

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	Lubbock ISD Organization Name	152901 County-District#
		Estacado High School Campus Name	021 Campus Number
		750001896 9-Digit Vendor ID#	17 ESC Region
		10552001710046 NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☒ **Tier II** ☐ **Tier III** ☐

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Karen	K	Garza	Superintendent
Phone	Fax	Email	
806-766-1086	806-766-1210	Kgarza1@lubbockisd.org	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Thursday, June 3, 2010:**

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

TEA DOCUMENT CONTROL NO.

11-10-112-167

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

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Texas Title I Priority Schools Grant Schedule #1—General Information				
Part 3: Applicant Information				
Local Educational Agency (LEA) Information				
LEA Name				
Lubbock Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1628 19 th Street		Lubbock	TX	79401
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
19	020333878	3B6T8	4828500	
Campus Name			County-District Campus Number	
Estacado High School			152901021	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1504 E. Itasca		Lubbock	TX	79403
Applicant Contacts				
Primary Contact				
First Name	Initial	Last Name	Title	
Denise	C	Mattson	Executive Director	
Telephone	Fax	Email		
806-766-1192	806-766-1253	denisemattson@lubbockisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
School Support Services	1628 19 th Street	Lubbock	TX	79401
Secondary Contact				
First Name	Initial	Last Name	Title	
Sam		Ayers	Principal	
Telephone	Fax	E-mail		
806-766-1400	806-766-1952	sayers@lubbockisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
Estacado High School	1504 E. Itasca	Lubbock	TX	79403

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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	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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Part 2: Statutory Requirements			
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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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Part 2: Statutory Requirements			
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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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <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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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract																																
Part 1: Grant Eligibility																																
<input 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>Estacado High School is a high school named as a Tier 1, persistently lowest performing campus. The Lubbock ISD is prepared to begin the implementation of a transformation intervention model for the 2010-11 school year. The campus has designated a proven instructional leader that has served both as an elementary and middle school principal. Dr. Sam Ayers has been transitioning into his new job since May 1, 2010.</p> <p>With the implementation of this model, the school expects to increase student achievement to a Recognized level within five years. The Estacado staff understands that student achievement is a broad term which encompasses many aspects that need to improve. These areas would include attendance, dropout rate, school climate, teacher effectiveness with lower achieving students, more individualized interventions for students, additional opportunities for quality parent involvement and authentic opportunities for disadvantaged students to expand their experiences. All these are areas that Estacado staff intends to improve over the life of this grant period and beyond.</p> <p>While the campus has had success in various activities such as state qualifiers for Academic Decathlon, State Champions in basketball and possible State qualifiers in baseball during the 2009-10 school year; there are still large gaps in the achievement of the overall student body as shown in the chart below when compared to the State and District.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">2008-09 AYP Results</th> <th style="width: 20%;">State</th> <th style="width: 20%;">Lubbock ISD</th> <th style="width: 20%;">Campus</th> <th style="width: 20%;">Campus to District Gap</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>88%</td> <td>86%</td> <td>58%</td> <td>28%</td> </tr> <tr> <td>Mathematics</td> <td>81%</td> <td>76%</td> <td>24%</td> <td>52%</td> </tr> <tr> <td>2008-09 AEIS Results</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td>78%</td> <td>73%</td> <td>46%</td> <td>27%</td> </tr> <tr> <td>Social Studies</td> <td>93%</td> <td>92%</td> <td>81%</td> <td>11%</td> </tr> </tbody> </table> <p>Estacado High School will implement a new core curriculum, CSCOE, in conjunction with a systemic Response to Intervention model. Estacado will add four core content specialists as Instructional Coaches in order to support the professional learning of its staff. The campus will focus on individualized instruction with support from content specific interventionist. An inclusion model will also be implemented for the identified students. The campus plans to enlist the support from outside partners such as Lubbock Christian University and/or South Plains College to provide dual credit opportunities for the students. EHS will also partner with Communities in Schools to increase attendance and reduce dropout rate through greater parental and community involvement. EHS also desires to increase student engagement every day in the class as well as extended year opportunities for students with very limited access to anything outside their own neighborhood. Lastly, through the use of value added data analysis from Battelle for Kids, the district will also identify higher and lower performing teachers for intensive professional development. The professional development for teachers will increase student engagement and achievement. The EHS transformation model will transform the school into a high quality learning environment for all students.</p> <p>The campus has not identified any barriers as to why they cannot achieve greater academic success. With new leadership and initiatives, the commitment and dedication at the campus and district level is in place to close these achievement gaps.</p>			2008-09 AYP Results	State	Lubbock ISD	Campus	Campus to District Gap	ELA	88%	86%	58%	28%	Mathematics	81%	76%	24%	52%	2008-09 AEIS Results					Science	78%	73%	46%	27%	Social Studies	93%	92%	81%	11%
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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											214	194	182	161	751	
Open-Enrollment Charter School															0	
Total Students:	0	0	0	0	0	0	0	0	0	0	214	194	182	161	751	
Total Instructional Staff														88		
Total Support Staff														21		
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process																
1	Texas Assessment of Knowledge and Skills (TAKS) results from the last three years were analyzed.															
2	Campus value-added reports generated by EVAAS were examined and will be examined again in August 2010.															
3	Individual teacher value-added reports will be analyzed when they are available in August 2010.															
4	Graduation and dropout rates were examined on AEIS and AYP reports															
5	College entrance tests were examined as well as TSI requirements for the last two years.															
6	The two years of attendance rates each six weeks were examined.															
7	The campus discipline referrals were analyzed as well as campus Positive Behavior Supports reports															
8	PSAT results of all current 10 th graders were examined.															
9	Results for new universal screeners will be evaluated after being administered in Fall 2010. The fact that these items were not available for examination in spring 2010 was indicative of a great need to ensure the new RTI model be implemented in 2010-11															
10	Common formative assessments from the new core curriculum, CSCOPE will be evaluated during the year.															
11	Dual credit enrollment records of students															
12	Campus STAR chart for technological needs.															
13	Achievement and participation for AYP.															
14	Number of students being served in Special Education															
15	Number of referrals to discipline alternative placements															

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

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

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

Many different stakeholders have examined the campus data, from the school board to district staff to campus staff to community and parents. The information found was not promising for the students at Estacado High School. Hence, the decision to commit to doing things differently at EHS was made and the process has begun. Without additional funds available for many of the desired activities, the decision to apply for the TTPS grant is significant and implementation of many initiatives hedge on the quick availability of these funds.

LEADERSHIP AND STAFF: Estacado High School has had four principals during the last 10 years. Each new principal brought various campus improvement strategies. However, frequent changes in leadership created a situation of instability. At no time with a change in principal was there a large initiative to change the teaching staff. Also, as an improvement strategy during the 2006-07 school year the campus was reorganized to expand to a 9-12 high school. After the recent announcement of a new principal at Estacado, all teachers were informed that each would have to reapply for their job. Each teacher had to complete a commitment application and ask to be reconsidered for employment. There will be a total of 79 professional employees at EHS for 2010-11 with 29 of those being new including the principal. Estacado has 34 teachers in the core subjects of English, Math, Social Studies, Science and Foreign Language. Of these 34 positions, 14 will be new to the campus for the 2010-11 school year. Additionally, teachers in core subject areas who have exhibited a record of student achievement will receive a stipend for the 2010-11 school year. This analysis will include TAKS performance, student grades, and teacher attendance records. Evaluation of success of the stipend will be reviewed each year. The Board of Trustees also included in its vote that this initiative could only continue if funds were available.

STUDENT ACHIEVEMENT: The campus has completed the first year of Stage 2 School Improvement status.

Reading	AYP Status	All Students	African American	Hispanic	Economic Disadvantage	Special Education
2007 Target 60%	Missed	64%	66%	60%	63%	66%
2008 Target 60%	Missed	61%	54%	69%	60%	23%
2009 Target 67%	Missed Partic.	58%	62%	55%	57%	26%
2009 w/TPM	Missed	75%	80%	70%	73%	43%

Mathematics						
2007 Target 50%	Missed	39%	36%	39%	38%	53%
2008 Target 50%	Missed	37%	33%	41%	37%	14%
2009 Target 58%	Missed	24%	25%	23%	22%	18%
2009 w/TPM	Missed	41%	41%	42%	39%	23%

OTHER AREAS: Additional needs were also identified in the needs assessment process and are summarized below:

	Attendance Rate	Drop Out Rate	Students Receiving Minimum Diploma	TSI Higher Ed Readiness ELA	TSI Higher Ed Readiness Math	At or above criterion on SAT and ACT
2007	91.9%	3.3%	26.7%	36%	24%	4.8%
2008	92.0%	6.5%	20.4%	32%	18%	8.3%
2009	88.4%	4.6%	27.3%	46%	30%	DNA

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Superintendent and District Administrative Cabinet		
2	Lubbock ISD Board of Trustees		
3	Town Hall Meetings on campus were held by board members, superintendent and new principal in early spring 2010. Opportunities for input will continue for parents and community members		
4	Estacado High School Administrative and Teaching staff		
5	District curriculum, instruction and assessment team members		
6	Estacado High School Student Leaders		
7	Battelle for Kids, a non-profit district partner in value added data analysis		
8	ESC 17, Special Ed and Technology Staff		
9			
10			

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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>The Lubbock Independent School District is very confident in its capacity to provide all the resources needed to support Estacado High School in the implementation of this grant. The resources include a highly trained staff in grant management, highly trained accounting experts, close partnerships with local universities, pre-planning with a monitoring and evaluation team. However and most importantly, LISD has a very high commitment to success of EHS by all district staff members from the board of trustees, superintendent and all members of the superintendent's cabinet.</p> <p>The LISD has created a division for school support in which personnel in the department has managed many Title I grants as well as other types of grants, including ARRA, Title I SIP grants and various state administered grants. This department has the ability to coordinate money, time and human capital to support all aspects of the implementation of this grant. This division will monitor all grant activities in conjunction with the school based project manager.</p> <p>The Curriculum, Instruction and Assessment division has four core curriculum coordinators who are dedicated to making Estacado their priority school. Each core area has two to three district instructional coaches ready for weekly deployment to Estacado High School to ensure teacher implementation of the state aligned curriculum, CSCOPE.</p> <p>The amount of required information needed to implement, monitor and evaluate the success of this grant is of utmost importance to the Lubbock Independent School District. Before commencing to write the grant, a <i>TTPS Logic Model for Monitoring and Evaluating Progress</i> was developed. The model describes the goals, strategies, inputs, outputs and outcomes for each of the four required interventions required for the implementation of the Transformation model. The logic model is a one-page, graphic organizer that will be easily shared with all stakeholders throughout the implementation of this grant. The partnership with an external evaluator will also increase the District's capacity to provide adequate resources needed for the successful implementation.</p> <p>There is great support for this grant from the very highest positions in the Lubbock ISD. The commitment of the success of this Tier 1 campus is one of the primary goals of the LISD. The evidence of this commitment was clear in the naming of the new principal. The incoming principal assigned to Estacado High School was asked to consider moving from his current job as Associate Superintendent of Teaching and Learning to become the transformation leader which is critical for this school. Dr. Sam Ayers has a proven track record for school improvement at many campuses and was a great leader at the district level. After a considerable amount of reflection time, Dr. Ayers chose to become the principal. He will be bringing with him two new administrators to add to his dynamic leadership team. The school leadership team now has a proven track record with instructional implementation of programs.</p> <p>The Lubbock ISD has the capacity to fully implement all requirements of this grant and the transformation intervention model chosen for implementation at Estacado High School.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>After the December 2009 TEA announcement of the “persistently lowest achieving campuses” the new leadership of Lubbock ISD was on a faster track to implement changes at Estacado High School, the Lubbock ISD’s Tier 1 campus. Around this same time the current principal announced his retirement. With a new opening at the helm of Estacado High School, the district leadership moved with precision to identify the best-fit principal at EHS. With one of the most successful campus principals sitting as an Associate Superintendent, a request was made by the new Superintendent that Dr. Sam Ayers consider the challenging job that lay open. A very basic plan was developed by the Superintendent and Chief Academic Officer and Dr. Ayers to provide to the school’s stakeholders in order to gather additional input</p>		
March 2010		
<p>Superintendent Garza, Chief Academic Officer Trlica, and Principal Ayers met with selected east Lubbock community leaders to announce the transition plans and to ask for input and thoughts on changes needed at the campus. After this first meeting, Dr. Ayers was introduced to this group as the new principal of Estacado High School. Concurrently, a principal in a feeder middle school campus to EHS was announced as Dr. Ayers’ associate principal. In addition, the feeder middle school received a new principal from a highly successful elementary school in the quadrant. Dr. Brian Yearwood has eight years of Recognized or Exemplary ratings from a Title I campus to bring to Dunbar Middle School.</p>		
<p>The trio of Superintendent Garza, Chief Academic Officer Trlica, and Principal Ayers continued to meet frequently with the current EHS administrative team. Some on the campus administrative team were released to other duties in the district. Meetings continued with the EHS faculty to gather input as well.</p>		
<p>A Town Hall meeting was also held at Estacado High School (scheduled by Trustee Vernita Woods-Holmes). At this time Dr. Sam Ayers was introduced as the new Estacado High School principal to the community at large. Many community members in attendance asked questions of Dr. Garza on a variety of topics and the event was well attended by all media outlets. This was the first such Town Hall meeting in the predominately minority east side of Lubbock, Texas in the history of the school district.</p>		
March 31, 2010		
<p>Superintendent Garza, Chief Financial Officer Robertson, and Principal Ayers met with faculty to announce the process for term contract employees to reapply/recommit to be considered for employment at EHS. It was also announced that all probationary contract teachers would be released.</p>		
April 1, 2010		
<p>Members of the Lubbock ISD Human Resource Department and Dr. Ayers met individually with probationary contract teachers to respond to individual questions. Novice teachers were either placed on other campuses or released from probationary contracts.</p>		
April 6, 2010		
<p>Basic plans for the chosen intervention model were released to the media (television and newspaper). Opportunities for comments were available on lubbockonline.com. Comments were also reviewed by campus and district leadership.</p>		
May 2010		
<p>Dr. Ayers has also met individually with students to discuss their concerns as well as their vision for excellence at Estacado High School. His plans include to have an ongoing student advisory groups that meets monthly over the next years.</p>		
<p>The Lubbock ISD is committed to immediate implementation of the transformation model with support from the TTPS grant. The plans were released in anticipation of the grants becoming available in the late spring. Without the grant, the implementation will take much more time to gather the monetary resources greatly needed for immediate implementation for the 2010-11 school year.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>The commitment to the transformation model is strong throughout the Lubbock Independent School District. The Superintendent and Chief Academic Officer bring a magnitude of experience of implementing transformation schools while holding positions in Houston ISD.</p> <p>The newly named principal was able to inform all staff members that they were not guaranteed a job at Estacado High School for the 2010-11 school year. All current employees with term contracts were allowed to reapply or recommit if they desired to stay at Estacado High School. In addition, all probationary teachers at Estacado High School were released. Human Resources department also released all teachers not certified in the correct content area.</p> <p>This was a drastic change in practice in regards to the allocation of human resources. With this type of change in personnel assignments, many issues must be solved. The number of teachers with term contracts must be placed within other schools in the District. This fact coupled with the reduction in staff have created a large deficit in the number of new teachers the Lubbock Independent School District has been able to hire from outside. Virtually, the only candidates being hired from outside the Lubbock ISD are new employees going to Estacado High School.</p> <p>An additional policy was enacted by the LISD Board of Trustees to attract highly qualified and effective teachers to Estacado High School by using incentives for core teachers with a demonstrated track record of success in improving student learning. This analysis will include TAKS performance, student grades, and teacher attendance records. At Estacado High School selected English language arts and reading and social studies teachers will be eligible for \$3,500 and selected math and science teachers will qualify for \$7,000 for the 2010-2011 school year.</p> <p>The principal was also allowed to add 30 minutes to the school day even though the current bus company will have to redraw many of it bus routes. There will be some additional cost to the district transportation plan to accommodate this change.</p> <p>The principal at Estacado High School will be a direct report to the Chief Academic Officer. Instead of reporting to an Associate Superintendent, in the current organization chart, the campus principal at Estacado High School will be offered additional flexibility through direct access to the Chief Academic Officer. This will allow for quicker decisions on a daily basis at EHS.</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).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>The 2008-09 School Report Card released by the Texas Education Agency reported that expenditures per student at Estacado High School to be \$8,773 which is \$1,529 more than the average of the other schools in the comparison group. The Lubbock Independent School district has always had a high monetary support for the campus. It is the smallest of four high schools in the District. Each of the other three high schools are 5A and the leadership of the Lubbock ISD believes that the students in a small 3A such as Estacado High School should be afforded the same extra opportunities that the other high school students in the District enjoy. These expenditures did not result in highly effective teaching in the four content areas. It will in the future.</p> <p>In attempts to increase enrollment as well as ethnic diversity, the LISD has maintained a Medical, Law and Justice and Engineering Magnet at Estacado since 1995. In recent years the enrollment has declined. The District has chosen to leave the magnet strands in their current state The new principal has been the leader for many outstanding magnet programs in his past positions. With renewed focus and leadership, the District expects to see these outstanding strands soar to new heights.</p> <p>In 2010-11, Estacado High School will receive an additional \$325 Title I, Part A dollars per resident economically disadvantaged student which totals to \$294,197. This is a reduction in campus based allocations from 2009-10 due to 20% of the district funds being reserved in order to provide Supplemental Education Services to campuses in Stage 2 or higher. This is a program in which Estacado High Schools will be able to participate during the 2010-11 school year. The economically disadvantaged students at EHS are eligible for services up to the maximum per student allocation of \$1,265. However, the reduction in funds for schoolwide campus activities will reduce the number of additional classroom teachers in core subjects that were intended to reduce class size as well as additional interventionist for core subjects.</p> <p>Some additional costs for intervention programs will be part of the school improvement funds for which the school plans to apply for in the fall of 2010.</p> <p>The coordination of all funds is designed to support the goals of this grant which is to ultimately increase the student achievement at Estacado High School. The <i>TTPS Logic Model for Monitoring and Evaluating Progress</i> and the Campus Improvement Plan will be used to ensure that funds are expended on the activities that will develop and increase teacher and school leader effectiveness, facilitate comprehensive instructional reform strategies, increase learning time and creating community oriented schools, and providing operational flexibility and sustained support. All funds will remain highly focused on the quality of instruction in the four content areas of mathematics, science, social student and English language arts.</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).

Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

Lubbock ISD recognizes that the campus principal must have support in order to achieve the greatest outcomes expected with this grant. Effective administration and management of this program will require strong leadership skills, management experience, academic training and an understanding of low income, and disadvantaged communities. Given that this grant has many reporting requirements as well as an evaluation and monitoring plan, the campus will employ a Project Manager who is on-site throughout the grant period.

The required skills include the

- ability to organize and coordinate a schoolwide grant program,
- ability to interpret data,
- strong organizational, communication, and interpersonal skills,
- familiarity with federal and special program rules and regulations,
- ability to develop and coordinate a continuing evaluation of the federal/special programs
- implement changes based on the findings of formative evaluations,
- serve as liaison between school and other agencies on the projects,
- monitor grant-funded programs and their expenditures to ensure compliance with regulations and guidelines,
- ensure that programs are cost effective and that this program is managed wisely,
- compile budget and cost estimates based on documented program needs, and
- compile, maintain, and file all physical and computerized reports, records, and other documents required
- coordinate with higher education institutions

The Project Manager will work closely with the external evaluator as the initiatives in the grant are evaluated.

The most desirable applicant will have a master's degree in educational administration or related field and have campus administrator experience.

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The TTPS Project Manager will be provided ongoing support by the entire Lubbock ISD Academic Team which includes the Chief Academic Officer, Associate Superintendents for Teaching and Learning, Assistant Superintendent for Curriculum and Instruction and Executive Directors for Professional Development, Research and Assessment, School Support Services. Each of these people will be a part of the Improvement Progress Meetings (IPM) and the Improvement Summit (IS) as described in Schedule 4C, Part 1 of this application. In addition, the LISD Academic Team meets weekly and will have the TTPS Grant as one of the standing items on the agenda for discussion and progress monitoring.</p> <p>The Executive Director of School Support Services will provide the day to day operational grant support to the TTPS Project Manager. The Executive Director of School Support Services has served the role of Federal and State Program Director for the Lubbock ISD and will be charged with the overall comprehensive oversight of the program which includes: the development of the grant application, recruitment of the evaluation partners, budget preparation/negotiations, coordination of resources and monitoring of program performance and funds.</p> <p>The Executive Director of School Support Services and Project Manager will create a strong partnership in order to support the campus leadership team as they fully meet the requirements of this grant and implement with fidelity all aspects of improvement in order to increase student achievement at Estacado High School.</p> <p>The Executive Director of School Support Services will serve as the district liaison to TEA on the grant.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>As with any grant program, the Lubbock ISD acknowledges that financial sustainability is always the hardest part of a grant to maintain at the maximum level. However, the Lubbock ISD feels well prepared to sustain the improvement measures which exhibit the greatest student achievement gains throughout the duration of this grant. Since the Texas Title I Priority Schools Grant is a continuation grant which could be funded for three years, the District feels well prepared to coordinate budgets from other local, state and federal sources. The realization that the programs instituted under this grant must have financial sustainability the performance and evaluation plan is extremely important to the Lubbock ISD. There has been extraordinary effort and time spent on the evaluation model because of its importance to determining future improvement efforts after the conclusion of the grant. Therefore, the District will contract with outside evaluators to measure the effect of all aspects of the model in order to create a sustainability plan for funding. The evaluators will also create a body of research and the performance measures defined in the grant which will support the District's desire to seek additional funds from other funding entities. There will be no hesitation on the part of the district to cease any program that do not have a measureable effect on student progress as measured by the value added analysis.</p> <p>Additionally, Estacado High School is a schoolwide Title I, Part A campus where supplemental funds are available each year to support sustainability. The action research gathered in the next three years will be invaluable to the programmatic funding of the initiatives. The other three high schools in the district will benefit from the study of the effect of certain programs on student achievement.</p> <p>The campus and district desire to build capacity among all stakeholders on the campus during the grant period. This capacity building will outweigh the need for personnel units. It is not about the number of teaching units but should be about the effectiveness of each teacher. The upstart of our program will require additional units as described in this application but they may not be necessary to continue at the support level this grant will support.</p> <p>The next three years will also be spent using performance based metrics to re-allocate district general funds to the most highly research based initiatives.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The Lubbock ISD does not expect to hire external providers in the implementation of the transformation model selected at Estacado High School. In May of 2009, Lubbock ISD was able to hire a new Superintendent and Chief Academic Officer. Dr. Karen Garza and Dr. Kelly Trlica have extensive experience in transforming low performing schools. Their expertise is invaluable; therefore, external providers are not needed for Estacado High School. The District will use the grant funds on research based programs and practices rather than one or two external providers.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Site Visits are not planned for Estacado High School since the model has been chosen for immediate implementation. The campus and district staffs have done extensive reading on the model and do not feel site visits from this grant are necessary. Online learning, webcast and digital media allow for collaboration with other campuses and district both inside and outside the state.</p>		

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Part 2: Project Management Cont.

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

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.

The Lubbock Independent School District is applying only to serve its one and only Tier I school, Estacado High School, in 2010-11.

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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 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 style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE </div>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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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).		
Develop and increase teacher and school leader effectiveness <u>Replace principal:</u> Estacado High School's principal was retiring at the end of the 09-10 school year, therefore making either the Turnaround or Transformation Model viable options for the campus. After considering each model for intervention, the Lubbock ISD in conjunction with campus leadership and Board of Trustees chose the Transformation Model. The main reason the District could not implement the Turnaround Model was due to the requirement of 50% of the staff being changed. It was feasible to replace 37% of the entire professional staff. The replacement percent of the five core subject areas was 50%. <u>Use rigorous, transparent, and equitable evaluation systems for teachers and principals, reward school leaders and teachers, and implement strategies for financial incentives:</u> In the Spring of 2010 the Lubbock ISD had a committee of dedicated teachers, administrators and community members develop an award system for all teachers in the District through the District Awards for Teacher Excellence (DATE) program. Estacado HS is eligible to participate in this District Award program. The district award program only awards to the department level. The campus has planned to extend the award program to individual teachers as well. This is above and beyond the district program and it creates the opportunity for successful teachers and principals at Estacado to received significant awards. The first year award will be based on teacher effectiveness of students on standardized tests, student grades and attendance. Subsequent years will include value-added results to measure student progress on standardized assessments. The campus will also use these data sources to remove teachers who have had ample opportunities for professional development and have not improved. The campus will have greater flexibility in regards to standard policies and procedures in regards to moving ineffective staff. <u>Use strategies to account for student growth:</u> Even though the Lubbock ISD is currently beginning the use of value-added data in studying effectiveness of teachers, the Estacado High School staff realizes that this data will be invaluable in finding many ways it can improve their school—from targeting individual interventions by analyzing students' learning trajectories, to assessing the fairness and efficiency of advanced course placements. Perhaps most important, because value-added methods are based on growth in <i>student learning</i> , they also can provide adults with valuable diagnostic information about students. For example, by tracking achievement and value-added data, teachers and administrators stand a far better chance of meeting the needs of all students. Students who are low achievers and progressing more slowly academically will need intensive support to graduate from high school ready for college. And students who are high achievers and not making much progress might be insufficiently challenged. All adults on campus will highly engaged in learning about value added during the 2010-11 school year. <u>Provide staff ongoing, high-quality, job-embedded professional development regarding subject-specific pedagogy and instruction:</u> During the 2009-10 school year, Estacado High School began their quest to implement professional learning communities. This formation and use of these professional learning communities will continue with added support. A schedule has been devised that creates daily, common, planning periods for teachers in each of the core subject areas as well as time for professional learning communities to meet to design lessons, review formative assessment data from common assessments. The campus based assessments will be aligned with the new curriculum, CSCOPE. Ongoing results from the common assessments will drive Tier 1 interventions within the regular classroom and intervention time during the school day. The content teacher teams will have the support from an Instructional Coach whose responsibilities include providing on-site professional development for teachers, aiding in assessment data collection and disaggregation, observing instruction in classrooms and providing teacher feedback regarding best teaching practices, modeling lessons using best teaching practice, coordinating and monitoring the Three Tier Model of Instruction and Intervention and communicating with principals, teachers and parents. <u>Financial incentives to recruit and retain staff:</u> History at Estacado High School has shown that just adding additional pay does not necessary create effective teachers in the classroom. The new administration has determined that additional pay will be based on student achievement and growth. The payments are from an additional \$3,500 to		

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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).		
<p>\$7,000 per year. The Project Manager and the external evaluator will be closely monitoring these practices to determine effectiveness. Improvement is the overall culture and leadership stability should assist in the retention of effective teachers.</p>		
Comprehensive instructional reform strategies		
<p><u>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:</u> During the 2009-10, the Lubbock ISD did a curriculum review of all core subjects. From the review it was determined that the district had two options. The District could rewrite the curriculum based on research or search for a curriculum that was available for purchase that fit all of the requirements of research and effectiveness. After committee review, Lubbock ISD decided to purchase and implement CSCOPE in all of its campuses for the 2010-11. At the heart of the CSCOPE system is a guaranteed & viable curriculum for all students. Content area experts ensure quality through a process of continual review. The key components of the CSCOPE curriculum are: a K-12 systemic model in the four core content areas, common language, structure, and process for curriculum delivery, innovative technology, aligned written, taught, and tested curriculum, clarified and specified TEKS/TAKS expectations assembled in a vertical alignment format, customizable instructional unit plans that allow district resources to be integrated into the system and lessons in both English and Spanish. The implementation of this new curriculum at Estacado High School and its feeder campuses is vitally important to the long term success of the students on the end-of-course exams and preparation for college. This curriculum project is district-wide but Estacado will have enhanced support from central office. The fidelity of implementation will be measured and reported on a regular basis at EHS. This will be a primary duty of the campus leadership and the Project Manager. District support for implementation will come through the Curriculum and Instruction department under the leadership of the Assistant Superintendent for Curriculum and Instruction. Costs for the curriculum are not included in this grant application.</p>		
<p><u>Promote the continuous use of student data inform and differentiate instruction in order to meet the academic needs of individual students:</u> The Estacado High School staff will implement CSCOPE as the Tier 1 instruction in the Response to Intervention model. This is a standards-based, aligned, core curriculum. The principles of our Tier 1 instructional program is that today's instruction is informed by yesterday's assessment, where there is an emphasis on higher-order thinking skills and explicit expectations for learning. Tier 1 instruction will include individual, small and large group instruction, a no excuses approach, a variety of learning strategies, individual goal setting, "bell to bell" instruction every day and enrichment and re-teach opportunities every day. Differentiated instruction is an expectation in Tier 1 instructional program and will be determine by ongoing informal and formal formative assessments of student learning. The RTI model will be new at Estacado High School for the 2010-11 school year, therefore, job embedded professional development will be critical to the implementation as well as the guidance provided through the Instructional Coach in each content area. Each core subject learning team will examine the available student data, and then each team will identify available resources and programs. The availability of research-based resources and programs to supplement and support CSCOPE will be readily available on the campus. The needs assessment determined that the process of selecting and using the resources and programs was an issue. This RTI model will supply a framework for choosing best fit interventions for each child. To start the year, the campus is reviewing TAKS data by SE and assessing beginning of year needs for intervention strategies. However, data from the screener assessments, CSCOPE unit assessments, CSCOPE performance tasks, value added projection data, and progress monitoring assessments with interventions will be reviewed on a regular basis and modifications to plans will be made to meet each students need.</p>		
<p>Additional technology is needed to support the highly engaging CSCOPE lessons. This grant will provide for SMART BOARDS, Projector and document cameras in each of the core classrooms that do not already have the equipment. This is critical for higher fidelity to implementation of the technology component in CSCOPE.</p>		

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Part 3: Intervention Model

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

Increasing learning time and creating community-oriented schools

Establish schedules and strategies that provide increased learning time: The leadership of Estacado High School will be implementing a longer school day with eight periods. Increasing the day by 30 minutes will allow the students to have eight, 50 minute periods each day. The campus has been on a block schedule for 15 years without increasing student achievement over this time. The campus has built in four intervention periods into the schedule. The campus will identify approximately 100 students most in need of intervention and schedule them into one of these class periods in place of an elective. Monday through Thursday, a teacher and two hired interventionists will work with these students in small groups on specific SEs. This will enable staff to focus attention on students and their needs for a longer period of time each day and negate the practice of pulling them out of electives for interventions.

The CSCOPE curriculum lessons are designed to be taught in 50 minute class settings. Additionally, the campus will have numerous extended year activities after the traditional school year is complete in June 2011, June 2012 and June 2013. The campus intends to scholarship 90 students to attend the summer activities at Texas Tech University in the "Science: It's a Girl Thing" and "Shake Hand with Your Future" programs. Also with grant funds, the curriculum staff plans to incorporate an interdisciplinary unit that allows students to study areas while on a week-long learning experience. The plan is to take approximately 100 to 150 students each summer to various sites in Texas and incorporate TEKS from all 4 core content areas for real world activities. A committee is formed to write the experiential learning curriculum in the fall of 2010 which is to be implemented in the summers of 2011 and 2012.

Provide ongoing mechanisms for family and community engagement: Estacado High School plans to begin their community connection plan by partnering with Communities in Schools (CIS) in the fall of 2010. The campus expects to contract with CIS to have 3 case workers on campus. Each case worker can carry a load of approximately 120 students. With this partnership, EHS expects to receive services in the following areas:

Supportive and Guidance Services	Services, activities & programs that meet students' needs through supportive guidance, prevention and intervention measures, and active community-school partnerships.
Health and Human Services	Services, activities & programs that meet students' needs through Health and human service linkages, prevention and intervention
Parental and Family Involvement	Services and activities that support and help increase participation of parents/guardians and families in the students' educational experience.
Career Awareness/Employment	Services and activities that promote career awareness, job readiness, skills training and preparation for the workforce and which provide assistance in the attainment of employment.
Enrichment	Services that provide positive social, cultural, recreational, and interpersonal skills which enrich and expand students' understanding of life and involvement in community.
Educational Enhancement	Services that support all educational areas as needed, to promote students' achievement and success in their educational experience.

Estacado is also developing a partnership with Lubbock Christian University in order to provide Dual Credit classes on campus by credentialed college instructors. Currently, Estacado does not have teachers with the appropriate credentials to teach college courses. The campus has been trying to bridge this gap with distance education which has not been most effective. The new principal is an adjunct professor at LCU and has garnered great support for face to face learning situations for his high school students. Additional partners have come forth from the community including faith-based organizations and AIM Bank. AIM Bank has committed to work with student organizations in order to provide letter jackets that honor student accomplishments in academic competitions.

Estacado implemented a Positive Behavior Support program during the 2009-10 school year and will continue the process in the 2010-11 school year. The emphasis will be on appropriate behavior for a strong learning environment.

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Providing operational flexibility and sustained support <p><i>Give the school sufficient operational flexibility</i> The new principal at Estacado High School will directly report to the Chief Academic Officer. The principal has been given operational flexibility in hiring of the new staff. He was able to choose if he wanted to keep each of the current staff members or not. The principal will be allowed flexibility within the hiring process. The District's Human Resource Department will make hiring high quality teachers at Estacado High School a priority. The goal is to attract the most effective teachers to teach at Estacado High School.</p> <p><i>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA</i> The support for Estacado High School will be ongoing through the regular meetings of the LISD Academic Team. Quarterly progress meetings will also be held campus and district leadership. The relationship with the external evaluation and the campus project manager and the district level support will be essential to building cohesive data sets.</p>		
Major Activities		
Implementation	Town Hall meeting held at Estacado	
March 4 2010	New principal named	
March 31 2010	Transformation intervention model chosen with committee input	
April 1 2010	Meeting held with probationary teachers	
April 6 2010	Basic plans for transformation intervention model released to media for public input	
May 1 2010	Dr. Ayers begins transitioning into new role	
2010 June	1st Instructional Summit of all new staff to review all campus data including value added reports	
2010 June	Release new master schedule with intervention time and common planning periods	
2010 August	Hire Project Manager, Instructional Coaches and Interventionists	
2010 August	CSCOPE and RTI Training for staff	
2010 August	Begin enrolling eligible students in dual credit classes	
2010 September	Begin weekly professional learning community meetings	
2010 September	Enter into contract with external evaluator	
2010 September	Begin data collection with climate pre-surveys	
2010 September	CSCOPE fidelity walk-throughs begin	
2010 September	Administer universal screeners	
2010 September	Adjust intervention schedules	
2010 September	OPEN HOUSE for parents and SES Provider Fair	
2010 September	Install SMARTBOARDS in classrooms	
2010 September	Begin contracted services for technology training	
2010 October	Review with staff MOCK award program using value added data analysis	

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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).

2010 October	Design EHS award program for individual teachers
2010 October	1st Quarterly Improvement Progress Meeting
2010 November	Complete Interdisciplinary extended year summer program
2011 January	2nd Quarterly Improvement Progress Meeting
2011 April	3rd Quarterly Improvement Progress Meeting
2011 February	TAKS Testing
2011 May	Begin data collection of climate post surveys
2011 June	Science: It's a Girl Thing Summer Session
2011 June	Shake Hands with the Future Summer Session
2011 June	2nd Instructional Summit of all new staff to review all campus data including value added reports
2011 July	4th Quarterly Improvement Progress Meeting
2011 July	Analysis of CSCOPE fidelity studies
2011 July	Interdisciplinary Experiential Learning Trip
2011 August	Begin Year two of Grant - monitor and adjust activities
2011 November	Payout Teacher Awards and Incentives from value added data
2011 October	1st Quarterly Improvement Progress Meeting
2012 January	2nd Quarterly Improvement Progress Meeting
2012 April	3rd Quarterly Improvement Progress Meeting
2012 June	Science: It's a Girl Thing Summer Session
2012 June	Shake Hands with the Future Summer Session
2012 June	3rd Instructional Summit of all new staff to review all campus data including value added reports
2012 July	4th Quarterly Improvement Progress Meeting
2012 July	Review of action research findings on PLC
2012 July	Analysis of CSCOPE fidelity Year two studies
2012 July	2 nd Annual Interdisciplinary Experiential Learning Trip
2012 August	Begin Year three of Grant - monitor and adjust activities
2012 November	Payout teacher awards and incentives from value added data
	Continue to refine all initiatives implemented as well as meet quarterly for Improvement
2012-2013	Progress Meeting
2012-2013	Conduct additional Action Research Activities
June 2013	Final data reports from external evaluator
June 2013	Early payout teacher awards and incentives from value added data for final year

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Lubbock ISD Board of Trustees		
2	East Lubbock Business Community Members		
3	Lubbock ISD Superintendent and Cabinet		
4	Estacado High School Leadership and Staff		
5	Parents of Estacado High School students		
6	Estacado Student Leaders		
7			
8			
9			
10			

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<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> <ol style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ol 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 <ol style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ol style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ol style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ol style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ol style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ol style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies <p>NOTE: Full citations of supported research can be found on the referenced page number in the charts that follow in the <u>Handbook on Effective Implementation of School Improvement Grants</u> by Carole L Perlman and Sam Redding.</p>		

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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
1A	Improve Student Achievement in Reading/ELA	Campus TAKS scores are 28 %age points below the district average	Students must pass tests to graduate from high school.	8/2010	6/2013
1A	Improve Student Achievement in Mathematics	Campus TAKS scores are 52 %age points below the district average	Students must pass tests to graduate from high school.	8/2010	6/2013
1A	Improve College Readiness in ELA and Mathematics dual enrollment opportunities	dual enrollment efforts aid high school student in transition to college	Bailey, T 2003 (p.51)	8/2010	6/2013
1A	Improve Student Achievement in Mathematics	Campus TAKS scores are 27 %age points below the district average	Students must pass tests to graduate from high school.	8/2010	6/2013
1B	Implement a highly aligned guaranteed and viable curriculum that is both vertically and horizontally aligned	Unconditional delivery of the curriculum	Robert Marzano in his book, <u>What Works in Schools: Translating Research into Actions</u> , refers to as unconditional delivery of the curriculum	8/2010	8/2011
1C	Implement a Response to Intervention Model	Screening for skills deficits and monitoring progress at regular interval are effective	Elliot & Fuchs 1997 (p.171)	8/2010	8/2011
1A,C	Use Universal Screeners at the beginning of the year	Screening for skills deficits and monitoring progress at regular interval are effective	Elliot & Fuchs 1997 (p.171)	9/2010 9/2011 9/2012	10/2010 10/2011 10/2012
1C	Teachers will use common formative assessments	Using formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding	National Center for Fair and Open Testing, 2007 (p. 114)	8/2010	6/2013
1C	Interventions will be monitored with progress monitoring assessments	Screening for skills deficits and monitoring progress at regular interval are effective	Elliot & Fuchs, 1997 (p.171)	8/2010	6/2013

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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
2A	Conduct Instructional Summit each summer to study data with all staff members	Teachers need time to study the data and leadership should not reside with one individual	What Works in Schools by Robert Marzano. (p. 65)	6/2011 6/2012 6/2013	6/2011 6/2012 6/2013
2B	Teachers will use common formative assessments	Using formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding	National Center for Fair and Open Testing, 2007 (p. 114)	8/2010	6/2013
2B,C	Weekly professional learning community time provided for teachers by core content area	Teacher collaboration is important and it should be job-embedded & Common planning time is essential for teams to be effective	NSDC Standards for Professional Development, (p. 103-104) & Flowers, Merten and Mulhall, 1999 (p. 161)	8/2010	6/2013
2B	Review of student data after assessments	Teachers use data to make decisions and use formative assessments to evaluate learning and determine what adjustments can be made to instruction to enhance student understanding and engagement	National Center for Fair and Open Testing, 2007 (p. 114)	8/2010	6/2013
2B	Leadership team reviews student test results to determine appropriate schedule	Using data to make decision about organization structures and leadership should not reside with one individual	What Works in Schools by Robert Marzano. (p. 65)	6/2010 6/2011 6/2012	6/2010 6/2011 6/2012
2B	Conduct Improvement Progress Meetings as described	Using data to make decisions and leadership should not reside with one individual	What Works in Schools by Robert Marzano. (p. 65)	8/2010	6/2013

Add additional pages as needed.

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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
3A	Provide weekly professional learning time within teachers' workday	Teacher collaboration is important and time should be given during work day so that it is job-embedded & Common planning time is essential for teams to be effective	NSDC Standards for Professional Development, (p. 103-104) & Flowers, Merten and Mulhall, 1999 (p. 161)	8/2010	6/2013
3B,C	Extend the school day by 30 minutes	To ensure that extra time is spent in academics and to allow for intervention time	Silva, E 2007, On the Clock: Rethinking the way schools use time (p.155)	7/2010	7/2010
3A	Provide Instructional Coaches in each content area	Teacher collaboration is important and time should be given during work day so that it is job-embedded & Common planning time is essential for teams to be effective	NSDC Standards for Professional Development, (p. 103-104) & Flowers, Merten and Mulhall, 1999 (p. 161)	8/2010	6/2013

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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
4A	Extend the school day in order to create additional flexibility in scheduling interventions	Progress monitoring will indicate effectiveness of the intervention	Silva, E 2007, On the Clock: Rethinking the way schools use time (p.155)	8/2010	6/2013
4A	Add intervention time within the school day	Intervention within school day is more effective	Silva, E 2007, On the Clock: Rethinking the way schools use time (p.155)	8/2010	6/2013
4B	Extend academic learning opportunities through summer programs	Students from poverty need enrichment activities and also suffer from learning loss over the summer	Pennington 2006 Expanding Learning Time in High Schools. (p.154)	8/2010	6/2013
4C	Hold regular PLC meetings by department	Collaborative teams have been correlated with better school culture, increased teacher motivation, and higher student achievement	Kassissieh & Barton, 2009; Flowers, 1999; Little, 1982 (p. 161)	8/2010	6/2013
4C	Provide CSCOPE training each six weeks by grade and department	Professional development should be aligned with school and district goals	Darling-Hammond 2009 (p. 104)	8/2010	6/2011
4A	Support the SES on campus	When implemented over time SES can close achievement gaps between poor and wealthy students	Silva, E 2007, On the Clock: Rethinking the way schools use time (p.155)	8/2010	6/2011
4A	Provide credit recovery intervention time through online software	The most powerful predictor if a student will complete high school is course performance and attendance in first year of high school	Allensworth & Easton, 2005 The on-track indicator as a predictor of high school graduation (p. 72)	8/2010	6/2013

Add additional pages as needed.

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5B	Develop a monthly newsletter for parents and stakeholders on initiatives	Schools can improve students' learning by engaging parents in ways that directly related to their child's academic progress	Epstein, 1995 & Patrikakou, E, 2005 (p.186)	8/2010	6/2011
5B	Ensure that parents are aware of the SES program and encourage participation	Schools can improve students' learning by engaging parents in ways that directly related to their child's academic progress	Epstein, 1995 & Patrikakou, E, 2005 (p.186)	8/2010	6/2011
5C	Partner with Communities in School	Services, activities & programs that meet students' needs through Health and human service linkages, prevention and intervention measures, and active community-school partnerships.	Tripses & Scroggs, 2009 (p.180)	8/2010	6/2011
5B	Partner with Communities in School	Services and activities that support and help increase participation of parents/guardians and families in the students' educational experience.	Tripses & Scroggs, 2009 (p.180)	8/2010	6/2011
5A	Provide opportunities for parent input through meetings and surveys	Schools can improve students' learning by engaging parents in ways that directly related to their child's academic progress	Epstein, 1995 & Patrikakou, E, 2005 (p.186)	6/2010 6/2011 6/2012	6/2010 6/2011 6/2012

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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
6A	Promote regular school attendance through School Messenger System	The most powerful predictor if a student will complete high school is course performance and attendance in first year of high school	Allensworth & Easton, 2005 The on-track indicator as a predictor of high school graduation (p. 72)	8/2010	6/2013
6B	Positive Behavior Support Team meets monthly to review data and adjust schoolwide PBS plan	Positive relationships and effective classroom mgt strategies are necessary to establish contexts that support academic and behavioral competence of all students	National High School Center. Eight elements of high school improvement, 2008 (p.188)	8/2010	6/2013
6C	Increase student involvement in extracurricular activities by recognizing excellence through new academic letter jackets	Two practices generally associated with successful reform in low performing high schools are personalized learning and mechanisms that assist students in developing social networks and instrumental relationships	Martinez & Klopott, 2005 The Link Between High School reform and College Success for Low Income and Minority Students and Quint, 2006 Meeting Five Critical Challenges of High School Reform (p.190)	8/2010	6/2013
6C	Emphasize fine arts to students through additional performances and competitions.	Two practices generally associated with successful reform in low performing high schools are personalized learning and mechanisms that assist students in developing social networks and instrumental relationships	Martinez & Klopott, 2005 The Link Between High School reform and College Success for Low Income and Minority Students and Quint, 2006 Meeting Five Critical Challenges of High School Reform (p.190)	8/2010	6/2013
6C	Increase participation in magnet programs	Two practices generally associated with successful reform in low performing high schools are personalized learning and mechanisms that assist students in developing social networks and instrumental relationships	Martinez & Klopott, 2005 The Link Between High School reform and College Success for Low Income and Minority Students and Quint, 2006 Meeting Five Critical Challenges of High School Reform (p.190)	8/2010	6/2013
6A	Focus on one-period absences throughout the day through daily reports through dashboard of early	The most powerful predictor if a student will complete high school is course performance and attendance in first year of	Allensworth & Easton, 2005 The on-track indicator as a predictor of high school graduation (p. 72)	8/2010	6/2013

	warning system	high school			
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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
7A	Reward teacher effectiveness through incentive program	A more significant finding in the research is the fact that performance incentives lead to greater retention in targeted schools	Springer, M et al, 2009 TEEG: Year three evaluation report, National Center on Performance Incentives (p.94)	11/2010 11/2011 11/2012 6/2013	11/2010 11/2011 11/2012 6/2013
7B	Provide time within the school day for professional learning communities	Collaborative teams have been correlated with better school culture, increased teacher motivation, and higher student achievement	Kassissieh & Barton, 2009; Flowers, 1999; Little, 1982 (p. 161)	8/2010	6/2013
7C	Increase the number of teachers receiving awards through the DATE program	A more significant finding in the research is the fact that performance incentives lead to greater retention in targeted schools	Springer, M et al, 2009 TEEG: Year three evaluation report, National Center on Performance Incentives (p.94)	11/2010 11/2011 11/2012 6/2013	11/2010 11/2011 11/2012 6/2013
7C	Provide frequent celebrations for staff to recognize achievements.	Foster a positive, collaborative and team oriented school culture	Borman & Dowling, 2008 Teacher attrition and retention: A meta-analytic (p.94)	8/2010	6/2013

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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: 5px; 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> <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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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>The LEA and campus process for on-going monitoring of grant activities to ensure continuous improvement will focus both on student achievement and on program implementation. Both foci will utilize data reports submitted to campus and district leaders, which will then be used as the basis for quarterly and year-end meetings.</p> <p>The first type of meeting will be "<i>Improvement Progress Meetings</i>" (IPM). This meeting is specifically intended to assist leaders in monitoring progress of students and grant implementation – similar to a formative evaluation process (Section B). Campus leaders, content coaches, and district administrators will attend these meeting. In addition, "<i>Improvement Summit</i>" (IS) will be held at the end of each academic year to review the previous gains, and plan for the coming year. This meeting will include school leaders and the entire campus faculty – similar to a summative evaluation process.</p> <p>At each meeting (i.e., progress and summit), leaders will consider findings from analyses of student achievement data drawn from multiple sources including:</p> <ul style="list-style-type: none"> ▪ CSCOPE unit assessments ▪ RTI analyses and changes made ▪ APEX credit recovery ▪ STTE Early Warning System ▪ TAKS and end-of-course exams (summit) ▪ Value-added assessment of student gains (summit) ▪ SAT and PSAT (summit) <p>In addition to achievement data, school leaders will also consider school-climate related data also drawn from multiple sources including:</p> <ul style="list-style-type: none"> ▪ Implementation fidelity ▪ Number of student discipline referrals ▪ GO Center utilization ▪ CIS data (number of students served) ▪ Utilization of technology for instruction and intervention ▪ Teacher effectiveness data from DATE ▪ Dual-credit enrollment ▪ Teachers enrolled in graduate studies and other professional development <p>These activities and data focus will provide the process and mechanisms for on-going monitoring of grant activities intended to ensure continuous improvement.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The district and campus process for formative evaluation, including how the results of the evaluation will be used to improve the grant program will be supported by three processes.</p> <p>The first involves the allocation of resources (i.e., time and funding) to support a Project Manager. In terms of evaluation, the role of this individual will be to gather, tabulate, and communicate information relevant to the implementation of grant activities. This individual will report findings to the campus principal, and assist in the review of findings at the quarterly "Improvement Progress Meetings" describe in Section A. The intention of these meetings is to report on analyses of data related to progress (student achievement) and program implementation (i.e., utilization of services, frequency of planned events). The onsite Program Manager as well as the external evaluator will support gathering and analyses of this data.</p> <p>The second process intended to support the formative evaluation is the result from each quarterly meeting. As formative evaluation data accumulate, LEA and campus leaders will compare these results with program goals, and develop a set of recommendations aimed at supporting progress. These recommendations, especially in the earliest phases of implementation, may simply help identify specific areas of concern, but as the program continues, these recommendations are likely to assist the LEA/campus leaders in making "corrective" modifications to the grant activities. Progress on implementing the recommendations, along with the overall implementation of the grant program, will comprise the focus of future meetings and recommendations.</p> <p>The third process intended to support the formative evaluation is the reporting to constituents about the progress and recommendations outlined in the progress meetings. Constituents include school faculty and staff, parents and community members, and business partners. Reporting will take place through established means of communication and meetings. For example, communication with faculty and staff will include presentation of meeting outcomes at regular faculty meetings and through a "newsletter-type" publication intended to communicate more broadly about the grant program. Communication with parents and community members will be accomplished via newsletter, postings on the school website, and at regular PTA meetings. Likewise, communication with business partners will take place at the district level, and involve the use of the newsletter, as well as website reporting accessible to community members.</p> <p>The allocation of program staff specifically to the monitoring of grant activities, the work resulting from quarterly progress meetings, and the reporting to school and community constituents represent the three processes for formative evaluation. Information from each of these represents ways in which the results of the evaluation process will be used to improve the grant program.</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		
<p>The process for data collection that will be implemented by the district and campus leaders will involve two individuals. The first will be the Project Manager who will be responsible for gathering data from the multiple parts of the grant program related to implementation of activities (e.g., set up of schoolwide RTI, activities of the content coaches) and utilization of programs and resources (e.g., number of students served interventions; number of students earning credits in APEX). The second will be the external evaluator, who will gather data related to fidelity of program implementation, achievement impact, and school climate. This information will be derived from a variety of sources including classroom observations; analysis of assessment results (e.g., CSCOPE, STTE, APEX); action research with teachers; focus groups conducted with faculty, content coaches, students, and parent groups; online surveys of faculty and students related to school climate issues.</p>		
<ol style="list-style-type: none"> 1) Data derived from these processes, especially achievement, utilization, and perceptions, will be disaggregated by race/ethnicity and by special education status. This disaggregation analysis will permit school and district leaders to determine differential impact of the grant program. 2) Results from qualitative and quantitative data analyses will be used to improve instruction in several ways. First, the information vetted through the Improvement Meetings will be shared with faculty members. Second, achievement outcomes specific to content and grade level will be used by content coaches, faculty during common planning time, and interventionists to address and improve outcomes at the class, subpopulation, and individual levels. Specifically, content coaches will facilitate and oversee planning and implementation of action plans intended to address areas where achievement goals have not been met.. 3) Analyses of achievement, utilization and perception data will be combined with other implementation data to obtain continuous improvement results by reporting, discussing, recommending and monitoring action changes resulting from the Improvement Meetings and the Improvement Summit. Analyses of outcomes will constitute information that is fed back into the leadership system, and this information will be utilized to gauge progress, and modify implementation based on target (goal) outcomes. 		

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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).

The campus performance goals were developed through analysis of data by district and campus leadership. Areas in the needs assessment were analyzed to indicate where the performance goals should be set. Many of the performance goals do not have baseline data because the initiative has not been put into place. After the first year of implementation, additional goal or targets will be reviewed.

However, there are standard needs that must be addressed such as the need to increase attendance of all students, decrease dropout rate and decrease the number of discipline referrals.

Additional goals could be redefined in June of 2010 when the campus leadership and all faculties meet for a three day Instructional Summit to review new results for 2010. Actual accountability numbers are not available until early August.

The new leadership will conduct many team building activities during this Summit in order to improve the working relationship among the new staff members. Also included in the time will be new instructional expectations, climate expectations, data disaggregation and introduce new instructional strategies. The data will be studied and reviewed plans for instruction and intervention will be made based on the current student information.

With the implementation of a highly aligned curriculum in 2010-11, it is imperative that the implementation be one of the performance measures. The focus will be on fidelity to the curriculum and the rigor in the lessons. This creates what Robert Marzano in his book, What Works in Schools: Translating Research into Actions, refers to as unconditional delivery of the curriculum.

The Lubbock ISD introduced value-added analysis in the spring of 2009. Estacado High School is currently beginning its journey into learning and understanding the reports and process of this measure of student progress. These measures will also be used in determining teacher effectiveness as Estacado High School. From these reports staff may be eligible to receive monetary awards based on student progress. The number of staff members receiving awards will indicate a move toward greater student growth which will in turn move toward greater student achievement.

The chart below describes the campus action planning process in which the campus set three SMART GOALS. Each of the performance goals of this grant fall under one of the SMART GOALS determined.

Planning Process	Campus Action	Resources
Who are we?	Analysis of Demographic Data	<ul style="list-style-type: none"> PEIMS data TEAMS
How do we do business?	Discussion of mission, vision, and values	<ul style="list-style-type: none"> <i>Professional Learning Communities at Work</i> by Eaker, DuFour, DuFour <i>and Learning by Doing</i> by Eaker, DuFour, DuFour, Many e3 Framework

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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).

Where are we now? Where are the gaps?	Analysis of student achievement data and perceptual data	<ul style="list-style-type: none"> • TAKS results • Value-Added results • Campus-based common assessments • PSAT/SAT • Drop out/completion data • Discretionary placement • PBS data reports • Survey data • CSCOPE Unit Assessments
Where do we want to be?	Develop maximum of 3 SMART goals	<ul style="list-style-type: none"> • e3 Framework <ul style="list-style-type: none"> ○ Student Achievement ○ Student Progress ○ College Career Readiness
How can we get to where we want to be?	Develop approximately 3-5 strategies/actions per SMART goal	<ul style="list-style-type: none"> • CPOC • Campus Leadership Team • PLC's • PTA • CSCOPE • RtI • Budget • Staffing
How will we evaluate?	Complete Comprehensive Data Analysis	<ul style="list-style-type: none"> • TAKS results • Value-Added results • Campus-based common assessments • PSAT/SAT • Drop out/completion data • Discretionary placement • PBS data reports • Survey data • CSCOPE Unit Assessments
How do our campus SMART goals apply to specific identified student groups and federal and state compliance issues?	Complete compliance addendums	<ul style="list-style-type: none"> • SMART goals • Budget
How will we build the capacity to reach SMART goals?	Complete professional development plan	<ul style="list-style-type: none"> • SMART goals • Budget • District Professional Development Plan

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA Using AYP Data Table	TAKS	58%	70%	75%	85%
2	Improve Student Achievement in Mathematics Using AYP Data Table	TAKS	24%	40%	60%	80%
3	Improve Student College Readiness ELA	TAKS	46%	55%	60%	70%
4	Improve Student College Readiness Mathematics	TAKS	30%	40%	60%	70%
5	Improve # of students at or above criterion on SAT and ACT	SAT/ACT	8.3%	12%	30%	50%
6	Increase the number of student taking and passing Dual Credit Courses	Transcripts	0	15	30	50

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Students on the campus demonstrate positive gains in ELA, AND the overall campus gain index is ranked in Quartile 1 or Quartile 2 of their comparison group	Value added analysis of TAKS scores	DNA	+2.0 NCE	+4.0 NCE	+6.0 NCE
2	Students on the campus demonstrate positive gains in Math, AND the overall campus gain index is ranked in Quartile 1 or Quartile 2 of their comparison group	Value added analysis of TAKS scores	DNA	+2.0 NCE	+4.0 NCE	+6.0 NCE
3	Increase the percent of staff members using the Early Warning Data System	User Reports	DNA	30%	60%	90%
4	Increase the number of students screened in mathematics using universal screeners	RTI Reports	DNA	90%	95%	100%
5	Increase the number of students screened in reading using universal screeners	RTI Reports	DNA	90%	95%	100%

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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	Students on the campus demonstrate positive gains, AND the overall campus gain index, as measured by value-added analysis, is ranked in Quartile 1 or Quartile 2 of their comparison group	Value added analysis of TAKS scores	DNA	+2.0 NCE	+4.0 NCE	+6.0 NCE
2	Increase number of campus leaders receiving achievement awards	E3 performance pay records	DNA	50%	100%	100%
3	Increase number of campus leaders receiving progress awards	E3 performance pay records	DNA	50%	100%	100%
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Daily schedule minutes gained	School Schedule Records	DNA	30 minutes daily	30 minutes daily	30 minutes daily
2	Student time spent in intervention period	Campus Operational Records	DNA	90 minutes a week	90 minutes a week	90 minutes a week
3	Students engaged in extended year curricular activities	Campus Operational Records	0	100	150	200
4	Increase Attendance Rate	Campus Operational Records	88.4%	92%	93%	95%
5	Increased % of eligible students enrolled in SES services	EZSES records	50%	60%	70%	80%

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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 families use of GO Center at EHS	Campus Operational Records	0	50	75	125
2	Increase student engagement in Communities in Schools Program	CIS Operational Records	0	120	200	250
3	Increase parent participation in parent teacher activities	Registration and Attendance Records	100	200	300	500
4						
5						
Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Decrease rates of student discipline referral	Campus Operational Records	1300	1000	800	650
2	Increase % of student perception of positive school climate	NASSP Comprehensive Assessment of School Environments (CASE)	DNA	60%	75%	90%
3	Increase activities to improve student leadership	Campus Operational Records	1	6	8	10
4	Increase faculty perception of positive school climate	Collective Efficacy	DNA	60%	75%	90%
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the rates of teacher retention of new staff	Campus Operational Records	DNA	80%	85%	90%
2	Increase number of teachers receiving achievement awards	E3 performance pay records	DNA	50%	60%	75%
3	Increase number of teachers receiving progress awards	E3 performance pay records	DNA	70%	75%	80%
4	Increase teacher enrollment in content area graduate programs	Campus Operational Records	DNA	3	6	10
5	Increase fidelity to CSCOPE implementation	CSCOPE Records and Observation	DNA	90%	95%	100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Decrease dropout rate	AEIS Report	4.6%	3.0%	2.0%	1.0%
2						
3						
4						
5						

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

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

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

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <u>D. Mattson</u> by telephone/e-mail/FAX on <u>8/17/10</u> by <u>mlr</u> of TEA.			TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013			<u>152901</u> County-District No. Amendment No.	
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	\$2,707,383	\$ 208,371	\$	\$ 2,915,754	
Professional and Contracted Services	5C	6200	618,530			618,530	
Supplies and Materials	5D	6300	317,840			317,840	
Other Operating Costs	5E	6400	315,300			315,300	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX					
Total Direct Costs			\$ 3,959,053	208,371		4,167,424	
1.887% Indirect Costs							
Grand Total							
Total Budgeted Costs:			\$ 3,959,053	\$ 208,371	\$	\$ 4,167,424	
Administrative Cost Calculation							
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$ 4,167,424	
Multiply by .05 (5% limit)						X .05	
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 208,371	

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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 \$1,520,050 Year 2: SY 2011-2012 \$1,318,217 * Year 3: SY 2012-2013 \$1,329,157 * * 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		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <u>D. Mattson</u>		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		<u>152901</u> County-District No. Amendment No.		
by telephone/e-mail/FAX on <u>8/17/10</u> by <u>mls</u> of TEA.						
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	One per core subject area to provide intervention.	5		\$	\$ 620,805
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	To provide support to campus principal and to direct implementation of grant activities	1			189,395
5	Project Coordinator					
6	Teacher Facilitator	Instructional Coach for teacher in each core subject area	4			571,628
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: <u>Teacher Facilitator (Instructional Coach</u>	<u>4</u>				<u>571,628</u>
23	Title: <u>for teacher in each core</u>					
24	Title: <u>subject area)</u>					
25	Title:					
26	Subtotal Employee Costs				\$	\$ 1,381,828
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay (4 Teachers at 30 days at \$70 per day)			\$	\$ 8,400
28	6119	Professional Staff Extra-Duty 1) Summer Excursions \$250 * 40 Teacher/6 days = \$60,000 2) Summer Data Planning \$200 * 100 Teachers * 3 day for 3 summers = \$180,000 3) Incentive Stipend for Improved Performance in Math and Science @\$7000*16 Teachers * 3 years = \$336,000 4) Incentive Stipend for Improved Performance in ELA and Soc Stud @\$3500*14 Teachers * 3 years = \$147,000 5) Additional Value Added Pay for Performance for EHS Teachers Only \$2,200 * 50 Teachers * 3 Years = \$330,000				1,053,000
29	6121	Support Staff Extra-Duty Pay Summer Excursions \$250 * 5 Paraprof/6 days = \$7,500 1) Summer Data Planning \$150 * 27 Paraprof * 3 day for 3 summers = \$36,450 2) Additional Value Added Pay for Performance for EHS Paraprof. \$1,100 * 27 Paraprof. * 3 Years = \$89,100				133,050
30	6140	Employee Benefits (Includes Admin Cost which are benefits for Proj Director \$18,976)				339,476
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 1,533,926
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 2,915,754

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8/24/10

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8/24/10

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Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
	Specify purpose: _____				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				
	Specify purpose and provide calculation: _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
	Specify purpose: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	ESC 17 Professional Services Technology Support for New Technologies			\$ 9,000	\$
2.	SAS Value Added Reports for Individual Teacher Reports			\$ 5,925	
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 14,925
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Texas Tech University Institute for the Development and Enrichment of Advanced Learners Science: It's A Girl Thing-Summer 2011 & 2012					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			5	\$ 16,815	\$
Title: Counselor and School Coordinator					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials				26,550	26,550
Other Operating Costs				26,550	26,550
Capital Outlay (Subgrants Only)					
Indirect Cost (%)					
Total Payment:				\$ 69,915	\$ 69,915

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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):

Texas Tech University
 Institute for the Development and Enrichment of Advanced Learners
 Shake Hands with Your Future-Summer 2011 & Summer 2012

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5			
Title: Counselor and School Coordinator		\$ 17,340	\$	\$ 17,340
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		22,275		22,275
Other Operating Costs		22,275		22,275
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 61,890	\$	\$ 61,890

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

Evaluation and Monitoring of all grant activities to determine effectiveness

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	4			
Title: Researcher		\$ 135,000	\$	\$ 135,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs		24,300		24,300
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$159,300	\$	\$ 159,300

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

Communities In Schools is the nation's largest dropout prevention organization. The mission of Communities In Schools is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life by bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community. The result: teachers are free to teach, and students – many in jeopardy of dropping out – have the opportunity to focus on learning.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2			
Title: Case Worker		\$ 282,000	\$	\$ 282,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 282,000	\$	\$ 282,000

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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.)				
5. Description of Professional or Consulting Service (Topic/Purpose/Service): Battelle for Kids Consulting on additional design of award program for individual teacher incentives.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs		11,000		11,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 11,000	\$	\$11,000
6. Description of Professional or Consulting Service (Topic/Purpose/Service): Mounting of hardware for SMARTBOARDS				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		19,500		19,500
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$19,500	\$	\$19,500
7. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		14,925		14,925
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		603,605		603,605
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		\$618,530		\$618,530

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____		
Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 194,840	
	#	Type	Purpose			Quantity
	1	SMART Board with projector	Instructional technology to engage students in the learning on a daily basis in the core subject area			30* \$4,008 = \$120,240
	2	Document Camera	Instructional technology to engage students in the learning on a daily basis in the core subject area			30* \$731 = \$21,930
	3	Laptop	Instructional technology to engage students in the learning on a daily basis in the core subject area			40* \$1,274.70 = \$50,988
	4	Mobile Laptop Cart	Instructional technology to engage students in the learning on a daily basis in the core subject area			2* \$842 = \$1,682
5						
6399	Technology Software- Not Capitalized				18,000	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:					105,000	
Grand Total				\$	\$ 317,840	

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Texas Title I Priority Schools Grant			
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
	Expense Item Description	Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)	\$	\$
	Specify purpose: _____		
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
	Specify purpose: _____ enrichment for extended year studies for 2 summers		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)		
	Specify purpose: _____		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
	Specify purpose: _____		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)		
	Specify purpose: _____		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)		
	Specify name and purpose of organization: _____		
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		
	Specify purpose: _____		
Total 64XX- Operating Costs Requiring specific approval:			
Remaining 6400 – Other Operating Costs that do not require specific approval:			\$315,300
Grand Total		\$	\$ 315,300

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>152901</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	152901 County-District No. <i>mlh</i>
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>152901</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>152901</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	 <u>152901</u> County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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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	152901 County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>152901</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

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	<u>152901</u> 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	<div style="text-align: right;"> <u>152901</u> County-District No. </div>
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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>152901</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>152901</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

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

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

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Lubbock ISD 152901	
by telephone/e-mail/FAX on _____ by _____ of TEA.		LEA Name Estacado High School Campus Name 750001896 9-Digit Vendor ID# NOGA ID# (Assigned by TEA)	County-District# 021 Campus Number 17 ESC Region 8/31/2010 Date of Report

Texas Title I Priority Schools Grant

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

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

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

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

Part 1: Identified Needs

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

1. Improve Academic Performance

Milestones	A	Improve Student Achievement in Reading/ELA; Improve Student Achievement in Mathematics; Improve College Readiness in ELA and Mathematics and dual enrollment opportunities; Use Universal Screeners at the beginning of the year to determine student readiness
	B	Implement a highly aligned guaranteed and viable curriculum that is both vertically and horizontally aligned
	C	Implement a Response to Intervention Model; Use Universal Screeners at the beginning of the year; Teachers will use common formative assessments; Highly structured system to progress

		monitor all types of formative assessments; Fidelity checks for implementation of new curriculum
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Conduct Instructional Summit each summer to study data with all staff members
	B	Regular use of common formative assessments; Weekly, job-embedded professional learning community time by content area; Review of student data after assessments through PLCs; Leadership team involvement in review of student test results; Ongoing and Improvement Progress Meetings with consultation with technical assistance team from central office and ESC 17 personnel
	C	Time for weekly professional learning community time provided for teachers by core content area
3. Increase Leadership Effectiveness		
Milestones	A	Provide weekly professional learning time within teachers' workday; Extend the school day by 30 minutes; Provide Instructional Coaches in each content area for teachers; Regular collaboration with leadership team; Provide ongoing support from central office personnel; utilize expertise of CIT and TAP provided by TEA
	B	Additional flexibility to replace ineffective staff
	C	Flexibility in arrangement of budgets; data support through campus dashboard on leading indicators of progress throughout the year
4. Increase Learning Time		
Milestones	A	Extend the school day in order to create additional flexibility in scheduling interventions; Add intervention time within the school day through the use of laboratory settings; Improved support of the SES after school opportunities; Additional credit recovery intervention time through online software
	B	Extend academic learning opportunities through summer programs;
	C	Hold regular PLC meetings by department; Provide CSCOPE training each six weeks by grade and department;
5. Increase Parent / Community Involvement		
Milestones	A	Provide multiple opportunities for parent input through regular meetings and surveys
	B	Develop a monthly newsletter for parents and stakeholders on initiatives; Ensure that parents are aware of the SES program and encourage participation;
	C	Develop strong relationship with Communities in Schools and hire 2 social workers
6. Improve School Climate		
Milestones	A	Promote regular school attendance through School Messenger System; Focus on one-period absences throughout the day through daily reports through dashboard of early warning system; sufficient and efficient personnel to support data systems
	B	Positive Behavior Support Team meets monthly to review data and adjust schoolwide PBS plan; staff develops positive relationships through personalization of notes home to students; decrease discipline referrals and monitor progress
	C	Increase student involvement in extracurricular activities by recognizing excellence through new academic letter jackets; Emphasize fine arts to students through additional performances and competitions; Increase participation in magnet programs
7. Increase Teacher Quality		

Milestones	A	Reward teacher effectiveness through incentive program using both achievement and progress goals; Increase the amount of award for teachers receiving awards through the District's DATE program
	B	Provide time within the school day for professional learning communities with support from Campus and District Instructional Coaches
	C	Provide signing incentives; Provide frequent celebrations for staff to recognize achievements; use incentive bonuses for effective teachers
Other Identified Needs (not listed above)		
A		
B		

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	24%
Increase the Use of Quality Date to Drive Instruction	9%
Increase Leadership Effectiveness	5%
Increase Learning Time	12%
Increase Parent / Community Involvement	7%
Improve School Climate	0%
Increase Teacher Quality	43%
Other Remaining Costs	0%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Transformation
<input type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input checked="" 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.

After the December 2009 TEA announcement of the “persistently lowest achieving campuses,” the new leadership of Lubbock ISD was on a fast track to implement changes at Estacado High School, the Lubbock ISD’s Tier 1 campus. Around this time the current principal announced his retirement and with an opening for principal of EHS, the District leadership moved with precision to identify the best-fit principal at EHS. With one of the most successful campus principals sitting as an Associate Superintendent, a request was made by the new Superintendent that Dr. Sam Ayers consider the challenging job that lay open. A very basic plan was developed by the Superintendent and Chief Academic Officer and Dr. Ayers to provide to the school’s stakeholders in order to gather additional input. Much of that input is included in the model described in the grant and this document

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;

The campus will be fully implementing the PDAS appraisal system. This decision included removing any of the teachers, who were allowed to remain at EHS, from their waiver of yearly PDAS full evaluations. Therefore, all teachers will be appraised using the PDAS system. This system has been a part of the school district and will continue to be implemented in during the next year. Yearly training is available to all teachers on the campus.

In addition to the formal evaluation, other forms of teacher review have been developed. The DATE grant will be implemented in the Fall of 2011, this award program was developed with teacher, administrator, and community input for all schools in the Lubbock ISD. The awards that EHS teacher earn from the DATE program will be enhanced through the TTPS grant.

These new systems are not considered evaluation systems but the data resulting from these systems will be used to award teachers for increased student achievement as well as recruitment and retention bonuses.

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;

In the Spring of 2010 the Lubbock ISD had a committee of dedicated teachers, administrators and community members develop an award system for all teachers in the District through the District Awards for Teacher Excellence (DATE) program. Estacado HS is eligible to participate in this District Award program. However, the district award program only awards to the department level and just to a minimum amount of compensation at about \$2,650. The campus has planned to enhance this award program to staff members at Estacado High School who receive an award in the DATE program. The plan is to double the amount earned through the district award system for only the teachers at EHS. This addition is above and beyond the district program and it creates the opportunity for successful teachers and principals at Estacado to received significant awards. The first year award will be based on teacher effectiveness of students on standardized tests, student grades and attendance. Subsequent years will include value-added results to measure student progress on standardized assessments. The campus will also use these data sources to remove teachers who have had ample opportunities for professional development and have not improved.

The campus will have greater flexibility in regards to standard policies and procedures in regards to moving ineffective staff.

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

During the 2009-10 school year, Estacado High School began their quest to implement professional learning communities. This formation and the use of these professional learning communities will continue with added support. A schedule has been devised that creates daily, common, planning periods for teachers in each of the core subject areas as well as time for professional learning communities to meet to design lessons, review formative assessment data from common assessments. The campus based assessments will be aligned with the new curriculum, CSCOPE. Ongoing results from the common assessments will drive Tier 1 interventions within the regular classroom and intervention time during the school day. Each of the content teacher teams will have the support from an Instructional Coach whose responsibilities include providing on-site, job-embedded professional development for teachers, aiding in assessment data collection and disaggregation, observing instruction in classrooms and providing teacher feedback regarding best teaching practices, modeling lessons using best teaching practice, coordinating and monitoring the Three Tier Model of Instruction and Intervention and communicating with principals, teachers and parents.

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.

The new administration has determined that any additional pay will be based on student achievement and growth. In addition to the additional award from the data in the district award plan, DATE, stipends are also given for core content areas for teacher showing the greatest growth in their students. These payments range from an additional \$3,500 to \$7,000 per year, depending on the subject area. A teacher in Math and Science have the opportunity of the receiving \$7,000 if meeting the criteria and ELAR and Social Studies teachers can earn \$3,500. The Project Manager and the external evaluator will be closely monitoring these practices to determine effectiveness. Improvement is the overall culture and leadership stability should assist in the retention of effective teachers. This retention and recruitment strategy is separate and apart from the DATE program. It is comparative of teacher within the school only.

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

During the 2009-10, the Lubbock ISD did a curriculum review of all core subjects. From the review it was determined that the district had two options. The District could rewrite the curriculum based on research or search for a curriculum that was available for purchase that fit all of the requirements of research and effectiveness. After committee review, Lubbock ISD decided to purchase and implement CSCOPE in all campuses for the 2010-11. At the heart of the CSCOPE system is a guaranteed & viable curriculum for all students. Content area experts ensure quality through a process of continual review. The key components of the CSCOPE curriculum are: a K-12 systemic model in the four core content areas, common language, structure, and process for curriculum delivery, innovative technology, aligned written, taught, and tested curriculum, clarified and specified TEKS/TAKS expectations assembled in a vertical alignment format, customizable instructional unit plans that allow district resources to be integrated into the system and lessons in both English and Spanish. The implementation of this new curriculum at Estacado High School and its feeder campuses is vitally important to the long term success of the students on the end-of-course exams and preparation for college. This curriculum project is district-wide but Estacado will have enhanced support from central office as well as support through their campus instructional coaches. The fidelity of implementation will be measured and reported on a regular

basis at EHS. This will be a primary duty of the campus leadership and the Project Manager. District support for implementation will come through the Curriculum and Instruction department under the leadership of the Assistant Superintendent for Curriculum and Instruction. Close monitoring of the program will also be a primary role for the Associate Superintendent for Quadrant 4.

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.

The Estacado High School staff will implement CSCOPE as the Tier 1 instruction in the Response to Intervention model. This is a standards-based, aligned, core curriculum. The principles of our Tier 1 instructional program is that today's instruction is informed by yesterday's assessment, where there is an emphasis on higher-order thinking skills and explicit expectations for learning. Tier 1 instruction will include individual, small and large group instruction, a no excuses approach, a variety of learning strategies, individual goal setting, "bell to bell" instruction every day and enrichment and re-teach opportunities every day. Differentiated instruction is an expectation in Tier 1 instructional program and will be determined by ongoing informal and formal formative assessments of student learning. The RTI model will be new at Estacado High School for the 2010-11 school year, therefore, job-embedded professional development will be critical to the implementation as well as the guidance provided through the Instructional Coach in each content area. Each core subject learning team will examine the available student data, and then each team will identify available resources and programs. The availability of research-based resources and programs to supplement and support CSCOPE will be readily available on the campus. The needs assessment determined that the process of selecting and using the resources and programs was an issue. This RTI model will supply a framework for choosing best fit interventions for each child. To start the year, the campus is reviewing TAKS data by SE and assessing beginning of year needs for intervention strategies. However, data from the screener assessments, CSCOPE unit assessments, CSCOPE performance tasks, value added projection data, and progress monitoring assessments with interventions will be reviewed on a regular basis and modifications to plans will be made to meet each student's need.

Additional technology is needed to support the highly engaging CSCOPE lessons. This grant will provide for SMART BOARDS, Projector and document cameras in each of the core classrooms that do not already have the equipment. This is critical for higher fidelity to implementation of the technology component in CSCOPE.

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

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

*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296*

The leadership of Estacado High School will be implementing a longer school day with eight periods. Increasing the day by 30 minutes will allow the students to have eight, 50 minute periods each day. The campus has been on a block schedule for 15 years without significantly increasing student achievement over this time. The campus has built in four intervention periods or "labs" into the schedule. The campus will identify approximately 100

students most in need of intervention and schedule them into one of these class periods in place of an elective. Monday through Thursday, a teacher and two to four hired interventionists will work with these students in small groups on specific SEs. This will enable staff to focus attention on students and their needs for a longer period of time each day and negate the practice of pulling them out of electives for interventions.

The CSCOE curriculum lessons are designed to be taught in 50 minute class settings. Additionally, the campus will have numerous extended year activities after the traditional school year is complete in June 2011, June 2012 and June 2013. The campus intends to scholarship 90 students to attend the summer activities at Texas Tech University in the "Science: It's a Girl Thing" and "Shake Hand with Your Future" programs. Also with grant funds, the curriculum staff plans to incorporate an interdisciplinary unit that allows students to study areas while on a one to two week-long learning experience. The plan is to take approximately 100 to 150 students each summer to various sites in Texas and incorporate TEKS from all 4 core content areas for real world activities as well as introduce these students to college campuses across the State. A committee is formed to write the experiential learning curriculum in the fall of 2010 which is to be implemented in the summers of 2011 and 2012.

Additionally, continued implementation of transition programs for students entering high school will be enhanced with this program.

B. Provide ongoing mechanisms for family and community engagement.

Estacado High School plans partner with Communities in Schools (CIS) in the fall of 2010. The campus expects to contract with CIS to have 2 case workers on campus. Each case worker can carry a load of approximately 120 students. With this partnership, EHS expects to receive services in the following areas:

Supportive and Guidance Services

Services, activities & programs that meet students' needs through supportive guidance, prevention and intervention measures, and active community-school partnerships.

Health and Human Services

Services, activities & programs that meet students' needs through Health and human service linkages, prevention and intervention

Parental and Family Involvement

Services and activities that support and help increase participation of parents/guardians and families in the students' educational experience.

Career Awareness/Employment

Services and activities that promote career awareness, job readiness, skills training and preparation for the workforce and which provide assistance in the attainment of employment.

Enrichment

Services that provide positive social, cultural, recreational, and interpersonal skills which enrich and expand students' understanding of life and involvement in community.

Educational Enhancement

Services that support all educational areas as needed, to promote students' achievement and success in their educational experience.

Estacado is also developing a partnership with Lubbock Christian University in order to provide Dual Credit classes on campus by credentialed college instructors. Currently, Estacado does not have teachers with the appropriate credentials to teach college courses. The campus has been trying to bridge this gap with distance education which has not been effective. The new principal is an adjunct professor at LCU and has garnered great support for face to face learning situations for his high school students. Additional partners have come forth from the community including faith-based organizations and AIM Bank. AIM Bank has committed to work with student organizations in order to provide letter jackets that honor student accomplishments in academic competitions.

Estacado implemented a Positive Behavior Support program during the 2009-10 school year and will continue

the process in the 2010-11 school year. The emphasis will be on appropriate behavior for a strong learning environment. Additional attention will be placed on the continued communication of the PBS team in place on campus.

IV. Provide operational flexibility and sustained support.

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

The new principal at Estacado High School will directly report to the Chief Academic Officer. The principal has been given operational flexibility in hiring of the new staff. He was able to choose if he wanted to keep each of the current staff members or not. The principal will be allowed flexibility within the hiring process. The District's Human Resource Department will make hiring high quality teachers at Estacado High School a priority. The goal is to attract the most effective teachers to teach at Estacado High School.

- 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 support for Estacado High School will be ongoing through the regular meetings of the LISD Academic Team. Quarterly progress meetings will also be held with campus and district leadership. The relationship with the external evaluation and the campus project manager and the district level support will be essential to building cohesive data sets. Estacado High School will also receive technical assistance through the ESC 13 School Improvement Resource Center through the assigned TAP and/or CIT due to academic ratings.

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

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

A newly developed walk-through program will be implemented at Estacado High School. This tool coupled with the value-added analysis and teacher level reports will be systems to track teacher effectiveness.

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.

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;

CSCOPE fidelity walkthroughs are being conducted by each administrator and district-level curriculum support personnel to support the full implementation of the adopted curriculum.

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

The campus is in the beginning stages of developing a robust "response-to-intervention with the support of the curriculum department.

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;

In addition to a robust RTi model and a new curriculum the district is partnering with inclusion specialists to review the current LRE placements of students with disabilities. The 2010-11 will be a year to begin inclusion at Estacado High School.

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

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;

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

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;

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

The Lubbock ISD is currently implemented an early warning system through another TEA grant and in partnership with EDVANCE and the Dell Corp. Estacado High leadership team will be one of the sites to receive first implementation support from the STTE site team. In the first year, the campus will primarily use the system to track attendance data which is a very high need for the campus.

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;

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;

A PBS system has been implemented in the past two years, however, renewed attention will be given to the process and the procedures of implementation. Additional training will be provided through the PD department at the district level.

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

NA

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;

NA

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

Currently, Estacado receives a higher per pupil cost than the other comparable high schools in the District due to the significant needs of the campus

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	Conduct Instructional Summit at Spirit Ranch to examine all student data from previous year (lagging) to determine SMART goals	06/10	06/10
		Create partnership with LCU to offer dual credit courses	08/10	5/11
	B	Begin impementation training for CSCOE through CSCOE 101 and 1 st six weeks curriculum study for all core content teachers	06/10	08/10
	C	Develop and administer Universal Screeners and use data to determine new interventions needed for students	08/10	10/10
		Hire intervention teachers for intervention labs	09/10	09/10
2	A	Conduct Instructional Summit at Spirit Ranch to examine all student data from previous year (lagging) to determine SMART goals	06/10	06/10
	B	Use data from Universal Screeners and CSCOE assessments to determine new interventions needed for students	09/10	10/10
	C	Develop a master schedule that allows for every content teacher to meet in their PLCs within the school day each week.		
			07/10	07/10
3	A	Develop a daily schedule with an additional 30 minutes	07/10	07/10
		Hire Instructional Coaches in content areas	9/10	10/10
		Determine schedule for data review with CIT/TAP and CO	9/10	9/10
	B	Classroom observations conducted to determine teachers that are in immediate need of assistance	9/10	10/10
	C	Provide training to principal and leadership team on STTE dashboard and intervention module to develop plans	10/10	1/11
4	A	Develop a daily schedule with an additional 30 minutes to length and create intervention laboratory settings throughout the day	7/10	7/10
		Create a flexible schedule for credit recovery lab	7/10	7/10
		Enroll students in intervention and credit recovery	8/10	8/10
		Examine data of students in intervention and credit recovery each six weeks	10/10	10/10
	B	Develop interdisciplinary lessons for summer enrichment opportunities, contract with IDEAL at Tech for summer programs	11/10	2/11
	C	Provide CSCOE 101 and six week training	06/10	4/11
		Develop a master schedule that allows for every content teacher to meet in their PLCs within the school day each week.	07/10	07/10
5	A	Develop a schedule of parent engagement opportunities and publicize with parents and community	09/10	09/10
		Develop partnership with LCU	08/10	08/10
	B	Publicize the SES program through required letter and provider fairs	08/10	09/10

	C	Initiate contact with Communities in Schools to get t. social workers on campus	09/10	09/10
6	A	Implement the plan for one period absences to increase learning time and attendance	08/10	05/11
		Review of new data in STTE early warning system for attendance review	08/10	05/11
	B	Meet regularly with established PBS team.	08/10	05/11
		Coordinate with district's PD department to provide training to teachers in need of assistance in behavior management	08/10	12/10
	C	Partner with AIM bank to recognize students involved in extracurricular activities	08/10	08/10
		Develop a strategic plan for magnet programs	5/11	5/11
7	A	Provide training to teachers on DATE incentive plan and the added benefits for Estacado teachers.	11/10	2/11
	B	Develop a master schedule that allows for every content teacher to meet in their PLCs within the school day each week which includes assistance through Instructional Coaches	8/10	5/11
	C	Implement recruiting and retention plan for 2010-11	09/10	09/10
		Plan celebrations for formative assessment results and develop a calendar of events	9/10	5/11
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.				