

**BOARD OF EDUCATION
BEEVILLE INDEPENDENT SCHOOL DISTRICT**

Date: March 22, 2005

Subject: **AC Jones Title I
 School Improvement**

Submitted By: Mrs. Jones

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INFORMATION

BACKGROUND INFORMATION: Through the No Child Left Behind Adequate Yearly Progress mandate, AC Jones High School was selected as being in need of improvement for Adequate Yearly Progress. They are in Stage 1. In this stage, they must revise their CIP for 2 years and they also receive funds which they are required to apply for. Attached is the revised CIP and the application, which was mailed on February 2, 2005.

ITEMS ADDRESSED:

AC Jones Revised CIP; Title I School Improvement Application

RECOMMENDED ACTION:

None

BUDGETARY INFORMATION:

See application

A. C. Jones High School Campus Improvement Plan

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BEEVILLE INDEPENDENT SCHOOL DISTRICT
Beeville, Texas

MISSION

Beeville ISD is committed to providing a positive school climate where all students can successfully reach their maximum potential. All students will have the opportunity to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas. Realizing that all children can learn and become good citizens, the teachers, administration, and support personnel of the Beeville Independent School District, in cooperation with parents and the community, will focus their resources on providing a quality classroom learning experience.

A. C. Jones High School

MISSION

It is the mission of A. C. Jones High School to graduate students who are confident, knowledgeable, employable members of a changing global society.

To achieve this mission

- Students will be taught the knowledge and skills required for competitive marketability in a career of their choosing.
- Knowledgeable, caring, professional staff, in a partnership with students, parents, and community members, will
 - promote a positive learning environment
 - teach to multiple learning styles
 - employ a variety of instructional strategies, and
 - relate curriculum to real world expectations.

GOALS and OBJECTIVES

District Goal # 1

All students will be exposed to a broad base of knowledge, which will lead to self-empowerment.

Objectives:

- #1 The campus staff will ensure, through its curriculum, that all ACJ students are prepared to master or exceed the Texas Essential Knowledge and Skills (TEKS).
- #2. ACJ students will meet or exceed state performance standards on required outside assessments.
- #3 Instruction beyond the basics to include the arts will be supported.
- #4 Instructional programs and assessments will continue to be aligned in the core content areas.
- #5 The achievement gap among all subpopulations will be closed.
- #6 The opportunity for students to understand and articulate two languages will be provided.

- #7 Teacher and teacher assistants will be provided training in strategies that will improve student performance, improve classroom management, and take into account students'

needs and individual learning styles as well as being provided training as required by local, state, and federal guidelines.

- #8 Interpersonal and intrapersonal skills that will contribute to students' healthy, confident lifestyles will be addressed.
- #9 Student attendance will be increased by one percentage point.
- #10 The Effective Schools philosophy will be reviewed by the campuses and considered in all instructional programming.
- #11 The dropout rate will be reduced with the ultimate goal of eliminating dropouts in BISD.
- #12 College opportunities for students will be increased by improving SAT/ACT test scores.

District Goal # 2 The district will increase positive public relations, community involvement, and meaningful parental involvement.

Objectives:

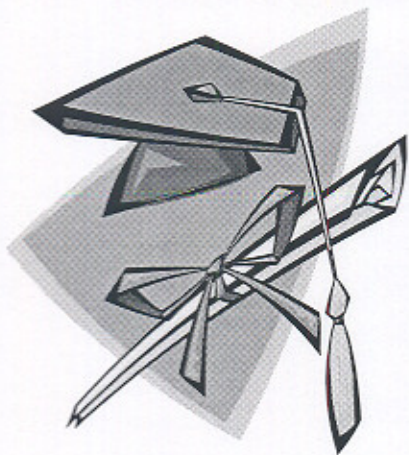
- #1 The communication with parents regarding academic performance, attendance and discipline of students will be ensured by the principal.
- #2 Educational programs that strengthen parenting skills and help parents to provide educational assistance to their children will be provided.
- #3 Parents and other members of the community will be partners in the improvement of schools.

District Goal # 3

Technology and real-world experiences will be integrated into instructional activities.

Objectives:

- #1 Teachers will integrate technology into instructional activities that will increase student performance.
- #2 Teacher training will be provided in appropriate instructional technology preparing teachers to meet district proficiencies and the state's plan as identified on the StaR Chart.
- #3 All campus staff will be trained, as appropriate, to use the student services software.
- #4 Workplace/employability skills including understanding financial responsibility and working with team members will be incorporated into instructional activities.
- #5 The campus will ensure that students graduate with skills that enable them to be responsible citizens and contributing members of society.



PORTRAIT OF A **BISD** GRADUATE

KNOWLEDGEABLE

Graduates will be effective communicators who are academically prepared in the skills of listening, speaking, reading, writing, mathematics and technology, as well as the arts and sciences. Students will be:

- Adaptive problem solvers
- Critical thinkers
- Competent in the understanding and articulation of two languages
- Intellectually curious

SELF-EMPOWERED

Graduates will demonstrate integrity and the ability to shape their own lives in a positive, decisive manner by working individually, cooperatively, and responsibly. They will develop interpersonal and intrapersonal skills that will contribute to a healthy, confident lifestyle. Students will be:

- Respectful
- Honest
- Goal-oriented
- Persistent
- Creative
- Family-oriented
- Organized
- Law-abiding
- Tolerant
- Ambitious

EMPLOYABLE / TECHNOLOGICALLY SELF-SUFFICIENT

Graduates will be life-long learners who demonstrate dependability and a strong work ethic. Knowledge and skills will be applied to real world situations, making them competitive in a global economy. Students will be:

- Financially responsible
- Communicators in a technological world
- Collaborative team members
- Contributing members of society
- Responsible citizens

A. C. Jones High School Campus Improvement Plan Ten Components Required for School-wide Title I Projects

No Child Left Behind Act

A. C. Jones High School is committed to the ten components for school-wide Title I projects. Through the district planning and decision making process, all components are addressed. Listed below is each component and the corresponding pages in the campus improvement plan where this component is met.

- Component 1: Comprehensive Need Assessment; pages 7, 14, and 17.
- Component 2: School-wide Reform Strategies (Scientifically Research-Based Strategies); pages 8, 10, 12, 15, and 18.
- Component 3: Instruction by Highly Qualified Teachers; pages 8, 10, 12, 15, and 18.
- Component 4: High-Quality and Ongoing Professional Development (in accordance with Section 1119)(teachers, principals, and paraprofessional and, if appropriate, pupil services, personnel, parents, and other staff); pages 12, 15 and 18.
- Component 5: Strategies to attract High-Quality, Highly-Qualified Teachers;. pages 8, 12, and 18.
- Component 6: Parental Involvement Strategies (in accordance with §1118); page 15.
- Component 7: Transition Activities for Preschool Children. Not Applicable to high school.
- Component 8: Inclusion of Teacher in Academic Assessment Decisions; program evaluations on pages 8, 10, 12, 15, and 18.
- Component 9: Assisting Students Experiencing Difficulties Mastering Proficient and Advanced Levels of Achievement Standards; pages 8, 10, 12, 15, and 18.
- Component 10: Coordination and Integration of Federal, State, and Local Services and Programs; pages 8, 10, 12, 15, and 18.

**BEEVILLE INDEPENDENT SCHOOL DISTRICT
2004-2006 School Improvement Plan Summary**

Campus: A.C. Jones High School

Program Improvement Goals And Activities To Be Implemented

***If need generated by Academic Excellence Indicator System, precede the need indicator with "AEIS"**

District Goal # 1

All students will be exposed to a broad base of knowledge, which will lead to self-empowerment.

***Need Indicator(s):**

A. C. Jones High School is on Stage I of Adequate Yearly Progress. The campus received the designation due to participation on the TAKS math assessment in April 2004. This was the second year the campus reported less than 95% of it's economically disadvantaged students taking the math TAKS test. Improvement is needed in the areas of ELA and Math performance for all students and especially for the economically disadvantaged.

Campus Objectives Related to This Goal:

1. The campus staff will ensure, through its curriculum that all ACJ students are prepared to master or exceed the Texas Essential Knowledge and Skills (TEKS).
2. ACJ students will meet or exceed state performance standards on required outside assessments.
3. Instruction beyond the basics to include the arts will be supported.
4. Instructional programs and assessments will continue to be aligned in the core content areas.
5. The achievement gap among all subpopulations will be closed.
6. The opportunity for students to understand and articulate two languages will be provided.
7. Teacher and teacher assistants will be provided training in strategies that will improve student performance, improve classroom management, and take into account students' needs and individual learning styles.
8. Interpersonal and intrapersonal skills that will contribute to students' healthy, confident lifestyles will be addressed.
9. Student attendance will increase by 1%.
10. The Effective Schools philosophy will be reviewed by the campuses and considered in all instructional programming.
11. The dropout rate will be reduced with the ultimate goal of eliminating dropouts in BISSD.
12. College opportunities for students will be increased by improving SAT/ACT test scores.

**BEEVILLE INDEPENDENT SCHOOL DISTRICT
2004 – 2006 School Improvement Plan
Campus Program Description**

Name of Campus: A.C. Jones High School

1. **District Goal:** # 1 All students will be exposed to a broad base of knowledge that will lead to self-empowerment.
2. **Objective:** #1. The campus staff will ensure, through its curriculum, that all ACJ students are prepared to master or exceed the Texas Essential Knowledge and Skills (TEKS). #2. ACJ students will meet or exceed state performance standards on required outside assessments. #5 The achievement gap among all subpopulations will be closed. #11 The dropout rate will be reduced with the ultimate goal of eliminating dropouts in BISD.
3. **Program Activity:** TEKS/TAKS Supplemental Services
4. **Beginning Date:** January 2005 **Ending Date:** April 2006
Person(s) Responsible: Principal, Consultant, Tutorial Teachers
5. **Description of Program Activity and Related Staff Development:**

Students who need additional instruction to ensure mastery of TAKS student expectations in English Language Arts and Math will be asked to participate in on-campus after-school tutorial sessions. These sessions will be from 4:00 – 5:30 p.m. on Tuesdays and Thursdays. Snacks will be provided as well as transportation home on a late bus. Teachers will be paid \$25/hr extra duty pay for preparing and presenting the tutorial sessions. Activities conducted during the sessions include on-line tutorials and hands-on concrete real-world examples of expectations that will improve student performance. These sessions will begin the spring semester of 2005 and end the week the TAKS tests are given. Based on student performance and program evaluation, the tutoring sessions will continue for both the fall and spring semesters of 2006.

The daily schedule for 2005-2006 will be modified to include a 30-minute mentoring period between second and third periods. For this class each teacher will be assigned a group of 12-15 students to mentor. During this period students will complete TAKS focus activities, set goals, complete career interest activities; participate in activities that build positive habits of the mind and discipline behaviors. The teacher will review attendance rates, progress reports, and report cards. Individual student-teacher conferences will be held. To help keep parents informed of student progress, the mentoring teacher will make frequent parent contacts for his/her group of students.

6. **Program Area(s) Involved in This Activity (x):** SCE (x) Title I (x) Technology (x) G/T ()
Staff Development () Career Education (x) ESL () Drug-Free () Special Ed () Dropout Reduction (x)
Title II () Discipline Management (x) At Risk (x) Other:
7. **Evaluation Plan for This Program Activity:**
Formative: At least 90% of the students identified for the tutorial sessions will participate each week in tutorial sessions. Each teacher will be assigned 12-15 students for a mentoring period.
Summative: The campus will meet or exceed the state and federal AYP expectations on TAKS for ELA and Math in all subgroups.

8. Requested Program Activity Budget

PERSONNEL COSTS (Account 6100)

Contingent Upon Funding - (Personnel Costs Related to Special Program Activities Only)

<u>Position</u>	<u>Number</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
Extra duty pay	2	10,000.00	SIP	3 hrs/wk @ \$25 + benefits 3 semesters

Total Personnel Cost \$ 10,000.00**CONTRACTED SERVICES (Account 6200)**

<u>Description</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Total Amount Requested \$ 0**SUPPLIES (Account 6300)**

<u>Description</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
Snacks for after-school tutorials	1,500.00		\$500 per semester

Total Supplies Cost \$ 1,500.00**TRAVEL (Account 6400)**

<u>Description</u>	<u>Amount Requested</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
Late bus for tutorials sessions	8,500.00	SIP	3 semesters

Total Travel Costs \$ 8,500.00**EQUIPMENT/FURNITURE (Account 6600)**

<u>List-Item Description</u>	<u>Amount Requested</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
*			

Total Amount Requested \$ Total cost estimate for this program activity (Accts. 6100, 6200, 6300, 6400, 6600) \$ 20,000.00

8. Requested Program Activity Budget

PERSONNEL COSTS (Account 6100)

Contingent Upon Funding - (Personnel Costs Related to Special Program Activities Only)

<u>Position</u>	<u>Number</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Total Personnel Cost \$ 0

CONTRACTED SERVICES (Account 6200)

<u>Description</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Total Amount Requested \$0

SUPPLIES (Account 6300)

<u>Description</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Movie Tickets & other incentives	9,600.00		
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Total Supplies Cost \$0

TRAVEL (Account 6400)

<u>Description</u>	<u>Amount Requested</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Busses to San Antonio	18,000.00		
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Total Travel Costs \$18,000.00

EQUIPMENT/FURNITURE (Account 6600)

<u>List-Item Description</u>	<u>Amount Requested</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Total Amount Requested \$0

Total cost estimate for this program activity (Accts. 6100, 6200, 6300, 6400, 6600) \$27,600.00

BEEVILLE INDEPENDENT SCHOOL DISTRICT
2004 – 2006 School Improvement Plan
Campus Program Description

Name of Campus: A.C. Jones High School

1. **District Goal:** # 1 All students will be exposed to a broad base of knowledge that will lead to self-empowerment.
2. **Objective:** #1. The campus staff will ensure, through its curriculum, that all ACJ students are prepared to master or exceed the Texas Essential Knowledge and Skills (TEKS). #7 Teacher and teacher assistants will be provided training in strategies that will improve student performance, improve classroom management, and take into account students' needs and individual learning styles as well as being provided training as required by local, state, and federal guidelines.
3. **Program Activity:** SIP Staff Development
4. **Beginning Date:** January 2005 **Ending Date:** May 2006
Person(s) Responsible: Principal, Consultant

5. Description of Program Activity and Related Staff Development:

A Technical Assistance Provider (TAP) will work with our campus staff and our school improvement process. The TAP will help us with things such as horizontal and vertical curriculum alignment, data desegregation, using data effectively to improve instruction, and the effectiveness all of our systems. Together, we will review instructional strategies for our bilingual, special education, and at-risk students to identify ways we can be more successful. We will contract with the TAP for 20-30 days of service.

A software program will be purchased to help us create a database of TAKS scores and benchmark scores for our students. The program will be put on a designated computer with a laser printer. The files on the computer will be shared through our network with all of the teachers in the four content areas. With this program teachers will have access to student performance on TAKS and on Benchmarks for individual students, for one of their classes, for all of their classes as a whole, and for the entire grade level. These scores and the item analysis of each test will provide the data needed to help teachers modify instruction to meet the needs of their students. Training will be provided to teachers in the use of the equipment and the program.

The campus has purchased the Jane Shaffer Writing model for writing instruction. The teachers will be trained by Jane Shaffer to use this model to prepare our students to do well on the TAKS writing test.

We will contract with the ESC2 for 10days of content specific workshops in math, reading, writing, science, and social studies. These workshops will be conducted on campus for identified teachers. These workshops will help teachers transcend from preparing students for the TAAS to preparing students for the TAKS assessments.

Classroom management training will be provided that will help teachers establish procedures in the classrooms that will result in less disruptions and more instructional time. Training will be provided in the use of TI Navigators to improve student learning and performance. Staff will be encouraged to participate in a variety of workshops including those provided by School Improvement Resource Center (SIRC). All training will be to improve instruction and student performance.

6. **Program Area(s) Involved in This Activity (x):** SCE (x) Title I (x) Technology (x) G/T ()
Staff Development (x) Career Education () ESL (x) Drug-Free () Special Ed (x) Dropout Reduction (x)
Title II () Discipline Management (x) At Risk (x) Other:
7. **Evaluation Plan for This Program Activity:**
Formative: Teachers will find each training session to be informative and effective when measured on an evaluation.
Summative: The campus will meet or exceed the state and federal AYP expectations on TAKS for ELA and Math in all subgroups.

8. Requested Program Activity Budget

PERSONNEL COSTS (Account 6100)

Contingent Upon Funding - (Personnel Costs Related to Special Program Activities Only)

<u>Position</u>	<u>Number</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
Substitutes	76	3,800.00	SIP	38 teachers x 2 days each

Total Personnel Cost \$ 3,800.00**CONTRACTED SERVICES (Account 6200)**

<u>Description</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
Technical Assistance Provider	20,000.00		20-30 days
ESC2 – Core–content specific workshops	5,950.00	SIP	10 days @ 595
Jane Shaffer, ASE Resources, TI etc.	8,000.00		

Total Amount Requested \$ 33,950.00**SUPPLIES (Account 6300)**

<u>Description</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
ASE Software for TAKS and Benchmark database	1,800.00	SIP	

Total Supplies Cost \$ 1,800.00**TRAVEL (Account 6400)**

<u>Description</u>	<u>Amount Requested</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
Travel to workshops	4,201.00		

Total Travel Costs \$ 4,201.00**EQUIPMENT/FURNITURE (Account 6600)**

<u>List-Item Description</u>	<u>Amount Requested</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
Computer & Printer	1,800.00	SIP	

Total Amount Requested \$ 1,800.00Total cost estimate for this program activity (Accts. 6100, 6200, 6300, 6400, 6600) \$ 45,551

BEEVILLE INDEPENDENT SCHOOL DISTRICT
2004 –2006 School Improvement Plan Summary

Name of Campus: A.C. Jones High School

Program Improvement Goals And Activities To Be Implemented

***If need generated by Academic Excellence Indicator System, precede the need indicator with "AEIS"**

District Goal #2 The district will increase positive public relations, community involvement, and meaningful parental involvement.

***Need Indicator(s):**

More parent/community involvement in the educational process is needed to maintain cooperative efforts among all entities for the benefit of students.

Campus Objectives and Activities Related to This Goal:

1. The communication with parents regarding academic performance, attendance, and the discipline of students will be ensured by the principal.
2. Educational programs that strengthen parenting skills and help parents to provide educational assistance to their children will be provided.
3. Parents and other members of the community will be partners in the improvement of schools.

BEEVILLE INDEPENDENT SCHOOL DISTRICT
2004-2006 School Improvement Plan
Campus Program Description

Name of Campus: A.C. Jones High School

1. **District Goal:** #2 The district will increase positive public relations, community involvement, and meaningful parental involvement.
2. **Objective:** #1 The communication with parents regarding academic performance, attendance and discipline of students will be ensured by the principal. Parents and other members of the community will be partners in the improvement of schools.
3. **Program Activity:** Parent and Community Connection
4. **Beginning Date:** August, 2004 **Ending Date:** June, 2006
Person(s) Responsible: Principal and designated staff
5. **Description of Program Activity and Related Staff Development:**

A. Parent-Teacher Organization will be established to insure parent support in the academic areas of school instruction.

A display will be constructed in the entry of the high school to display student works, important dates and messages, and student achievement.

Parent meetings, workshops and conferences will be organized to meet the needs of our parents based on a needs assessment conducted by the PTO.

Teachers will contact the parent of each student they teach to discuss the students progress in class and on assignments.

Student Planners will be purchased for each student enrolled for the 2005-06 school year. Teachers will be provided training on how to effectively use the planners. Parents may use the planners as a way of reviewing student work and progress in each class they are taking.

A. C. Jones Web Page – The high school web site will be an interactive tool for two-way communication with parents and the community and the school staff. Teacher and administrator email addresses will be accessible, the times available for scheduling conferences, and a simple how-to for setting up a teacher conference will be explained. The campus home page will include a link for parents with pages that communicate and link to items that provide information about academic support, homework help, tutoring, after school programs, and special classes.

The Course Description Guide will be distributed to each household providing clear information regarding course expectations, offerings, student services, district policies and programs. We will begin working on creating a Spanish version for those who cannot read English.

A Parent Newsletter will be sent home with students each month.

Staff Development regarding effective communication techniques and the importance of regular two-way communication between the school and the family will be conducted and on-going communication between school and family will be continually encouraged.

6. **Program Area(s) Involved in This Activity (x):** SCE (x) Title I (x) Technology (x) G/T (x)
 Staff Development (x) Career Education() ESL (x) Drug-Free() Special Ed (x)
 Dropout Reduction (x) Title II (x) Discipline Management (x) At Risk (x) Other:

7. Evaluation Plan for This Activity:

Formative: Evaluations of each activity will record parent satisfaction.

Summative: PTO membership and parent surveys will indicate that parents are more involved. Parent contact logs will document the number of teacher-initiated parent contacts.

Requested Program Activity Budget

PERSONNEL COSTS (Account 6100)

(Personnel Costs Related to Special Program Activities Only)

<u>Position</u>	<u>Number</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Total Personnel Cost \$ 0

CONTRACTED SERVICES (Account 6200)

<u>Description</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Total Amount Requested \$ 0

SUPPLIES (Account 6300)

<u>Description</u>	<u>Projected Cost</u>	<u>Fund Source(s)</u>	<u>Comments(definitive)</u>
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Food and supplies	5,000.00	SIP	Food and supplies for parent meetings workshops, and conferences and display construction
Student Planners	2,500.00	SIP	One for each student

Total Supplies Cost \$ 7,500.00

TRAVEL (Account 6400)

<u>Description</u>	<u>Amount Requested</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Total Travel Costs \$ 0

EQUIPMENT/FURNITURE (Account 6600)

<u>List-Item Description</u>	<u>Amount Requested</u>	<u>Fund Source(s)</u>	<u>Comments (definitive)</u>
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Total Amount Requested \$ 0

Total cost estimate for this program activity (Accts. 6100, 6200, 6300, 6400, 6600) \$ 7,500.00

**BEEVILLE INDEPENDENT SCHOOL DISTRICT
2004 –2006 School Improvement Plan Summary**

Name of Campus: A.C. Jones High School

Program Improvement Goals And Activities To Be Implemented

*If need generated by Academic Excellence Indicator System, precede the need indicator with "AEIS"

District Goal #3

Technology and real-world experiences will be integrated into instructional activities.

***Need Indicator(s):**

The increased use of technology is needed to improve and enhance the delivery of instruction. As a campus, we are considered to be in the "Developing" stage using criteria from the STaR Chart with a score of 10 in the Teaching and Learning area (6 topics) and a score of 9 in the Educator Preparation and Development area (6 topics). A score of 1 has been reported for each of the following topics:

In Key Area I: Teaching and Learning

- (A) Teacher Role and Collaborative Learning
- (E) Technology Applications TEKS

In Key Area II: Educator Preparation and Development

- (H) Capabilities of Educators
- (K) Levels of Understanding and Patterns of Use
- (L) Technology Budget

Campus Objective(s) and Activities Related to This Goal:

1. Teachers will integrate technology into instructional activities that will increase student performance.
2. Teacher training will be provided in appropriate instructional technology preparing teachers to meet district proficiencies and the state's plan as identified on the STaR Chart.
3. All campus staff will be trained, as appropriate, to use the student services software.
4. Workplace/employability skills including understanding financial responsibility and working with team members will be incorporated into instructional activities.
5. The campus will ensure that students graduate with skills that enable them to be responsible citizens and contributing members of society.

BEEVILLE INDEPENDENT SCHOOL DISTRICT
2004 -2006 School Improvement Plan
Campus Program Description

Name of Campus: A.C. Jones High School

1. **District Goal:** #3 Technology and real-world experiences will be integrated into instructional activities.
2. **Objective:** #1 Teachers will integrate technology into instructional activities that will increase student performance. #2 Teacher training will be provided in appropriate instructional technology preparing teachers to meet district proficiencies and the state's plan as identified on the STAAR Chart. #5 The campus will ensure that students graduate with skills that enable them to be responsible citizens and contributing members of society.
3. **Program Activity:** Classroom Technology Integration
4. **Beginning Date:** January 2005 **Ending Date:** May 2006
Person(s) Responsible Principal, Consultant, Teachers
5. **Description of Program Activity and Related Staff Development:**
 Technology has been a proven method of delivering instruction that results in improved student understanding and retention of curriculum expectations. The TI Navigator system is one of the new tools used in a number of districts in Texas. The system allows each student in the class to respond to a teacher-directed question with a hand-held device. The students' response is sent to the teacher's projector and all student responses appear on screen. This system ensures all students participate in the classroom activities and enhances instruction and student learning.
 The ten systems that we plan to purchase will be housed in the library and may be checked out by the core-content teachers to use in their classrooms. However, if after previewing the TI Navigator system, it is found that it will not produce the desired results, another student-centered technology may be purchased instead of the Navigator system.

 There are at least 5 computers in each science and math classroom to support instructional software and tutorials for students in those areas. We will purchase five student computers for each of the nine English Language Arts teachers for student use in those classrooms. On-line resources and new software will help students develop and reinforce skills in the areas of reading and writing. ELA teachers will receive training on the effective use of the student computers in their classrooms, the software, and the on-line resources.

 A server will be purchased and placed on the library system. The server will support tutorial software that will be shared with the teachers of math, reading, writing, science, and social studies. Students will be able to use the programs by connecting to them from their classroom computers.
6. **Program Area(s) Involved in This Activity (x):** SCE (x) Title I (x) Technology (x) G/T (x)
 Staff Development (x) Career Education (x) ESL (x) Drug-Free (x) Special Ed (x) Dropout Reduction (x)
 Title II (x) Discipline Management (x) At Risk (x) Other:
7. **Evaluation Plan for This Program Activity:**
Formative: Student and teacher evaluations will indicate the equipment and programs are effective.
Summative: The campus will meet or exceed the state and federal AYP expectations on TAKS for ELA and Math in all subgroups.

8. Requested Program Activity Budget

PERSONNEL COSTS (Account 6100)

(Personnel Costs Related to Special Program Activities Only)

Position	Number	Projected Cost	Fund Source(s)	Comments (definitive)
----------	--------	----------------	----------------	-----------------------

*

*

Total Personnel Cost \$ 0**CONTRACTED SERVICES (Account 6200)**

Description	Projected Cost	Fund Source(s)	Comments (definitive)
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*

*

Total Amount Requested \$ 0**SUPPLIES (Account 6300)**

Description	Projected Cost	Fund Source(s)	Comments (definitive)
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*

*

Total Supplies Cost \$ 0**TRAVEL (Account 6400)**

Description	Amount Requested	Fund Source(s)	Comments (definitive)
-------------	------------------	----------------	-----------------------

*

*

Total Travel Costs \$ 0**EQUIPMENT/FURNITURE (Account 6600)**

List-Item Description	Amount Requested	Fund Source(s)	Comments (definitive)
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10 TI Navigator Systems 25,000.00

45 Classroom Computers 40,500.00

1 Serve 4,000.00

Total Amount Requested \$ 69,500.00Total cost estimate for this program activity (Accts. 6100, 6200, 6300, 6400, 6600) \$ 69,500.00

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006

Co-Dist No. 013901

Campus No. 001

ESC Region No. 2

New Application

Amendment No. _____

Schedule 1—General Information

Page 1 of 2

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 contact the Division of NCLB Program Coordination at 512/463-9374; FAX 512/305-9447; or website at <http://www.tea.state.tx.us/nclb/>

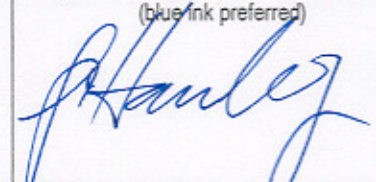
Program Authority: Public Law 107-110—Title I School Improvement Program

Project Beginning Date: Date Received in Division of NCLB Program Coordination or March 31, 2005, whichever is earlier

Project Ending Date: June 30, 2006

1. Applicant Agency: (Name, Address, City, State, Zip)	2. Contact Persons	
	Primary	Alternate
Beeville ISD 2400 N. St. Mary's Street Beeville, TX 78102 Applicant Campus: (Name, Address, City, State, Zip) A.C. Jones High School 1902 N. Adams Street Beeville, TX 78102	Name: Nancy Jones Title: Assistant Superintendent for Curriculum & Instruction Phone: 361-358-7111 FAX: 361-358-7837 E-Mail: njones@beevilleisd.esc2.net	Name: Kay Humes Title: Consultant, A.C. Jones High School Phone: 361-362-6000 FAX: 361-362-6048 E-Mail: khumes@beevilleisd.esc2.net

3. **Certification and Incorporation:** I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to obligate this agency. 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. If the LEA has indicated its intention to join one or more Shared Services Arrangements on Schedule #3—Budget Summary, the LEA understands that the responsibility for ensuring that the LEA has joined any shared services arrangement **rests solely with the LEA and fiscal agent**, not with the Texas Education Agency.

Typed Name of Authorized Official	Telephone Number	Date Signed	Original Signature of Authorized Official (blue ink preferred)
Dr. John Hardwick, Jr.	361-358-7111	2/21/05	
Typed Title of Authorized Official Superintendent			

Return one copy of the application, in substantially approvable form, and with original signature by **March 31, 2005**, to:

Division of NCLB Program Coordination
 Texas Education Agency
 1701 North Congress Avenue
 Austin, Texas 78701-1494
 FAX: (512) 305-9447

For TEA Use Only Adjustments confirmed with _____ on _____ by _____ of TEA.
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SCHEDULE #1—General Information

Co-Dist No. 013901

Campus No. 001

Amendment No. _____

Page 2 of 2

4. **Index to this Application:** An "X" has been placed in the New Application column to indicate each schedule that **must** be submitted as part of the original application. The applicant must enter an "X" in this column for each additional schedule submitted to complete the application. An application packet containing the required amendment will be mailed to the applicant upon submission of this original application to the Division of NCLB Program Coordination at TEA.

Sch No.	Schedule Name	Page	New App	Amend
1	General Information	1-2	X	X
2	Certification for Shared Services Arrangements	3		
3	Budget Summary	4	X	
3A	Consolidated Administrative Funds	5		
3B	Payroll Costs 6100	6	X	
3C	Professional and Contracted Services 6200	7		
3D	Supplies and Materials 6300	8		
3E	Other Operating Costs 6400	9		
3F	Debt Service 6500			
3G	Capital Outlay 6600 (Exclusive of 6619/6629)	10		
4A.1	LEA Administrative Abstract	11	X	
4A.2	Campus Program Abstract	12-14	X	
4B.1	Campus Program Description	15-16	X	
4B.2	Campus Needs Assessment	17-18	X	
4C.1	Program Evaluation	19	X	
4D	Equitable Access and Participation	20-25	X	
6A	Provisions and Assurances	26-30	X	
6B	Debarment and Suspension Certification	31	X	
6C	Lobbying Certification	32	X	
6D	Disclosure of Lobbying Activities	33		
6E	Special Provisions and Assurances	34-42	X	

Substantially Approvable Form: An application is considered **not** in "substantially approvable form" if any of the required schedules identified above is missing or left blank, and the application will be voided and returned to the LEA via certified mail, thus losing the original stamp-in date. The original application must be received before the March 31, 2005, deadline. **No application will be accepted after the March 31, 2005, deadline, and there will be no exceptions to this deadline.**

<p>For TEA Use Only</p> <p>Adjustments confirmed with _____ on _____ by _____ of TEA.</p>
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**Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006**

Co-Dist. No 013901

Campus No. 001

Amendment No. _____

SCHEDULE #3—Budget Summary

NOGA ID: _____
(Assigned by TEA)

Program Authority: Public Law 107-110—Title I School Improvement Program

Project Period: Date original application was received in Division of NCLB Program Coordination or March 31, 2005, whichever was earlier through June 30, 2006.

Line No.	Class/Object Description	Sch. No.	C/Obj.	Title I, Part A Fund: 211/300
01	Payroll Costs	3B	6100	\$13,800
02	Professional and Contracted Services	3C	6200	\$30,950
03	Supplies and Materials	3D	6300	\$83,600
04	Other Operating Costs	3E	6400	\$41,801
05	Debt Service	3F	6500	
06	Capital Outlay (Exclusive of 6619 and 6629)	3G	6600	
07	Operating Transfers Out* (Schoolwide Campus Programs Only)		8911	
08	Indirect Costs** (Based on approved rate minus exclusions) (Round cents down to the next lowest dollar)			
09	Total Funds Budgeted			\$ 170,151

10	Payments to Member LEAs of an SSA (flow-through)***		6493	0
----	---	--	------	---

11	Entitlement		(TEA USE ONLY)	\$
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*LEAs must report expenditures to each federal fund source combined in a Schoolwide campus budget according to generally accepted accounting principles and *Financial Accounting and Reporting (FAR)*.

**Indirect costs may not exceed 8% or the restricted indirect cost rate approved by the cognizant agency, less required exclusions, whichever is less.

***These costs must be included in Lines 01-06, as applicable, and must be reflected in the appropriate support schedules collectively for the fiscal agent and member districts.

For TEA Use Only			
Adjustments confirmed with _____	on _____	by _____	of TEA.

**Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006**

Co-Dist. No. 013901
Campus No. 001
Amendment No. _____

SUPPORT SCHEDULE #3B—Payroll Costs 6100

Instructions: Complete this schedule if requesting Payroll Costs **NOT** coded to 8911, budgeted on Schedule #3—Budget Summary.

Line No.	Col. A Description of Payroll Costs	Col. B Whole Number of Positions	
01	External Technical Assistance Provider (Only if LEA employee)		
02	Federal Program Director [012](6119/614X)		
03	Instructional Officer [012](6119/614X)		
04	Teacher Supervisor [028](6119/614X)		
05	Teacher Facilitator [041](6119/614X)		
06	Counselor [008](6119/614X)		
07	Parent Involvement Liaison (6119/6129/614X)		
08	Librarian [013](6119/614X)		
09	School Nurse [022](6119/6129/614X)		
10	Teacher [029](6112/6119/614X)		
11	Educational Aide [033](6129/614X)		
12	Social Worker [024](6119/614X)		
13	Secretary/Clerk (6129/614X)		
14	Tutor (6119/6129/614X)		
15	Other (Specify)		
16	Other (Specify)		
17	Other (Specify)		
18	Schoolwide Personnel not coded to 8911 (if SIP funds combined on SW campus)	Mark "X"	X
19	Extra-Duty Pay/Beyond Normal Hours for positions not indicated above	Mark "X"	
20	Substitutes for Public School teachers not indicated above	Mark "X"	

<p>For TEA Use Only Adjustments confirmed with _____ on _____ by _____ of TEA.</p>

Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006

Co-Dist No. 013901

Campus No. 001

SCHEDULE #4A.1—LEA Administrative Abstract

Amendment No. _____

Technical Assistance

Instructions: To receive funding under the Title I, Part A School Improvement Program, all of the following technical assistance requirements must be met by the date of submission of this application for funding. Check each request to certify compliance.

- Yes No NA
1. For campuses serving Grades K-3, all K-3 teachers providing reading instruction will have completed Texas Reading Academy training
- Yes No NA
2. For campuses with Grade 5, all Grade 5 teachers providing math instruction will have completed Texas Math Academy training.
- Yes No
3. The LEA promptly provided notice(s) to a parent or parents of each student enrolled in a campus identified for school improvement in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—
- an explanation of what the identification means;
 - how the campus compares in terms of academic achievement to other elementary campuses or secondary campuses served by the LEA and the State;
 - the reasons for the identification;
 - an explanation of what the campus identified for improvement is doing to address the problem of low achievement;
 - an explanation of what the LEA or TEA is doing to help the campus address the achievement problem;
 - an explanation of how the parents can become involved in addressing the academic issues that caused the campus to be identified for improvement; and
 - an explanation of the parents' option to transfer their child to another public school.
- 9-30-04 and 1-14-05
Date(s) of Notification
Attach copy(ies) of
dated notification(s)
- Yes No
4. The LEA has:
- established a peer review process that assisted with the review of the CIP, and
 - approved the CIP and assures that it meets the requirements listed in Schedule 6E, II, J.
- Yes No
5. The LEA has provided technical assistance including assistance in analyzing student assessment data and other examples of student work to identify and address problems and solutions to:
- instruction
 - implementing the parental involvement requirements
 - implementing the professional development requirements
 - responsibilities of the campus and LEA under the CIP
- Yes No
6. The LEA has provided technical assistance including assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the campus to be identified for school improvement.
- Yes No
7. The LEA has provided technical assistance including assistance in analyzing and revising the campus budget so that the campus's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the campus from school improvement status.

Adjustments confirmed with _____ on _____ by _____ of TEA.

Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006

Co-Dist No. 013901

Campus No. 001

Amendment No.

SCHEDULE #4A.2—Campus Program Abstract

Page 1 of 3

Instructions: Schedule #4A.2 must be completed by the campus principal or the principal's designee who must be a campus-level employee.

Part 1: All Campuses in School Improvement

1. Indicate with an "X" the type of Title I program operated on the campus: Schoolwide Targeted Assistance
2. Indicate whether the campus is identified in Stage 1, Stage 2 OR Stage 3 School Improvement.
 Stage 1 Stage 2 Stage 3
3. Complete the following questions related to school choice.

School Choice

NA—Open Enrollment Charter School

A) 0 Enter the number of students whose parents requested their child be transferred under the Title I, Part A school choice provisions.

B) 0 Enter the total number of students who transferred.

C) If the number reported on Lines A) and B) differ, explain why.

We are a rural campus. We have attempted to make a school choice agreement with two neighboring districts, but both have refused the agreement.

D) Enter the number of campuses to which students in line B transferred. N/A In-district 0 Out-of-district

E) Enter the total amount of funds budgeted for School Year 2004-2005 for implementing school choice/transportation provisions.

\$0 Title I, Part A funds

\$0 SIP funds

\$0 Other funds

F) Enter the estimated amount of funds planned for School Year 2005-2006 for implementing school choice/transportation provisions.

\$0 Title I, Part A funds

\$0 SIP funds

\$0 Other funds

Adjustments confirmed with _____ on _____ by _____ of TEA. For TEA Use Only

Part 1: All Campuses in School Improvement (continued)

School Choice (continued)

4. If the LEA was unable to offer School Choice answer the following questions:

A) What other options were provided to students enrolled at the campus(es)?

Extended day tutorials

Extended week tutorials

Supplemental educational services – describe _____

Other reform strategies ACE Classroom, PEP, Library Services, Credit Recovery, ESL, Curriculum Alignment, District Summer School, Technology Integration

Other extended year, professional development, student performance incentives, parent communication

B) Enter the total amount of funds budgeted for School Year 2004-2005 for implementing the options described in the question above.

\$380,012 Title I, Part A funds

\$111,776 SIP funds

\$660,802 Other funds

Part 2: Campuses in Stage 2 or Stage 3 School Improvement

1. Complete the following questions related to supplemental educational services if campus is in Stage 2 or Stage 3 School Improvement.

Supplemental Educational Services (SES)

A) _____ Enter the date all parents were notified of SES.

B) _____ Enter the number of students whose parents requested SES.

C) _____ Enter the number of students receiving SES.

D) If the number of students reported on Lines B) and C) differ, explain why.

For TEA Use Only

Adjustments confirmed with _____ on _____ by _____ of TEA.

SCHEDULE #4A.2—Campus Program Abstract

Part 2: Campuses in Stage 2 or Stage 3 School Improvement (continued)

Supplemental Educational Services (SES) continued

E) List the SES providers who were chosen by parents to provide SES. (Attach additional pages as needed.)

F) Enter the total amount of funds budgeted for School Year 2004-2005 for implementing supplemental educational services.

\$ _____ Title I, Part A funds

\$ _____ SIP funds

\$ _____ Other funds

G) Enter the estimated amount of funds planned for School Year 2005-2006 for implementing supplemental educational services.

\$ _____ Title I, Part A funds

\$ _____ SIP funds

\$ _____ Other funds

Adjustments confirmed with _____ on _____ by _____ of TEA.

For TEA Use Only

**Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006**

Co-Dist No. 013901

Campus No. 001

Amendment No. _____

SCHEDULE #4B.1—Campus Program Description

Page 1 of 2

Part 1: Program Description

Describe the external technical assistance to be provided to the campus by the technical assistance provider (TAP).

1.A. Name of Provider _____

If unable to answer Question 1.A., ensure Question 1.B. is marked.

1.B. LEA ensures that a SIRC-approved external technical assistance provider will be selected and this schedule will be amended to answer Question 1.A. within 10 days of such selection.

2. Describe the types of assistance to be provided by the TAP.

a.at-risk

b.school improvement process

c.data disaggregation

d.systems

e.data for instruction

f.professional development

3. 20 Enter the estimated number of days the TAP will be on-site on the campus.

4. Describe the planned expenditures. Enter the estimated **percentage** of SIP funds to be expended for each of the following activities. If entering zero percent (0%), justify how the activity will be funded from other fund sources by writing the justification next to the activity and/or activities. The total estimated expenditures must add up to 100 percent (100%).

10.0% Technical Assistance (including TAP)

12.9% Professional Development (in addition to required 10% of campus Title I, Part A allocation for professional development)

74.2% Curriculum and Instruction

2.9% Parent and Community Involvement and Partnerships

_____ Other: Specify _____

Justification for entering zero percent (0%) _____

Note: This schedule must be amended if expenditures reflected on Question #3 fluctuate more than 10 percent of the total grant award.

For TEA Use Only
Adjustments confirmed with _____ on _____ by _____ of TEA.

Part 2: Revised Campus Improvement Plan

1. Statute requires schools in improvement to revise their Campus Improvement Plan. Specific topics are required to be addressed in the revised plan. **The revised campus improvement plan must be maintained locally and submitted to TEA or SIRC upon request.**

Statutory Requirement	
a.	Describe strategies based on scientifically based research that will strengthen the core academic subjects in the campus.
b.	Specify the academic issues that were identified through the Campus Improvement Plan, needs assessment, or other data reviewed that caused the campus to be identified for school improvement.
c.	Specify policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students (all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency) enrolled in the school will meet the state's proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-2002 school year.
d.	Specify how the campus will spend not less than 10 percent of the Title I, Part A campus allocation for each fiscal year that the campus is in school improvement in order to remove the campus from school improvement status for providing to the campuses' teachers and principal high-quality professional development that: <ul style="list-style-type: none"> • directly addresses the academic achievement problem that caused the school to be identified for school improvement; • meets the requirements for professional development activities specified under section 1119 (Appendix A in the Instructions); and • is provided in a manner that affords increased opportunity for participating in that professional development.
e.	Specify the annual, measurable objectives for continuous and substantial progress by each group of students—all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency—enrolled in the school that will ensure all groups of students will meet the state's proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-2002 school year.
f.	Describe how the school will provide written notice about the identification to parents of each student enrolled in a low-performing school, in a format and, to the extent practicable, in a language that the parents can understand.
g.	Specify the responsibilities of the school and the LEA, including the technical assistance specified in statute that the LEA will provide and the LEA's responsibilities under section 1120A (Appendix B in the Instructions).
h.	Describe strategies to promote effective parental involvement in the school.
i.	Specify, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.
j.	Describe a teacher mentoring program.

Part 3: Recruitment and Retention Plan

1. Are all teachers highly qualified as defined by NCLB?

Yes. The campus will maintain a recruitment and retention plan locally to be submitted to TEA upon request.

No. The campus will maintain a revised recruitment and retention plan locally to be submitted to TEA upon request.

For TEA Use Only
Adjustments confirmed with _____ on _____ by _____ of TEA.

**Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006**

Co-Dist No. 013901

Campus No. 001

SCHEDULE #4B.2—Campus Needs Assessment

Amendment No. _____

Page 1 of 2

Part 1: Data Sources and Analysis

List all the data source(s) reviewed and analyzed during the comprehensive needs assessment in Column B for the specific grades in Column A. In Column C, describe any identified need or enter an "X" in the "No Identified Need" box if no need was identified for the specific data source. This page may be duplicated, as necessary.

Acronyms

DRA-Developmental Reading Assessment;
IRI- Informal Reading Inventory;
QRI- Qualitative Reading Inventory;
TPRI- Texas Primary Reading Inventory;
TAKS- Texas Assessment of Knowledge and Skills;
GRADE- The Group Reading and Diagnostic Evaluation;
TOWRE- Test of Word Reading Efficiency;
Tejas LEE- El Inventario de Lectura en Espanol de Tejas;

DIBELS- Dynamic Indicators of Basic Early Literacy Skills;
VIP- Vital Indicators of Progress;
PAPI- Phonemic Awareness and Phonics Inventory;
EVT- Expressive Vocabulary Test;
ERDA- R- Early Reading Diagnostic Assessment- R;
GMRT- Gates MacGinitie Reading Tests;
EDL- Evaluacion del Desarrollo de la Lectura

Col A Grades	Col B Data Source Reviewed	Col C Identified Need
K <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> DRA <input type="checkbox"/> IRI <input type="checkbox"/> DIBELS-K <input type="checkbox"/> ERDA-R <input type="checkbox"/> EVT <input type="checkbox"/> TPRI <input type="checkbox"/> PAPI <input type="checkbox"/> Tejas LEE <input type="checkbox"/> VIP-K <input type="checkbox"/> Fox in a Box <input type="checkbox"/> Woodcock Mini Battery of Achievement <input type="checkbox"/> Instrumento de Observacion: Segunda Parte <input type="checkbox"/> parent interview <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
1 <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> DRA <input type="checkbox"/> IRI <input type="checkbox"/> DIBELS-1 <input type="checkbox"/> ERDA-R <input type="checkbox"/> EVT <input type="checkbox"/> TPRI <input type="checkbox"/> PAPI <input type="checkbox"/> Tejas LEE <input type="checkbox"/> VIP-1 <input type="checkbox"/> GRADE <input type="checkbox"/> GMRT <input type="checkbox"/> EDL <input type="checkbox"/> TOWRE <input type="checkbox"/> QRI <input type="checkbox"/> Fox in a Box <input type="checkbox"/> Woodcock Mini Battery of Achievement <input type="checkbox"/> Instrumento de Observacion: Segunda Parte <input type="checkbox"/> parent interview <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
2 <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> DRA <input type="checkbox"/> IRI <input type="checkbox"/> DIBELS-2 <input type="checkbox"/> ERDA-R <input type="checkbox"/> EVT <input type="checkbox"/> TPRI <input type="checkbox"/> PAPI <input type="checkbox"/> Tejas LEE <input type="checkbox"/> VIP-2 <input type="checkbox"/> GRADE <input type="checkbox"/> GMRT <input type="checkbox"/> EDL <input type="checkbox"/> TOWRE <input type="checkbox"/> QRI <input type="checkbox"/> Fox in a Box <input type="checkbox"/> Woodcock Mini Battery of Achievement <input type="checkbox"/> Instrumento de Observacion: Segunda Parte <input type="checkbox"/> parent interview <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
3 <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> DRA <input type="checkbox"/> IRI <input type="checkbox"/> TAKS Math <input type="checkbox"/> TAKS Reading <input type="checkbox"/> TPRI <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
4 <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input type="checkbox"/> QRI <input type="checkbox"/> TAKS Math <input type="checkbox"/> TAKS Reading <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
5 <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input type="checkbox"/> QRI <input type="checkbox"/> TAKS Math <input type="checkbox"/> TAKS Reading <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>

For TEA Use Only
Adjustments confirmed with _____ on _____ by _____ of TEA.

SCHEDULE #4B.2—Campus Needs Assessment

Co-Dist No. 013901

Campus No. 001

Amendment No. _____

Part 1: Data Sources and Analysis (continued)

6 <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input type="checkbox"/> TAKS Reading	<input type="checkbox"/> TAKS Math <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
7 <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input type="checkbox"/> TAKS Reading	<input type="checkbox"/> TAKS Math <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
8 <input checked="" type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input type="checkbox"/> TAKS Reading	<input type="checkbox"/> TAKS Math <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
9 <input type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input checked="" type="checkbox"/> TAKS Reading	<input checked="" type="checkbox"/> TAKS Math <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
10 <input type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input checked="" type="checkbox"/> TAKS Reading	<input checked="" type="checkbox"/> TAKS Math <input type="checkbox"/> Other (Specify <u>participation</u>)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
11 <input type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input checked="" type="checkbox"/> TAKS Reading	<input checked="" type="checkbox"/> TAKS Math <input type="checkbox"/> Other (Specify <u>TAKS Science, TAKS S/S</u>)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>
12 <input type="checkbox"/> Grade level not served	<input type="checkbox"/> IRI <input checked="" type="checkbox"/> TAKS Reading	<input checked="" type="checkbox"/> TAKS Math <input type="checkbox"/> Other (Specify _____)	<input type="checkbox"/> No Identified Need OR <u>Specify Identified Need.</u>

Part 2: System of Reform

Describe the system of reform to be implemented based on the needs identified in Part 1. If the system of reform has not been selected at the time of submission of the original application, this Part may be left blank but must be amended prior to May 1, 2005.

1. after school tutorials
2. student incentives
3. instructional technology
4. professional development
5. data disaggregation
6. parent involvement

For TEA Use Only

Adjustments confirmed with _____ on _____ by _____ of TEA.

**Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006**

Co-Dist No. 013901

Campus No. 001

SCHEDULE #4C.1—Program Evaluation

Campus evaluations will be based on meeting the following AYP Performance Standards:

School Year	2004-2005	2005-2006
Reading/Language Arts	53%	53%
Mathematics	42%	42%
Attendance Rate (Grades K-6) (Elementary and Middle School)	90%	90%
Graduation Rate (Grades 7-12) (High School)	70%	70%

For TEA Use Only

Adjustments confirmed with _____ on _____ by _____ of TEA.

**Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006**

Co-Dist No. 013901

Campus No. 001

Amendment No. _____

Page 1 of 6

SCHEDULE #4D—Equitable Access and Participation

Instructions: For each barrier that the LEA has identified during its comprehensive needs assessment, mark an "X" in the appropriate column(s) (Students, Teachers, or Other) to indicate the strategies that will be used to ensure equitable access to, and equitable participation in the Title I, Part A School Improvement Program projects and activities. Mark an "X" beside "000" if no barriers to equitable access and participation were identified by the applicant. **Applications that do not include this schedule are not eligible to be considered for funding.**

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

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Adjustments confirmed with _____ on _____ by _____ of TEA.

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Barrier	Students	Teachers	Other	Strategy
Cultural, Linguistic, or Economic Diversity (continued)				B14 Acknowledge and include family members' diverse skills, talents, and knowledge in school activities
				B15 Provide adult education, including GED and/or ESL classes, or family literacy program
				B16 Offer computer literacy courses for parents and other program beneficiaries
				B17 Conduct an outreach program for traditionally "hard to reach" parents
				B18 Coordinate with community centers/programs
				B19 Seek collaboration/assistance from business, industry, or institution of higher education
				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
	X	X		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
				B22 Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program
				B23 Provide mediation training on a regular basis to assist in resolving disputes and complaints
			B99 Other (Specify)	
Gang-related Activities				C01 Early intervention
	X			C02 Provide counseling
	X	X		C03 Conduct home visits by staff
				C04 Provide flexibility in scheduling activities
				C05 Recruit volunteers to assist in promoting gang-free communities
				C06 Provide mentor program
	X			C07 Provide before/after school recreational, instructional, cultural, or artistic programs/activities
				C08 Provide community service/programs/activities
				C09 Conduct parent/teacher conferences
				C10 Strengthen school/parent compacts
				C11 Establish partnerships with law enforcement agencies
				C12 Provide conflict resolution/peer mediation strategies/programs

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Barrier	Students	Teachers	Other	Strategy
Gang-related Activities (continued)				C13 Seek collaboration/assistance from business, industry, or institution of higher education
				C14 Provide training/information to teachers, school staff, and parents on dealing with gang-related issues
				C99 Other (Specify)
Drug-related Activities	X			D01 Early identification/intervention
				D02 Provide counseling
				D03 Conduct home visits by staff
				D04 Recruit volunteers to assist in promoting drug-free schools and communities
				D05 Provide mentor program
	X			D06 Provide before/after school recreational, instructional, cultural, or artistic programs/activities
				D07 Provide community service programs/activities
				D08 Provide comprehensive health education programs
	X		X	D09 Conduct parent/teacher conferences
				D10 Establish school/parent compacts
				D11 Develop/maintain community partnerships
				D12 Provide conflict resolution/peer mediation strategies/programs
				D13 Seek collaboration/assistance from business, industry, or institution of higher education
				D14 Provide training/information to teachers, school staff, and parents on dealing with drug-related issues
				D15 Seek collaboration/assistance from business, industry, or institution of higher education
			D99 Other (Specify)	
Visual Impairments	X			E01 Early identification and intervention
				E02 Provide program materials/information in Braille
				E03 Provide program materials/information in large type
				E04 Provide program materials/information on tape
				E99 Other (Specify)

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Barrier	Students	Teachers	Other	Strategy	
Hearing Impairments	X			F01 Early identification and intervention	
				F02 Provide interpreters at program activities	
				F99 Other (Specify)	
Learning Disabilities	X			G01 Early identification and intervention	
				G02 Expand tutorial/mentor programs	
				G03 Provide staff development in identification practices and effective teaching strategies	
				G04 Provide training for parents in early identification and intervention	
				G99 Other (Specify)	
Other Physical Disabilities or Constraints				H01 Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	
				H99 Other (Specify)	
Inaccessible Physical Structures				J01 Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	
				J99 Other (Specify)	
Absenteeism/Truancy	X			K01 Early identification/intervention	
				K02 Develop and implement a truancy intervention plan	
				K03 Conduct home visits by staff	
	X				K04 Recruit volunteers to assist in promoting school attendance
					K05 Provide mentor program
					K06 Provide before/after school recreational or educational activities
					K07 Conduct parent/teacher conferences
					K08 Strengthen school/parent compacts
					K09 Develop/maintain community partnerships
					K10 Coordinate with health and social services agencies
					K11 Coordinate with the juvenile justice system
					K12 Seek collaboration/assistance from business, industry, or institution of higher education
					K99 Other (Specify)

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Barrier	Students	Teachers	Other	Strategy
High Mobility Rates				L01 Coordinate with social services agencies
				L02 Establish partnerships with parents of highly mobile families
				L03 Establish/maintain timely record transferal system
				L99 Other (Specify)
Lack of Support From Parents				M01 Develop and implement a plan to increase support from parents
				M02 Conduct home visits by staff
				M03 Recruit volunteers to actively participate in school activities
				M04 Conduct parent/teacher conferences
				M05 Establish school/parent compacts
			X	M06 Provide parenting training
				M07 Provide a parent/family center
				M08 Provide program materials/information in home language
				M09 Involve parents from a variety of backgrounds in school decision making
				M10 Offer "flexible" opportunities for involvement including home learning activities and other activities that don't require coming to school
				M11 Provide child care for parents participating in school activities
				M12 Acknowledge and include family members' diverse skills, talents, and knowledge in school activities
				M13 Provide adult education, including GED and/or ESL classes, or family literacy program
				M14 Conduct an outreach program for traditionally "hard to reach" parents
			M15 Offer services in parent's native language	
			M99 Other (Specify)	
Shortage of Qualified Personnel				N01 Develop and implement a plan to recruit and retain qualified personnel
				N02 Recruit and retain teachers from a variety of racial, ethnic, and language minority groups
		X		N03 Provide mentor program for new teachers
				N04 Provide intern program for new teachers
		X		N05 Provide professional development in a variety of formats for personnel
				N06 Collaborate with colleges/universities with teacher preparation programs
			N99 Other (Specify)	
Lack of Knowledge Regarding Program Benefits				P01 Develop and implement a plan to inform program beneficiaries of program activities and benefits
				P02 Publish newsletters/brochures to inform program beneficiaries of activities and benefits

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Barrier	Students	Teachers	Other	Strategy
Lack of Knowledge Regarding Program Benefits (continued)				P03 Provide announcements to local radio stations and local newspapers about program activities and benefits
				P99 Other (Specify)
Lack of Transportation to Program Activities				Q01 Provide transportation for parents and other program beneficiaries to activities
				Q02 Offer "flexible" opportunities for involvement including home learning activities and other activities that don't require coming to school
				Q03 Conduct program activities in community centers and other neighborhood locations
				Q99 Other (Specify)
Other Barriers (Specify)				Z99 (Specify Strategy)

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**Division of NCLB Program Coordination
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SCHEDULE #6A—Provisions & Assurances

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, whatever its name or form, of which these Provisions and Assurances and other attachments and schedules, if any, are a part;
"Agency" means the Texas Education Agency;
"Contractor" means the party or parties to this contract other than Agency;
"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;
"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 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. The instructions to the Standard Application System are incorporated herein by reference.
- E. **Signature Authority:** Applicant certifies that the person signing this application has been properly delegated this authority.
- 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 monetary value of services properly performed by Contractor pursuant to this contract shall be determined by Agency and paid to Contractor as soon as reasonably possible.

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

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Schedule #6A—continued

- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs):
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:**
For Discretionary Programs: 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.
- For Formula Programs:** All encumbrances shall occur on or between the beginning and ending dates of the contract. Contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract not later than 30 days after the end of the contract (or as specified in a program regulation, the standard application system rules, or a request for application) to coincide with the submission of the final expenditure report, due 45 days after the end of the contract. "Obligations" mean the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the contractor during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. 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.
- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system 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 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. 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.
- 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.
- 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.

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

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Schedule #6A—continued

- 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. **Copyright/Ownership:**
For School Districts and Nonprofit Organizations: All materials, conceptions, and products created or conceived by Contractor, its employees, agents, consultants or subcontractors arising out of the contract shall be the sole property of Agency. Agency shall hold the copyright and shall have the exclusive right to patent and trademark all materials, conceptions, and products, created or conceived under this contract. Contractor shall so bind all concerned through written agreement with subcontractors.
For Education Service Centers (ESCs): All materials, conceptions and products created or conceived by Contractor hired by the Education Service Center (ESC), its employees, agents, consultants or any subcontractors arising out of the contract shall be the sole property of the Texas Education Agency (TEA), and the TEA shall hold the copyright to all materials, conceptions, and products, created or conceived under this contract. Contractor shall so bind all concerned through written agreement with subcontractors. If Contractor/Subcontractor(s) express an interest in obtaining a license agreement to modify, market, or sell the derived material or product developed using grant or contract funds given any of the above parties, then contact shall be made with the TEA Legal Division prior to any action being taken.
For Colleges and Universities: All materials, conceptions and products created or conceived by Contractor, its employees, agents, consultants, or subcontractors arising out of the contract shall be the sole property of Agency. Agency shall hold the copyright to all materials, conceptions, and products created or conceived under this contract. Contractor shall so bind all concerned through written agreement with subcontractors. For all materials, conceptions and products created or conceived under the contract, Contractor is granted a non-exclusive, non-transferable, royalty-free license to use the materials for its academic mission purposes only, provided, however, that Contractor is prohibited from selling or marketing said materials, conceptions, and products, created or conceived under this contract.
- S. **Unfair Business Practices:** Contractor certifies that no funds provided under this grant 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.
- 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.

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

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Schedule #6A—continued

- AA. **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;
 2. **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;
 3. **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;
 4. **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;
 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).
- BB. **Federal Regulations Applicable to All Federal Programs:**
1. **For Local Education 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, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles) and A-133 (Audits);
 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, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles) and A-133 (Audits);
 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, 99, 104, OMB Circular A-21 (Cost Principles), 47 CFR 0 and 64, OMB Circular A-133 (Audits), and OMB Circular 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, 99, 104, 47 CFR 0 and 64, OMB Circulars A-122 (Cost Principles) and A-133 (Audits), and OMB Circular 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, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles) and A-133 (Audits), and OMB Circular A-110 (Uniform Administrative Requirements); and
 6. **For Commercial (for-profit) Organizations:** 29 CFR 1630 and 48 CFR Part 31.

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

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Schedule #6A—continued

CC. **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)).
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)).

Rev. 04/02

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

Rev. 4/2002

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Title I School Improvement Program
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**SCHEDULE #6B—Certification Regarding Debarment, Suspension,
Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions**
(Required for all federally funded grants regardless of the dollar amount.)

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.

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.
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 Nonprocurement 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)

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.

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SCHEDULE #6C—Lobbying Certification
(Required for all federally funded grants greater than \$100,000.)

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 11/89

As amended by the Texas Education Agency 03/90

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

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SCHEDULE #6E—Special Provisions

- I. 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 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].
 - 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)].

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Schedule 6E—continued

- 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 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].
- 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.

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Schedule 6E—continued

- 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 so 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.
 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

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Schedule 6E—continued

- (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.
- 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 an 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

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Schedule 6E—continued

- (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;
 - (iv) 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;
 - (v) 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
 - (vi) 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
- 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.

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Schedule 6E—continued

II. Relating to programs funded under Title I, Part A— School Improvement Program

The LEA assures:

- A. The LEA shall use funds received under the Title I, Part A School Improvement Program only to supplement and, to the extent practical, increase the level of funds that would otherwise be available from non-federal sources. The LEA shall not reduce a campus's regular Title I, Part A allocation on the basis of funds received under the School Improvement Program.
- B. The progress of each Title I campus is reviewed annually to determine whether the campus is making adequate yearly progress toward enabling its students to meet State performance standards.
- C. Campuses that fail to make Adequate Yearly Progress for two consecutive years will be identified for improvement.
- D. The LEA will make available technical or other assistance to identified campuses as they develop and implement their new or revised campus improvement plans.
- E. The LEA will take corrective action to improve campuses that fail to make adequate yearly progress after the third year following identification for improvement.
- F. The LEA will provide all students on campus identified for improvement an option to transfer to another public campus within the local education agency that is not identified for improvement.
- G. Campuses identified for improvement will develop or revise their campus improvement plans in ways that have the greatest likelihood of improving the performance of participating children in meeting the State's student performance standards.
- H. Campuses identified for improvement have submitted the new or revised plan to the LEA for approval.
- I. Each campus identified for improvement will devote, over two consecutive years, an amount equivalent to 10 percent of its annual Title I allocation to professional development, or otherwise demonstrate that the campus is effectively carrying out professional development activities.

J. Year 1 School Improvement—Campus Improvement Plan

A Title I, Part A campus identified for School Improvement must revise in consultation with parents, school staff, the local education agency (LEA), and outside experts, its Campus Improvement Plan (CIP) within three months to cover a two-year period, for LEA approval.

1. The CIP must—
 - a) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the campus.
 - b) address the specific academic issues that caused the campus to be identified for school improvement.
 - c) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students (all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency) enrolled in the school will meet the state's proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-2002 school year.
 - d) specify how the campus will spend not less than 10 percent of the Title I, Part A campus allocation for each fiscal year that the campus is in school improvement for providing to the campuses' teachers and principal high-quality professional development that:
 - directly addresses the academic achievement problem that caused the school to be identified for school improvement;
 - meets the requirements for professional development activities specified under section 1119; and
 - is provided in a manner that affords increased opportunity for participating in that professional development.
 - e) establish specific annual, measurable objectives for continuous and substantial progress by each group of students—all public school students, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency—to meet the state's proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-2002 school year.
 - f) describe how the school will provide written notice about the identification to parents of each student enrolled in a low-performing school, in a format and, to the extent practicable, in a language that the parents can understand.
 - g) specify the responsibilities of the school and the LEA, including the technical assistance that the LEA will provide and the LEA's responsibilities under section 1120A.
 - h) include strategies to promote effective parental involvement in the school.
 - i) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.
 - j) incorporate a teacher mentoring program.
2. The campus must implement the revised CIP not later than the beginning of the next full school year following the identification for improvement.

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

Division of NCLB Program Coordination
Title I School Improvement Program
School Years 2004-2006

Co-Dist No. 013901
Campus No. 001

Schedule 6E—continued

LEA Responsibilities

1. Within 45 days of receiving a revised CIP, the LEA must—
 - establish a peer review process to assist with the review of the plan;
 - promptly review the CIP;
 - work with the campus as necessary, and
 - approve the CIP if it meets the requirements.
2. Technical Assistance—

The LEA must provide technical assistance as the campus develops and implements the CIP and throughout the CIP's duration.

The technical assistance must:

 - a) include assistance in—
 - analyzing student assessment data and other examples of student work to identify and address problems and solutions to:
 - 1) instruction
 - 2) implementing the parental involvement requirements
 - 3) implementing the professional development requirements
 - 4) responsibilities of the campus and LEA under the CIP
 - identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the campus to be identified for school improvement.
 - analyzing and revising the campus budget so that the campus's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the campus from school improvement status.
 - b) be based on scientifically based research.
 - c) be provided by one or more of the following—
 - LEA
 - SEA
 - Institution of higher education
 - Private nonprofit organization
 - For-profit organization
 - Educational Service Agency
 - Another entity with experience in helping campuses improve academic achievement.
3. Parent Notification Requirements—

The LEA must promptly provide notice—in an understandable and uniform format and, to the extent practicable, in a language the parents can understand—to a parent or parents of each student enrolled in a campus identified for school improvement—

 - a) an explanation of what the identification means;
 - b) how the campus compares in terms of academic achievement to other elementary campuses or secondary campuses served by the LEA and the SEA involved;
 - c) the reasons for the identification;
 - d) an explanation of what the campus identified for improvement is doing to address the problem of low achievement;
 - e) an explanation of what the LEA or SEA is doing to help the campus address the achievement problem;
 - f) an explanation of how the parents can become involved in addressing the academic issues that caused the campus to be identified for improvement; and
 - g) an explanation of the parents' option to transfer their child to another public school.
4. School Choice—

The LEA is required, not later than the first day of the school year following such identification, to provide all students enrolled in the school with the option to transfer to another public school served by the LEA, which may include a public charter school that has not been identified for school improvement.

Student Eligibility for School Choice: All students enrolled in a Title I, Part A campus that has been identified for Title I school improvement are eligible to exercise the school choice option. However, in providing students the option to transfer to another public school, the LEA must give priority to the lowest achieving children from low-income families, as determined by the LEA for the purpose of making Title I, Part A campus allocations. LEAs are required to offer the parents of each eligible student a choice of more than one school, if there is more than one school within the LEA that has not been identified for school improvement, and to take into account the parents' preference in assigning students to a new school.

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

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Campus No. 001

Schedule 6E—continued

An LEA is obligated to provide school choice to all students, subject to health and safety code requirements (regarding facility capacity). Transferring students should be treated as students who have moved into the receiving school's attendance zone and allowed to enroll in class and other activities on the same basis as all other students at the public school.

In the event that all the campuses in the LEA to which a child may transfer are identified for school improvement, corrective action, or restructuring, the LEA shall, to the extent practicable, establish a cooperative agreement with other LEAs in the area for a transfer.

The LEA shall expend an amount equal to 20 percent of its Title I, Part A entitlement to provide for transportation costs, unless a lesser amount is needed.

The LEA shall permit a child who transferred to another school to remain in that school until the child has completed the highest grade in that school. However, the obligation of the LEA to provide, or to provide for, transportation for the child ends at the end of a school year if the LEA determines that the school from which the child transferred is no longer identified for school improvement.

Year 2 School Improvement

In addition to continuing to fulfill the requirements from Year 1 of School Improvement, LEAs with campuses in Year 2 of School Improvement must ensure that supplemental educational services are available to students not later than the first day of the school year. The LEA must provide annual notice to parents of—

- the availability of services,
- the identity of approved providers of those services, and
- a brief description of the services, qualifications, and demonstrated effectiveness of each provider.

Supplemental Educational Services

The LEA is required to arrange for the provision of supplemental educational services for students from low-income families. For purposes of the School Improvement program, supplemental educational services are defined as tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the state assessment and to assist them in attaining proficiency in meeting the state's academic achievement standards.

If parents of these students wish to have their child receive supplemental educational services, they must choose a provider from the list of approved service providers that is developed and maintained by the state. In so doing, the LEA must:

- assist parents in choosing a provider from the list of approved service providers maintained by the State. The list of approved service providers will be available on September 3, 2002, through the Agency's NCLB website: <http://www.tea.state.tx.us/nclb/>
- apply fair and equitable procedures for serving students, and
- not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the student.

The LEA shall enter into an agreement with an approved provider. The agreement shall—

- require the LEA to develop in consultation with parents and the provider chosen by the parents—
 - a. a statement of specific achievement goals for the student;
 - b. how the student's progress will be measured;
 - c. a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's individualized education program (IEP) under Individuals with Disabilities Education Act (IDEA);
- describe how the student's parents and the student's teacher or teachers will be regularly informed of the student's progress;
- provide for the termination of such agreement if the provider is unable to meet such goals and timetables;
- contain provisions with respect to the making of payments to the provider by the LEA; and
- prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services without the written permission of the parents of the student.

Student Eligibility for Supplemental Educational Services: All students from low-income families (as defined by the LEA in determining Title I, Part A campus allocations) are eligible to request supplemental educational services. However, if funds are insufficient for the LEA to meet all requests for supplemental educational services, the LEA must give priority to the lowest achieving students from low-income families.

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

Division of NCLB Program Coordination
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Schedule 6E—continued

An LEA must continue spend an amount equal to 20 percent of its current-year Title I, Part A entitlement as follows, unless a lesser amount is needed:

- an amount equal to 5 percent of its current-year Title I, Part A entitlement to provide, or pay for, transportation for students exercising the Public School Choice option;
- an amount equal to 5 percent of its current-year Title I, Part A entitlement to provide supplemental educational services; and
- an amount equal to the remaining 10 percent of its current-year allocation for transportation for students under Public School Choice, supplemental educational services, or both, as the LEA determines.

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

A.C. Jones High School

1902 N. Adams
Beeville, Texas 78102
(361) 362-6000
Fax (361) 362-6016



September 30, 2004

To the parents of students at A. C. Jones:

You may have seen on television or read in the newspaper that A. C. Jones High School did not meet adequate yearly progress for 2003 and 2004 under the federal No Child Left Behind (NCLB) Act of 2001. Schools are required to notify parents if they do not meet adequate yearly progress for two or more years.

According to a report our district received today, A. C. Jones did not meet adequately yearly progress for these 2 years due to 10th grade student participation on the mathematics TAKS tests. The school must have at least 95% of the students in every group in attendance for the reading and mathematics tests. Overall the attendance was 97% for the math TAKS test, but the economically disadvantaged percentage was 94%. In 2004, 110 of our economically disadvantaged students out of 117 took the test. If one more student had been in attendance (making it 111 students), the campus would have had the 95% participation and would have met adequate yearly progress.

We are pleased to report that not only did A. C. Jones meet the performance criteria for reading and mathematics, they were recently commended by the Just 4 Kids Organization (www.just4kid.org). A. C. Jones came out in the top group of schools for their profile in 9th and 10th grade math for the percentage of students passing the mathematics TAKS test in 2004. In addition, accountability ratings were released today. A. C. Jones and Beeville ISD are rated Academically Acceptable and three of our schools were rated as Recognized.

Additional information will be forthcoming as it is received.

Sincerely,

A handwritten signature in black ink, appearing to read 'Roger McAdoo', is written over the printed name.

Roger McAdoo
Principal

A.C. Jones High School

1902 N. Adams
Beeville, Texas 78102
(361) 362-6000
Fax (361) 362-6016



January 14, 2005

TO THE PARENTS OF STUDENTS ATTENDING A. C. JONES HIGH SCHOOL:

Under the federal No Child Left Behind (NCLB) Act of 2001, the Texas Education Agency (TEA) is required to identify campuses in need of improvement if the campus does not meet adequate yearly progress (AYP) for the same indicator for two consecutive years. TEA notified BISD administration on September 30, 2004, that *A. C. Jones High School* is subject to Stage 1 school improvement requirements for not meeting AYP in Mathematics participation in economically disadvantaged for two consecutive years. You received a letter from the school on September 30th explaining this announcement. This letter provides additional information.

The U.S. Department of Education and the TEA require campuses to notify parents of this status and provide them information regarding school choice. Please be advised that the A. C. Jones administration has filed an appeal of this rating. We expect the appeal response by the end of February; however, regardless of the outcome of the appeal, the requirements described in this letter will be implemented for the entire school year.

You may read about the AYP definition on TEA's website at www.tea.state.tx.us/ayp/. We have attached a page of frequently asked questions to this letter. In addition, the website describes the school improvement requirements at www.tea.state.tx.us/nclb/titleia/sip/sip.html. If you do not have access to the Internet, please call the office at 362-6000 and this information will be provided to you.

The requirements of Stage 1 include providing school choice options for students; however, BISD has only one high school. Following the guidelines of the Texas Education Agency, we are required to attempt to make an agreement with a neighboring school district to offer the school choice option. During the past two months we have attempted to make this agreement with Pettus ISD and Skidmore-Tynan ISD. However, both districts have opted not to enter into an agreement with us, which is their right.

School choice is not the only option; the staff of A. C. Jones is more than willing to offer help to all students. After school tutorials and other forms of assistance are available. You may get more information on this by calling the office or your child's school counselor.

District personnel are working with the high school staff to meet the requirements of Stage I. They are also working with them to implement plans to improve student participation and performance on the TAKS tests. According to TEA, 94% of our students who were identified as economically disadvantaged took the TAKS mathematics test. The minimum percent required by TEA was 95%. This resulted in the campus identified as Stage 1. If one additional student had taken the test we would have reached the 95%. Some of the seven students who were absent

on the day the math test was taken had medical excuses for their absences. This is the information on which the campus is appealing its status

With the funds provided from the School Improvement Resource Center, the campus will provide participation incentives for all students who attend school on the TAKS testing dates and take the assigned TAKS test. The first TAKS tests for 2005 will be the Reading and English Language Arts tests given on February 22nd. It is very important that every child be in attendance on that day. Please do not schedule doctor's appointments for February 22nd or for April 19th through the 22nd. TAKS tests will be administered on each of these days.

In addition to asking you to help get your child to school on the TAKS test dates, rested and with a breakfast, we are providing students with incentives for participation. These incentives may include matinee movie passes or coupons from area merchants.

Currently the district is reviewing a proposed Campus Improvement Plan that outlines: after school tutorials, after school transportation, teacher training, technology, parent involvement, and student participation and performance incentives. An application for the awarded \$170,151 is being prepared so that the funds will be available to support the proposed actions. This plan will be available on the campus website at <http://acj.beevilleisd.esc2.net> as soon as it is approved by the district.

As details become available, you will be receiving additional information related to AYP, including student incentives for each grade level and a comparison of our AYP measures to other secondary campuses through newspaper articles, radio public service announcements, Parent Teacher Organization meetings, and student announcements which are available on our website.

If you have questions concerning this letter or need for us to provide you with paper copies of the material referenced on the web sites, please contact me.

Sincerely,


Roger McAdoo
Principal

Questions About Public School Choice Under NCLB School Improvement Programs

For detailed information on Title I Public School Choice provisions, additional guidance will be posted at: <http://www.tea.state.tx.us/nclb/proginfo.html#sip>

Which campuses and school districts are required to offer public school choice?

School districts receiving federal funds under Title I, Part A are required to make choice available to all students who are enrolled in Title I campuses if their campus has been identified as in: (1) school improvement; (2) corrective action; or (3) restructuring. The school district is responsible for paying all or a portion of the transportation necessary for students to attend their new campuses, subject to the limitations in statute.

Note: Open-enrollment public charter schools are, by design, a school of choice. Public School Choice is not applicable to open-enrollment charter schools that are identified in school improvement or other types of campuses that are by design already a school of choice.

Which students are eligible to change campuses under the Title I public school choice provisions?

All students enrolled in Title I campuses identified for school improvement, corrective action, or restructuring are eligible to transfer to another public school campus within the district (which may be a charter school) that is not in school improvement. This requirement for all students applies whether the campus in which a child is enrolled administers Title I as a schoolwide program or as a targeted assistance program. The only exception applies in the situations when there are no other campuses in the district (or outside the district) to which students could transfer.

In the case of a campus that operates a targeted assistance program, all students in the campus, not just those receiving Title I services, must have the opportunity to change campuses.

Is there any priority for students to be allowed to transfer under the Title I public school choice option?

The school district must give *all* students in a campus identified for improvement the opportunity to transfer to another public school. In implementing this option to transfer, however, there may be circumstances in which the school district needs to give priority to the lowest-achieving children from low-income families. For example, if not all students can attend their first choice of campuses, a school district would give first priority in assigning spaces to the low-achieving low-income students. Similarly, if a school district does not have sufficient funding to provide transportation to all students who wish to transfer, it would apply this priority in determining which students can receive transportation.

How long must a school district continue to offer students in eligible Title I campuses the option to attend another public school?

The school district must offer choice to all students in an eligible Title I campus until the campus is no longer identified for improvement, corrective action, or restructuring, i.e., until the campus makes Adequate Yearly Progress (AYP) for two consecutive years.

How long must students who change campuses be allowed to attend the campus of their choice?

If an eligible student exercises the option to transfer to another public school campus, the school district must permit the student to remain in that campus until he or she has completed the highest grade in the campus. However, the school district is no longer obligated to provide transportation for the student after the end of the school year in which the student's campus of origin is no longer identified for school improvement, corrective action, or restructuring.

What if providing the option to transfer to another campus within the district is not possible?

A number of school districts may have no campuses available to which students can transfer. This situation might occur when all campuses at a grade level are in school improvement or when the school district has only a single campus at that grade level. It may also occur in rural areas where a school district's campuses are so remote from another that choice is impractical. For example, if the only other elementary school is over 50 miles away, then choice is likely impractical. On the other hand, if other potential elementary school choices are located outside an district-defined attendance zone or internal boundary, these school district defined boundaries may not be used to prevent student transfers.

In these cases, the school district must, to the extent practical, enter into cooperative agreements with other school districts in the area (or with open-enrollment charter schools in the State) that can accept its students as transfers. The school district may also wish to offer supplemental services or other campus reform strategies to students attending campuses in their first stage of improvement who cannot be given the opportunity to change campuses.