses will be able to carry out all required activities for the duration of the grant. This will occur, of course, only as a support system as the LEA recognizes that SIG funds are campus-based funds and must be expended this way.</p> <p>Our LEA fully understands that awarded campuses will need its unconditional support to be successful through their transformation process. The capacity in place to provide resources and support services with specialists in the area of curriculum and instruction include: Advanced Academic Services, Athletic, Bilingual/ESL, Career and Technical Education (CTE), Content Area (Math, Reading, Science, and Social Studies) Departments, Curriculum and Evaluation, Early Childhood, Elementary Education, Federal and State Programs, Fine Arts, Migrant Education, Physical Education/Health, Secondary Education, Section 504 / GEH and Dyslexia, Special Education, and Staff Development. The capacity in place to provide resources and support services with specialists in the area of administration and finance include: Accounting, Accounts Payable, Asset Management, Budget & Finance, Child Nutrition Services, Custodial, Employee Assistance Benefits, Facilities, Payroll, Physical Plant Operations, Purchasing and Warehouse Operations, Risk Management, School Support Services, and Transportation. Additionally, there are specialists in the following areas: Academies, Computer Services, Dropout Prevention, Guidance & Counseling / SDFSC, Health Services, Instructional Resources & Technology, Library Media/Textbook, P.E.I.M.S, Parental Involvement, Print Shop, Student Services, and the Television Station.</p> <p>To ensure that each awarded campus uses the LEA's resources and support services fully and effectively to implement the required activities of the school intervention model, the newly-established TTIPS Grant Department will work closely with the all of the previously-mentioned departments. This collaboration with each campus TTIPS Grant team (principal, campus grant administrator, campus grant secretary, SBDM committee, others) will make it possible for the timely implementation of required activities.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108912 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
<ul style="list-style-type: none"> ➤ La Joya Independent School District consulted with relevant stakeholders (students, staff, parents, community) regarding the 2010-2013 Texas Title 1 Priority Schools Grant Program application and the implementation of the Transformation school intervention model which was selected by the key stakeholders. ➤ La Joya Independent School District's Superintendent, Dr. Alda T Benavides, received information through the Texas Education Agency about the Texas Title 1 Priority Schools Grant. ➤ In turn, Dr. Alda T Benavides set the wheels in motion to ensure key Central Office Personnel attended the Region Workshop ID Number 30693 which was hosted at Region One located in Edinburg, Texas. ➤ Assistant Superintendent for Elementary and Middle Schools, Gisela Sáenz, informed the Tier 1 and Tier 3 campus principals of the upcoming Texas Title 1 Priority Schools Grant TETN Session at Region One so they could all attend. ➤ La Joya Independent School District's Decision Making Team convened and discussed the Narrowing Questions which assisted in determining that the Transformation Model was the model which would be implemented. ➤ This information was then taken to the Campus Site-Based Decision Making Team. ➤ ERO working sessions occurred at the district level so Tier 1 and Tier campuses could partner up in deciding which programs to include at their campuses. The following dates are when the ERO sessions have occurred so far: Tuesday, May 11, 2010, Friday, May 14, 2010, Monday, May 17, 2010, Wednesday, May 19, 2010, Thursday, May 20, 2010, Friday, May 21, 2010, Saturday, May 22, 2010, Sunday, May 23, 2010. ➤ Parents are part of the Site-Based Decision Making Team. They were informed of the grant. ➤ Marissa Sáenz, Parental Involvement Strategist, will set up parental meetings to discuss the grant information with the parents. The meetings will be conducted in English and in Spanish in order to ensure that all parents understand the grant information presented to them. Martha E. Treviño, Grant Development Coordinator, will speak to the parents. ➤ May 2010 Issue of The Noticiero- An article will be submitted informing the parents of the grant in English and in Spanish. ➤ Channel 17 Spots will be arranged to inform the general public in English and in Spanish about the grant. ➤ La Joya ISD Grant Development Web Page will post the grant applications once the NOGAs come in and the negotiations with TEA are complete. ➤ Campus meetings are being held at the Tier 1 and Tier 3 Campuses. ➤ After School Meetings are being held at the campuses. ➤ Web Page updates are being uploaded at the campus websites. ➤ Team Leaders' Meetings have been held as this grant progresses. ➤ Parental Involvement emergency meeting was held at the La Joya Central Office Boardroom on Friday, May 21, 2010 in order to relay the 2010-2013 Texas Title 1 Priority Schools Grant information. ➤ Input from all teachers regarding necessary improvements to the educational program at Palmview High School was solicited via email; the request specifically asked teachers to suggest ideas that would address any of the seven Critical Success Factors (CSF). Their responses were analyzed and considered towards the overall TTIPS Grant plan. 		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		

The district will modify the practices and policies necessary to ensure the implementation of the interventions by providing specific staff development to increase teacher and leader effectiveness. Campuses will be allowed to extend the maximum of school business days from three to four in order to attend required staff development.

Providing operational flexibility by lowering the student/teacher ratio in grade levels of need, the campus will be better equipped to meet the needs of students not meeting the standards. Campuses will also use flexible scheduling in the areas of Reading and Math by increasing the time from forty five minutes to ninety minutes every other day at the middle school level. Elementary campuses will increase learning time by affording students the opportunity to attend Reading and Math Academics to ensure academic success.

Parents will also be provided opportunities to learn about their students' academic needs through conferences, trainings, and the use of school facilities to accommodate their needs and ensure they are part of the campus learning community.

Campuses will be supported to ensure that instructional reform strategies are being implemented by conducting reflective walk-throughs, conferences with the principal, modeling engaging lessons, providing feedback with specific strategies to improve student achievement.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Careful planning and organization will enable the LEA and awarded campus to align federal, state, local, and community resources with the school improvement intervention. The usage of these resources will not only meet supplement/supplant issues, but it will have a purposeful structure so that everything is utilized to their maximum impact.</p>		
<p>To ensure that each awarded campus receives all of the federal, state, local, and community funds it would have received in the absence of the SIG funds, the newly-established TTIPS Grant Department will work closely with the LEA's Finance Department and the Federal and State Programs Department in assuring the continuation of these funds. Once budgets are established, all three LEA departments will work with each campus TTIPS Grant team (principal, campus grant administrator, campus grant secretary, SBDM committee, others) so that SIG funds are used to supplement the amount of their respective non-federal funds. Specific training and support visits will take place so that a clear understanding of fund usage is evident from all stakeholders.</p>		
<p>If at any point during the grant period resources are needed to enhance an initiative that has proven to be successful, the LEA will assist the campus in obtaining those resources. In other words, continuous improvement in the transformation process will not be limited to the resources depicted in the application. Rather, the LEA will facilitate in the alignment of all applicable resources so that campus has constant positive support from the LEA.</p>		
<p>The educational program at the campus will continue to operate all of its existing programs with its current funding. All funds from the TTIPS Grant will be used to extend upon the learning opportunities already in place through existing funding. These funds will be used for LEP students in particular and all students in general. Specifically, grant funds, under the direction of the Campus Grant Coordinator, will:</p>		
<ul style="list-style-type: none"> • provide training for all teachers within the Small Learning Communities • extend SIOP training by providing content-specific, in -depth training to enhance the basic SIOP certification already provided • support for resources needed to operate a 10th grade Algebra I two period block for all LEP students • expand collection of reading materials in order to better support the Reading Renaissance program • continue to secure technological resources to support instructional programs and increase their accessibility to students • provide funds for extra duty pay for teachers tutoring in after school and Saturday programs • provide resources necessary for any of the above activities 		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
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).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Campus Grant Coordinator must meet the following qualities:</p> <p>Education/Certification:</p> <ul style="list-style-type: none"> Master's Degree from an accredited university Standard Principal, Assistant Principal, Educational Leadership, Mid-Management Other qualifications as deemed necessary or acceptable by School Board <p>Experience/Knowledge</p> <ul style="list-style-type: none"> Three Years Experience as a classroom teacher experience Three Years Administrative experience Knowledge of Curriculum and Instruction Knowledge of Budget Effective organizational, communication and interpersonal skills 		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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 LEA will structure an office with the responsibility of supporting the campuses' school improvement efforts because it believes that this is a crucial element for success. This office will have active participation with every awarded campus throughout the entire endeavor.</p> <p>Because the LEA had two Tier I campuses and eleven Tier III campuses, the office, to be known as the Texas Title I Priority Schools (TTIPS) Grant Department, will have two district shepherds. One of the two district shepherds will be responsible for the Tier I campuses. The other will be accountable for the Tier III campuses. The responsibilities of the district shepherds will be to oversee the grant process, specifically the transformation model (which is the model chosen by the qualifying campuses). The shepherds will also provide a direct line of communication to the superintendent and other critical LEA level-leaders. They will assist in eliminating any LEA-level barriers that may hinder the transformation process and serve as a resource and mentor to the administrator and campus. The shepherds will be very active in the community and at the campuses as they will be key agents of positive change. An important responsibility of the district shepherds will be that they attend all local and state trainings, meetings, and professional development sessions.</p> <p>The TTIPS Grant Department will also have support personnel: a secretary for each district shepherd will assist with all clerical duties. For the purpose of having accounting procedures that are aligned with the grant budget, each district shepherd will also have a bookkeeper. Together with the district shepherds, the support personnel from the TTIPS Grant Department will have an unwavering, vested interest in the progression of all campuses.</p> <p>The implementation of the TTIPS Grant Department will lie directly with one goal: campus support. Key for the office will be the linkage of current LEA staff, those with specific expertise, to the needs of the campuses. In the event of needed technical support not available or best suited from within the district, the TTIPS Grant Department will help establish the relationships of external providers and the campuses.</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>La Joya Independent School District will sustain certain aspects of this grant once the grant funding expires through in kind-matching funds, professional development funding allocated to teachers so the teachers can impart their knowledge to students and therefore, the students will receive rigorous school work which will facilitate their learning. This will allow the students to maximize their learning and pursue further education. What La Joya Independent School District will not sustain are positions currently brought in under this grant, such as the Program Director, secretary, the District Shepherd, the book keeper, etc. Any positions which are going to be filled up to take care of this grant will expire once the grant terminates because the school district cannot absorb this cost. Texas Title 1 Priority Schools Grant funds will supplement and not supplant any existing programs.</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. Consequently, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.</p> <p>The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.</p> <p>The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.</p> <p>The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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 district will conduct site visits to campuses successfully implementing the transformational model. Site visits will be taken beginning the 2011-2012 school year (2nd year of implementation). Campuses will be selected based on similar demographics and high student performance. Campuses will be selected based on their high Limited English Proficient population and their success with this population.</p> <p>The expected outcomes will be that we would be able to model new practices observed at other successful campuses. With the new practices and procedures learned at site visits we will tweak our current practices and procedures to meet our student needs. The team visiting campuses implementing the transformational model will be expected to reflect and debrief on observations. The team will then prepare to share reflections with administrators and staff, to include recommendations on practices and procedures they feel would improve student achievement on our campus and/or district based on their observations from site visit. After all stakeholders listen to practices and procedures, and recommendations decisions will be made by all stakeholders on which practices and procedures we would begin implementing immediately and others we would like to consider for a later date.</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
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).		
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>Not applicable; La Joya Independent School District is applying to serve the two campuses under Tier 1: Juárez-Lincoln High School and Palmview High School.</p> <p>Additionally, La Joya Independent School District is also applying to serve the eleven campuses under Tier III: Ann Richards Middle School, Américo Paredes Elementary, Dr. Javier Sáenz Middle School, Elodia Chapa Elementary School, Emiliano Zapata Elementary School, Henry B. González Elementary School, Irene García Middle School, La Joya High School, Lorenzo de Zavala Middle School, Rosendo Benavides Elementary School, and Sam Fordyce Elementary School.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
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 type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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by telephone/e-mail/FAX on _____	Standard Application System (SAS)	_____
By _____ of TEA.	School Years 2010-2013	Amendment No. _____

**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).

On May 11, 2010, district and campus level personnel met to review narrowing questions. At that time, the responses to the questions led to the decision to implement the Transformation model at Palmview High School. Furthermore, it was determined that the campus would seek immediate implementation and begin with a model for the 2010-2011 school year.

In the Fall of 2008, Palmview High School came into being as a full, four-year high school; prior to the 2008-2009 school year, Palmview students attended ninth and tenth grades at Jimmy Carter High School and then moved on to La Joya High School to complete high school and graduate. The intent in the transformation to a full high school was to provide students with a campus at which a sense of belonging and commitment could be fostered. From its inception, the administration at Palmview has strived to develop a comprehensive educational program that incorporates support for all students thereby assuring their academic success in high school and beyond. With the TTIPS grant, Palmview High School can expand upon this transformation in the following ways:

Improve Academic Performance

- The 2009-2010 school year has been a planning year for the scheduled implementation of Small Learning Communities (SLC) beginning with the freshman class of 2010-2011. Currently, the master schedule for the freshman SLC has been completed and teachers have been selected. Scientific research has established that SLC foster community, promote attendance, decrease the drop-out rate, and provide for a collaborative instructional approach. Administration is confident that the implementation of these communities will ensure educational success, improve the graduation rate, and, ultimately, better prepare students for college and careers beyond high school. By offering students with the support they need, academic performance will increase. The mere fact that a core group of teachers can work collaboratively to discuss students' needs and devise the best recipe for their success ensures that students are being given the attention necessary to ascertain the best methods for ensuring their success.
- Tutoring that focuses on students' areas of weakness is essential in ensuring that measures are being taken to ensure their success within the educational program. A focused tutorial program after school as well as supplemental half day academies focused on particular groups of students is fundamental to filling the gaps necessary to best prepare them for mastery of course work and success on any standardized test. Palmview High School will provide tutorials for all at risk students with a particular focus on the campus' LEP population.
- In order to ensure that the educational program takes students' performance into account, disaggregation of data from bench mark and state assessment as well as data from course performance must be carefully completed in order to ensure that instruction adapts to the needs of all students. With this in mind, specific inservices will be designated at the beginning of both semesters and on a six weeks basis in order to disaggregate test and course data.
- A 45 minute Enrichment period will be built in to the Small Learning Communities. This time will be used to reinforce what is being taught in the class, review content with which students are experiencing difficulty, and extend what is being taught with additional activities. Moreover, each enrichment class will focus on a particular content area and enrollment in the class will be dictated by the students' individual needs. Additional Strategic Lessons will be developed by Evans Newton Incorporated (ENI) to facilitate the reinforcement of the course content being addressed.
- The campus intends to secure a site license for Brain POP to supplement regular classroom instruction and enhance tutorials in all core areas.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ul style="list-style-type: none"> All curriculums within a content area must be horizontally and vertically aligned in order to afford students with a sense of continuity. Within the La Joya school district, concerted efforts are being made to align curriculum for the benefit of all learners. The school district coordinates curriculum writing and trainings to assure that alignment occurs. The Palmview campus will support these efforts through consistent monitoring and assessment of the implementation of curriculum within each content area. During the 2009-2010 school year, several novel titles were acquired with companion Spanish versions for students to read at home in an effort to supplement the reading of the English versions in class. Palmview High School would like to continue purchasing age-appropriate literature titles in both English and Spanish. Several sets of recorded books were purchased during the 2009-2010 school year to supplement reading via the use of mini reading labs in the classroom. Additional titles are needed as well as additional listening centers (headphones and hubs) to extend the use of the centers to all ELA classes as a supplement to regular instruction. Currently, Palmview High School's advisory classes have a reading component; students' success and reading improvement is monitored through the Reading Renaissance program. Unfortunately, with only one Reading Renaissance lab, it is difficult to sustain the program and to maximize its impact on students. In order to make Reading Renaissance more accessible to all students, Reading Renaissance Smart Option mobile labs need to be purchased for teachers to check out and use during their advisory classes. By increasing accessibility to the Reading Renaissance quizzes, more students can actively participate in the program thereby giving a more accurate reflection of their growth in reading. Additional ENI Teacher Coaches will be contracted to work one-on-one with teachers in the ninth grade Small Learning Communities. Coaches will model an actual lesson to a select group of teachers. Teachers will then implement the lesson into their classes and subsequently dialogue about the lesson. As the quality of teaching increases, so should academic performance. Currently, the campus offers classes that are specifically tailored to meet the needs of TAKS retesters in the areas of math and science; such classes will be added during the 2010-2011 school year for ELA. These classes should give all ELA retesters assistance beyond that which is afforded them via traditional tutoring. Currently, Palmview employs one College and Career Readiness teacher; the campus would like to employ an additional CCR teacher to offer more opportunities for students to prepare for education/employment beyond high school. Currently the campus lacks sufficient technology to ensure that students have access to all the programs currently in use as well as those that are planned for implementation. Although computers and printers have been purchased to ease this deficiency, more are needed. The campus intends to purchase computers in order to maintain a ration of 4 computers to every student; additionally, the campus would like to purchase and install smartboards to use as a supplement to direct instruction in order to maximize instruction and use of technological programs. Research has shown that educational field trips have a positive impact on students' knowledge of content and their development of socialization and citizenship skills. Additionally, visits to college campuses can motivate introduce them to aspects of higher education of which they may not be aware. Currently, Gear Up sponsors certain trips; however, the campus would like to supplement these trips and offer additional educational trips intended to promote a deeper understanding of content and enhance learning. 		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ul style="list-style-type: none"> The campus will form a cohort group of teachers who represent each of the four content areas. This cohort will go through TESA training in an effort to isolate specific student needs that are inadvertently not being met through the general course of their teaching. This training is intended to help teachers become more focused and, subsequently, improve the quality of instruction provided within their classes. The campus will contract with ABYDOS to provide one-day TAKS Writing trainings for all ELA teachers in an effort to enhance the teaching of writing. As this training is focused on implementing strategies to specifically target the needs of all students taking the writing TAKS, both teacher quality and students' academic performance should increase. <p>Increase the Use of Quality Data to Drive Instruction</p> <ul style="list-style-type: none"> In order to ensure that the educational program takes students' performance into account, disaggregation of data from bench mark and state assessment as well as data from course performance must be carefully completed in order to ensure that instruction adapts to the needs of all students. With this in mind, specific inservices will be designated at the beginning of both semesters and on a six weeks basis in order to disaggregate test and course data. By purchasing Reading Renaissance Smart Option mobile labs and increasing accessibility to the program, more data regarding students' reading achievement can be acquired and disaggregated. All teachers can monitor the progress of their advisory students and collaborate with other teachers as to the strategies that can be implemented to drive reading improvement. Teachers taking part in the additional ENI coaching and WOW trainings, will use the information acquired regarding the growth of the quality of their planning to reevaluate the effectiveness of their lessons and use the information to craft improved lessons. Teachers will be given time off from class to debrief with their coaches and/or to plan with their fellow, trained coworkers. Teachers in the TESA cohort will analyze the data derived through the course of their observations during their post-observation debriefing sessions. This process will afford them the opportunity to improve their instruction. Teacher failure reports will be carefully analyzed by the teachers' assigned administrator. The data regarding their students' success will be analyzed with their administrator with the ultimate goal being to ensure that adequate interventions are implemented to meet the students' needs and to ensure their success in the course; in the long run, this should have a positive impact on course completion and the campus' graduation rate. Implement the practice of surveying students regarding their perception of the instruction they are receiving in the content area classes. All data can be compiled in an effort to assess students' needs and whether they feel those needs are being met; interventions and instructional strategies can be implemented to meet these identified needs. <p>Increase Leadership Effectiveness</p> <ul style="list-style-type: none"> Administration will attend the Model Schools Conference in order to stay abreast of the newest movements in educational reform. This training will help keep administrators informed and enlightened; new ideas for school improvement will be explored and applied to the campus as relevant. Innovative strategies in the administration of the campus will result in an improved school climate. Contract ABYDOS to provide training for all administrators on incorporating reading and writing into the curriculum, conceptual teaching models, motivational techniques, authentic testing and brain research. By helping administrators develop a conceptual understanding of these key components of an educational program, they can more effectively organize and coordinate all initiatives. 		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ul style="list-style-type: none"> Contract with ABYDOS to provide leadership and team building training for all SLC teachers. The training helps empower teachers by promoting effective leadership through its focus on providing teacher teams with the skills needed to develop/state strategic goals, make decisions, and become an actively involved stakeholder. Continue to work with Organizational Health to evaluate the staff's perception of administration and to set goals for improvement. <p>Increase Learning Time</p> <ul style="list-style-type: none"> All teachers on the same team within the ninth grade academies will be assigned common planning time; content teachers for grades 10-12 will have common planning times scheduled by content areas. LEP students in tenth grade were placed in two period long ELA courses during the 2009-2010. This will be extended for all tenth grade LEP students in math. The extended time in class afforded teachers the opportunity to teach all applicable TEKS while simultaneously supporting the language gap for LEP students. Strategic Lessons will be developed by ENI to support the extended time while also addressing the specific needs of English Language Learners. A 45 minute Enrichment period will be built in to the Small Learning Communities. This time will be used to reinforce what is being taught in the class, review content with which students are experiencing difficulty, and extend what is being taught with additional activities. Moreover, each enrichment class will focus on a particular content area and enrollment in the class will be dictated by the students' individual needs. This additional period is flexible in nature and can, therefore, accommodate students' current needs. <p>Increase Parent/Community Involvement</p> <ul style="list-style-type: none"> Currently, Palmview High School employs a social worker to assist with parental and community involvement. Palmview High School would like to employ a Parent Coordinator to increase parental and community involvement. The assistance of an ENI parental/community involvement coach will be contracted to assist the coordinator in developing a specific plan of action. In an effort to increase parental involvement, Palmview High School plans to organize 4 family nights at feeder elementary campuses (one per content area). These family nights will be coordinated by the Parent Coordinator and serve to educate parents as to the nature of the content being taught in their children's content area courses. Palmview high school would like to implement English Language and GED classes for parents. The proposed classes would run in the evening on two separate days thus affording parents the opportunity to attend both. By attending classes, developing language skills and acquiring their high school equivalency, parents will develop a vested interest in the campus and become a stronger advocate of their children's education. <p>Improve School Climate</p> <ul style="list-style-type: none"> The campus intends to establish a student mentoring program in which at-risk high school students mentor and tutor at-risk middle school students. The intent of the program is for the high school student to build self-esteem while simultaneously instilling life skills in the middle school student. Discipline problems among these students should improve at both levels. The campus intends to utilize the Parent Coordinator to assist in contacting the parents of absent students via telephone and home visits. Currently, the campus has a system in place; however, the additional personal contact should have a positive impact on attendance and, thereby, improve instruction. <p style="margin-left: 20px;"><i>Positive Behavior and Interventions Support (PBIS) will be utilized.</i> <i>see Negotiation Notes</i></p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Increase Teacher Quality <ul style="list-style-type: none"> • All core content area teachers have been trained in the initial 3-day SIOP training; Palmview High School intends to enhance this training by ensuring that all teachers who have gone through the initial 3-day training continue to deepen their understanding of SIOP methodology by being inserviced in all eight of the specific components of SIOP. Palmview High School intends to train a cohort of teachers in the 3-day trainers inservice and follow up with training in the eight SIOP components over a two year period. Once trained, this cohort can serve as trainers for the rest of the teachers by inservicing all staff on 4 of the strategies per year. This training will improve the effectiveness of all teachers, particularly as they educate LEP students. • Currently the district trains teachers in Working on the Work (WOW). Palmview intends to extend this training by bringing in WOW representatives to work one-on-one with specific teachers in the core content area thereby ensuring their ability to develop meaningful and relevant lessons for teachers. This training should make teachers' planning more deliberate and help them to craft lessons that are more relevant to students. • Currently, the district trains a group of teachers in Scholastic RED reading in an effort to improve reading instruction. Palmview High School would like to double the number of teachers in the cohort to maximize the number of teachers trained. As students' reading skills are an identified weakness, the more teachers trained in the strategies will improve overall teacher quality. • In order to promote continuing education, Palmview High School would like to offer up to \$2,000 in tuition reimbursements per semester to teachers pursuing a graduate degree in the content area that they teach. • As students learn best from their teachers of record, Palmview would like to implement an incentive program to encourage teachers to minimize the days they are absent for non-school-related events. With this in mind, the campus would like to offer \$1,000 to teachers who have perfect attendance, \$750 for teachers with only one absence, and \$500 to teachers with 2 absences. Research has indicated that high levels of teacher absences directly correlate to student achievement. • Additional ENI Teacher Coaches will be contracted to work one-on-one with teachers in the ninth grade Small Learning Communities. Coaches will model an actual lesson to a select group of teachers. Teachers will then implement the lesson into their classes and subsequently dialogue about the lesson. The process will strengthen the teachers professionally. • The campus will form a cohort group of teachers who represent each of the four content areas. This cohort will go through TESA training in an effort to isolate specific student needs that are inadvertently not being met through the general course of their teaching. This training is intended to help teachers become more focused and deliberate about their teaching thus enhancing their overall quality. • ABYDOS trainers will be contracted to conduct trainings on the implementation of reading and ESL strategies in all content areas. Additionally, specific trainings will focus on the teaching of reading in the ELA classroom. This professional development not only increases teacher quality, but also positively impacts students' performance in writing. 		

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by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Region One Educational Service Center		
2	District Administrators		
3	Campus Administrators		
4	Teachers		
5	Students		
6	Parents		
7	Community representatives		
8	Grant Writing Committee		
9			
10			

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	108912 County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
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"> • Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> ○ Data-driven instruction ○ Curriculum Alignment (both horizontal and vertical) ○ On-going Monitoring of Instruction • Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> ○ Data Disaggregation/Training ○ Data-driven Decisions ○ On-going Communication • Increase Leadership Effectiveness <ul style="list-style-type: none"> ○ On-going Job Embedded Professional Development ○ Operational Flexibility ○ Resource/Data Utilization • Increase Learning Time <ul style="list-style-type: none"> ○ Flexible Scheduling ○ Instructionally-focused Calendar ○ Staff Collaborative Planning • Increase Parent/Community Involvement <ul style="list-style-type: none"> ○ Increased Opportunities for Input ○ Effective Communication ○ Accessible Community Services • Improve School Climate <ul style="list-style-type: none"> ○ Increased Attendance ○ Decreased Discipline Referrals ○ Increased Involvement in Extra/Co-Curricular Activities • Increase Teacher Quality <ul style="list-style-type: none"> ○ Locally Developed Appraisal Instruments ○ On-going Job Embedded Professional Development ○ Recruitment/Retention Strategies 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108912 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1a	Improve Student Achievement in Science by purchasing school licenses for Brain POP to be utilized in all science areas	Engage learners in new found concepts and link concepts to real life situations	"Brain POP users showed substantially greater gains in Reading Comprehension, Science and Language and moderately greater gains in Vocabulary than students in classes that did not use Brain POP" – SEG Research	August 2010	May 2013
1a	Increase connections with higher education by organizing field trips to institutes of higher learning and community businesses	Exposure to higher education and a variety of career paths	"Research has shown that field trips are important for many reasons: <ul style="list-style-type: none"> • They increase student knowledge and understanding of a subject • They add realism to the topic of study, and • They provide an opportunity to develop and enhance a student's socialization and citizenship skills" – Montgomery County Public Schools, 2006	August 2010	May 2013
1a	Improve Student Achievement in ELA/Math/Science by purchasing technology that supports all proposed initiatives	Engage students and provide a format to run educational software which will enhance student achievement	"Every student at all levels of education, needs one-to-one access to computers and other mobile devices in the classroom" – conceptualized and written by the College Board, the National Writing Project, and Phi Delta Kappa International.	August 2010	May 2013

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		108912 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.				_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1b	Improve Student Achievement in ELA/Math/Science by continuing to have representatives in all content areas participating in district vertical teams alignment	Assure similar content concepts are being reinforced and built upon throughout various grade levels.	"Establishing vertical teams facilitates the important exchange of information among individuals who share a common purpose but operate on different levels and who thus have very different organizational perspectives" – ERIC Digest 103 by Lori Jo Oswald	August 2010	May 2013
1b	Increase connections with higher education by employing an additional CCR teacher	Offer additional courses in order to impact more students in the area of college readiness	Making College and Career Readiness the Mission for High Schools: A Guide for State Policymakers – Achieve Inc. and The Education Trust	August 2010	May 2013
1c	Improve Student Achievement in ELA/Math/Science incorporating 45 minute enrichment class for all 9 th grade students	During the day enrichment time to target weak objectives and/or recover credits.	"Young teens who participate in after-school activities achieve higher grades in school and engage in less risky behavior" "After school activities is associated with improved attendance, the development of new skills and interests, decreased time watching television and increased time spent on homework, and the development of higher aspirations, including plans to complete high school and go on to college" –Education Commission of the States	August 2010	May 2013

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by telephone/e-mail/FAX on _____ by _____ of TEA.				_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1c	Improve Student Achievement in ELA/Math/Science by continuing to implement extended day tutoring program for at-risk and LEP students twice a week to supplement SES tutoring	Enrichment time to target weak objectives and/or recover credits.	"Young teens who participate in after-school activities achieve higher grades in school and engage in less risky behavior" "After school activities is associated with improved attendance, the development of new skills and interests , decreased time watching television and increased time spent on homework, and the development of higher aspirations, including plans to complete high school and go on to college" –Education Commission of the States	August 2010	May 2013

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>A Rodriguez</i>		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		108912 County-District No. Amendment No.	
by telephone/e-mail/FAX on <u>8/18/10</u> by <u>Kc</u> of TEA.					
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2b	Use quality data to drive instruction by implementing Small Learning Communities for all 9th grade students	Assist in transitioning students into a high school setting, decrease possibility of drop out,	"Research shows that smaller learning environments create happier, safer, higher achieving students" – Tobin McAndrews and Wendell Anderson	August 2010	May 2013
2b	Use quality data to drive instruction by continuing to purchase English/Spanish versions of age-appropriate literature to create classroom libraries	Encourage LEP students as well as all students to read and improve their reading comprehension	"Research shows that having a wide range of quality books in the classroom contributes to students' reading success" – Scholastic	August 2010	May 2013
2b	Use quality data to drive instruction to purchase Reading Renaissance Smart Option mobile labs	Increase availability for students to complete tests over reading material	"Every student at all levels of education, needs one-to-one access to computers and other mobile devices in the classroom" – conceptualized and written by the College Board, the National Writing Project, and Phi Delta Kappa International.	August 2010	May 2013

See negotiation notes Dated 8/12/10 Number 7
 Clear explanation is given
 Kc

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	<u>108912</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2b	Use quality data to drive instruction by expanding on existing tutoring program by offering an expanded range of half day Saturday academies for at-risk and LEP students in all content areas and for credit recovery	Enrichment time to target weak objectives and/or recover credits.	"Young teens who participate in after-school activities achieve higher grades in school and engage in less risky behavior" "After school activities is associated with improved attendance, the development of new skills and interests , decreased time watching television and increased time spent on homework, and the development of higher aspirations, including plans to complete high school and go on to college" –Education Commission of the States	August 2010	May 2013
2c	Use quality data to drive instruction by implementing student surveys to obtain data regarding classroom instruction	Receive data regarding student perception of classroom lessons that can be used to drive instruction	"Assessing all the dimensions that color and shape the process of teaching and learning" – Cohension et al	August 2010	May 2013

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by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013		Amendment No. _____	
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	Increase Leadership Effectiveness by enhancing WOW training by sending certified WOW teachers to WOW conference	Increase retention of concepts by engaging students in meaningful lessons	"When students are authentically engaged in meaningful, quality work, the likelihood for them to learn something new and to remember what was learned increases" – Elizabeth R. Bowen	August 2010	May 2013
3a	Increase Leadership Effectiveness by contracting ABYDOS to train SLC administrators in team building skills	Increase decision making, empowerment, and goal setting for administrators	"Team building activities can help build feelings of unity and empathy through shared experiences among team members" – Team Building Buzz	August 2010	May 2013
3a	Increase Leadership Effectiveness by contracting ABYDOS to provide an administrative training session	Provide guidance on Incorporating reading and writing into the curriculum, motivating techniques, and authentic testing	"The study suggests that achievement recognition and responsibility contribute to teacher motivation. Dissatisfaction seems to result from poor interpersonal relations with students, inadequate styles of supervision, rigid and inflexible school policies and administrative practices." - Thomas Sergiovanni	August 2010	May 20 13
3c	Increase Leadership Effectiveness by continuing to monitor staffs' perception and make adjustments as dictated by Organizational Health Institute school data.	A data based process designed to help leaders improve their leadership effectiveness. This process will help move each campus and administrative unit to the next level of Organizational Health and improve the level of student performance.	Enhancing Leadership Effectiveness Author: Marvin Fairman & Leon McLean	August 2010	May 2013

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by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
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
4b	Improve Learning time by continuing 2-period block ELA class for 10 th grade	Extend learning time and provide additional support as needed.	"Because teachers have more time in a block schedule class, they can create vivid, meaningful context for student learning" –National Middle School Association	August 2010	May 2013
4b	Improve Learning time by adding 2-period block Math class for 10 th grade	Extend learning time and provide additional support as needed.	"Because teachers have more time in a block schedule class, they can create vivid, meaningful context for student learning" –National Middle School Association	August 2010	May 2013
4c	Improve Learning time by continuing to schedule same content area teachers with the same planning period	Provide teachers the opportunity to consult and plan engaging lessons with colleagues	"Common planning time among educators is a crucial element in the success of an inclusive school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together" – Education Development Center	August 2010	May 2013
4c	Improve Learning time by meeting with teachers to review state assessment and benchmark data and plan effective lessons	Target weak objectives and disaggregate data to plan effective lessons	Closing the Achievement Gap No Excuses Author: Patricia Davenport and Gerald Anderson	August 2010	May 2013

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by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
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
5b	Increase Community Involvement by coordinating make-and-take sessions for parents	Introduce concepts that are being taught in the classroom so parents can provide additional guidance and support at home	"Research shows that greater parent involvement in children's learning positively affects the child's school performance, including higher academic achievement"-Harvard Family Research Project	August 2010	May 2013
5b	Increase Community Involvement by employing a Parent Coordinator	Increase parental involvement through the organization of organizations and programs	"Since parent involvement relates positively to student achievement, parents are encouraged to participate in their children's education in a variety of ways both at home and in school" – Leah Davies, M.Ed.	August 2010	May 2013
5b	Increase Community Involvement by organizing 4 family nights at feeder elementary campuses, one per content area	Increase parent/child bonding and provide parents with a greater awareness about the educational program	"Developing partnerships also requires that school staff provide parents with the information and training they need to become involved and that they reach out to parents with invitations to participate in their children's learning" –U.S. Department of Education	August 2010	May 2013
5c	Increase Community Involvement by having Palmview High School as an additional site for evening GED classes	Increase education level of community parents to better assist students	Adult Literacy Research Opportunities/Challenge- John Comings and Lisa Soricone	August 2010	May 2013
5c	Increase Community Involvement by supplementing on the district's community services by providing evening English language classes for parents	Provide a convenient central location for parents of the school community to develop their English language to be a better support system at home	"Traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in schools" – Sticht and McDonald	August 2010	May 2013

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>A Rodriguez</i>	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108912</u> County-District No. Amendment No.
by telephone/e-mail/FAX on <u>8/18/10</u> By <i>LC</i> of TEA.		

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: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6a	Improve School Climate by contacting absent students via telephone or via home visits	Improve attendance rate for campus and therefore improve academic success for the students	"Communicating with families about attendance, celebrating good attendance with students and families, and connecting chronically absent students with community mentors measurably reduced students' chronic absenteeism from one year to the next" – Steven Sheldon and Joyce Epstein	August 2010	May 2013
6b	Improve School Climate by establishing a mentoring & tutoring program for at-risk students to tutor middle school at-risk students	Decrease discipline referrals, increase self esteem and instill proper life skills	"Student peer mentoring has been described as a way to develop collaborative survival skills in educational processes. It provides a sense of belonging, being acknowledged, and feeling validated. Student mentors can provide tips, tools, and encouragement that can reduce stress and provide confidence" – American Physical Therapy Association	August 2010	May 2013

PBIS will be utilized.

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	108912 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7a	Increase Teacher Quality by extend Scholastic RED training offered by district by adding an additional seven teachers	Improve reading instruction by training teachers in Scholastic RED methodology.	"Teachers enrolled in Scholastic RED courses study online and apply the research-based components of effective reading instruction in their classrooms" - Scholastic	August 2010	May 2013
7a	Increase Teacher Quality by extending WOW training by contracting with WOW consultants to work one on one with teachers in all four core areas	Increase retention of concepts by engaging students in meaningful lessons	"When students are authentically engaged in meaningful, quality work, the likelihood for them to learn something new and to remember what was learned increases" - Elizabeth R. Bowen	August 2010	May 2013
7b	Increase Teacher Quality by establishing a cohort group of teachers to go through TESA training	Teachers will become more reflective about their teaching and, thereby, improve the quality of their instruction	TESA intervenes by "encouraging teachers to give perceived low achievers more opportunities to perform in class, to receive more feedback, and to establish personal relationships with every student" - Good and Brophy	August 2010	May 2013
7b	Increase Teacher Quality by contracting ABYDOS to train Mathematics teachers about Writing in Math	Incorporate writing activities into Math curriculum while simultaneously enhancing and organizing Math instruction	"When students write reactions to information received in class or in reading, they often comprehend and retain the information better" - Purdue Online Writing Lab: Jaclyn Wells	August 2010	May 2013
7b	Increase Teacher Quality by extending teachers' ability to utilize SIOP strategies through the training a core team of teachers in 8 specific strategies	Enforce LEP strategies for specific lessons in each content area	"ELLs or native English speakers need to work with more than just worksheets to learn and understand concepts" - Margaret Williams	August 2010	May 2013

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7b	Increase Teacher Quality by contracting ABYDOS for one day of writing training	Enhance the teaching to build and enhance writing skills	"Effective writing and reading skills are as important for effective communication as speaking and listening skills" – Alla Kondrat	August 2010	May 2013
7b	Increase Teacher Quality by contracting ABYDOS to train SLC teachers in team building skills	Increase teachers understanding of the effectiveness of interdisciplinary lessons	"Thematic units are designed to encourage students to delve deep into topics developing both an awareness and understanding of existing connections across ideas" – Timothy Shanahan	August 2010	May 2013
7b	Increase Teacher Quality by contracting ABYDOS to train ELA teachers in ESL strategies	Develop oral and written language support for all LEP students	"ELLs or native English speakers need to work with more than just worksheets to learn and understand concepts" – Margaret Williams	August 2010	May 2013
7b	Increase Teacher Quality by contracting ABYDOS to train Math, Science, and Social Studies teachers in incorporating Reading and Writing into their individual curriculum	Repeated exposure to reading and writing in Math, Science, and Social Studies not only builds students' proficiency in these skills, but enhances their learning in the content area	"When students write more frequently, they become more comfortable with writing and are able to maintain or even improve upon their writing skills" – Purdue Online Writing Lab: Jaclyn Wells	August 2010	May 2013
7b	Increase Teacher Quality by contracting ABYDOS to train SLC ELA teachers in strategies for motivating students to read and write about the reading	Get students to read, comprehend and respond in a meaningful way to literature while using various critical thinking skills	"Many students have never experienced success in an academic setting. These same students have at some point become unmotivated to read and write for a variety of reasons. These basic skills or lack thereof, place roadblocks in the way of students that otherwise could be successful and contributing members of our communities" – Karen Meeker	August 2010	May 2013

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7c	Increase Teacher Quality by offering partial college tuition reimbursement for teachers pursuing graduate degrees in content areas	Promote continuing education and increase the quantity of teachers qualified to teach advanced college courses	With the growing shortage of teachers throughout the country, many states and districts have and continue to work towards attracting and keeping teachers in K-12 schools. This endeavor may come in the form of incentives which can be offered via: tuition reimbursement – Education Commission of the States	August 2010	May 2013
7c	Increase Teacher Quality by offering monetary incentives to teachers for perfect attendance	Promote the value of a teacher in the classroom	"The high number of absences costs districts billions of dollars annually and takes a toll on student learning" -Center for American Progress, 2008.	August 2010	May 2013

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	108912 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.

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.

- ☒ Extending the period of availability of school improvement funds.
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.

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.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
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.
- ☐ 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.
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.

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	<u>108912</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA..		_____ Amendment No.

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

The District Shepherd/Grant Program Director will create an objective evaluation tools in order to assess the following:

- Additional curriculum developed by outside providers-These products will be evaluated in order to ascertain their curricular alignment, effectiveness, and overall impact.
- The effectiveness of the coaching for teachers provided by outside providers-Both the teacher and the coach will be surveyed; additionally, debriefing following each coaching session, informal classroom observations and formal PDAS classroom observations will all be used to evaluate the effectiveness of the coaching.
- Targeted training for teachers and administrators-Following each session, surveys will be conducted to evaluate the teacher's perception of the training. Additionally, classroom observations will be conducted specifically to observe and measure the implementation of any strategies on which teachers were trained.
- Level of parental satisfaction-Surveys will be administered to all parents to measure their satisfaction with implemented programs.

Incentive pay for teachers exhibiting improved attendance-Regular attendance data for teachers will be generated and reviewed in order to ascertain whether or not attendance is improving.

Additionally, all testing data, graduation rate, course completion, PEIMS data, and climate survey will be monitored continually through the existing reports.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
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 following sources will be used to acquire data to be used to evaluate grant program:</p> <ul style="list-style-type: none"> • Qualitative: Campus Teacher Surveys (multiple instructional programs and departments) • Qualitative: Parent Surveys and Student Surveys (instructional fidelity, safety, general feedback to superintendent) • Qualitative: Classroom Observations (multiple instructional programs and departments) • Qualitative: Campus Administrator Surveys (multiple instructional programs and departments) • Quantitative: TAKS, PBMAS, TELPAS, ACT/PLAN/EXPLORE, SAT • Quantitative: Graduation/Graduate Tracking, Attendance Reports, AYP status • Quantitative: Six Weeks Grades, Benchmark Data, ENI <p>Once data from each of the aforementioned sources has been collected and disaggregated, the efficacy of the programs funded by the TTIPS grant can be established. Based on the results, programs can be eliminated, altered, or left alone.</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
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 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		
Qualitative: Campus Teacher Surveys (multiple instructional programs and departments) <ol style="list-style-type: none"> 1. Surveys will be disseminated at faculty meetings, through survey monkey, and through email. 2. The results will be disaggregated through campus meetings and teachers will collaborate as to what improvements are dictated by the data 3. The process will be repeated annually to assess the effectiveness of the implemented improvements and to determine if additional adjustments need to be made. 		
Qualitative: Parent Surveys and Student Surveys (instructional fidelity, safety, general feedback to superintendent) <ol style="list-style-type: none"> 1. Parent and Student Surveys are conducted annually for SES tutoring and for school programs; surveys are sent home with students. 2. The results are collected and used to determine the effectiveness of programs. 3. The process will be repeated annually to assess the effectiveness of the implemented improvements and to determine if additional adjustments need to be made. 		
Qualitative: Classroom Observations (multiple instructional programs and departments) <ol style="list-style-type: none"> 1. Teacher classroom performance data will be collected through informal observations, as well as PDAS formal observations. 2. Acquired data will be documented and reviewed with the teacher. 3. When applicable, teachers will be given support and training in their areas of need 		
Qualitative: Campus Administrator Surveys (multiple instructional programs and departments) <ol style="list-style-type: none"> 1. Administrator Surveys are conducted annually for SES tutoring and for school programs; surveys are disseminated by the campus principal to administrators who work with the designated program(s). 2. The data collected is used to evaluate the effectiveness of the programs and to determine what improvements, if any, are needed. 3. The process will be repeated annually to assess the effectiveness of the implemented improvements and to determine if additional adjustments need to be made. 		
Quantitative: TAKS, PBMAS, TELPAS, ACT/PLAN/EXPLORE, SAT <ol style="list-style-type: none"> 1. The campus receives reports of all formal, standardized assessments for all students. 2. The data will be broken down by objectives, and/or student expectations and will be used to measure students' success and to plan appropriate interventions when applicable. 3. The process will be repeated following each assessment to assess the effectiveness of the implemented improvements and to determine if additional adjustments need to be made. 		
Quantitative: Graduation/Graduate Tracking, Attendance Reports, AYP status <ol style="list-style-type: none"> 1. PEIMS reports are regularly reviewed regarding special population status, attendance 2. All applicable data is used as a means of monitoring students and ensuring all applicable interventions are in place; moreover, if referrals to truancy court or outside agencies is warranted, action is taken based on analyzed data. Also, regarding AYP, associated program data is reviewed in order to evaluate the programs that are in place. 3. Review process is repeated annually 		
Quantitative: Six Weeks Grades, Benchmark Data, ENI <ol style="list-style-type: none"> 1. Data regarding grades in courses and on exams is monitored consistently throughout the year. 2. Six Weeks and semester grades are reviewed as part of Response To Intervention (RTI); benchmark data is used to drive the curriculum and instructional program goals in courses as well as in tutoring. 3. The process will be repeated after each assessment to assess the effectiveness of the implemented improvements and to determine if additional adjustments need to be made. 		

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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>In an attempt to enhance leadership effectiveness, the district contracted the Organizational Health Diagnostic and Development Corporation to establish and maintain effective schools and assist individual campuses in their efforts to enhance decision making, empower faculty, develop cohesiveness, ensure quality, and improve autonomy. Several key staff members along with the principal attended meetings throughout the year conducted by the Organizational Health Institute (OHI) where they received training on the following:</p> <ul style="list-style-type: none"> • Establishing parameters and focus for quality • Making decisions closest to the point of implementation • Developing empowered, interdependent individuals and teams • Developing cohesive teams and building a community • Granting autonomy with interdependence <p>At the conclusion of the 2008-2009 and 2009-2010 school year, the staff at Palmview High School drew on a survey developed by OHI to gage the effectiveness of our campus leadership and day to day operations. This data helped the campus leadership team, by using qualitative and quantitative data, to improve the organizational health of the campus. The OHI survey consists of the following ten dimensions:</p> <ul style="list-style-type: none"> • goal focus • communication adequacy • optimal power equalization • resource utilization • cohesiveness • morale • innovativeness • autonomy • adaptation • problem solving adequacy <p>This survey is individualized to meet the unique needs of each campus and allows the administrative team an opportunity to see how their effective leadership capacity is as perceived by the faculty and staff. The process helps move the campus, staff and administration to the next level where the relationship between student performance and organizational health can be examined.</p> <p>After analyzing and disaggregating data (such as TAKS, AYP, AEIS, PBMAS, TELPAS), a core campus team, with input from all stakeholders, will structure a system whereby all procedures will fall under the following auspices:</p> <ul style="list-style-type: none"> • Instructional • Operational • Student Advisory Team • Faculty Advisory Team 		

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<p>The disaggregation of data will include, but won't be limited, to the following:</p> <ul style="list-style-type: none"> • Weekly grade/departamental meetings to <ul style="list-style-type: none"> ○ Discuss instructional targets. ○ Develop engaging lessons. ○ Review and analyze six weeks assessments and district benchmark data. ○ Review and analyze TAKS and TELPAS scores to improve instruction. ○ Campus administrator walk-throughs will provide immediate feedback regarding teacher performance and student engagement. ○ Progress monitoring of LEP intervention plans for our second language learners ○ Monitor fluency assessments to determine growth. • After school meetings will focus on student overall performance. <ul style="list-style-type: none"> ○ Analyze campus surveys to improve and modify instructional procedures ○ Previous year's TAKS information will be analyzed to improve instruction in areas of need ○ Review TELPAS results to identify and monitor the English proficiency levels of our second language learners. <p>To further enhance the organizational health of Palmview High School, a core campus team, with input from all stakeholders, will limit and focus the campus goals to the following:</p> <ul style="list-style-type: none"> • Academic Achievement • Procedural • Attendance • Discipline <p>These will be our focus goals that drive everything we do and all agendas, meetings, and planning will revolve around these targets, so much so that every agenda will be driven by these goals, and whatever is discussed must fall within these parameters. To further focus our efforts and structure a viable system, our campus improvement plan will also revolve around these focus goals and everything we do will be driven and focused on the above-mentioned goals.</p>		

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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 LEP Student Achievement in Reading/ELA (10 th grade)	TAKS	40%	7% Increase	7% Increase	7% Increase
2	Improve LEP Student Achievement in Mathematics (10 th grade)	TAKS	42%	7% Increase	7% Increase	7% Increase
3	Improve Student Achievement in Science (Exit Level)	TAKS	81%	3% Increase	3% Increase	3% Increase
4	Increase Graduation Rate	AEIS/AYP	Pending	5% Increase	5% Increase	5% Increase
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve LEP Student Achievement in Reading/ELA (10 th grade)	TAKS	40%	7% Increase	7% Increase	7% Increase
2	Improve LEP Student Achievement in Mathematics (10 th grade)	TAKS	42%	7% Increase	7% Increase	7% Increase
3	Improve Student Achievement in Science (Exit Level)	TAKS	81%	3% Increase	3% Increase	3% Increase
4						
5						

see negotiation notes 8/12/10 - Clear explanation KE 8-15-10.

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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	Increase campus leadership effectiveness	Teacher survey/ Organizational Health Institute (OHI)	Dependent	Independent	Interdependent	Interdependent
2	Improve school climate	Teacher survey/ Organizational Health Institute (OHI)	Dependent	Independent	Interdependent	Interdependent
3	see negotiation notes dated 8/12/10 - Clear explanation is given KC 8/18/10.					
4						
5						

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	Continue and Enhance the After School Extended Day Program	Sign in Rosters	7.5% participation	5% Increase	5% Increase	5% Increase
2	Continue and Enhance Supplemental Education Services (SES)	EZ SES Data / Sign in Rosters	3.7% participation	5% Increase	5% Increase	5% Increase
3	Continue and Enhance half day academies	Sign in Rosters	7.5%	5% Increase	5% Increase	5% Increase
4						
5						

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase parental involvement	Sign in Rosters	2.25.%	1.5%	1.5%	1.5%
2	Implement Family Nights	Sign in Rosters	0	25 parents	50 parents	75 parents
3	English Language classes for parents	Sign in Rosters	0.7%	1.5%	1.5%	1.5%
4	GED classes for parents	Sign in Rosters/GED pass rate	0	20 parents	20 parents	20 parents
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Tuition Reimbursement for Teachers	Participation in Program	0%	3 total teachers	6 total teachers	9 total teachers
2	Teacher Attendance Incentive Pay	Smart Find Express Reports	93.6%	2% Increase	2% Increase	2% Increase
3						
4						
5						

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

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	Improve Teacher Quality/Performance	Professional Developed Appraisal System (PDAS)	80% Proficient	90% Proficient	100% Proficient	>80% Exceeds
2	Attend Professional Development	ERO Transcript	30 hours	36 hours	42 hours	48 hours
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Reading Participation	Reading Renaissance Reports	82%	5% increase	5% increase	5% increase
2	Increase Attendance Rate	AEIS	91%	2% increase	2% increase	2% increase
3						
4						
5						

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
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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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input 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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by telephone/e-mail/FAX on _____ by _____ of TEA.				
Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barrier				
#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy: _____			

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
Project Period: August 1, 2010 through June 30, 2013					
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted	
Payroll Costs	5B 6100	\$ 2,564,813	\$ 196,475	\$ 35,251	\$ 2,761,288
Professional and Contracted Services	5C 6200	\$ 1,391,722	\$ 14,000	\$	\$ 1,405,722
Supplies and Materials	5D 6300	\$ 156,533	\$ 25,000	\$	\$ 181,533
Other Operating Costs	5E 6400	\$ 930,636	\$	\$	\$ 930,636
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	\$ 666,697	\$	\$	\$ 666,697
Total Direct Costs		\$ 5,710,401	\$ 235,475	\$ 35,251	\$ 5,945,876
1.463% Indirect Costs			\$ 18,749	\$	\$ 18,749
Grand Total					
Total Budgeted Costs:		\$ 5,710,401	\$ 254,224	\$ 35,251	\$ 5,964,625
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs					\$ 5,964,625
Multiply by (5% limit)					X .05
Enter Maximum Allowable for Administration, including Indirect Costs					\$ 298,231

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by telephone/e-mail/FAX on <u>12/3/10</u> by <i>S. Shuman</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 \$1,988,209 Year 2: SY 2011-2012 \$1,988,208 Year 3: SY 2012-2013 \$1,988,208 * 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>The LEA Administrative Grant Costs will be split between our two campus tier one campuses. If we are the only tier I campus awarded the grant, we will endure the entire LEA Administrative cost.</p> <p>Schedule 5B (6100), lines 28 and 29, refer to extra duty pay for tuition reimbursement, attendance incentives, Saturday academies and extended learning day activities;</p> <ul style="list-style-type: none"> • Attendance Incentives: \$1,000 for 180 teachers @ \$180,000 per year; \$540,000 for three years. • Tuition Reimbursement: Approximately 67 teachers at \$6,000 per year; \$402,000 for 3 years • Extended Learning Day: 26 weeks, 2 hours a day, 3 days a week, 20 teachers at \$25 per hour: \$78,000 per year; \$234,000 for three-year period • Saturday Academy: 20 weeks, 6 hours a day, 20 teachers at \$25 \$60,000 per year; \$180,000 for three-year period 		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)					
Budgeted Costs					
Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction					
1 Teacher	Additional College and Career teacher to help student with skills for college	1		\$ 4,432	\$ 152,176
2 Educational Aide					
3 Tutor					
Program Management and Administration					
4 Project Director	To support implementation of grant at participating schools		1	4,194	\$ 143,984
5 Project Coordinator					
6 Teacher Facilitator					
7 Teacher Supervisor					
8 Secretary/Administrative Assistant					
9 Data Entry Clerk					
10 Grant Accountant/Bookkeeper	One to assist Project Direct; One to assist Project Coordinator		2	1,529	\$ 52,491
11 Evaluator/Evaluation Specialist					
Auxiliary					
12 Counselor					
13 Social Worker					
14 Child Care Provider					
15 Community Liaison/Parent Coordinator	To assist in communication with parents and coordinate parental involvement component	1		4,432	\$ 152,176
16 Bus Driver					
17 Cafeteria Staff					
18 Librarian					
19 School Nurse					
Other Employee Positions					
22 Title:	Project Coordinator: Campus support of implementation of grant	1		6,904	\$ 237,028
23 Title:	Data Entry Clerk: Assist with grant funds and documentation	1		4,940	\$ 169,613
24 Title:					
25 Title:					
26	Subtotal Employee Costs			\$ 26,431	\$ 907,468
Substitute, Extra-Duty, Benefits					
27	6112 Substitute Pay			\$	\$ 150,000
28	6119 Professional Staff Extra-Duty Pay				\$ 1,356,000
29	6121 Support Staff Extra-Duty Pay				\$ 45,000
30	6140 Employee Benefits			8,820	\$ 302,820
31	Subtotal Substitute, Extra-Duty, Benefits Costs			\$ 8,820	\$ 1,853,820
32	Grand Total Payroll Budget (line 26 + line 31)			\$ 35,251	\$ 2,761,288

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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
621	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
2	Specify purpose				
626	Rental or Lease of Buildings, Space in Buildings, or Land				
9	Specify purpose and provide calculation:				
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
9	Specify purpose:	Printing of material to increase parental involvement and student achievement			
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
9	Specify purpose:				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	Contract with Evans Newton Incorporated (ENI) to provide fundamental lessons for Math and English			\$ 5978.00	\$
2.	Contract with Scholastic Red to train teachers in Reading Success for English Language Learners 7 teachers a year			9975.00	
3.	Contract with Scholastic Red to train teachers in Strategies for Teaching Striving Readings for 7 teachers a year			9975.00	
4.	Contract with Scholastic Red to ELA Strategist and others in Leading a Literacy Focused School 1 person per year			1425.00	
5.	Contract with Scholastic Red to train teachers in Improving Fluency for 7 teachers a year			9975.00	
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 37,328
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Contract with the Schlechty Center to train 12 teachers a year to improve student achievement with a design team					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				\$ 49500	\$
Title:					\$ 49500
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (%)					
Total Payment:				\$ 49500	\$ 49500

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Texas Title I Priority Schools Grant

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

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

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

Hire consulting services with ENI to: coach 10 teachers for 8 days a year for both Small Learning Community(SLC) teachers and other teachers; includes supplies and travel for consultants, to create 60 Target Strategy Lessons a year to assist SLC teachers with additional lessons for increased learning time and regular education teachers, to have consultant conduct 4 day workshop every year for parents to increase parental involvement

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 582,534	\$	\$ 582,534
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 582,534	\$	582,534

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

Consulting with Pearson for training of 30 teachers on 8 Effective Strategies plus the 3 Day Orientation over a two year period

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 55,000	\$	\$ 55,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 55,000	\$	\$ 55,000

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

Contract with ABYDOS Learning to conduct reading week, leadership development days, team building days, ESL training, math/writing, Day of TAKS, reading and writing in the content areas for three years.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 284,400	\$	\$ 284,400
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 284,400	\$	\$ 284,400

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Texas Title I Priority Schools Grant				
5. Description of Professional or Consulting Service (Topic/Purpose/Service): Multiple contracts to train teachers in summer team trainings, Positive Behavior Intervention and Support, and social service support to create community oriented schools as required in the Texas-Design model.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 252,960	\$	\$ 252,960
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 252,960	\$	\$ 252,960
6. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		\$		
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$ 37,328		\$ 37,328
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$ 1,224,394		\$ 1,224,394
Remaining 6200- Professional and Contracted Services that do not require specific approval:		\$ 144,000		\$ 144,000
Grand Total:		\$ 1,405,722		\$ 1,405,722

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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		\$	\$ 1,350		
	#	Type			Purpose	Quantity
	1	Head sets and microphones			To assist presentation of ESL material for Parent Center	30
	2					
	3					
	4					
6399	Technology Software- Not Capitalized			\$ 5,183		
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:				\$ 6,533		
Remaining 6300- Supplies and Materials that do not require specific approval:				\$ 175,000		
Grand Total				\$ 181,533		

Schedule 5D instructional supplies and materials required to carry out the implementation of new strategies and extended learning day activities.

Black Toner Ink
Color Toner Ink
Printers
Copy Paper
Supplies (pencils, pens, folders, etc)

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Texas Title I Priority Schools Grant			
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
Expense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)	\$	\$
	Specify purpose: Travel for teachers to workshops and registration fees		
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		\$ 330,000
	Specify purpose: Travel and registration to Student Leadership conferences		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)		\$ 60,000
	Specify purpose: \$500 stipends for parent cohort group members who pass GED		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)		
	Specify purpose: Travel for District Coordinator to events mandatory for Grant purposes for 3 years		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)		
	Specify name and purpose of organization:		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:			\$ 390,000
Remaining 6400 - Other Operating Costs that do not require specific approval:			\$540,636
Grand Total		\$	\$930,636

Schedule 5E Operating Costs that do not require specific approval

\$450,000 for student busing for three years of extended learning day activities and Saturday learning academies.

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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	Purchase literature for library				5
66XX/15XX- Technology Hardware - Capitalized					
2	Smart boards and stands for technology presentations	1635.00	30		49050
3	Mobile Laptop Keyboard systems	185.00	120		22200
4	Laptops for Computer on Wheels (COW)	710.00	85		60350
5	Printers for COW	249.00	10		2940
6	Carts for COW	500.00	4		2000
7	CPS RF Pulse - 32 pad system	2200.00	76		167200
8	MOBI with KWIK Screen	333.00	724		241092
9	Laptops for Administration and Teacher Leaders	2500.00	25		62500
10	Installation of Classroom Projectors	424.00	140		59360
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					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					666, 697

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108912</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> 108912 County-District No. </div>
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	108912 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108912</u> County-District No.
Texas Title I Priority Schools Grant		

- 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	 County-District No.
Texas Title I Priority Schools Grant		

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

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	<div style="text-align: right;"> 108912 County-District No. </div>
Texas Title I Priority Schools Grant		

LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>108912</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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	<div style="text-align: right;"> <u>108912</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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.	<div style="text-align: right;"> <u>108912</u> County-District No. </div>
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	<u>108912</u> County-District No.
Texas Title I Priority Schools Grant		

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

Federal Program:			
Name:			
1. Type of Federal Action <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): <u>21</u>	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	
(Attach Continuation Sheet(s), if necessary)			
[ITEMS 11-15 REMOVED]			
16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature: _____	
		Name: _____	
		Title: _____	
		Telephone# _____	Date: _____
Federal Use Only:		Standard Form LLL	

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 County-District No.
Texas Title I Priority Schools Grant		

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

- 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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108912</u> County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

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;

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108912</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 108912 County-District No.
Texas Title I Priority Schools Grant		

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--

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<div style="text-align: right;"> 108912 County-District No. </div>
Texas Title I Priority Schools Grant		

- (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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES****TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**108912

County-District No.

Texas Title I Priority Schools Grant

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<div style="text-align: right;"> 108912 County-District No. </div>
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<div style="text-align: right;"> 108912 County-District No. </div>
Texas Title I Priority Schools Grant		

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)

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108912</u> County-District No.
Texas Title I Priority Schools Grant		

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).

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108912 County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<div style="text-align: right;"> <u>108912</u> County-District No. </div>
Texas Title I Priority Schools Grant		

4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).
5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.
6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).
7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

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

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

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

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

*G-1-10
KC Negotiated.*

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	Needs will be assessed by AEIS, AYP Report, TAKS scores, TELPAS scores.
	B	TEKS, TAKS objectives, scope and sequences
	C	The programs and instructional strategies implemented will dictate the nature of the monitoring.

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Teachers new to campus.
	B	Needs will be assessed by AEIS, AYP Report, TAKS scores, TELPAS scores.
	C	Campus climate survey (teachers, parents, community)
3. Increase Leadership Effectiveness		
Milestones	A	The programs and instructional strategies implemented will dictate the nature of the professional development.
	B	Needs will be assessed regularly based on information gathered by teacher leader observations.
	C	Needs will be assessed regularly based on information gathered by teacher leader observations.
4. Increase Learning Time		
Milestones	A	Evaluate master schedule to determine level of actual instructional time.
	B	Evaluate calendars to determine testing dates, grade reporting, etc. in order to develop timeline for appropriate interventions.
	C	Evaluate schedules to determine times when teachers can plan collaboratively
5. Increase Parent / Community Involvement		
Milestones	A	Evaluate existing parent/community involvement surveys administered through the comprehensive needs assessment.
	B	Evaluate existing parent/community involvement surveys administered through the comprehensive needs assessment.
	C	Evaluate existing parent/community involvement surveys administered through the comprehensive needs assessment.
6. Improve School Climate		
Milestones	A	Needs will be assessed by Organizational Health surveys
	B	Needs will be assessed by Organizational Health surveys; PEIMS 425 report
	C	Needs will be assessed by Organizational Health surveys
7. Increase Teacher Quality		
Milestones	A	The campus and district will collaborate to develop and customize and informal observation template that reflects all implemented programs.
	B	The programs and instructional strategies implemented will dictate the nature of the monitoring.
	C	Data regarding students enrollment, course sequences and course requests.
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	21%
Increase the Use of Quality Data to Drive Instruction	18%
Increase Leadership Effectiveness	11%
Increase Learning Time	30%
Increase Parent / Community Involvement	4%
Improve School Climate	4%
Increase Teacher Quality	12%
Other Remaining Costs	0%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	0%
Increase the Use of Quality Data to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

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
<p>Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.</p> <p>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Complete the appropriate model pages below.</p>

Part 3: Intervention Description – 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.**

Palmview High School, at the time of the TTIPS Grant application submission, had been in existence for less than two years. Prior to this, the campus was known as Jimmy Carter High School and it was not a 4-year school. The campus changed location, name, and became a 4-year school with its current principal in that position. Because of this, and with the approval of Erica Coppic (obtained 8-9-10), the principal was allowed to remain as the campus leader. Noted also was the fact the Palmview High School has recently made tremendous academic gains. In fact, this year they became (for the second year in a row) a Recognized campus and met all components of AYP

- 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;**

Formal and informal evaluations are conducted at the campus level for teachers and at the district level for administration. The campus utilizes the PDAS system which includes formal and informal observations as well as a means of identifying and monitoring areas in which the teacher needs growth. The district evaluates the campus on a variety of criteria including, but not limited to, students achievement and the graduation rate. Under NCLB and TEA guidelines, ratings are assigned to our campus on this criteria. Weaknesses are addressed through the development of plans of action that are monitored by central office personnel.

- 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;**

Currently, our campus participates in the DATE grant program which rewards teachers with financial incentives based on the TAKS achievement made by students. Additionally, Palmview will implement an incentive program for attendance. We will offer \$1,000 to teachers who have perfect attendance, \$750 for teachers with only one absence, and \$500 to teachers with 2 absences. In order to promote continuing education, Palmview High School would like to offer up to \$2,000 in tuition reimbursements per semester to teachers pursuing a graduate degree in the content area that they teach.

- 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**

ENI Teacher Coaches will be contracted to work one-on-one with teachers in the ninth grade Small Learning Communities. The campus will also form a cohort group of teachers who represent each of the four content areas to go through TESA training. The campus will also contract with ABYDOS to provide one-day TAKS Writing trainings for all ELA teachers.

- 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.**

As students learn best from their teachers of record, we will offer \$1,000 to teachers who have perfect attendance, \$750 for teachers with only one absence, and \$500 to teachers with 2 absences. Palmview High School will pay up to \$2,000 in tuition reimbursements per semester to teachers pursuing a graduate degree in the content area that they teach.

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**

Based on the scientific research that indicates that ninth grade students demonstrate increased performance and graduation rates when they are a part of Small Learning Communities (SLC), all incoming ninth graders will be scheduled into these academies. All curriculums within a content area will be horizontally and vertically aligned in order to afford students with a sense of continuity.

- 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.**

A student failure report will be generated by teacher for each six-weeks grading period. Benchmark data will also be monitored and teachers will review data and adapt lessons to address the indicated weaknesses. Specific conferences will be held for teachers who have failure rates of 30% or more. Additionally, informal evaluations will be conducted regularly by teacher leaders and administrators; conferences will be held regularly to debrief

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*

Small Learning Communities (SLC) will be implemented starting with the freshman class of 2010-2011. All classes in this academy will be longer than the class periods outside the SLC. Furthermore, a 45 minute Enrichment period will be built in to the Small Learning Communities. This time will be used to reinforce what is being taught in the class.

- B. Provide ongoing mechanisms for family and community engagement.**

Palmview High School will employ a Parent Coordinator/Social Worker to increase parental and community involvement. The assistance of an ENI parental/community involvement coach will be contracted to assist the coordinator in developing a specific plan of action. Palmview High School will also organize 4 family nights at feeder elementary campuses (one per content area). These family nights will be coordinated by the Parent Coordinator.

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;

Small Learning Communities (SLC) will be implemented starting with the freshman class of 2010-2011. By offering students with the support they need, academic performance will increase. All curriculums within a content area will be horizontally and vertically aligned in order to afford students with a sense of continuity. Consultants from Evans-Newton will be brought in to develop and model interdisciplinary lessons for teachers in the SLC.

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 campus has selected the state approved technical assistance provider through SIRC. The Texas Transformation Project provides the support, resources and training to enhance a campus' ability to meet all student needs and achieve at higher levels. This three-year program is designed to increase the effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create community-oriented schools and provide operational flexibility to schools to increase student achievement. Participating campuses and districts will engage in a research-based approach to transform low performing schools into higher achieving community-based schools.

The district will modify the practices and policies necessary to ensure the implementation of the interventions by providing specific staff development to increase teacher and leader effectiveness. The campus will be allowed to extend the maximum number of school business days from three to four in order to attend required staff development. Moreover, by providing operational flexibility through the lowering of the student/teacher ratio in grade levels of need, we will be better equipped to meet the needs of students not meeting the standards. Parents will also be provided opportunities to learn about their students' academic needs through conferences, trainings, and the use of school facilities to accommodate their needs and ensure they are part of the campus learning community. We will be supported to ensure that instructional reform strategies are being implemented by conducting reflective walk-throughs, conferences with the principal, modeling engaging lessons, providing feedback with specific strategies to improve student achievement.

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

Palmview will implement an incentive program for attendance. We will offer \$1,000 to teachers who have perfect attendance, \$750 for teachers with only one absence, and \$500 to teachers with 2 absences. In order to promote continuing education, Palmview High School would like to offer up to \$2,000 in tuition reimbursements per semester to teachers pursuing a graduate degree in the content area that they teach.

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

Administrators and Teacher Leaders will conduct walk-throughs to ensure that teachers are implementing programs and instructional strategies obtained from professional development sessions effectively.

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.

This practice will be supported by the Human Resource Department.

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;

The district will conduct site visits to campuses successfully implementing the transformational model. Site visits will be taken beginning the 2011-2012 school year (2nd year of implementation). Campuses will be selected based on similar demographics and high student performance. Campuses will be selected based on their high Limited English Proficient population and their success with this population.

The expected outcomes will be that we would be able to model new practices observed at other successful campuses. With the new practices and procedures learned at site visits we will tweak our current practices and procedures to meet our student needs. The team visiting campuses implementing the transformational model will be expected to reflect and debrief on observations. The team will then prepare to share reflections with administrators and staff, to include recommendations on practices and procedures they feel would improve student achievement on our campus and/or district based on their observations from site visit. After all stakeholders listen to practices and procedures, and recommendations decisions will be made by all stakeholders on which practices and procedures we would begin implementing immediately and others we would like to consider for a later date.

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

The campus will continue to implement a school-wide RTI model that is structured and monitored by the LEA.

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;

The campus will form a cohort group of teachers who represent each of the four content areas to go through TESA training. In accordance with the Teacher Leadership Model established by TEA, we will utilize four teacher leaders who will be given a period in which to observe teachers and debrief with them.

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

We will support reading via the use of mini reading labs in the classroom through the purchase of listening centers (headphones and hubs). Reading Renaissance Smart Option mobile labs will be purchased. Furthermore, to ensure that students have access to all the programs, the campus will purchase computers in

order to maintain a ration of 4 computers to every student; additionally, the campus would like to purchase and install smartboards to use as a supplement to direct instruction in order to maximize instruction and use of technological programs.

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;**

In addition to the advanced coursework options offered on our campus and the addition of an additional college and career teacher, all freshmen have the option of attending our district's early college high school the intent of which is to have students graduate with 60 college hours and/or an associate's degree.

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

Small Learning Communities (SLC) will be implemented starting with the freshman class of 2010-2011. By offering students with the support they need, academic performance will increase. Furthermore, a 45 minute Enrichment period will be built in to the Small Learning Communities. This time will be used to reinforce what is being taught in the class. All curriculums within a content area will be horizontally and vertically aligned in order to afford students with a sense of continuity.

- 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;**

Classes during the school day as well as after school and Saturday programs are in place to afford students the opportunity to recovery. Additionally, Palmview High School has a satellite campus that operates on the same school number and focuses specifically to help students recover credit and graduate with their cohort.

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

The established Response to Intervention program targets this at risk population.

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;**

Palmview High School will employ a Parent Coordinator/Social Worker to increase parental and community involvement. The assistance of an ENI parental/community involvement coach will be contracted to assist the coordinator in developing a specific plan of action. Palmview High School will also organize 4 family nights at feeder elementary campuses (one per content area). These family nights will be coordinated by the Parent Coordinator.

- 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

All students have an advisory period built into their schedule; this time is used to implement counseling curriculum. We will implement an after school tutorial program and half day Saturday academies focused on tutoring and credit recovery. Furthermore, a 45 minute Enrichment period will be built in to the Small Learning Communities. This time will be used to reinforce what is being taught in the class. All curriculums within a content area will be horizontally and vertically aligned in order to afford students with a sense of continuity.

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;

The campus will implement the Positive Behavior Intervention and Support (PBIS) in accordance with TEA guidelines.

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.

Due to the high percentage (96%) of economically disadvantaged student at the campus, and being that this is a Title I, Part A grant, there will be an equal distribution of funds on a per-pupil basis.

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	Purchase technology that supports all proposed initiatives	12/10	03/13
	B	Employ an additional CCR teacher	09/10	05/13
	C	Incorporate 45 minute enrichment class for all 9th grade students	08/10	05/13
2	A	Teachers will use one planning day a week and Saturdays (as dictated by need) to disaggregate benchmark, TAKS, aand EOC data to plan.	11/10	04/13
	B	Use quality data to drive instruction by implementing Small Learning Communities for all 9th grade students	08/10	05/13
	C	Implementing student surveys to obtain data regarding classroom instruction	03/11	03/13
3	A	Increase Leadership Effectiveness by contracting ABYDOS to train SLC administrators in team building skills	01/11	01/13
	B	Implement the teacher leaders program as defined under the Texas Transformation Project (SIRC)	08/10	05/13
	C	Implement Teacher Leader program according to the guidelines established by TEA.	08/10	05/13
4	A	LEP students in tenth grade were placed in two period long ELA courses during the 2009-2010. This will be extended for all tenth grade LEP students in math.	08/10	05/13
	B	Improve Learning time by continuing 2-period block ELA class for 10th grade	08/10	05/13
	C	Improve Learning time by continuing to schedule same content area teachers with the same planning period	08/10	05/13
5	A	Family nights will be coordinated by the Parent Coordinator and serve to educate parents as to the nature of the content being taught in their children's content area courses.	02/10	02/13
	B	Increase Community Involvement by employing a Parent Coordinator	09/10	05/13
	C	Supplement on the district's community services by providing evening English language classes for parents.	01/11	04/13
6	A	Contact absent students via telephone or via home visits.	08/10	05/13
	B	The campus will implement the Positive Behavior Intervention and Support program to improve school climate.	01/11	05/13
	C	Implement the Positive Behavior Intervention and Support Program (PBIS)	01/11	05/13
7	A	Extend Scholastic RED training offered by district by adding an additional seven teachers	01/11	03/13
	B	Increase Teacher Quality by extending teachers' ability to utilize SIOP strategies through the training a core team of teachers in 8 specific strategies	01/11	01/13
	C	Increase Teacher Quality by offering monetary incentives to teachers for perfect attendance	08/10	05/13

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.