

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	Alice ISD Organization Name	125-901 County-District#
		Alice High School Campus Name	125-901-001 Campus Number
		74-6000007 9-Digit Vendor ID#	2 ESC Region
		105520017110002 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Dr. Salvador		Cavazos	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(361) 664-0981	(361) 660-2113	drscavazos@aliceisd.esc2.net	

Only the legally responsible party may sign this application.

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

2010:

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

701-10-112-100 0.

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by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information			
Part 2: List of Required Fiscal-Related Attachments and Assurances			
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.			
1 <input type="checkbox"/> NA	Proof of Nonprofit Status Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)		
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.		
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)		

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by telephone/e-mail/FAX on <div style="font-size: 1.2em; font-family: cursive;">9/1/10</div> by <div style="font-size: 1.2em; font-family: cursive;">S. Stuehan</div> of TEA.				
Texas Title I Priority Schools Grant Schedule #1—General Information				
Part 3: Applicant Information				
Local Educational Agency (LEA) Information				
LEA Name				
Alice Independent School District				
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
#2 Coyote Trail		Alice	Texas	78332
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
15	095111209	5E2N7	480780000092	
Campus Name			County-District Campus Number	
Alice High School			125-901-001	
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
#1 Coyote Trail		Alice	Texas	78332
Applicant Contacts				
Primary Contact				
First Name	Initial	Last Name	Title	
Dr. Salvador		Cavazos	Superintendent	
Telephone	Fax	Email		
(361) 664-0981	(361) 660-2113	drscavazos@aliceisd.esc2.net		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
#2 Coyote Trail		Alice	Texas	78332
Secondary Contact				
First Name	Initial	Last Name	Title	
Diana	L.	Silvas	Transformation Director	
Telephone	Fax	E-mail		
(361) 664-0126	(361) 660-2128	dsilvas@aliceisd.esc2.net		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
#1 Coyote Trail		Alice	Texas	78332

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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		
<div style="border: 1px solid black; height: 200px;"></div>		

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

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

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

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

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23	<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. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.		

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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	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input 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>Alice High School in Alice ISD is a Tier I Eligible Campus that seeks to implement a Transformation Model using Texas Title I Priority Schools Grant Program funds. District leaders, working with the Alice ISD Board of Trustees and the District TTIPS Decision Making Team, have designed a program to transform leadership, instruction, and student achievement campus wide. The focus of Alice ISD Transformation Model, however, is on improving student achievement, attendance, and success at the 9th Grade. Alice ISD has selected immediate implementation for the high school Transformation Model.</p> <p>Alice High School is in Stage 1 of School Improvement, based on its Math performance and Graduation Rates. Its Graduation Rate has been below 60% for two consecutive years. For 2009, TAKS passing rates in English Language Arts are relatively high, at 90%. Only 24% of the students scored at the Commended level, however, and only 63% scored at the HERC level. In math, 63% of Alice HS students passed compared to a statewide passing rate of 82%. Only 14% reached the Commended level and 42% scored at the HERC level. Passing rates on both tests for ELL students and students receiving Special Education Services are low. Among ELL students, 53% passed the English Language Arts and 15% passed math. Students receiving Special Education Services had a 24% passing rate on English Language Arts and 4% passed math. The Graduation Rate for the campus fell 8.7% from 2006, when it was 67.3% to 2007, when it was 58.6%.</p> <p>Superintendent Salvador Cavazos has been in the district since June 2009. Based on pockets of success, Alice ISD has selected the Immediate Implementation Model because they are already involved in aggressive reform efforts including, implementation of CSCOPE as its guaranteed viable curriculum, creation of new leadership positions in Secondary, Math, and Science instruction, implementation of a District Awards for Teacher Excellence grant and creation of the Freshman Academy.</p> <p>Building on this capacity, as well as upon guidance and research from the School Improvement Resource Center, Daniel Duke at the University of Virginia, the Wallace Foundation, the Northwest Regional Educational Laboratory, and Mike Schmoker, Alice ISD will effectively fulfill the required activities to develop and increase teacher and leader effectiveness, implement comprehensive instructional reform, increase learning time and create community-oriented schools, and operational flexibility and sustained support. Positive Behavior Support interventions, the Strategic Instruction Model, teacher incentives, job-embedded professional development, and the implementation of a Community Oriented School Model are central to the district's Transformation initiative.</p> <p>To ensure sustainability, key positions of the Model will be funded with local and other grant funds, including the Transformation Shepherd, Intervention Teachers to support the implementation of RtI, Instructional Coaches, a College and Career Access Coordinator, a Social Worker, a Truancy Officer, a Dean of Assessment, Research, and Evaluation, and an English Language Learner Specialist.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											48 9	25 6	28 3	30 4	1,331
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,331
Total Instructional Staff														126	
Total Support Staff														20	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Student Performance Data in both aggregated and disaggregated forms														
2	Cohort Analysis Classes of 2009-2012: On grade level; below grade level; movers/non-dropout leavers; dropouts; recovered dropouts														
3	Trend analysis: enrollment trends; dropout trends; economically disadvantaged trends														
4	Campus Intervention Team Tool and Data Analysis Worksheet														
5	Campus Improvement Plan (current and historical)														
6	Focused Data Analysis Tool for AU Campuses and Districts														
7	Bilingual/ESL Preliminary On-Site Findings Report completed by Texas Education Agency														
8	Bilingual/ESL Comprehensive Needs Assessment completed by Education Service Center Region 2														
9	Special Education Monitoring System Continuous Improvement Plans January 2009 and January 2010														
10	Developed a Profile of School's Context and Performance														

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<p>by telephone/e-mail/FAX on <u>9/9/10</u> by <u>S. Shuhan</u> of TEA.</p>	<p>School Years 2010-2013</p>	<p>Amendment No.</p>
<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 1: Comprehensive Needs Assessment Cont.</p>		
<p>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).</p>		
<p>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</p>		
<p>Alice ISD has 1 Tier I campus and 4 Tier III campuses eligible for the grant. Alice ISD has determined that it is more feasible to serve the Tier I campus, which is a high school, and to employ the capacity developed through TTIPS to support school improvement activities in the Tier III campuses, which are elementary schools.</p> <p>The district has engaged in needs assessment related to the School Improvement Plan this year.</p> <p>The Needs Assessment process completed was designed to:</p> <ul style="list-style-type: none"> • Provide the district and campus with a clear view of the strengths, areas for improvement, challenges, and successes. • Create a systematic review of practices, processes, and systems within a school district. • Support the district and school leaders in determining needs, examining their nature and causes, and setting priorities for future action. • Guide the development of the school improvement plan and suggest benchmarks for evaluation and continuous improvement ensuring the best possible outcomes for all students. <p>The TTIPS comprehensive needs assessment collected, analyzed, and developed strategies to address multiple types of data: Achievement, Demographic, Program and Perception, encompassing the School Culture and Climate, Staffing, Curriculum/Instruction/Assessment, Family/Community, School Organization and Technology. In order to conduct the comprehensive needs assessment, Alice ISD identified the following process:</p> <ol style="list-style-type: none"> 1. Developed a Data Leadership Team. 2. The Data Leadership Team reviewed the NCLB Comprehensive Needs Assessment (CNA) Guide and the CNA Overview Presentation or other tools provided by SIRC. 3. The Data Leadership and site-based decision-making teams reviewed the CNA Overview Presentation and shared this information with all staff. Timelines for conducting the CNA were determined and shared with staff. 4. Established Committees for each CNA area and provided the members with copies of the CNA Guide or other tools provided by SIRC. 5. Each CNA Area committee selected a chairperson. 6. Each CNA Area committee determined which types of data will be collected and analyzed, along with the schedule for completing the analysis. 7. CNA Area Committees reviewed the data to determine analysis statements, strengths, and needs, then used this information to develop 'Summary Priorities.' 8. Each CNA Area committee provided a list of data sources reviewed, analysis statements, strengths, needs, and summary priorities to the administrative team. This information was compiled in the CNA Tool (ESC 20 NCLB Documentation Initiative). 9. Once the CNA Tool was completed, the last tab labeled 'Priorities' was printed and used to ensure that objectives, strategies, activities, and resources were identified in the improvement plan to address these priorities. <p>This occurred as part of the planning process.</p> <ol style="list-style-type: none"> 10. Created the school profile by organizing a notebook with tabs for each area of the CNA in order to organize and record data. 11. The district ensured that grant-based expenditures were linked to the CNA priorities and the improvement plan. 12. Data and the improvement plan will be reviewed frequently to ensure that progress towards the CNA priorities is occurring, or whether new priorities have emerged. 		

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	District Support, including Director of Secondary Education, Director of Career and Technical Education & Federal Programs, Director of Gifted and Advanced Academics, Mathematics Coordinator and Science Coordinator		
2	High School Dean of Instruction		
3	High School Assistant Principal for Special Programs (Special Education)		
4	High School Lead Counselor and Dropout Prevention Coordinator		
5	Classroom Teachers in 4 Core subject areas		
6	Classroom Teachers in Art, Spanish, Career and Technical Education, Special Education and Physical Education		
7	School Board President		
8	Business Representatives (2)		
9	Community Representatives (3) and Parent Representatives (2)		
10	Student Representatives (3)		

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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>Dr. Salvador Cavazos became the Superintendent of Alice ISD in July 2009, replacing a superintendent who held the position for 26 years. In the past year, Dr. Cavazos has established three new district level positions to support secondary, mathematics and science instruction. He has required implementation of CSCOPE district-wide as a guaranteed viable curriculum and is holding teachers and administrators accountable for its implementation in the classrooms with incentives through the state's District Awards for Teacher Excellence (DATE) initiative.</p> <p>These key initiatives and staffing changes, as well as the strength of leadership at the district level, created "pockets of success" and position Alice ISD well for leadership in enabling, driving, supporting, and sustaining school transformation at Alice High School. This capacity will be strengthened through the creation of a designated Transformation Office at the district level through TTIPS grant funds. The Transformation Office will be responsible for changing the school culture by working with internal and external stakeholder groups and technical assistance providers. This will be a new district-level office that will provide the conditions (changes in rules and resource allocation) and capacity (identifying high-quality staff and external partners) for rapid school improvement to take place, all the while communicating a single-minded focus on improving student learning.</p> <p>The Alice ISD Transformation Office will report directly to the Superintendent through the Transformation Shepherd. The Transformation Shepherd will work closely with SIRC (the Professional Services Provider), the Superintendent and the campus principal to provide concentrated and coherent resources and expertise to Alice High School. Through ongoing evaluation and data collection of the multiple measures of data reviewed during the comprehensive needs assessment, the Shepherd will ensure that support services and resources align directly to Alice High School's specific needs and improvement plan. The Shepherd will engage district and campus staff, as well as partners and external experts, to implement the transformation plan through intentional and substantial interventions to reverse persistent low achievement. The Transformation Shepherd will work directly with the SIRC on-site technical assistance provider and case manager to connect Alice High School's program conceptually and operationally with other state and district improvement efforts.</p> <p>The Transformation office will also build parent and community support, contract with external partners, monitor fidelity of plan implementation and progress, build leadership capacity, problem solve, and maintain coordination and communication. TTIPS will enable AISD to establish new leadership at the principal and teacher leader levels, create transparency in practices and data, provide embedded professional development in a strategic system of support, expand incentives, expedite the comprehensive instructional reform process, and increase community involvement to create a more Community Oriented School. The Transformation Office will focus resources to address identified needs and develop staff members' knowledge and skills through professional development, coaching and consultation. The District Office will align resources for incentives available through the current DATE grant initiative.</p> <p>As a superintendent-direct report, the Transformation Shepherd will be able to intervene at the campus level if improvement efforts are unsuccessful. The district will work diligently to select a highly qualified Transformation Shepherd, develop district and campus leaders' capacity to support the transformation process through professional development, continue the comprehensive needs assessment process and complete the transformation plan, coordinate other support personnel and allocate resources aligned to the transformation plan, make necessary changes to formal policy and informal standard operating procedures to empower the school to implement the transformation strategies, and formalize the system for providing Alice High School with "the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement" (Mass Insight, 2009). Finally, Alice ISD will establish partnerships and establish mechanisms for keeping stakeholders informed about the transformation process and plan to hold schools accountable for short-term progress leading to long-term academic gains, including rewarding successes.</p>		

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Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>This application fits into Alice ISD's ongoing work to assess needs, develop a data-driven school improvement plan, build capacity to support the school improvement process and create accountability for short-term progress leading to long-term academic gains. The process has involved many stakeholders and has been presented to the school board through regular meetings and through a special session focused on a review of district-level and school-level data. The stakeholders had opportunities to review data related to student performance in both aggregated and disaggregated forms; Cohort Analysis Classes of 2009-2012: on grade level; below grade level; movers/non-dropout leavers; dropouts; recovered dropouts; Trend analysis: enrollment trends; dropout trends; economically disadvantaged trends; Bilingual/ESL Preliminary On-Site Findings Report completed by Texas Education Agency; Bilingual/ESL Comprehensive Needs Assessment completed by Education Service Center Region 2; and Special Education Monitoring System Continuous Improvement Plans January 2009 and January 2010.</p> <p>District leaders established a Decision-Making Team specifically for the TTIPS. The team included representatives of these key stakeholder groups: District Support, including Director of Secondary Education, Director of Career and Technical Education, Director of Gifted and Advanced Instruction, Mathematics Coordinator and Science Coordinator; High School Dean of Instruction; High School Assistant Principal; High School Lead Counselor and Dropout Prevention Coordinator; Classroom Teachers in 4 Core subject areas; Classroom Teachers in Art, Spanish, Career and Technical Education, Special Education and Physical Education; School Board Member and President; Business Representatives (2); Community Representatives (3); Parent Representatives (2) and Student Representatives (3).</p> <p>The TTIPS Decision-Making Team was formed into 5 Focus Area Teams that met both separately and as a whole group to analyze data and identify key needs. The five teams met individually to further clarify needs in the areas of Student Supports and Leadership and Decision-Making, Scheduling and Learning Time, Personnel and Professional Development, Curriculum and Instruction, and Changing High School Structures and Programs. They identified critical needs related to the ninth grade, which has low attendance, high retention and a high dropout rate. They identified several critical gaps in the area of student supports and family engagement leading to a community oriented school. These groups studied the <i>School Improvement Handbook</i> and other resources to identify possible strategies to address these needs and made recommendations for the whole group.</p> <p>The TTIPS Decision-Making Team met once as a whole group to learn about the grant and examine various intervention models that aligned to the targeted needs and strategies. The District and School leaders collected data as described above and assisted the TTIPS Decision-Making Team as they analyzed data to identify key needs. Members were also provided research to help them identify possible areas of need. The TTIPS Decision-Making Team had a second meeting as a whole group during which they discussed the data and began to create a school profile by answering a series of questions. The team answered narrowing questions to select the Intervention Model.</p> <p>The TTIPS Decision-Making Team had a third meeting as a whole group to select the intervention model, turnaround framework and activities. The external Campus Intervention Team member also participated in the final meeting. The team made some difficult decisions and provided innovative suggestions for improving practice. They gained a sense of ownership of the process and expressed hope and enthusiasm for the hard work that is ahead. While the work of the TTIPS Decision-Making Team is complete, Alice ISD will continue to work with its stakeholders to create and maintain a culture of self-reflection and data analysis to guide action.</p> <p>The proposal to implement a TEA-designed model for Transformation and to receive technical assistance from SIRC was provided to the School Board and to the TTIPS Decision-Making Team for final review and input and was presented in brief to the school and district leadership teams.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Alice ISD will provide flexibility for Alice High School to fully and effectively implement the Transformation Model. The Transformation Shepherd will lead a policy, process and procedure review panel to identify and address possible conflicts and barriers. This team will vet district regulations, as well as state requirements for which waivers are available, to remove those that inhibit innovation. The district will seek waivers as appropriate, such as the current Optional Flexible School Day Program waiver.</p>		
<p>Alice High School is the district's sole high school campus. This eliminates options available in other districts, which have the opportunity to move personnel and students between campuses. Therefore, the modifications to practices and policies must emphasize strategies to create as much flexibility as possible within the single campus, while maintaining a focus on school-wide improvement. The TTIPS planning process suggested a few district level changes that will be implemented.</p>		
<ul style="list-style-type: none"> • Community-oriented school Alice HS will change its policies to increase the involvement of parents and community members and create transparency for the transformation process and will support this policy change by developing a specific location for parent and community connections to the campus. • Personnel Decisions Alice HS will change its policies to use rigorous, transparent and equitable evaluation systems for teachers and principals that 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 to 1) allow for additional compensation to recruit and retain school leaders, teachers and other staff who, in implementing this model have increased student achievement and graduation rates and 2) identify and remove those who have not done so after multiple opportunities to improve their professional practice. Alice ISD will ensure that the school is not required to accept a teacher without mutual consent of the teacher and the principal, regardless of seniority. The district will provide flexibility with regard to issues such as the number of contracted work days, the length of work days, the areas of assignment, and the teacher evaluation system. 		
<p>In addition, Alice ISD will review its policies, practices, and funding allocations to identify opportunities to align with the implementation of the interventions for school improvement. The review will be based on questions such as:</p>		
<ul style="list-style-type: none"> • Are district funds now focused on student learning? If not, how can they be more correctly aligned? • To what extent are current policies, practices, and funding allocations focused on school improvement? • What are the policies, practices, and funding allocations found in districts/schools that have successfully transformed low performing schools? 		

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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>Alice ISD's Superintendent and Business Manager will ensure that Alice High School receives all of the state and local funds it would have received in the absence of the TTIPS grant. The district will align resources in two ways: one is to use other resources, in addition to the SIG funds, to implement the school intervention models; the other is to ensure that resources allocated to the campus are aligned to the improvement plan.</p> <p>The district will use other funds to support the school improvement goals, such school improvement funds received under section 1003(a) of the ESEA Title I, Part A funds received under ARRA, and Title I Part A funds received under annual formula funding allocation. Title II, Part A funds and DATE funding will help to recruit and retain highly qualified teachers. Title III, Part A funds will be used to improve the English proficiency of LEP students. High School Allotment funding will be aligned.</p> <p>Alice ISD's superintendent understands that the allocation of resources is an essential practice and an important component of school improvement planning. The district will follow guiding principles for allocating resources, such as:</p> <ul style="list-style-type: none"> • Use staff efficiently and be consistent with the priorities in the school improvement plan. • Consider time as the most expensive resource. • Use community resources when possible. • Devote resources to the prevention of academic problems, rather than to remediation. • Organize instructional time to support the school's instructional focus. • Incorporate time for professional development and teacher collaboration into the daily life of the school. <p>(Source: District Leaders Guide to Reallocating Resources, NWREL, 2001).</p> <p>Through the TTIPS, Alice ISD will be able to acquire and develop capacity to use tools, advice, and resources for effective alignment of resources to the school improvement process. The team will be able to learn from other schools that have successfully matched resources through data analysis and comprehensive needs assessment, which is the goal for Alice ISD. The goal is to create a cohesive and clear system for aligning resources with school improvement. The district will use continuous instructional improvement to align and adapt resources to instruction and student needs. The system will use positive incentives, performance information, and reform-oriented, shared decision-making to support the connection between resources and results.</p> <p>Alice High School's faculty will be involved through a representative body. The planning process has helped the district realize that some of the painful decisions, such as eliminating the jobs of peers, can be made by the staff if they are provided adequate time to analyze data, identify the problem being addressed, consider options and conclude that the reduction is a necessary measure to meet the goal of improving instruction. Similarly, teachers in general are willing to allocate the majority of resources to high need areas, such as mathematics, science, bilingual/English as a Second Language and Special Education, if they understand the critical need for the resources.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Transformation Shepherd will be required to hold a Master's degree in education or education administration, or comparable educational achievement.</p> <p>Five years of full-time experience in a leadership role is required in a school, district, Regional Educational Service Agency (RESA), or comparable service provider.</p> <p>Candidate must demonstrate three years of experience in a secondary campus or district level position related to school improvement with preference for prior experience as a principal.</p> <p>The candidate must demonstrate experience with statistical analysis in the educational setting, including interpretation of multiple forms of data and demonstrated ability to design improvement plans based on the data.</p> <p>The candidate must have thorough working knowledge in the school improvement/transformation process, with a preference for demonstrated success in transforming one or more high schools with similar areas of need.</p> <p>The candidate must demonstrate experience providing job-embedded professional development as it relates to accountability, school improvement, and data analysis.</p> <p>The candidate will demonstrate strong ability to communicate clearly, both orally and in writing, to a diverse group of stakeholders with a strong preference for a bilingual candidate.</p> <p>The candidate will demonstrate a record of successfully establishing and maintaining effective working relationships with District administrators, teachers, and support staff.</p> <p>Preference will be given to applicants who, in addition to meeting the minimum qualifications, posses one or more of the following:</p> <ul style="list-style-type: none"> • Documented success with school improvement and student achievement • Education Specialist or higher degree • Strong knowledge base of best practices in leadership and standards-based instruction • Demonstrated success in team building and the school improvement process • Capacity to act as a change agent within an organization • Experience in data analysis and the organization and implementation of major school initiatives • Experience in working with adult learners • Strong work ethic, self-directed, and self-motivated • Knowledge of state and federal guidelines, including the No Child Left Behind Act and Title I School Improvement 		

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Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

Alice ISD does not have a district-level office or individual solely responsible for school improvement. TTIPS will enable creation of this critical support. Alice ISD anticipates that the Transformation Shepherd will lead the district office, employing district resources and external providers as needed to meet needs. The district transformation office will create and clearly communicate a vision for the High School and identified personnel; support the implementation of purposeful instructional arrangements at the High School; make necessary adjustments to budgeting procedures/practices to effectively and efficiently address identified needs; and provide priority status in HR practices for recruiting, selecting, hiring, supporting and retaining the Transformation Principal, Administrative Staff and teachers.

The Transformation Shepherd will have primary responsibility for supporting Alice ISD/Alice HS through the school improvement/transformation process; will serve as the district liaison to TEA and SIRC, as well as other external providers; and will lead a team which will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference and the sharing of best practices. The Shepherd will act as a problem-solving partner for the principal, provide requested data and participate fully in data evaluation and progress monitoring, and provide leadership in reaching out to parents and community stakeholders

The district will rely on guidance from SIRC and best practices identified by the Wallace Foundation (2010)¹ including five promising practices for creating central offices that focus squarely on supporting better education:

- 1. Work Hand-in-Hand With Principals on Improving Instruction** The Transformation Shepherd will provide a direct line of communication to the Superintendent. The Shepherd will focus on building the principal's ability to strengthen classroom instruction through coaching, advocating, networking, providing feedback and "pushing" for success. Alice ISD will ensure that the Transformation Shepherd implements best practices identified by the Wallace Foundation: tailors work to meet individual principal's needs, "models" good practices, emphasizes connections between student test data and pedagogy, and makes good use of tools. The Shepherd will assist the principal with problem solving through regularly scheduled meetings as well as impromptu conversations.
- 2. Support the Transformation Shepherd.** Alice ISD will support the Transformation Shepherd in a number of ways: by offering training on how to improve working with principals and maximizing access to SIRC and other resources. The Superintendent will ensure that the Transformation Shepherd has sufficient access to the principal by allocating 1 day monthly to concentrate on instructional improvement (90 day action plan progress, Campus Improvement Plan progress, Classroom walkthroughs, Campus Intervention Team meetings).
- 3. Reorganize and Change the Culture of All District-Level Units.** Alice ISD will make structural and policy changes to support the Transformation Shepherd. The Superintendent will ensure that all staff move from a "one size-fits-all, regulatory style of administration" to an individualized and project based approach. This will facilitate acceptance of changes to policies and informal operating procedures required for transformation.
- 4. Provide Stewardship** Alice ISD commits to the district-level development of "Shepherdship" that extends to all district support personnel. The Wallace Foundation found that effective transformation is based on a "theory of action" describing how to proceed, a well-thought-out rationale and the flexibility for plans to be revised as circumstances warranted. In addition, district administrators must communicate well enough so that all stakeholders understand the work, know why it matters and then lend their support.
- 5. Gathering and Using Information to Guide the Effort** Alice ISD is committed to learn to use data – not just student test scores, but multiple sources of quantitative and qualitative data – to continuously examine and upgrade support for schools. The Shepherd will regularly monitor progress of the 90-day action plans. Alice ISD will keep stakeholders informed about the transformation progress.

¹ M.I. Honig, M.A. Copland et al., (2010). *Central Office Transformation for District-Wide Teaching and Learning Improvement*, Center for the Study of Teaching and Policy, University of Washington.

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Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.

Alice ISD will sustain the successful school improvement practices by viewing the transformation as a process toward achieving even higher goals. The new Superintendent has been aggressively implementing school improvement reform since joining the district less than one year ago. TTIPS has provided an opportunity to leverage the work of the past year by 1) focusing the district on comprehensive needs assessment, 2) facilitating design of a comprehensive school improvement plan that is not limited to current district resources, 3) encouraging the involvement of a broader set of stakeholders, especially community members and parents. Thus, TTIPS will serve as a change agent for district and school practices. Following the grant, these will be sustained with local funds.

Sustainability will be considered in the initial planning for transformation as school leaders communicate the need for the reform, identify resources and capabilities (including community partners) for sustaining it, and convey to the school community the appropriateness and the effectiveness of the (research-based) efforts. The district will plan to align other funds to support the school improvement goals, such school improvement funds received under section 1003(a) of the ESEA or Title I, Part A funds received under ARRA, Title I Part A funds received under annual formula funding allocation. Title II, Part A funds and DATE funding will help to recruit and retain highly qualified teachers. Title III, Part A funds will be used to improve the English proficiency of LEP students. These funds, except ARRA, will remain after the grant to sustain the school improvement practices.

Alice ISD will use these planning measures to increase the sustainability of the reforms:

- Invite faculty and community input in the planning stage and subsequently seek continued support and involvement of all stakeholders to ensure continuity of the reform effort.
- Anticipate changes in personnel, contraction of resources, or revisions to policy that might threaten the transformation practices, structures, and attitudes and create contingency plans to address those changes. Adopt a district-level "systems orientation" in which leaders address change by asking which part of the system can respond to or compensate for that change.
- Ensure that new staff is committed to adopting the reform measures.
- Provide dedicated time and space for teams of educators to seek ways to maintain reforms and identify strategies for further improvement.
- Provide job embedded professional development to educators on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement.
- Engage a wide representation of the community in the planning process.
- Provide Positive Behavior Support professional development that builds the capacity of staff members and administrators to ensure sustainability.

AISD recognizes the limitations of regulating change and will offer incentives, build capacities, and provide opportunities for all stakeholders to learn and change. The incentives will be reinforced by ongoing support, and a degree of accountability, with incentives for positive change.

Alice ISD will comply with Public Law 107-110, which requires that either the combined fiscal effort per student or the aggregate expenditures of such agency and the State with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year. Alice ISD will document maintenance of effort (MOE) in a manner that allows TEA to verify MOE using information obtained from the PEIMS database.

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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>Alice ISD does not plan to use a charter school, CMO or EMO or turnaround organization other than SIRC. AISD will first employ the resources provided by SIRC approved TTIPS consultants. If needs remain unmet after these resources are exhausted, then AISD will use external providers for technical assistance in implementing specific components of the transformation model. For example, Alice ISD does not currently have an SES provider or a provider of social services support to create community-oriented schools.</p>		
<p>Providers will be selected using a three-step process.</p>		
<ol style="list-style-type: none"> 1. Alice ISD will define the requirements clearly, so all parties understand the objectives and the key results desired. All external providers must be able to demonstrate evidence of success in addressing the identified need and/or school improvement. The requirements will include a detailed description of the objectives and requirements and expected results as well as the timeline or required completion date. 2. Alice ISD will use the criteria created in Step 1 to select external providers through a process of elimination. A selection team will develop a rating sheet based on the requirements and a set of desired attributes. Factoring may be used as appropriate. Alice ISD will give preference to past consultants who have provided favorable results. Other possible factors include background, experience, ability to meet time frame, and costs. The district will then review references of the top candidates. As appropriate, the district may choose to interview candidates and/or request presentations in order to assess experience, knowledge, rapport and understanding of the campus/district. 3. After selecting an external provider, Alice ISD will obtain written agreement(s) that include: a short description of the project, timeline with a completion date, a list of deliverables, fee structure, including reimbursable expenses, and a cancellation clause for failure to meet goals. 		
<p>The leadership team will also use the resources of the Comprehensive School Reform Quality Center and The Finance Project (2006), which provides criteria for assessing a prospective contractor's organizational and financial ability to perform the necessary work. Alice ISD will be able to use TTIPS to create adequate funding for external providers and to support a relationship with external partners for duration of contract. Alice ISD will work with its local team and with the SIRC technical assistance providers to develop a rigorous process for selecting external partners whose experience and qualifications match the specified goals.</p>		
<p>AISD will provide support as needed and appropriate, but will not micro-manage external partners, creating an environment in which the external partner is part of the district team. AISD will evaluate each external partner's progress toward goals as the basis for continuing, terminating or modifying contracts.</p>		

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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).		
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>Alice ISD has already completed numerous site visits as part of its ongoing school improvement plan. The district does not intend make site visits as part of this project.</p>		

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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).		
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.		
This is not applicable.		

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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.		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Closure </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Transformation </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Tier III Modified Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model </div> <p><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></p> <div> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE </div>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

Alice ISD engaged a diverse group of stakeholders in the model selection process to determine the best fit for Alice High School and to identify the school's core needs. Their work is the foundation of this grant proposal and the team is confident in its selection of the Transformation model. The process of selecting interventions and differentiating supports will be continued during the immediate implementation/start-up phase of the grant. The TTIPS Decision-Making Team utilized Appendices A and B to build the framework of the Team's work. The process provided by the Center on Innovation & Improvement was utilized in selecting the model.

Form an LEA-Decision-Making Team. District leaders established a TTIPS Decision-Making Team comprised of 5 Focus Area Teams that met both separately and as a whole group to analyze data and identify key needs. The Team included a diverse representation of school personnel, parents, community members, parents and students as well as key district support personnel. This team initially determined to focus on the district's sole Tier I campus, Alice High School. The district's four Tier III campuses, which are elementary schools, will benefit from the improved capacity at the district level through the diagnostic, intervention and support mechanisms allowed through the TTIPS grant, but will not submit TTIPS proposals.

The TTIPS Decision-Making Team met as a whole group to learn about the grant and examine the four intervention models. The District and School leaders collected data as described above and assisted the TTIPS Decision-Making Team in the analysis of the various data to identify key needs. Team members were provided research on school improvement to help them identify possible areas of need. The Campus Intervention Team Focused Data Analysis and School Improvement Plan were utilized in the planning process as well.

Answer Narrowing Questions. The TTIPS Decision-Making Team had a second meeting as a whole group during which they reviewed and discussed the school's data and began to create a preliminary school profile by answering a series of questions. Based on this preliminary data profile, the team answered narrowing questions to select the Intervention Model. School Closure and School Restart were not selected because Alice High School is the district's sole high school and because community members, parents and teachers did not support either option. The Turnaround Model was not selected because the team members perceived that the requirement to replace 50% of the personnel was not feasible based on past history of difficulty in filling key positions. Additionally, based on the Characteristics of Performance and Capacity document, it was concluded that the Transformation Model would be the best-fit model.

Collect Data/Perform Comprehensive Needs Assessment. The five focus area groups met individually to further clarify needs in the areas of Student Supports and Leadership and Decision-Making, Scheduling and Learning Time, Personnel and Professional Development, Curriculum and Instruction, and Changing High School Structures and Programs. These groups considered possible programs, partners and providers to address these needs and made recommendations for the whole group. Extensive data analysis conducted by the Campus Intervention Team was utilized as part of the data gathering and analysis activities.

Review questions for consideration for viable options. The TTIPS Decision-Making Team had a third meeting as a whole group to select the intervention model, framework and activities. The team was able to discuss questions recommended in the *Handbook on Effective Implementation of School Improvement Grants* such as:

- What changes at the district level will enable a new campus leader to make strategic staff changes, including creating new positions?
- Which types of strategies will support the transformation (the team lacked sufficient time to study specific strategies)?
- How will the district support the implementation of these strategies to ensure their fidelity?
- Who will be responsible for the implementation of the "required, recommended and diagnostically determined" strategies (what are the relative levels of responsibility for the district and the campus and the external providers)?

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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).		
<ul style="list-style-type: none"> What changes will be required for current policies and structures, such as the school day, the school year, credit accrual, advising, and teacher duties such as advisories and common planning? What options exist to extend accountability and incentives to the entire staff rather than just the core content instructors? In what ways can the district and the campus remove barriers and increase access for students and parents who need added support, such as tutoring and credit recovery? How might the high school become a professional learning community? Which resources exist for student supports and family supports? How can the district facilitate access to these resources and/or fill gaps in services? <p>While the work of the TTIPS Decision-Making Team is complete, Alice ISD will continue to work with its stakeholders to create and maintain a culture of self-reflection and data analysis to guide action.</p> <p>Collect Additional or Missing Data in Order to Make an Informed Decision. The Comprehensive Needs Assessment provided sufficient clarity with regard to needs and correlated strategies suggested in the SIG regulations and guidance in order to meet the needs and achieve transformation.</p> <p>Select an Option. The TTIPS Decision-Making Team is confident in its selection of the Transformation Model of Intervention and based on the current school improvement efforts in place decided that immediate implementation would be the best option. However, once the Technical Assistance Provider reviews the Comprehensive Needs Assessment Process, it is anticipated that the Model Selection and Description Report will be completed and the school improvement efforts will be well underway.</p> <p>Timeline to Implement the Intervention</p> <p>As an immediate implementation grantee, Alice ISD/Alice HS will work closely with SIRC to implement the support and technical assistance for pre-assessment of the district's readiness, capacity, and commitment to implement the grant program and the needs assessment of the district's systems of support, formative assessment processes, use of data, and professional development. Through the Texas Transformation Project, Alice ISD/Alice High School will participate fully in the District Snapshot process facilitated by SIRC, which will provide a robust set of quantitative and qualitative data from a variety of perspectives. This information will clarify the campus's strengths, areas for improvement, challenges, and successes. Snapshot will also recommend research-based practices, processes, and systems for improvement.</p> <p>The Teacher Leaders will collect observation data to guide professional development and student interventions. Internal and external partners will continue to assess needs in the five areas of Student Supports and Leadership and Decision-Making, Scheduling and Learning Time, Personnel and Professional Development, Curriculum and Instruction, and Changing High School Structures and Programs.</p> <p>Alice ISD/Alice HS will continue its ongoing assessment of needs and monitoring/assessment of performance and operations to revise the needs assessment throughout the grant project to maintain a clear focus on data and the identified needs. These processes will be fully integrated with the campus and district improvement plans and will both inform and reflect other needs assessments, such as the Bilingual/ESL and Special Education Monitoring Reports. The long-term goal is to use internal needs assessment to complement the SIRC and TEA and other external assessments through an on-going process of identifying priorities for improvement, identifying strengths, monitoring performance and evaluating outcomes.</p> <p>Timeline</p> <p>The activities slated for start-up during Fall 2010 are based on the comprehensive needs assessment, ongoing Campus Improvement Plan and the TTIPS identified needs and recommended activities. Other activities are proposed pending completion of the District and Campus Snapshots.</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).

Activity	Date
Recruit and retain key personnel, including Transformation Shepherd and a College/Career Access Coordinator (certified counselor)	Pre-award/Fall 2010
Create District Transformation Team	Pre-award/Fall 2010
District Transformation Team begins to review policies and practices to identify and remove barriers.	Pre-award/Fall 2010
Replace the principal (planned for Summer 2010)	Pre-award/ Fall 2010
Expand new teacher induction program	Fall 2010
SIRC will review District and School Profiles created based on the CNA process	Fall 2010
Complete and Submit Model Selection and Description Report	Fall 2010
Work to modify Employee Appraisal System using DMAC and/or Eduphoria performance management system (continuing from Summer 2010)	Fall 2010
Extend CSCOE to ELA and Social Studies in addition to Mathematics and Science (local funds)	Fall 2010
Implement CSCOE Benchmarking and Student Monitoring Features of CSCOE	Fall 2010
Implement 8-period school day with optional flexible school day program to increase learning time and double block approach	Fall 2010
Offer support courses in the core areas for students who were not successful on the previous year's state assessment	Fall 2010
Expand Dual Credit Offerings and more closely align CTE and Dual Credit courses to Programs of Study	Fall 2010
Implement 2 planning periods/day with 1 for structured content area work and 1 for individual planning (local funds)	Fall 2010
Implement Freshman Academy with cohort-based home room assignments and structured advisories and a Freshman Orientation (local funds)	Fall 2010
Implement a CTE Principles Course at the Freshman Level (local funds)	Fall 2010
Establish Social Services Support to Create Community-Oriented Schools to create a network of academic/personal/social/health services	Fall 2010
Utilize an Early Warning Data System	Fall 2010
Hire a Truancy Officer	Fall 2010
Begin "AHS on Tour" with once/month community events promoting extracurricular/co-curricular activities and student/family support	Fall 2010
Work with community-based organizations on parent outreach (local funds)	Fall 2010
Create a Parent Center as a "one-stop" resource for parent education, the parent involvement campus coordinator and the dropout prevention/recovery team in coordination with our Social Worker.	Fall 2010
Implement "Abriendo Puertas", parent-to-parent mentoring program to help parents play a more meaningful role in their children's education, in coordination with GEAR UP and Texas A&M University	Fall 2010
Begin to award teacher incentives for one semester of perfect attendance	Fall 2010
Implement student support and parent outreach components identified by TTIPS Decision-Making Team	Fall 2010
Increase transportation options for "Saturday School" and consider other formats more desirable/convenient to students, such as lunch time study groups	Fall 2010

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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).

Activity	Date
Identify Teacher Leaders	Fall 2010
Complete the first quarter 90-day action plan	Fall 2010
Implement School-wide Positive Behavior Interventions Support	Fall 2010
Begin providing enhanced social service support	Fall 2010
Develop plan to recruit and retain quality staff, including accountability and incentives	Fall 2010
Develop job-embedded professional development plan for year 1	Fall 2010
Teacher Leaders begin collecting observation data to guide professional development and student interventions	Fall 2010
Review progress toward goals in 90-day action plan	Fall 2010
Transformation Shepherd will meet with the principal once a month to concentrate on instructional improvement (90 day action plan progress, Campus Improvement Plan progress, Classroom walkthroughs, Campus Intervention Team meetings).	Fall 2010
Initiate leadership coaching, if available from SIRC	Fall 2010
Write the second quarter 90-day action plan	Fall 2010
Update the Comprehensive Needs Assessment via Campus Snapshot	Spring 2011
Pilot test a community mentoring program and an internship program to match students with community members based on career interests (local funds)	Spring 2011
Conduct principal/leader competency review	Spring 2011
Review staff performance from PDAS, place personnel on intervention plan as appropriate and remove personnel who do not complete all requirements in the intervention plan	Spring 2011
Review staff performance and provide incentives as appropriate for personnel who meet and exceed standards (DATE grant)	Spring 2011
Identify teachers for whom the district will provide tuition support for masters' degrees in content area or in Educational Administration (by recommendation), certification programs, SPED Content Certification or degree programs, Enrichment courses and other high need specialists.	Spring 2011
Identify community partners and formalize agreements as appropriate	Spring 2011
Study possible options including "alternative school of choice"	Spring 2011
Begin online courses (professional development) for staff to be offered by SIRC as per the Texas Transformation Project	Spring 2011
Review behavioral data and PEIMS to analyze PBIS implementation	Spring 2011
Implement targeted professional development based on classroom observation data and student data	Spring 2011
Write third quarter 90-day action plan	Spring 2011
Develop plan for classroom interventions for PBIS	Spring 2011
Attend Summer Seminar Training/District Institute	Summer 2011
Begin professional development and study groups to establish professional learning communities for faculty and staff members.	Summer 2011
Complete TOT for Ruby Payne "Framework of Poverty" and "Under resourced Learners"	Summer 2011
Implement school-wide professional development in Capturing Kids' Hearts	Summer 2011
Attend NSDC Summer Conference	Summer 2011

Review and Revise Professional Development Plans	Summer 2011
Review and Revise Needs Assessment	Summer 2011
Teacher leaders select action research topics	Summer 2011
Write fourth quarter 90-day action plan	Summer 2011
Activity	Date
Implement revised and updated professional development plan	Fall 2011
Implement classroom level PBIS interventions	Fall 2011
Begin action research projects	Fall 2011
Continue online courses (professional development) to be offered by SIRC as per the Texas Transformation Project	Fall 2011
Write fifth quarter 90-day action plan	Fall 2011
Write sixth quarter 90-day action plan	Fall 2011
Continue online courses as per the Texas Transformation Project timeline	Spring 2012
Write seventh quarter 90-day action plan	Spring 2012
Teacher leaders collect data for action research	Spring 2012
Review behavior data to evaluate effectiveness of PBIS interventions	Spring 2012
Attend Summer Seminar Training/District Institute	Summer 2012
Teacher leaders present initial findings	Summer 2012
Conduct intense data review and process evaluation	Summer 2012
Analyze progress towards goals in previous 90-day action plans	Summer 2012
Write eighth quarter 90-day action plan	Summer 2012
Attend NSDC Summer Conference	Summer 2012
Re-administer Campus Snapshot	Fall 2012
Sustain PBIS through on-site coaching	Fall 2012
Write ninth quarter 90-day action plan	Fall 2012
Write tenth quarter 90-day action plan	Fall 2012
Finalize action research projects	Spring 2013
Collect data for Positive Behavior Support evaluation	Spring 2013
Write eleventh quarter 90-day action plan	Spring 2013
Present action research	Summer 2013
Conduct intense data review and process evaluation	Summer 2013
Create sustainability plan (continue practice of 90-day action plans)	Summer 2013
Develop plan to continue use of teacher leaders as an instructional resource	Summer 2013
Write twelfth quarter 90-day action plan	Summer 2013

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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	District Support, including Director of Secondary Education, Director of Career and Technical Education & Federal Programs, Director of Gifted and Advanced Academics, Mathematics Coordinator and Science Coordinator		
2	High School Dean of Instruction		
3	High School Assistant Principal for Special Programs (Special Education)		
4	High School Lead Counselor and Dropout Prevention Coordinator		
5	Classroom Teachers in 4 Core subject areas		
6	Elective Classroom Teachers		
7	School Board President		
8	Business Representatives		
9	Community Representatives and Parent Representatives		
10	Student Representatives		

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Section D: Improvement Activities and Timeline		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, B, C	Improve Student Achievement in Reading/ELA Hire a Reading Intervention Teacher	In 2009, most students (90%) passed the Reading/ELA TAKS. However, only 24% achieved at Commended levels and only 63% met the Texas Success Initiative (TSI) – Higher Education Readiness Component (HERC).	S. Thompson (2000). Effective Content Reading Comprehension and Retention Strategies. M. Agnew (2000). DRAW: A Motivational Reading Comprehension Strategy for Disaffected Readers.	Pre-award Aug. 2010	Aug. 2010
A, B, C	Improve Student Achievement in Mathematics Hire a Mathematics Intervention Teacher	In 2009, only 63% of the students passed the Mathematics TAKS as compared to the state average of 82%. Additionally, only 14 % achieved at Commended levels and only 42% met the TSI-HERC.	R. Balfanz, J. McPartland, & A. Shaw. (2002). Re-conceptualizing extra help for high school students in a high standards era. National Center for Educational	Pre-award Aug. 2010	Aug. 2010
A, B, C	Improve Student Achievement in Science Hire a Science Intervention Teacher Acquire instructional materials and technology	In 2009, only 59% of the students passed the Science TAKS as compared to the state average of 78%. Additionally, only 8% achieved at Commended levels as compared to the state average of 26%.	Achievement. (2009). Core practices in math and science: An investigation of consistently higher performing school systems in five states.	Pre-award Aug. 2010	June. 2013
A, B, C	Improve Student Achievement in Reading/ELA for English Language Learners (ELLs) Hire an ELL Specialist	In 2009, only 53% of ELLs passed the Reading/ELA TAKS and less than 1% met the TSI-HERC.	R. Schoenbah, C. Greenleaf, C. Cziko & L. Hurwitz. (2000). Reading for understanding: a guide to improving reading in middle and high school classrooms	Pre-Award Sept. 2010	May 2013, with interim semester milestones
A, B, C	Improve Student Achievement in Mathematics for ELLs Hire an ELL Specialist	In 2009, only 15% of ELLs passed the Mathematics TAKS and less than 1% met the TSI-HERC.	J.K. Franzak (2006). Zoom: A review of the literature on marginalized adolescent readers, literacy theory, and policy implications. <i>Review of Educational Research.</i>	Pre-Award PD / Sept. 2010	May 2013, with interim semester milestones

Add additional pages as needed.

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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 (CONTINUED)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, B, C	Improve Student Achievement in Science for ELLs Hire an ELL Specialist	In 2009, only 5% of ELLs passed the Science TAKS.	M. Their. (2002). The New Science Literacy: Using Language Skills To Help Students Learn Science.	Pre-Award PD / Sept.2010	May 2013, with interim semester milestones
A, B, C	Improve Student Achievement in Social Studies for English Language Learners Hire an ELL Specialist	In 2009, only 53% of ELLs passed the Social Studies TAKS.	Franzak, 2006	Pre-Award PD / Sept.2010	May 2013, with interim semester milestones
A, B, C	Improve Student Achievement in all core areas Hire an English Language Learner Specialist	Reduce or eliminate significant gaps in achievement between English language learners and non-ELL students.	Intercultural Resource Development Association. (2008). A Framework for Effective Instruction of Secondary English Language Learners.	Pre-award Sept. 2010	Sept. 2010
A, B, C	Improve Student Achievement in Reading/ELA for students receiving Special Education services Provide professional development to Special Education Reading/ELA teachers in regards to the upcoming End of Course exams.	In 2009, only 35% of Special Education students passed the Reading/ELA TAKS and only 14% met the TSI-HERC.	S. Lebzelter, E.J. Nowacek (1999). Reading Strategies for Secondary Students with Mild Disabilities. M. Alfassi (1998). Reading for Meaning: The Efficacy of Reciprocal Teaching in Fostering Reading Comprehension in High School Students in Remedial Reading Classes.	Pre-Award PD / Aug.2010	May 2013, with interim semester milestones

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, B, C	Improve Student Achievement in Mathematics for students receiving Special Education services Hire Highly Qualified Math Special Education Certified Teacher	In 2009, only 24% of Special Education students passed the Mathematics TAKS and less than 1% met the TSI-HERC.	The Final Report of the National Mathematics Advisory Panel, 2008	Pre-Award PD / Aug.2010	June 2013, with interim semester milestones
A, B, C	Improve Student Achievement in Science for students receiving Special Education services Hire Intervention Tchr.	In 2009, only 4% of Special Education students passed the Science TAKS.	Franzak, 2006	Pre-Award PD / Aug.2010	June 2013, with interim semester milestones
A, B, C	Improve Student Achievement in Social Studies for students receiving Special Education services Hire Intervention Tchr.	In 2009, only 30% of the Special Education students passed the Social Studies TAKS.	Franzak, 2006	Pre-Award PD / Aug.2010	June 2013, with interim semester milestones
A	Develop a mastery framework, including clearly stated benchmarks (CSCOPE and Unit Assessments), regular and ongoing formative assessments, and differentiated instruction to address all students' needs	To improve student learning by conducting regular formative assessment linked to the benchmarks and then using the results to monitor students' progress towards proficiency and individualized instruction.	National Math Panel: Critical Foundations for Algebra	Aug.2010	May 2011
A	Utilize an electronic data management system	To 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.	Hamilton, Halverson, Jackson, Mandinach, Supovitz & Wayman, 2009	Pre-Award, Sept. 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Continue to use and integrate technology-based supports and interventions as part of the instructional program in Mathematics and Science. Expand use in Reading/ELA.	The math and science departments utilized a technology-based program to provide support and interventions and showed significant success with the use of such programs.	The Association for Career and Technical Education. (2006) Reinventing the American High School for the 21 st Century: Strengthening a New Vision for the American High School through the Experiences and Resources of Career and Technical Education.	Sept. 2010	May 2013
A	Provide all core area teachers with a laptop computer.	Teachers are more likely to use data during planning sessions, outside of school, and professional development if data is easily accessible.	U.S. Department of Education, Office of Planning, Evaluation and Policy Development. (2008). Teachers' use of student data systems to improve instruction: 2005 to 2007.	Oct. 2010	Oct. 2010
A, B	Implement CSCOPE curriculum framework in all core areas.	It is a viable curriculum that is research-based and vertically aligned from one grade to the next as well as aligned with State academic and assessment standards.	Marzano (2003). What Works in Schools: Translating Research into Action.	Pre-Award / Aug. 2010	Aug. 2010

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, B	Create a Dual Enrollment program linked to an All-Inclusive Early College High School concept in which all students graduating from Alice High School graduate with a substantial amount of college hours.	Increase college and career readiness. ELLs chances of meeting college preparatory requirements increase with early access to college preparatory coursework in high school.	Bailey, Hughes, & Karp, 2002 U.S. Department of Education, 2003; 2004 N. Finkelstein, M. Huang, & A. Fong (2009). High School Course-Taking Patterns for English Language Learners: A Case Study From California	Pre-Award / Aug. 2010	Jan. 2011
A, B	Create Individual Graduation Plans for all students that can be accessed by students and parents through an online system. The focus of the plans should be aimed at a 9-16 approach.	Increase college and career readiness via programs of study and student self-motivation and self-awareness.	D. Conley (2005). College knowledge: What it really takes for students to succeed and what we can do to get them ready.	Sept. 2010	Jan. 2013, with each class of rising 9 th graders
A, B	Hire a College & Career Access Coordinator who is also a certified counselor.	Increase college and career readiness.	Conley, 2005 Achieve and the Education Trust. (2008). Making College and Career Readiness the Mission for High Schools: A Guide for State Policymakers	Aug. 2010	Aug. 2010
C	Campus administration will conduct classroom walkthrough observations at least once a week per teacher.	To link data on instructional practices to students' achievement and to inform decisions regarding teacher professional development and the need for additional instructional resources.	R.J. Marzano, B.A. McNulty, & T. Waters,. (2005) School Leadership that Works: From Research to Results.	Sept. 2010	May 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
C	Provide campus and district administration with professional development on the classroom walkthrough observation process.	To link data on instructional practices to students' achievement and to inform decisions regarding teacher professional development and the need for additional instructional resources.	Marzano et al., 2005	Sept. 2010	Sept. 2010 (update training offered through Summer 2013)
A, B, C	Implement the Strategic Instructional Model and Strategic Tutoring	To enhance content literacy through more strategic approaches to learning and teaching.	J.B. Schumaker & D.D. Deshler. (2010) Using a tiered intervention model in secondary schools to improve academic outcomes.	June 2011	July 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Provide professional development on the application of Mastery Learning techniques.	Mastery learning uses individualized instruction, progress monitoring, formative assessment, feedback, corrective procedures, and instructional alignment to minimize achievement gaps.	Bloom, 1971 Zimmerman & Dibenedetto, 2008	June 2011	June 2012
B	Teach students to examine their own data and set learning goals.	Increases student ownership of college and career goals. Formative feedback can be used to alter goal orientation—from a focus on performance to a focus on learning.	Kluger & DeNisi (1996) The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory. G. H. Gregory & L. Kuzmich (2004). 4.Data Driven Differentiation in the Standards-Based Classroom	Jan. 2011	May 2013
A, B, C	Use data as the driving force behind school improvement efforts through the creation of School and District Profiles (Comprehensive Needs Assessment).	To incorporate research-based approaches into school improvement based on ability to address need or affect student outcomes.	A. Zmuda, R. Kuklis & E. Kline (2004). Transforming Schools: Creating a Culture of Continuous Improvement. ASCD	Jan. 2011	June 2013
A, B, C	Develop the Campus Improvement Plan based on the data from the School Profiles (I).	To effectively find, interpret, and apply relevant research in a structured and systemic process.	G.D. Borman, G.M. Hewes, L.T. Overman, & S. Brown (2003). Comprehensive school reform and achievement: A meta-analysis.	March 2011	May 2011

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
C	Engage in the Professional Learning Communities professional development model.	PLCs have assisted staff in predominantly Hispanic Communities overcome implementation problems and increased student achievement. School staff develop their capacities regardless of changes in the school and surrounding communities.	M. Morrissey (2000) Professional Learning Communities: An Ongoing Exploration. SEDL R. DuFour & R. Eaker (1998). Professional learning communities at work: Best practices for enhancing student achievement.	Sept. 2011	June 2013
C	Planning structures will be established for administration and departments heads. Guidelines will be formulated for collaborative planning. A calendar will be developed with department heads so that they will lead collaborative meetings focused on increasing the use of quality data to drive instruction.	To create a shared leadership approach to drive improvement.	L. Lambert (2002, May). A framework for shared leadership. <i>Educational Leadership</i>	Pre-Award Sept. 2010	Jan. 2011
A, B, C	Implement an Early Warning Data System	Students who were identified as ELLs in or before 9 th grade are more likely to be on track to meet college requirements.	J.B. Heppen & S.B. Therriault (2008). Developing early warning systems to identify potential high school dropouts.	Pre-Award/ Sept. 2010	Sept. 2010

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Provide instructional leadership coaching via the Texas Transformation Project model.	To ensure that administrators and campus leaders are equipped to facilitate effective teacher and learning and have the capacity to successfully implement school reform strategies.	C.J. Brown, H.R. Stroh, J.T. Fouts, & D.B. Baker. (2005). Learning to change: School coaching for systemic reform. T. Greene. (2004). Literature Review for School-Based Staff Developers and Coaches. NSDC	Jan. 2011	May 2013
A, C	Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with administrators and teacher leaders.	To ensure that administrators and campus leaders are equipped to facilitate effective teacher and learning and have the capacity to successfully implement school reform strategies.	P.R. West. (2002). 21 st century professional development: The job-embedded, continual learning model. <i>American Secondary Education</i>	June 2011	May 2013
A, C	Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.	To assess whether the curriculum is having the intended impact on student achievement and is modified if ineffective.	Zmuda, et al. 2004. J.F. Kovaleski, E.E. Gickling & H. Marrow. (1999). High versus low implementation of instructional support teams: A case for maintaining program fidelity.	Sept. 2010	July 2013
A, C	Provide additional supports and professional development in the areas of Special Education and ESL Instruction.	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.	Franzak, 2006	June 2011	May 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Give the school sufficient operational flexibility in staffing, calendars/time, and budgeting.	To implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	J. Kowal, E.A. Hassel & B.C. Hassel (2009). Successful school turnarounds: Seven steps for district leaders. The Center for Comprehensive School Reform and Improvement.	Jan. 2011	June 2013 (with reviews of 90 day plans and benchmarks)
B	Ensure that the school receives ongoing, intensive technical assistance and related support from the District and SIRC (Texas Transformation Project).	Help to monitor AISD's adherence to intervention plans and track performance metrics against quantifiable objectives, ensuring fidelity of implementation.	CCSSO and Learning Point Associates. (2010). School Improvement: Emerging trends reflected in the state phase 1 Race to the Top Applications.	Jan. 2011	June 2013
B	Close the campus for Freshman students via a Freshman Academy model.	Ninth-grade has low academic performance, low attendance, and high dropout rates, which lead to reduced on-time graduation.	Ninth Grade Success Academy is a component of the Talent Development High School program, a reform strategy developed by the Center for Research on the Education of Students Placed at Risk at Johns Hopkins University	Aug. 2010	June 2013
C	Hire a Dean of Assessment, Research, and Evaluation	To lead assessment, monitoring fidelity of implementation of school improvement programs, and assist with the processes associated with documenting and reporting progress to inform practice.	Hamilton, Halverson, Jackson, Mandinach, Supovitz & Wayman, 2009	Sept. 2010	Sept. 2010
C	Contract with an external evaluator.	To provide data resources in monitoring fidelity of implementation of school improvement programs, and processes associated with documenting and reporting progress to inform practice.	C. Teddlie & D. Reynolds. (2000), <i>The International Handbook of School Effectiveness Research</i>	Sept. 2010	July 2013

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Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
C	Use rigorous, transparent, and equitable evaluation systems for administrators.	A well-designed evaluation system can effectively merge professional development with quality assurance in educator/leader evaluation.	C. Danielson (2001). New Trends in Teacher Evaluation.	Jan.2011	June 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Establish schedules and strategies that provide increased learning time such as embedded TAKS enrichment courses and TAKS Seminars for Exit Level Testers who haven't been successful.	To provide intervention support during the school day.	R.J. Marzano. (2003). What works in schools: Translating research into action	Aug. 2010	June 2013
A	Establish a Freshman Academy, which will operate on its own bell schedule.	To improve student transition from middle to high school.	R. Balfanz, N. Legters, & W. Jordan. (2004). Catching up: Impact of the talent development ninth grade instructional interventions in reading and mathematics in high-poverty high schools.	Aug. 2010	Aug. 2010
A	Increase the day from the traditional 7 th period day to an 8 th period day to provide increased learning time (double block) for students who were unsuccessful on the state assessment from the prior year. An additional 50 minutes will be added to the instructional day.	To accommodate needs and provide flexibility for instructional time and teacher planning.	Marzano, 2003	Aug. 2010	Aug. 2010
A	Extend and restructure the school day to add time for an advisory period in the Freshman Academy.	To build relationships between students, faculty, and other school staff.	J. Burns (1996). The five attributes of satisfying advisories.	Aug. 2010	Aug. 2011
A	Provide summer transition programs.	To improve student transition from middle to high school.	MDRC. Making Progress Toward Graduation: Evidence from the Talent Development High School Model. Accessed online at http://www.mdrc.org/publications/408/overview.html	June 2011	July 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Work with SIRC to develop an instructionally focused Calendar for the 2011-2012 academic year and beyond.	To ensure that the viable curriculum is implemented with fidelity and that time for data activities is included in the calendar.	Marzano, 2003.	June 2011	Jan. 2013
C	Teachers will be provided with a subject specific collaborative planning period that is structured and individual planning period.	To provide teachers with opportunities for ongoing discussion and reflection leading to changes in practice.	B. Joyce & B. Showers (2002). Student achievement through professional development. In B. Joyce & B. Showers (Eds.), <i>Designing training and peer coaching: Our need for learning.</i> ASCD.	Aug. 2011	Jan. 2013

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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
A	Include parents and community members on the District Transformation Team.	Parental involvement is strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and family ethnicity.	T. Nechyba, P. McEwan, & D. Older-Aguilar (1999). The impact of family and community resource on student outcomes: An assessment of the international literature.	Sept. 2010	June 2013
A, B	Create a parent center.	To establish an accessible, "one-stop" place for activities and resources that support the family role in education.	J.L. Epstein & S.B. Sheldon (2006). Moving Forward: Ideas for Research on School, Family, and Community Partnerships.	Aug. 2010	Aug. 2010
A	Include the Parental Involvement Campus Coordinator as a key member of the campus dropout prevention and recovery team.	Parental involvement in a child's education promotes resilience or vulnerability.	I. Schoon, J. Bynner, H. Joshi, S. Parsons, R.D. Wiggins & A. Sacker (2002). The influence of context, timing, and duration of risk experiences for the passage from childhood to midadulthood.	Sept. 2010	May 2013
B	Begin a parental involvement communication initiative such as Abriendo Puertas.	To train parents to become leaders in the school; to engage parents to conduct outreach efforts to other parents.	H.B. Weiss, S.M. Bouffard, B.L. Bridgall & E.W. Gordon (2009). Reframing family involvement in education: Supporting families to support educational equity. Harvard Family Research Project.	Oct. 2010	Oct. 2010

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Provide information to parents and the community via outreach utilizing "AHS On Tour"- Mobile College/Career Readiness Center.	Parental involvement varies by parents' social class, poverty, health, and also with parental perception of their role and their levels of confidence in fulfilling it. Some parents are put off by feeling put down by schools and teachers. Schools must use new avenues to bring parents into a network of involvement.	H. Kreider (2000). The National Network of Partnerships Schools. A model for family-school-community partnerships. University of Harvard, Harvard Family Research Project.	Oct. 2010	June 2013
B	Communicate with the community via media, print, and outreach.	Parental involvement in a child's education promotes resilience or vulnerability. Parental values are a major factor influencing their child's achievement in school.	X. Fan & M. Chen (2001). Parental involvement and students' academic achievement: A meta-analysis.	Sept. 2010	June 2013
C	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.	Fan & Chen, 2001	Oct. 2010	June 2013
C	Create a student internship program in the community focused on college and career readiness.	To provide students with opportunities to create relevance for instruction through career connections.	TEA and THEA standards for P-16 and College and Career Readiness	June 2011	Aug. 2011

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
C	Implement a Community-student mentoring program.	Mentors (a) increase students' competence and performance by demonstrating trust and confidence, (b) praise and encourage mentees, I explain "socially and culturally" desirable behaviors.	L. Bearden, W. Spencer, & J. Moracco (1989). A study of high school dropouts.	Jan.2011 (Pilot Sept. 2010)	May 2011

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Hire a Truancy Officer that collaborates with the dropout prevention and recovery team and District Transformation Office.	Truancy is a risk factor for dropping out and for serious juvenile delinquency.	M. Dynarski & P. Gleason (1999). How Can We Help? Lessons From Federal Dropout Prevention Programs. Mathematica Policy Research, Inc.	Sept. 2010	Sept. 2010
A	Implement the Freshman Academy model.	To increase attendance and improve student transition from middle to high school.	Balfanz, et al., 2004.	Aug. 2010	Aug. 2010
A	Extend and restructure the school day to add time for an advisory period in the Freshman Academy.	To build relationships between students, faculty, and other school staff.	Burns, 1996.	Aug. 2010	Aug. 2010
B	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.	To increase attendance and decrease discipline referrals.	G. Sugai & R. Horner. (2002). The Evolution of Discipline Practices: School-Wide Positive Behavior Supports	Sept. 2011	May 2013
C	Provide summer transition programs that include showcasing of extra/co-curricular activities.	To improve student transition from middle to high school and to increase involvement in extra/co-curricular activities.	MDRC. Making Progress Toward Graduation: Evidence from the Talent Development High School Model.	June 2011	July 2013
C	Require freshman to take a semester CTE Principles course in one of the programs of studies available.	To increase involvement in extra/co-curricular activities.	Conley, 2005	Aug. 2010	Aug. 2010

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate (CONTINUED)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Implement Positive Behavior Support	To build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices. To establish the social culture and behavioral supports needed for all children in a school to achieve both social and academic success.	www.pbis.org	Sept. 2010	Sept. 2011
A, B, C	Establish social services support to create community-oriented schools	To connect needed community resources with schools to help students to successfully learn, stay in school and prepare for life.	ICF. (2009). Best Practices in Dropout Prevention & Evaluation of Communities In Schools (CIS) of Texas	Sept. 2010	May 2012
A, B, C	Hire a social worker Provide child care vouchers	To integrate programs of education and support services to improve school attendance, increase graduation rates and enhance parenting skills.	Healthy Teen Network Center on Adolescent Sexuality, Pregnancy and Parenting	Sept. 2010	May 2013
A, B, C	Implement professional development to create positive teacher-student relationships, such as Capturing Kids' Hearts	To create positive Teacher-Student Relationships.	W.L. Yeager, Jr. (2006). The effect of the Capturing Kids' Hearts staff development program in fostering positive teacher-student relationships at Jane Long Middle School in Bryan ISD.	June 2011	July 2011
A, B, C	Implement professional development to more effectively prepare teachers and staff to meet the needs of high-poverty and under-resourced students.	To reduce barriers for high-poverty children and create a highly supportive environment.	R.K. Payne. (2005). A Framework for Understanding Poverty R.K. Payne. (2008). Under-Resourced Learners: 8 Strategies to Boost Student Achievement	June 2011	July 2011
Add additional pages as needed.					

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Use rigorous, transparent, and equitable evaluation systems for teachers. SIRC will be contacted to assist with the development of the revised evaluation system.	A well-designed evaluation system can effectively merge professional development with quality assurance in educator/leader evaluation.	Danielson, 2001	Jan. 2011	May 2013
B	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 staff and administrators are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	L. Darling-Hammond, L., & P. Youngs (2002). Defining "highly qualified teachers": What does scientifically-based research actually tell us? <i>Educational Researcher</i> .	June 2011	July 2013
B	Provide additional supports and professional development in the areas of special education and second language acquisition.	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.	Darling-Hammond & Youngs, 2002	June 2011	May 2013
C	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.	To recruit, place, and retain staff with the skills necessary to meet the needs of the students.	11 Guiding Principles for the Teacher Incentive Fund and to foster strong collaboration at the local level by The American Association of School Administrators, the National Education Association and National School Boards Association (NSBA)	Sept. 2010	July 2013
C	Provide tuition assistance to teachers interested in pursuing masters degrees, certifications, or taking enrichment courses at the university level.	To increase teacher quality and retain staff with the skills necessary to meet the needs of the students.	Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. <i>American Educational Research Journal</i>	Jan. 2011	June 2013

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Other Improvement Activities and Timeline (cont.)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
All Improvement Activities were linked to the Critical Success Factors and Milestones.					

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

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Alice ISD will establish a structure for ongoing monitoring and continuous improvement, based on the TTIPS Decision-Making team and the creation of a system for teacher-led instructional improvement through small teams focused on goals for student achievement measured by data based on Schmoker, Results: The Key to Continuous School Improvement (ASCD, 1996).</p> <p>Teams. Teacher-led instructional improvement teams will conduct action research through the professional learning community, the common planning and other shared practice. Schmoker suggests some guidelines for teams:</p> <ul style="list-style-type: none"> • Listen Before You Leap: brainstorm, then judge possible actions against the team's knowledge of pertinent research and sense of probable and potential impact on student learning. • Follow-up: Rigorously assess the results of actions decided on at the last meeting before moving to the next round of brainstorming and action planning. • Use Structured Processes: Teams need agendas for meetings, for roles within the team, for assessing results, etc. • Hope and Optimism: Recognize, publicize and celebrate success. Tell the stories of successful teamwork constantly to all audiences. This is a discipline; it is rigorous and demanding, and everyone will need all the encouragement they can get. <p>Measurable Goals: The teams will base continuous improvement on goals and performance measures that are:</p> <ul style="list-style-type: none"> • Measurable • Annual (with shorter sub-goals through the 90-day plans) • Achievement-focused • Standards-based • Simply written • Few in number to allow teachers to concentrate their efforts • Created in an environment and culture that keeps them from being overly threatening to individual teachers <p>In addition to these structures, Alice ISD will partner with the Texas Center for Educational Research (TCER) to provide ongoing support for grant implementation, including quantitative and qualitative data collection and analysis, formative and summative feedback on implementation strategies, and assistance with reporting requirements. TCER-provided data and feedback will supplement SIRC Technical Assistance and AISD monitoring efforts and provide an independent evaluation of the grant's fidelity of implementation, commitment and capacity, and effectiveness. TCER reports will provide the Transformation Shepherd and district staff with information designed to support continuous improvement in the implementation of the transformation model, including the barriers to implementing the model, strategies for overcoming barriers, and the effects of implementation on student, teacher, and school outcomes across grant years. TCER data will not be used for the purposes of personnel decisions and/or individual teacher or administrator performance evaluations.</p>		

<p style="font-size: 1.2em; margin: 0;">D. Silvas</p> <p style="font-size: 0.8em; margin: 0;">by telephone/e-mail/FAX on <u>9/9/10</u> by <u>S. Sheehan</u> of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2010-2013</p>	<p><u>125-901</u> County-District No.</p> <p>_____ Amendment No.</p>
<p>Texas Title I Priority Schools Grant</p>		
<p>Schedule #4C—Performance Assessment and Evaluation</p>		
<p>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)</p>		
<p>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>		
<p>The Texas Center for Educational Research (TCER) will partner with AISD to provide formative and summative evaluation services supporting the district's implementation of the school transformation model and effective use of SIRC Technical Assistance and other data resources to drive decision-making. TCER is an independent, nonprofit, educational research organization established to study major issues affecting all levels and areas of public education in Texas. TCER has extensive experience conducting independent evaluations of programs focused on improving educational outcomes in Texas, and has worked effectively with AISD on prior evaluation projects.</p>		
<p>TCER's evaluation activities will draw on qualitative and quantitative data sources such as staff, student, parents, community, district and school level administrator surveys. Confidential interviews with district and campus staff charged with the implementation of the transformation model will also take place. This will provide AISD administrators and staff with timely, relevant information that may be used to develop and refine ongoing implementation strategies (formative feedback), as well as to provide an overall assessment of the effectiveness of the district's implementation of the school transformation model (summative feedback). The evaluation will address AISD's capacity to implement school transformation, its commitment to affecting change through the transformation model, and its ability to sustain changes over time. Through ongoing data collection and analysis, the evaluation will:</p>		
<ul style="list-style-type: none"> • Support AISD's use of quantitative data to measure change across grant years, improve implementation quality, and maintain fidelity of implementation of the transformation model; • Assess AISD's approach to planning and implementing the school transformation model, including its effectiveness in collaborating with SIRC and external partners; communicating school transformation goals and objectives to stakeholders; and involving parents, students, and school staff in planning processes; • Consider the effectiveness of professional development provided to school administrators and teachers, the level of implementation of the professional development, and the role of professional development in building AISD's leadership and capacity for implementing the school transformation model; • Provide information about fidelity of implementation of transformation activities and measure changes over time; and • Gather a nuanced understanding of the strengths and weakness of AISD's approach to school transformation, the barriers and supports to its implementation of the model, and stakeholder perceptions of school transformation as a means to improve student and teacher outcomes. 		
<p>TCER will work closely with AISD's Transformation Shepherd/Office to provide evaluation data in a manner that supports ongoing implementation of the transformation model, as well as improved instruction and student outcomes. The evaluation data will be used to develop and assess progress on the 90-day action plans. In collaboration with the Transformation Shepherd/Office, TCER will develop a timeline for planning meetings and conference calls, data collection activities and analyses, presentations of evaluation findings, and reporting requirement deadlines. The timeline will be designed to provide high impact information and data to AISD and community stakeholders in a manner that maximizes the evaluation's effectiveness as a tool to support school transformation.</p>		

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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		
Across grant years, TCER will collect qualitative and quantitative data designed to assess and support AISD's commitment and capacity to implement the transformation model, using data provided by SIRC and external partners as appropriate. Data collection activities are described in the sections that follow:		
<p>Qualitative Data: Surveys. In the spring of each grant year, TCER will administer surveys of (1) district- and school-level administrators involved in implementing the transformation model, (2) AHS teachers, (3) AHS students, and (4) parents and community members. Surveys will be designed in collaboration with AISD's Transformation Shepherd/Office and will assess respondents' perceptions of leadership for the transformation model; school and community buy-in and support for change; the communication of transformation goals and objectives; and the effects of implementation, including changes in school, teacher, and student outcomes; as well as other issues raised in district/campus snapshot data or relevant to the district's 90-day action plan implementation. The teacher and administrator surveys will also address the challenges and supports to implementing the school transformation model, the effectiveness of professional development opportunities and the implementation of training content, as well as the sustainability of reforms once grant funds have expired. Survey data will be presented in the aggregate in order to ensure respondent confidentiality.</p>		
<p>Qualitative Data: Stakeholder Interviews and Focus Groups. In collaboration with the Transformation Shepherd/Office, TCER will develop interview and site visit protocols that address components of the school's action plan and a site visit calendar for each grant year. Site visits will include confidential interviews with district- and campus-level staff charged with the implementation of the transformation model, partner entities that provide support for school transformation, as well as focus group discussions with AISD teachers and students, and, to the extent possible, parents and community members. Interview and focus group protocols will be designed to gather information about grant planning and implementation processes; collaboration between district staff and project partners; parent, administrator, teacher, and student involvement in planning and implementation processes; the quality and availability of teacher and administrator training in support of school transformation; the strengths and weaknesses of implementation design; as well as other issues raised in district/campus snapshot data or relevant to the district's 90-day action plan implementation. Interview and focus group data will be presented in a summary format designed to provide guidance for grant implementation while maintaining respondent confidentiality.</p>		
<p>Quantitative Data. TCER will support district- and campus-level staff in using data provided by SIRC and external partners to guide implementation of the school transformation model. Evaluators will provide assistance in interpreting quantitative results, measuring change across years, and using data to refine implementation strategies and maintain fidelity of implementation of the transformation model.</p>		
<p>External providers will be required to collect and provide data as well. For example, <i>Abriendo Puertas</i> staff will collect and tabulate data on the contacts made by the Parent Volunteers and a comprehensive report on parent outreach efforts will be prepared by <i>Abriendo Puertas'</i> external evaluator at the conclusion of the project year. Parent Volunteers and parents reached by them will complete pre- and post-surveys to gauge learning and changes in beliefs concerning their roles in the education of their children.</p>		

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Schedule # 4C--Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Progress monitoring will encompass multiple components: establishing and measuring of academic goals; providing a vehicle for understanding how students are progressing toward established goals; creating opportunities for class-, school-, and/or district-wide screening to identify students potentially at risk for academic failure; and offering data that can provide accountability evidence to parents, teachers, and educators about the impact of intervention programs.		
Alice ISD will use teams for planning, monitoring, and decision making based on the Transformation Leadership Team, various Instructional Teams, and a team focused on creating a Community Oriented School. The Transformation Leadership Team will also function as the School Improvement Team, monitoring progress to ensure fidelity of implementation, monitor progress and amend the school improvement plan as needed.		
Several Instructional Teams will monitor progress toward instructional strategies aligned to the standards-based curriculum and monitor the progress of the students in the grade levels or subject area for which the team is responsible.		
The Community-Oriented School team will include a diverse group of community, district and campus stakeholders, with parents constituting the majority of the membership. The Community-Oriented School team will advise, plan, and assists with matters related to the school-home relationship, homework, open houses, parent-teacher conferences, school-home communication, personal/social services, and parent education (including training and information about learning standards and the parents' role in supporting children's learning at home).		
Progress monitoring will be done on a frequent basis (i.e., academic progress will be monitored every 6 weeks for all students and every 3 weeks for at-risk students), to provide stakeholders a chance to see how they are moving toward goals, provide a clearer understanding of the impact of their activities, and provide content for communication with parents and others.		
The first step will be to select targets for outcomes, building on the work presented in this proposal. Targets may be set for individuals, teams, groups, the campus, the district and other subsets. The targets will be aligned through the site-based decision-making processes.		
Targets will indicate the expected level of performance to be achieved if the project, specific intervention strategy or activity is implemented with fidelity and creates expected outcomes. Evidence of meeting or exceeding targets will indicate that the intervention has met its established objectives. The goals can be adjusted along the way to account for speed of implementation. In this way, the outcomes will be crucial for ongoing data-driven decisions and problem-solving.		
The next step will be to create a data collection process and train the school and district staff and external providers to collect data, assess data and use data for continuous improvement and data-driven decision-making.		

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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).

Alice ISD anticipates receiving technical assistance from SIRC and/or an external partner to develop written statements of purpose for the performance assessment teams. The teams will develop plans to assess progress and propose the types of documentation and reports they will generate. The district will provide adequate time for teams to meet, conduct business, and meet the expectations set forth in the statements of purpose.

The teams will meet regularly. For example, the District Transformation Team and Community Oriented School Team will meet one-to-two times per month and the various instructional Teams will meet either once per week and once per month, depending on the scope and nature of their task. Instructional teams responsible for monitoring student achievement data will meet at least twice per month for short periods. They will meet for a half- to whole-day assessment every six weeks to review benchmarking and other student learning data and develop and refine instructional plans. AISD will ensure that teams receive timely access to information, including student progress data and summaries of classroom observation walkthrough reports.

As part of the formative evaluation, TCER will provide support in developing and refining AISD's performance goals across grant years. TCER will:

- Support to district- and campus-level staff in using needs assessment information and data provided by SIRC and external partners to establish measurable goals and evaluate progress;
- Design data collection instruments (e.g., surveys, interview protocols) that collect targeted information used to measure progress toward goal attainment;
- Collect and analyze data used to identify barriers to goal attainment, strategies for overcoming barriers, and progress toward goal attainment;
- Collaborate with district- and campus-level staff in identifying gaps in goal attainment and refining implementation strategies to address gaps; and
- Provide systematic feedback to inform implementation decisions and ensure goal attainment.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS/TAKS-A/TAKS-M/TAKS-ALT	90%	92%	94%	96%
2	Improve Student Achievement in Mathematics	TAKS/TAKS-A/TAKS-M/TAKS-ALT	63%	75%	83%	92%
3	Improve Student Achievement in Science	TAKS/TAKS-A/TAKS-M/TAKS-ALT	59%	70%	78%	85%
4	Improve Student Achievement in Reading/ELA for ELLs	TAKS/TAKS-A/TAKS-M/TAKS-ALT	53%	60%	65%	70%
5	Improve Student Achievement in Mathematics for ELLs	TAKS/TAKS-A/TAKS-M/TAKS-ALT	15%	50%	55%	60%
6	Improve Student Achievement in Science for ELLs	TAKS/TAKS-A/TAKS-M/TAKS-ALT	5%	50%	55%	60%
7	Improve Student Achievement in Social Studies for ELLs	TAKS/TAKS-A/TAKS-M/TAKS-ALT	53%	60%	65%	70%
8	Improve Student Achievement in Reading/ELA for students receiving Special Education services	TAKS/TAKS-A/TAKS-M/TAKS-ALT	35%	50%	55%	60%
9	Improve Student Achievement in Mathematics for students receiving Special Education services	TAKS/TAKS-A/TAKS-M/TAKS-ALT	24%	50%	55%	60%
10	Improve Student Achievement in Science for students receiving Special Education services	TAKS/TAKS-A/TAKS-M/TAKS-ALT	4%	50%	55%	60%
11	Improve Student Achievement in Social Studies for students receiving Special Education services	TAKS/TAKS-A/TAKS-M/TAKS-ALT	30%	50%	55%	60%
12						
13						
14						

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<p>Schedule # 4C—Performance Assessment and Evaluation</p>						
<p>Part 3: Annual Performance Goals</p>						
<p>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.</p>						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	<p>Increase data disaggregation activities</p> <p>Activities will include disaggregation of data after each unit assessment and TAKS Benchmarks as per the assessment calendar</p>	<p>Eduphoria! Aware Student Achievement Report</p> <p>Collaborative Planning Minutes</p> <p>Data Reflection Sheet</p>	Twice a year	For every unit→	For every unit→	For every unit
2	<p>Increase opportunities for on-going communication through the</p> <p>Student Advisory Council (SAC),</p> <p>Campus Improvement and Planning Council (CIPC),</p> <p>Faculty Meetings,</p> <p>New Teacher Induction Luncheons,</p> <p>Department Collaborative Planning Periods, and</p> <p>Freshman Academy Team Planning.</p>	<p>Assessment Calendar</p> <p>Dates At A Glance</p>	<p>Student Advisory Council – 0</p> <p>Campus Improvement Planning Council – 2/year</p> <p>Faculty Meetings – 10/year</p> <p>New Teacher Induction Luncheons– 3</p> <p>Department Collaborative Planning – 1/week</p> <p>Freshman Academy Team Planning – 0</p>	<p>1 time per month</p> <p>1 time per month</p> <p>1 time per month</p> <p>1 time per month</p> <p>1 time per week</p> <p>4 times per week</p>	<p>1 time per month</p> <p>1 time per month</p> <p>1 time per month</p> <p>1 time per month</p> <p>1 time per week</p> <p>4 times per week</p>	<p>1 time per month</p> <p>1 time per month</p> <p>1 time per month</p> <p>1 time per month</p> <p>1 time per week</p> <p>4 times per week</p>

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of job embedded professional development opportunities	SIRC and District Data	0 per core teacher	2 per core teacher	4 per core teacher	6 per core teacher
2	Increase in the use of data and data resources	Eduphoria! Aware Student Achievement Report Collaborative Planning Minutes Failure Report at 3 weeks and at the end of each 6 weeks	Twice a year	Once Every three weeks	Once Every three weeks	Once Every three weeks
3						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the time available for staff to collaboratively plan	Master Schedule, minutes, agendas	0 minutes per day	100 minutes per day	100 minutes per day	100 minutes per day
2	Increase instructional time for students	Master Schedule	350 minutes	400 minutes / day + embedded enrichment	400 minutes / day + RtI course offerings	400 minutes / day + RtI course offerings

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase opportunities for parent and community input	Sign In Sheets Agendas	Twice a Year	10/year	10/year	10/year
2	Increase effective communication across the campus	Sign In Sheets Agendas	Twice a Year	10/year	10/year	10/year
3	Increase in accessibility to community services	Schedules, announcements, sign in sheets	Once a Year	5/year	7/ year	10/year
4	Increase attendance at parent events	Sign In Sheets Agendas	7,738	Increase parent attendance by 5% over prior year	Increase parent attendance by 10% over year 1	Increase parent attendance by 10% over year 2

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	Increase the attendance rate school-wide	District & School Profile	89.7%	92.0%	93.0%	94.5%
2	Decrease discipline referrals school-wide	District & School Profile	2,893	10% decrease over prior year	10% decrease over Year 1	10% decrease over Year 2
3	Decrease the number of DAEP discretionary placements	District & School Profile	64	10% decrease over prior year	10% decrease over Year 1	10% decrease over Year 2
4	Decrease the number of Out of School Suspensions	District & School Profile	383	10% decrease over prior year	10% decrease over Year 1	10% decrease over Year 2

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5	Decrease the number of In School Suspensions	District & School Profile	1,286	10% decrease over prior year	10% decrease over Year 1
					10% decrease over Year 2

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of job embedded professional development opportunities	Certificates of attendance, class schedules, training log	0	2	4	8
2	Decrease the teacher absenteeism rate	District & School Profile	21 days missed on average per core teacher/886 total days missed	15% decrease over prior year	15% decrease over Year 1	15% decrease over Year 2
3	Increase the number of teachers in the areas of low performance, math and science.	District & School Profile	Math -12 teachers Science -12 teachers	Math -18 teachers Science-14 teachers	Math -12 teachers Science-14 teachers	Math -12 teachers Science -14 teachers
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	Increase in the number of students meeting the Texas Success Initiative – Higher Education Readiness Component in English/Language Arts	TAKS	63%	70%	75%	78%
2	Increase in the number of students meeting the Texas Success Initiative – Higher Education Readiness Component in Mathematics	TAKS	42%	62%	65%	75%
3	Increase in the Graduation Rate at Alice High School	PEIMS	58.6%	65.0%	70.0%	75.0%

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Ttruancy				
#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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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by telephone/e-mail/FAX on <div style="font-family: cursive; font-size: 1.2em;">10/13/10</div> by <div style="font-family: cursive; font-size: 1.2em;">S. Strubhan</div> of TEA.						
Texas Title I Priority Schools Grant						
Schedule #5—Program Budget Summary						
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A				Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013						
Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ 2,945,390 <div style="font-family: cursive;">\$3,278,718</div>	\$ 254,924	\$ 333,328	\$ 3,533,642
Professional and Contracted Services	5C	6200	\$ 1,065,743 <div style="font-family: cursive;">\$1,090,243</div>	\$ 0	\$ 24,500	\$ 1,090,243
Supplies and Materials	5D	6300	\$ 204,201 <div style="font-family: cursive;">\$310,396</div>	\$ 0	\$ 106,195	\$ 310,396
Other Operating Costs	5E	6400	\$ 292,100	\$ 0	\$ 0	\$ 292,100
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	\$ 0 <div style="font-family: cursive;">\$151,275</div>	\$ 0	\$ 151,275	\$ 151,275
Total Direct Costs			\$ 4,507,434	\$ 254,924	\$ 615,298	\$ 5,377,656
1.693% Indirect Costs				\$ 14,693	\$ 0	\$ 14,693
Grand Total						
Total Budgeted Costs:			\$ 4,507,434	\$269,617	\$ 615,298	\$ 5,392,349
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						5,392,349
Multiply by 6,000,000 (5% limit)						X 5%
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 269,617

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,999,999 Year 2: SY 2011-2012 \$1,813,725 * Year 3: SY 2012-2013 \$1,578,625 * * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
The grant budget was established based on the activities proposed by the TTIPS Decision-Making Focus Area Teams made up of individuals from the TTIPS Decision-Making Team. The activities were selected from the research base provided in the <i>Handbook of Effective Implementation of School Improvement Grants</i> and based on the data collected and provided to the team.		

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by telephone/e-mail/FAX on 10/13/10 by <i>S. Stuchman</i> of TEA.		School Years 2010-2013		Amendment No.		
Texas Title I Priority Schools Grant						
Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Intervention teachers to support school-wide RtI model implementation & additional support for Special Education students	5		\$ 65,554	\$ 524,421
		Math & Science Teacher Leaders to implement professional development and coaching	2		\$ 37,550	\$ 300,406
		English Language Learner Specialist	1		\$ 14,850	\$ 118,800
		Math/Science Teachers (\$3,500) (Recruitment/Retention Stipend)	33		\$ 57,750	\$ 288,750
		Perfect Attendance Incentive (\$1,000)	127			\$ 375,421
		Recruitment Sign On Incentive (\$1,000)	5			\$ 10,000
		Non Core Area Teachers Performance Incentive (\$1,000)	64			\$ 64,000
		Performance Incentive (\$1,000) (Math, Science, ELL Teacher Leaders)	3			\$ 3,000
		Hope Academy Teacher	1		\$13,664	\$ 109,309
2	Educational Aide	Hope Academy Instructional Aide	1		\$6,188	\$ 49,508
		Perfect Attendance Incentive (\$1,000)	11			\$ 33,000
3	Tutor	To assist in implementation of a Strategic Tutoring Model		10		\$ 32,400
Program Management and Administration						
4	Project Director	Transformation Sheppard to lead transformation efforts	1		\$ 26,976	\$ 215,808
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Perfect Attendance Incentive (\$1,000)	2			\$ 6,000
9	Data Entry Clerk	Perfect Attendance Incentive (\$1,000)	5			\$ 15,000
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					

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Auxiliary						
12	Counselor	Perfect Attendance Incentive (\$1,000)	6			\$ 18,000
		Performance Incentive (\$1,000)	6			\$ 6,000
13	Social Worker/Dropout Prevention Case Manager	Integrate programs of education and support services to improve school attendance, increase graduation rates, and enhance parenting skills.	2		\$ 26,976	\$ 226,518
		Perfect Attendance Incentive (\$1,000)	2			\$ 6,000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Perfect Attendance Incentive (\$1,000)	1			\$ 3,000
16	Bus Driver					
17	Cafeteria Staff	Perfect Attendance Incentive (\$1,000)	8			\$ 24,000
18	Librarian	Perfect Attendance Incentive (\$1,000)	1			\$ 3,000
19	School Nurse	Perfect Attendance Incentive (\$1,000)	1			\$ 3,000
Other Employee Positions						
22	Title:	Truancy Officer	1		\$ 7,500	\$ 60,000
		Perfect Attendance Incentive (\$1,000)	1			\$ 3,000
23	Title:	Dean of Assessment, Research, and Evaluation	1		\$ 21,632	\$ 173,060
		Perfect Attendance Incentive (\$1,000)	1			\$ 3,000
		Performance Incentive (\$1,000)	1			\$ 1,000
24	Title:	Campus Administrators Perfect Attendance Incentive (\$1,000)	6			\$ 18,000
		Principal Recruitment/Retention Stipend (\$15,000)	1		\$ 14,388	\$ 43,164
		Administrator Performance Incentive (\$1,000)	6			\$ 6,000
25	Title:					
26	Subtotal Employee Costs				\$ 293,028	\$2,742,565
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$ 0	\$ 0
28	6119	Professional Staff Extra-Duty Pay			\$ 10,000	\$ 220,177
29	6121	Support Staff Extra-Duty Pay			\$ 0	\$ 0
30	6140	Employee Benefits			\$ 30,300	\$ 237,572
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 40,300	\$ 457,749
32	Grand Total Payroll Budget (line 26 + line 31)				\$333,328	\$3,200,314

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Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$ 0	\$ 0
	Specify purpose				
6269	Rental or Lease of Buildings, Space in Buildings, or Land			\$ 0	\$ 0
	Specify purpose and provide calculation				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)			\$ 0	\$ 0
	Specify purposes				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)			\$ 0	\$ 0
	Specify purpose				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval				\$ 0	\$ 0
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	Early Warning System (Pearson- Prevent)			\$ 9,500	\$ 5,000
2.	Health & Nutrition Services for students in OFSDP			\$ 7,500	\$ 0
3.	LSSP Services for students in OFSDP			\$ 7,500	\$ 0
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$ 5,000	\$ 10,500
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
An additional Sci-TEK Lab will be purchased for the Science Department. The Sci-TEK lab serves as an intervention lab for science instruction. Professional Development Follow-Up training will also be provided to Science teachers to ensure proper implementation of the Sci-TEK lab. The Sci-TEK Lab incorporates technology based interventions with opportunities for student engagement via hands on science labs.					
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount
Contractor's Payroll Costs				1	\$ 6,011
Title: Sci-TEK Lab Professional Development Follow-Up Training					\$ 0
Subgrants, Subcontracts, Subcontracted Services					\$ 108,196
Supplies and Materials					\$ 6,011
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (%)					
Total Payment:				\$ 120,218	\$ 120,218

9,500
808

24,500
808

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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):

The Education Service Center-Region 13 will provide recommended (*Handbook on Implementation of School Improvement Grants*) professional development and on-site support in the following areas: Positive Behavior Supports, Strategic Instructional Model, Mastery Learning, and Strategic Tutoring Model.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	4	\$ 50,200 55,200	\$ 5,000	\$ 55,200
Title: Education Service Center, Region 13				
Subgrants, Subcontracts, Subcontracted Services		\$ 0	\$ 0	\$ 0
Supplies and Materials		\$ 10,350	\$ 0	\$ 10,350
Other Operating Costs		\$ 3,450	\$ 0	\$ 3,450
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 64,000 69,000	\$ 5,000	\$ 69,000

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

The Education Service Center-Region 2 will provide recommended (*Handbook on Implementation of School Improvement Grants*) professional development and on-site support in the following areas: Team Teaching/Co-Teaching, Small Group Instruction, Professional Learning Communities and CSCOPE Implementation, Monitoring, and Assessment.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5	\$ 32,560 34,560	\$ 2,000	\$ 34,560
Title: Education Service Center, Region 2				
Subgrants, Subcontracts, Subcontracted Services		\$ 0	\$ 0	\$ 0
Supplies and Materials		\$ 6,480	\$ 0	\$ 6,480
Other Operating Costs		\$ 2,160	\$ 0	\$ 2,160
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 41,200 43,200	\$ 2,000	\$ 43,200

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

"Abriendo Puertas" (Opening Doors) is a parental communication initiative that assists students and their parents achieve their dreams of high school and college graduation. The program emphasizes the important role parents play in their young adult's educational success, while providing the tools and capacity building opportunities needed to empower parents so that they may support their young adult's educational efforts. The Contractor will provide professional development for parents and will assist with the coordination of parental outreach efforts. The program is run through Texas A&M University's College of Agriculture and Life Sciences.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	3	\$ 10,000 15,000	\$ 5,000	\$ 15,000
Title: "Abriendo Puertas" (Opening Doors)				
Subgrants, Subcontracts, Subcontracted Services		\$ 0	\$ 0	\$ 0
Supplies and Materials		\$ 112,500	\$ 0	\$ 112,500
Other Operating Costs		\$ 22,500	\$ 0	\$ 22,500
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 145,000 150,000	\$ 5,000	\$ 150,000

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808

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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.)				
5. Description of Professional or Consulting Service (Topic/Purpose/Service): The Texas Center for Educational Research (TCER) will partner with AISD to provide formative and summative evaluation services supporting the district's implementation of the school transformation model and effective use of SIRC Technical Assistance and other data resources to drive decision-making. TCER is an independent, nonprofit, educational research organization established to study major issues affecting all levels and areas of public education in Texas.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2	\$144,000	\$ 0	\$144,000
Title: Texas Center for Educational Research				
Subgrants, Subcontracts, Subcontracted Services		\$ 0	\$ 0	\$ 0
Supplies and Materials		\$ 27,000	\$ 0	\$ 27,000
Other Operating Costs		\$ 9,000	\$ 0	\$ 9,000
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 180,000	\$ 0	\$180,000

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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.)				
6. Description of Professional or Consulting Service (Topic/Purpose/Service): Texas Instruments will provide on-site support for implementation of the TI Math Forward intervention program. The purpose of utilizing Texas Instruments is for the optimization of problem-solving opportunities and to build the capacity in math for each student. This will assist with ensuring math classrooms are at maximum engagement levels and thus provide success for students in the math classroom.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 104,000	\$ 0	\$104,000
Title: Texas Instruments				
Subgrants, Subcontracts, Subcontracted Services		\$ 0	\$ 0	\$ 0
Supplies and Materials		\$ 19,500	\$ 0	\$ 19,500
Other Operating Costs		\$ 6,500	\$ 0	\$ 6,500
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 130,000	\$ 0	\$130,000
7. Description of Professional or Consulting Service (Topic/Purpose/Service): The Cognitive Tutor, an technology based intervention, provided by Carnegie Learning has been utilized to assist students in differentiated deficit math instruction for each student in a mathematics class at Alice High School. It is a computer software and online curriculum that provides prescriptive tutorials and step-by-step skill acquisition to the learner, with in class professional development and reporting for the teachers. They provide individuals that assist teachers in analyzing the data from the system to guide future instruction immediately.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2	\$ 118,180	\$ 0	\$118,180
Title: Carnegie Learning - Cognitive Tutor				
Subgrants, Subcontracts, Subcontracted Services		\$ 0	\$ 0	\$ 0
Supplies and Materials		\$ 22,159	\$ 0	\$ 22,159
Other Operating Costs		\$ 7,386	\$ 0	\$ 7,386
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 147,725	\$ 0	\$147,725
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 840,143	\$ 12,000	\$840,143
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
		\$ 0	\$ 0	\$ 0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
		\$ 24,500	\$ 5,000	\$ 24,500
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
		\$ 840,143	\$ 12,000	\$ 840,143
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
		\$ 218,100	\$ 7,500	\$ 225,600
Grand Total:		\$1,065,743	\$24,500	\$1,090,243

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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			\$ 101,195	\$109,700	
	#	Type	Purpose			Quantity
	1	Laptop Computers	For Teacher Use - Data Disaggregation Tool			70 @ \$ 1,139 each (\$79,700)
	2	Laptop Computers	For Mobile AHS On Tour - College & Career Readiness Lab (Pre-Award)			12 @ \$ 1,233 each (\$14,795)
	3	Desktop Computers	Math Intervention Computer Lab (Pre-Award)			25 @ \$ 1,400 each (\$35,000)
	4	Laptop Computers	English/Language Arts Portable Computers for Research and Professional Writing			20 @ \$ 1,500 each (\$30,000)
	5	TI Nspire Navigator Systems	For Math Teacher/Student Use (Pre-Award)			6 @ \$ 2,450 each (\$14,700)
	6	Class Set Nspire Handhelds	For Student Use in Math Classroom (Pre-Award)			6 @ \$ 3,483 each (\$20,900)
	7	Laptop Computers	For Counselors and TTIPS District Shepherd (Pre-Award)			3 @ \$ 1,200 each (\$ 3,600)
	8	Computer Printer	For TTIPS District Shepherd (Pre-Award)			1 (\$ 500)
9	iPads	For Administrators and Teacher Leaders to use as a data tool (Classroom Walkthrough Observations) (Pre-Award)	13 @ \$ 900 each (\$11,700)			
6399	Technology Software- Not Capitalized			\$ 0	\$ 2,974	
6399	Supplies and Materials Associated with Advisory Council or Committee			\$ 0	\$ 0	
Total Supplies and Materials Requiring Specific Approval:				\$ 101,195	\$112,674	
Remaining 6300- Supplies and Materials that do not require specific approval:				\$ 5,000	\$ 91,527	
Grand Total				\$ 106,195	\$204,201	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <u>J. Huerta</u> by telephone/e-mail/FAX on <u>10/13/10</u> by <u>S. Stuehan</u> of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		125-901 County-District No. Amendment No.	
Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: Travel to National Staff Development Council Summer Conference as required by the Texas Transformation Project (Summer 2011 - Summer 2012) \$265 Per Diem Rate X 8 Team Members (5 days) = \$10,600 \$600 Registration Fees X 8 Team Members = \$4,800 \$575 Airfare X 8 Team Members = \$4,600 \$206 Per Diem Rate X 10 Team Members (5 days) = \$10,300 \$600 Registration Fees X 10 Team Members = \$6,000 \$370 Airfare X 10 Team Members = \$3,700			\$ 0	\$ 60,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:			N/A	N/A
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:			N/A	N/A
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:			N/A	N/A
6411/6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (Includes registration fees) Specify purpose:			\$ 0	\$ 0
6429	Actual losses which could have been covered by permissible insurance			\$ 0	\$ 0
6490	Indemnification Compensation for Loss or Damage			\$ 0	\$ 0
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			\$ 0	\$ 0
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)			\$ 0	\$ 0
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)			N/A	N/A
Specify purpose:					
Total 64XX- Operating Costs Requiring specific approval:				\$ 0	\$ 60,000
Remaining 6400 - Other Operating Costs that do not require specific approval:				\$ 0	\$232,100
Grand Total				\$ 0	\$292,100

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808

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <u>J. Huerta</u> by telephone/e-mail/FAX on <u>10/3/10</u> by <u>S. Sanchez</u> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>125-901</u> County-District No. Amendment No.			
Texas Title I Priority Schools Grant					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1				\$ 0	\$ 0
66XX/15XX- Technology Hardware - Capitalized					
2	Alice High School Wireless LAN System Equipment \$ 117,732 Labor \$ 24,480 Maintenance \$ 9,063	\$ 151,275	1	\$ 151,275	\$ 0 151,275
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:				\$ 151,275	\$ 0 151,275

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805

SCHEDULE #6AGENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013****125-901**

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	125-901 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	125-901 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A - cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>125-901</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	125-901 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	125-901 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont.
**GENERAL PROVISIONS &
ASSURANCES**

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

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County-District No.

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	125-901 County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.
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SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;"> 125-901 </div> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>125-901</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>125-901</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities NOT APPLICABLE	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	125-901 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program: NOT APPLICABLE	
Name:	
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award
3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	10. b. Individuals Performing Services <i>(including address if different from No. 10a; last name, first name, MI):</i>

(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 #6ENCLB ACT PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013****125-901**

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	 <u>125-901</u> 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	 <u>125-901</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

- 5. Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
- (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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- 3) 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.
- 4) 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.
- 5) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 6) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 7) 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.
- 8) 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.
- 9) 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).
- 10) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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- 11) 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.
- 12) 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.
- 13) 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.
- 14) 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

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- i. Types of support offered to teachers
- j. Types of on-going, job-embedded professional development for teachers
- k. Types of on-going, job-embedded professional development for administrators
- l. Strategies to increase parent/community involvement
- m. Strategies which increase student learning time

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Alice ISD LEA Name	125901 County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.		Alice High School Campus Name	001 Campus Number
		74-6000007 9-Digit Vendor ID#	2 ESC Region
		NOGA ID# (Assigned by TEA)	8/31/2010 Date of Report

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Tier I and Tier II Model Selection and Description Report - TRANSFORMATION

Option 1 Timeline Due to TEA no later than August 31, 2010.
Option 2 Timeline Due to TEA no later than February 1, 2011.
May be submitted any time prior to deadline.

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

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

Part 1: Identified Needs

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

1. Improve Academic Performance

Milestones	A	Data-driven instruction
		i) AHS needs to monitor progress of students exited in the last two years from SPED and ESL and provide accelerated instruction to those who are at risk of failing courses or TAKS.
		ii) Teachers and leaders need timely access to longitudinal student data to ensure students are placed appropriately in classes that meet their needs.
		iii) Freshman teachers need quick access to previous years' student data to inform placement and instruction of incoming freshmen.

	B	<p>Curriculum Alignment(both horizontal and vertical)</p> <p>i) Student/Teacher ratio needs to be decreased in core classes with struggling students, to ensure students' learning/content deficits are addressed, in order to enable on-grade-level instruction for all and to bring all students to grade-level (or above) achievement.</p> <p>ii) Teachers need the opportunity to meet in vertical, horizontal and cross-curricular teams to share and learn best practices and instructional strategies.</p>
	C	<p>On-going Monitoring of Instruction</p> <p>i) Campus leadership needs increased opportunities and support for training and use of technology to effectively monitor and give feedback on classroom instruction (CSCOPE tools, Eduphoria tools, etc.)</p> <p>ii) Campus leaders need time dedicated for observations, reflections and feedback on classroom instruction.</p> <p>iii) Campus leaders need to monitor instruction and assessment to ensure that appropriate assessments are driving instruction in core classes.</p>
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	<p>Data Disaggregation/Training</p> <p>i) Leadership and staff need to be trained to assess needs from data.</p> <p>ii) Leadership and staff needs to be trained in the CNA process.</p>
	B	<p>Data-driven Decisions</p> <p>i) Curriculum based assessments and TAKS Benchmarks need to be analyzed to identify students needing intervention and to determine staff development needed to improve instruction in core content areas throughout the school year.</p>
	C	<p>On-going Communication</p> <p>i) Teachers need the opportunity to meet in vertical and horizontal teams to analyze data, to identify student weaknesses, to reflect on instruction, and to reconcile instruction.</p>
3. Increase Leadership Effectiveness		
Milestones	A	<p>On-going Job Embedded Professional Development</p> <p>i) Leadership team needs more frequent and timely technology staff development.</p> <p>ii) Campus administrators need leadership coaching.</p>
	B	<p>Operational Flexibility</p> <p>i) Distributed Leadership needs to be developed to speed and deepen progress on the campus.</p> <p>ii) Administrators need the opportunity and obligation to continue to learn and develop in the areas of their assigned responsibilities.</p>
	C	<p>Resource/Data Utilization</p> <p>i) Leadership and staff need training on how to assess needs from data.</p> <p>ii) Campus leadership needs training on how to use data resources.</p>
4. Increase Learning Time		
Milestones	A	<p>Flexible Scheduling</p> <p>i) Supplemental services/intervention is needed for at-risk students.</p> <p>ii) Math and Science courses with struggling students need to be scheduled for extra time with high quality content teachers during the school day.</p>
	B	<p>Instructionally-Focused Calendar</p> <p>i) Weekly department meetings need to be focused on instruction, student achievement and provide regular opportunities for departments to receive professional development related to instruction.</p>
	C	<p>Staff Collaborative Planning</p> <p>i) Teacher teams (including leaders and administrators) need the time, opportunity, and compensation to meet and study TEKS, assessment requirements and changes, and exemplar lessons in order to align instruction with assessment challenges and to ensure optimal implementation of CSCOPE and intervention resources, on a 3-weekly or -weekly basis.</p>

5. Increase Parent / Community Involvement		
Milestones	A	Increased Opportunities for Input <ul style="list-style-type: none"> i) AHS needs an increased number of parents involved as equal partners in education. ii) Parents need more opportunities to be involved at events. iii) AHS needs to improve participation, membership and community involvement in PTSA. iv) AHS needs to foster meaningful input from PTSA in decision-making and campus initiatives.
	B	Effective Communication <ul style="list-style-type: none"> i) AHS needs parent-involvement coordinator to create more activities, at various accessible times, and to develop a calendar/timeline for parental involvement in high school activities. ii) We need to increase training for parental/community volunteers to support district initiatives.
	C	Accessible Community Services <ul style="list-style-type: none"> i) AHS needs to implement ESL parent outreach services. ii) AHS needs to establish a FAMILY-FRIENDLY atmosphere at the campus.
6. Improve School Climate		
Milestones	A	Increased Attendance <ul style="list-style-type: none"> i) Students who have failed one or more classes at the six-weeks need mentoring by counselors and campus administrators. ii) Improve Early College options for students including dual credit courses, increased AP offerings, increased certificate programs through CTE, by informing and recruiting students, training and supporting teachers, and building partnerships with community businesses and post-secondary institutions.
	B	Decreased Discipline Referrals <ul style="list-style-type: none"> i) Reduce the Student/Teacher Ratio in Core Classes. ii) Increase support for positive student and teacher behavior.
	C	Increased Involvement in Extra/Co-Curricular Activities <ul style="list-style-type: none"> i) Explore opportunities of increasing student involvement in Extra/Co-Curricular activities.
7. Increase Teacher Quality		
Milestones	A	Locally Developed Appraisal Instruments <ul style="list-style-type: none"> i) Campus and departments need to develop protocols to allow staff members and colleagues to evaluate, self-evaluate, reflect, give feedback, propose solutions, and provide acknowledgement. ii) Administrators need to be evaluated on a timely manner by their immediate supervisor.
	B	On-going Job Embedded professional Development <ul style="list-style-type: none"> i) Math and Science teachers need increased opportunities for impactful, content-pertinent professional development and in-class training and support for maximum instructional capacity. ii) Teachers, leaders and staff need more frequent and timely technology staff development iii) AHS needs a dedicated on-site Instructional Technology specialist.
	C	Recruitment/Retention Strategies <ul style="list-style-type: none"> i) Reduce Student/Teacher ratio in core classes.

	ii) Science and Math departments need to recruit, retain and build capacity in teachers.
Other Identified Needs (not listed above)	
A	Updated Technology i) Wireless connectivity is only available in the the library and Career and Technology wing. Wireless access is needed in the entire campus to enhance instruction for students and provide teachers access to various types of student data that can assist them in improving student academic performance.
B	Expanded access to technology i) Core content teachers and students need hardware and software to meet all student needs.

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	26%
Increase the Use of Quality Data to Drive Instruction	8%
Increase Leadership Effectiveness	2%
Increase Learning Time	8%
Increase Parent / Community Involvement	4%
Improve School Climate	9%
Increase Teacher Quality	36%
Other Remaining Costs	2% 1% 808
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
808 <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.**

Principal retired at the end of June 2010. Thus, a new principal was hired to lead Alice High School for the school year 2010-2011.

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;**

An additional component that takes into account data on student growth and other required factors will be added to the current evaluation system of PDAS. A committee of teachers including the principal will be formed to gather input on how the additional component should reflect these requirements. SIRC will be contacted to provide samples and guidance on the development of the additional component.

- 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;**

Alice ISD will offer the following incentives to attract and retain staff: Math/Science Teachers (\$3,500) as a Recruitment/Retention Stipend, Perfect Attendance Incentive (\$1,000), Recruitment Sign on Incentive (\$1,000), Non Core Area Teachers, Dean Of Assessment, English Language Learner Specialist, Administrators, Teacher Leaders Performance Incentive (\$1,000). Procedures will be created, outlined and communicated to school leaders, teachers and staff in the event that they might need to be removed after ample opportunities have been provided to them to improve their professional practice .

- 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**

Professional Development follow-Up training will be provided to Science teachers to ensure proper implementation of the Sci-TEK lab. The Sci-TEK lab serves as an intervention lab for science instruction. Texas Instruments will provide a wireless learning system that facilitates real-time feedback for both math teachers and students while delivering high-level problem-solving instruction. The purpose of utilizing Texas Instruments is for the optimization of problem-solving opportunities and to build the capacity in math for each student. This will assist with ensuring math classrooms are at maximum engagement levels and thus provide success for students in the math classroom. The Cognitive Tutor, a technology based intervention, provided by Carnegie Learning has been utilized to assist students in differentiated deficit math instruction for each student in a mathematics class at Alice High School. It is a computer software and online curriculum that provides prescriptive tutorials and step-by-step skill acquisition to the learner, with in class professional development and reporting for the teachers. Carnegie Learning will provide

individuals that will assist teachers. analyzing the data from the system to guide future instruction immediately.

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.

Tuition assistance will be provided to teachers interested in pursuing masters degrees, certifications, or taking enrichment courses at the university level. On line courses will also be available for staff to enroll in as per SIRC timelines.

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

Alice ISD/Alice HS will implement the CSCOE curriculum framework in all core areas. We will also work closely with SIRC to implement the support and technical assistance for pre-assessment of the district's readiness, capacity, and commitment to implement the grant program and the needs assessment of the district's systems of support, formative assessment processes, use of data, and professional development. Through the Texas Transformation Project, Alice ISD/Alice High School will participate fully in the District and Campus Snapshot processes facilitated by SIRC, which will provide a robust set of quantitative and qualitative data from a variety of perspectives. This information will clarify the campus's strengths, areas for improvement, challenges, and successes. The snapshot data will lead improvement efforts in regards to research-based practices, processes, and systems for improvement. Alice ISD/Alice HS will continue its ongoing assessment of needs and monitoring/assessment of performance and operations to revise the needs assessment throughout the grant project to maintain a clear focus on data and the identified needs. These processes will be fully integrated with the campus and district improvement plans and will both inform and reflect other needs assessments, such as the Bilingual/ESL and Special Education Monitoring Reports. The long-term goal is to use internal needs assessment to complement the SIRC and TEA and other external assessments through an on-going process of identifying priorities for improvement, identifying strengths, monitoring performance and evaluating outcomes.

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.

AISD/AHS will develop a mastery framework, including clearly stated benchmarks (CSCOPE and Unit Assessments), regular and ongoing formative assessments, and differentiated instruction to address all students' need. An electronic data management system to assist staff with the disaggregation of data will also be utilized.

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),*

Alice High School will establish schedules and strategies that provide increased learning time such as embedded TAKS enrichment courses and TAKS Seminars for Exit Level Testers who haven't been successful. The school day will also be increased from the traditional 7th period day to an 8th period day to provide increased learning time (double block) for students who were unsuccessful on the state assessment from the prior year. An additional 50 minutes will be added to the instructional day. A Freshman Academy, which will operate on its own bell schedule will be added. The extended and restructured day will allow for an advisory period to be included in the Freshman Academy.

B. Provide ongoing mechanisms for family and community engagement.

Alice HS will change its policies to increase the involvement of parents and community members and create transparency for the transformation process and will support this policy change by developing a specific location for parent and community connections to the campus. A Parental Involvement Campus Coordinator will be included as a key member of the campus dropout prevention and recovery team. A parental involvement communication initiative such as Abriendo Puertas will be started which trains parents to become leaders in the school and to engage them to conduct outreach efforts to other parents. Information will also be provided to parents and the community via outreach utilizing "AHS On Tour"- Mobile College/Career Readiness Center and via media, print, and outreach.

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;

Alice ISD will provide flexibility for Alice High School to fully and effectively implement the Transformation Model. The team will vet district regulations, as well as state requirements for which waivers are available, to remove those that inhibit innovation. The district will seek waivers as appropriate, such as the current Optional Flexible School Day Program waiver. Modifications to practices and policies must emphasize strategies to create as much flexibility as possible within the single campus, while maintaining a focus on school-wide improvement. The district will provide flexibility with regard to issues such as the number of contracted work days, the length of work days, the areas of assignment, and the teacher evaluation system. Alice ISD's Superintendent and Business Manager will ensure that Alice High School receives all of the state and local funds it would have received in the absence of the TTIPS grant. The district will align resources in two ways: one is to use other resources, in addition to the SIG funds, to implement the school intervention models; the other is to ensure that resources allocated to the campus are aligned to the improvement plan.

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 Texas Center for Educational Research (TCER) will partner with AISD to provide formative and summative evaluation services supporting the district's implementation of the school transformation model and effective use of SIRC Technical Assistance and other data resources to drive decision-making. TCER is an independent, nonprofit, educational research organization established to study major issues affecting all levels and areas of public education in Texas. TCER has extensive experience conducting independent evaluations of programs focused on improving educational outcomes in Texas, and has worked effectively with AISD on prior evaluation projects. The

Transformation Shepherd will lead the district office, employing district resources and external providers as needed to meet needs. The district transformation office will create and clearly communicate a vision for the High School and identified personnel; support the implementation of purposeful instructional arrangements at the High School; make necessary adjustments to budgeting procedures/practices to effectively and efficiently address identified needs; and provide priority status in HR practices for recruiting, selecting, hiring, supporting and retaining the Transformation Principal, Administrative Staff and teachers. The Transformation Shepherd will have primary responsibility for supporting Alice ISD/Alice HS through the school improvement/transformation process; will serve as the district liaison to TEA and SIRC, as well as other external providers; and will lead a team which will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference and the sharing of best practices. The district will rely on guidance from SIRC and best practices identified by the Wallace Foundation (2010).

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

Alice ISD will offer the following incentives to attract and retain staff: Math/Science Teachers \$3,500, as a Recruitment/Retention Stipend, Perfect Attendance Incentive (\$1,000), Recruitment Sign on Incentive (\$1,000), Math and Science Teacher Leaders, Non Core Area Teachers, Dean Of Assessment, English Language Learner Specialist, Administrators, Teacher Leaders Performance Incentive (\$1,000).

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

Teacher leaders will conduct action research as the system for measuring changes in instructional practices resulting from professional development.

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.

Principal will be involved in the decision making process on teacher transfers to his/her campus. In the event that the principal wants to accept the teacher he/she will conference with teacher to ensure that the teacher would like to accept the transfer.

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;

Campus administration will conduct classroom walkthrough observations at least once a week per core area teachers. Collaborative planning sessions will be led by administrators and/or Department Heads. They will be structured to allow time for discussion of student performance, data disaggregation and curriculum implementation. Alice ISD/Alice HS will work with SIRC to develop an instructionally focused calendar for the 2011-2012 academic year and beyond.

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

To address the needs of all students through a continuum of services driven by data a "response-to-intervention" model will be implemented with the assistance of the Meadows Center for Preventing Educational Risk (MCPER).

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 Teacher Leaders will collect observation data to guide professional development and student interventions. Internal and external partners will continue to assess needs in the five areas of Student Supports and Leadership and Decision-Making, Scheduling and Learning Time, Personnel and Professional Development, Curriculum and Instruction, and Changing High School Structures and Programs.

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

The following technology-based supports and interventions will be used: An additional Sci-TEK Lab will be purchased for the Science Department. The Sci-TEK lab serves as an intervention lab for science instruction. Professional Development Follow-Up training will also be provided to Science teachers to ensure proper implementation of the Sci-TEK lab. The Sci-TEK Lab incorporates technology based interventions with opportunities for student engagement via hands on science labs. Texas Instruments will provide a wireless learning system that facilitates real-time feedback for both math teachers and students while delivering high-

level problem-solving instruction. The purpose of utilizing Texas Instruments is for the optimization of problem-solving opportunities and to build the capacity in math for each student. This will assist with ensuring math classrooms are at maximum engagement levels and thus provide success for students in the math classroom. The Cognitive Tutor, an technology based intervention, provided by Carnegie Learning has been utilized to assist students in differentiated deficit math instruction for each student in a mathematics class at Alice High School. It is a computer software and online curriculum that provides prescriptive tutorials and step-by-step skill acquisition to the learner, with in class professional development and reporting for the teachers.

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;**

A Dual Enrollment program will be created to link to an All-Inclusive Early College High School concept in which all students graduating from Alice High School graduate with a substantial amount of college hours. Individual Graduation Plans will be created for all students that can be accessed by students and parents through an online system. The focus of the plans should be aimed at a 9-16 approach. A College & Career Access Coordinator who is also a certified counselor will be hired to assist with this initiative.

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

Summer transition programs that include showcasing of extra/co-curricular activities will be provided. A Freshman Academy will be implemented and will operate on its own bell schedule. The school day will be extended and restructured to add time for an advisory period in the Freshman Academy.

- 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;**

The school will be given sufficient operational flexibility in staffing, calendars/time, and budgeting. The school day will also be extended and restructured to add time for an advisory period in the Freshman Academy. Freshman will also be required to take a semester CTE Principles course in one of the programs of studies available. Professional development will also be implemented to create positive teacher-student relationships, such as Capturing Kids' Hearts.

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

Alice High School will utilize Prevent, a data-driven early warning system for identifying students at risk of dropping out. By identifying and extracting the most relevant student data such as student attendance data, course failure rate, grade point average, behavior and disciplinary data, tests scores, and demographic data that includes gender, ethnicity, race, grade level, and poverty level it will give teachers, counselors, and administrators the information to make proactive and effective decisions so that students receive the attention they need, when they need it.

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;**

Alice HS will change its policies to increase the involvement of parents and community members and create transparency for the transformation process and will support this policy change by developing a specific location for parent and community connections to the campus. Social Services support will be established to create Community-Oriented Schools and a network of academic/personal/social/health services.

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

The school day will be extended and restructured to add time for an advisory period in the Freshman Academy. Alice High School will establish schedules and strategies that provide increased learning time such as embedded TAKS enrichment courses and TAKS Seminars for Exit Level Testers who haven't been successful. The school day will also be increased from the traditional 7th period day to an 8th period day to provide increased learning time (double block) for students who were unsuccessful on the state assessment from the prior year. An additional 50 minutes will be added to the instructional day.

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

The Education Service Center- Region 13 will provide recommended professional development and on-site support in implementing Positive Behavior Support. Professional development to create positive teacher-student relationships, such as Capturing Kids' Hearts will also be implemented. Summer transition programs that include showcasing of extra/co-curricular activities will also be offered.

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.**

N/A

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	Recruit and retain key personnel, Reading, Math , Science Intervention teacher, including Transformation Shepherd.	Aug. 2010	July 2013
	B	Implement CSCOPE curriculum framework in all core areas.	Aug. 2010	June 2013
	C	Campus administration will conduct classroom walkthrough observations at least once a week per teacher.	Sept. 2010	June 2013
2	A	Use data as the driving force behind school improvement efforts through the creation of School and District Profiles	Jan. 2011	June 2013
	B	Develop the Campus Improvement Plan based on the data from the School Profiles.	Mar. 2011	June 2013
	C	Formulate guidelines for collaborative planning and set a collaborative planning calendar with department heads so that they will lead collaborative meetings focused on increasing the use of quality data to drive instruction.	Sept. 2010	May 2013
3	A	Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with administrators and teacher leaders.	June 2011	May 2013
	B	Close the campus for Freshman students via a Freshman Academy model.	Aug. 2010	June 2013
	C	Use rigorous, transparent, and equitable evaluation systems for administrators	Jan. 2011	June 2013
4	A	Increase the day from the traditional 7th period day to an 8th period day to provide increased learning time (double block) for students who were unsuccessful on the state assessment from the prior year. An additional 50 minutes will be added to the instructional day.	Aug. 2010	Aug. 2010
	B	Work with SIRC to develop an instructionally focused Calendar for the 2011-2012 academic year and beyond.	Jan. 2011	July 2012
	C	Teachers will be provided with a subject specific collaborative planning period that is structured and individual planning period.	Aug. 2010	Aug. 2010
5	A	Create a Parent Center as a "one-stop" resource for parent education, the parent involvement campus coordinator and the dropout prevention/recovery team in coordination with Communities In Schools	Sept. 2010	July 2013
	B	Implement "Abriendo Puertas", parent-to-parent mentoring program to help parents play a more meaningful role in their children's education, in coordination with GEAR UP and Texas A&M University	Oct. 2010	July 2013
	C	Implement a Community-student mentoring program.	Jan. 2011	July 2013
6	A	Hire a Truancy Officer that collaborates with the dropout prevention and recovery team and District Transformation Office.	Sept. 2010	July 2013
	B	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.	Sept. 2010	May 2013

	C	Require freshman to take a semester CTE Principles course in one of the programs of studies available.	Aug. 2010	May 2013
7	A	Use rigorous, transparent, and equitable evaluation systems for teachers.	Jan. 2011	May 2013
	B	Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff.	Sept. 2011	July 2013
	C	Provide tuition assistance to teachers interested in pursuing masters degrees, certifications, or taking enrichment courses at the university level.	Jan. 2011	July 2013
GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.				