



2022–2023 School Action Fund- Planning and Implementation
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 9, 2022

NOGA ID

Authorizing Legislation **ESEA of 1965 as amended by ESSA, Title I, Part A, Section 1003**

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Application stamp-in date and time

Grant period from **August 12, 2022 – July 31, 2023**

Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 20-21 of the Program Guidelines.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC UIE

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- NCLB Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

Grant writer **is** an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Too few students in Grades 1-3 are meeting grade level expectations in Reading. Percentages of students meeting grade level on the 2021-22 Middle of Year (MOY) Istation assessment: 51% of students in First Grade; 55% in Second grade; and 57% in Third Grade	Vogel Elementary will pursue a whole-school redesign grounded in blended learning. In the course of redesign planning and implementation the school will deepen its HMH high-quality instructional materials (HQIM) for ELAR. The redesign plan will prioritize a strong foundation in literacy for all learners in Grades 1-3 in accordance with the Effective Schools Framework.
Too few students in Grade 4 are meeting grade level expectations in either Math or Reading. STAAR Reading Scores for our current Fourth Grade students are 60% approaches, 38% meets, and 10% masters.	The school model will build on the Grade 1-3 foundation with research-based instructional strategies and HQIM in Math as well as ELAR in all grades. The district has selected Eureka Math for implementation at its elementary schools. Redesign planning will emphasize strategies for strong HQIM implementation.
Too few students in Grade 5 are meeting grade level expectations in either Math or Reading. STAAR Reading scores for our current Fifth Grade students are 67% approaches, 41% meets, and 22% masters.	Design and implementation will be supported by expert technical assistance in coordination with the Office of Innovation. Comprehensive professional development will build staff skills in data-informed planning to diagnose and address gaps as they emerge, ensuring proficiency in Grade 5.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By May 31, 2023, Vogel Elementary School (in collaboration with the district’s Office of Innovation) will have completed a whole-school School Redesign Plan, that articulates a blended learning model aligned with the Effective School Framework and will, by its implementation, enable the School to raise its performance from the D rating issued for the 2018-2019 School Year to C rating or higher for the 2023-2024 School Year and a B rating or higher for the 2024-2025 School Year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant. See the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

By the end of the first grant quarter, the Vogel leadership team will complete the following envisioning and planning steps toward completion of the School Redesign Plan: (1) identification of the purpose, mission and goals for the school action; (2) development of a communication plan to articulate the purpose and process of school action planning; and (3) determination of the conditions for change.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second grant quarter, the Vogel leadership team will complete the following design and authorization steps toward completion of the School Redesign Plan: (1) finalization of major components of the school action and model, including final selection and adoption of High Quality Instructional Materials (HQIM) and instructional vision; (2) finalization of the district’s internal school design plan approval process; (3) completion of all HQIM orders; and (4) confirmation of the conditions for change.

Third-Quarter Benchmark

By the end of the third grant quarter, the Vogel leadership team will complete the following Preparation to Implement and Launch steps toward completion of the School Redesign Plan: (1) development of detailed plans for the implementation of effective instruction (including HQIM, data-driven instruction, and research-based instructional strategies); (2) development of detailed plans for positive school culture; (3) development of detailed plans for highly effective staff development; (3) development of detailed plans to implement all model-specific elements during the first two years of implementation; (4) finalization of the performance contract and establishment of goals for student outcomes during the first two years of implementation; (5) submission of a complete School Redesign Plan for final TEA review; (6) finalization of plans for continuation of leadership planning and training; and (6) finalization of logistical and operational considerations, including facility readiness, staff hiring, student recruitment, and campus-level budgeting.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The CIO team will develop a project management plan that will be memorialized in a memorandum of understanding between school leadership and the District. The MOU will set forth the objectives, processes and behavioral norms that will guide planning in the period prior to the execution of a Performance Contract between the district and the school. Progress on the metrics identified in the MOU will be reviewed at least monthly to ensure that course corrections are made in a timely way. The project management plan will be developed and implemented in collaboration with the matched technical assistance provider to ensure that planning activities are on a trajectory that will result in an outstanding School Model as well as solid implementation and launch plans.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2022–2023 School Action Fund- Planning and Implementation Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- 5. The applicant will identify a project manager for this grant. The applicant may use these funds or other funds for this position.
- 6. Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus.
- 7. The applicant will provide access for on-site visits to the district and campus by TEA, the technical assistance provider, and its contractors.
- 8. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 9. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 10. The applicant seeking partner-managed actions will ensure partner Boards meet all Texas Partnerships requirements, including developing training requirements and an orientation plan for new board members and ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district.
- 11. The applicant assures partners operating campuses under the partner-managed option include a plan in the response to the Call for Quality Schools for selection, adoption, and implementation of high-quality instructional materials (as defined in the Program Guidelines).
- 12. Applicants selecting "Create a new school" action must select and designate a campus leader no later than August 15, 2022.
- 13. Applicants must apply for a new CDCN for "New Schools" by March 2023.
- 14. "New Schools" established without tested grade levels must be paired with another campus in the same district for accountability purposes or its district by March 2023, as per guidelines in Chapter 7 of the 2021 Accountability Manual (or a later version if published).
- 15. Applicants selecting "Create a new school" action must include the new campus in its Title I ESSA plan in time for SY2022-2023.
- 16. The applicant assures enrollment at a new school will prioritize students previously attending or zoned to a 2018-2019 Title I served Comprehensive and/or Targeted D/F-rated School (2019 ratings).
- 17. Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model authorizing tools and resources.
- 18. Applicants selecting "Partner-managed" actions must participate in the Texas Authorizer Leadership Academy.
- 19. Applicants pursuing a new district-managed campus will select and design one of three approved new school models: STEM/STEAM, College Prep, or Montessori.

Statutory Requirements

1. Describe how the LEA will carry out its school support and improvement activities, including how the LEA will develop a school improvement plan for the eligible campuses selected for this grant.

The Seguin ISD (SISD) Office of Innovation will support the leader of Vogel Elementary School to embark on a planning process aimed not only at immediate improvement, but rather a whole-school redesign process that establishes the ongoing operating structure for continuous improvement. The planning process will proceed throughout the 2022-2023 school year and culminate in an ESF-aligned model that serves community needs, uses blended learning for instructional delivery in math and ELAR, addresses positive behavior, school culture, and climate. The planning process will be codified in an MOU between the District and School Leadership. The Office of Innovation will monitor progress and, in collaboration with the matched technical assistance provider, provide support as needed. The leadership staffing structure for Vogel Elementary School will ensure that the principal has ample dedicated planning time to focus on development of the School Design Plan. In accordance with the SMART goal and associated quarterly benchmarks, the district's Office of Innovation will support the principal in developing a model grounded in three essential ingredients to effective instruction: (1) High Quality Instructional Materials; (2) Strategic Staffing; and (3) Positive School Culture. By May 2023, with the support of the Office of Innovation and our matched technical assistance provider, the Principal will develop a strong school design and timeline for launch.

2. Describe how the LEA will monitor schools receiving the School Action Fund-Planning and Implementation Grant, including how the LEA will: (a) Monitor school improvement plans upon submission and implementation, and (b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

SISD has developed the infrastructure for strong monitoring, evaluation, and interventions of planning and implementation of School Actions. The district's Chief Innovation Officer (CIO) reports directly to our superintendent and Office of Innovation is supported by an Innovation Specialist with cross-cutting project management authority. The CIO and school leadership team will develop a performance contract that specifies the student outcome goals required to be met during the course of the contract. The contract will incorporate monitoring and oversight protocols that will enable the CIO to monitor progress toward student outcome goals as well as fidelity to the school model articulated in the school design model. The performance contract sets the terms continued operation of the model designated in the performance contract. Failure to meet goals will result in progressive consequences culminating in termination of the contract.

3. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the LEA will work with to support the campus(es) selected for this grant, including partner operators and additional technical assistance providers (other than those matched by TEA).

Seguin ISD has been participating in a range of TEA-supported initiatives that have given our leadership team access to top-tier technical assistance providers, enabling our team to benchmark any potential external organizations against the high standards set by these providers. For instance, SISD participates in TEA's Instructional Leadership Professional Development initiative led by the Relay Graduate School of Education. Further, the district has been partnering with TNTP in the implementation of the HQIM ELAR Block in the course of implementing the whole-school blended learning model at Briesemeister Middle School. Additionally, our district had the benefit of working with Transcend in the development of the school model for both Briesemeister and Barnes Middle Schools.

During the planning phase of whole-school redesign for Vogel Elementary School, the district will work closely with its matched technical assistance provider to establish rigorous rubrics for competitive selection of support partners that match the caliber of Relay, TNTP, and Transcend.

Statutory Requirements (Cont'd)

4. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received through this grant.

With respect to federal funds, the district is allocating ESSER funds for targeted learning acceleration work, including the support of Math and Reading interventionists and instructional paraprofessionals. We are also using these funds to support summer learning, a dedicated Math Specialist, educators with dyslexia expertise and for extra-duty pay for summer curriculum writing in Reading and Math to address the COVID gaps. The district is developing a sustainability plan to ensure that needed supports are available as the ESSER funds wind down. Going forward, Vogel Elementary will leverage its status as a school-wide Title 1 school to optimize use of federal funds. With respect to state funds, Seguin ISD has been and will continue to be proactive in taking advantage of the variety of state-funded initiatives that TEA makes available. As noted above we participate in the Instructional Leadership Professional Development program with Relay Graduate School of Education. As part of this work, Relay is supporting our implementation of HQIM. We are also the beneficiary of the state’s Resilient Schools Support Program and are using TCLAS funds to implement the ACE model for extended day programming. Additionally, the district has selected state-supported Eureka Math for all elementary implementations of HQIM. Further, as a participant in TEA’s System of Great Schools, Seguin ISD has the benefit of an executive advising team (Diversa Advisors) that is guiding our evolution toward student-based budgeting. This funding model will ensure that the students of Vogel Elementary School have the full benefit of local, state and federal funds generated on the basis of their specific needs.

5. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

Through our participation in the state’s System of Great Schools Initiative, we have gained insights from the innovative approaches to school and network-level operational flexibility across our state and in exemplary systems nationally. The performance-contracting paradigm has been integral to the whole-school redesign of Briesemeister and Barnes Middle Schools and provides a foundation to build upon for Vogel Elementary. Operational flexibility will be determined in collaboration with Principal Jubela and our matched technical assistance provider. The types of flexibility memorialized in the performance contract address the domains of people, time, program and budget. The specific forms of flexibility will be contextualized to the whole-school, blended learning model developed over the course of the next year. In assessing the flexibilities that will enable robust implementation of the model, the Innovation Specialist will support Principal Jubela in aligning flexibilities to the model. For example, Principal Jubela will have the opportunity to propose flexibility with respect to resource allocation; learning schedules and extended programming; and staffing, professional development and distributed leadership. The following flexibilities provided in the Briesemeister are illustrative. The school may adjust start times; create an innovative master schedule to allow for relevant student experiences, such as social-emotional learning and project-based learning; opt out of certain district-wide profession; determine school budget, including use of SAF funds.

6. Describe how the selected school action model will incorporate one or more research-based strategies during the implementation phase.

The whole-school, blended learning model will be grounded in the research-based strategies codified in the Effective Schools Framework, contextualized to support implementation of a comprehensive blended learning model. Specifically, the model will incorporate the following: Use of High-Quality Instructional Materials (HQIM) and Assessments, minimally in ELAR (HMH) and Math (Eureka); Instructional Rigor and Data-Informed Instruction as supported by our participation in the state’s Instructional Leadership Professional Development Program facilitated by the Relay Graduate School of Education; Research-Based Blended Learning Strategies, including station rotation; and Systematic development of a Positive School Culture. Use of HQIM will be a key strategy, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. Campus instructional leaders will frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support.

Program Requirements

1. Identify one of the following eligible school action models:

- Restart a struggling school as an ACE campus (PLANNING)
- Restart a struggling school as a district-managed Resource campus
- Create a new school as a district-managed campus
- Create a new school as a partner-managed Early Childhood Education (ECE)
- Redesign a campus with a blended learning model
- Redesign a rural campus with a district-designed P-20 system model
- Restart a struggling campus as an ACE model (IMPLEMENTATION)

2(a). Describe the evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant. (Note: If a specific campus has not yet been identified, please describe the evaluation process, criteria, and timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.)

The evaluation process that concluded in the selection of a whole-school, blended learning model for Vogel Elementary occurred in alignment with the two district-level strategic planning initiatives guiding our decision making for all schools: (1) the SISD 2022-2025 Strategic Plan and (2) the first stage of the high-quality seats analysis it is undertaking as part of its participation in the System of Great Schools (SGS). Our new strategic plan is focused on developing future-ready students via robust blended learning models. Given that the achievement challenges at Vogel and the fact that it's our fastest growing elementary, district leadership determined that it should be prioritized for whole-school redesign. Blended learning will allow teachers the flexibility to see, diagnose, and adjust instruction in real-time for each individual student through various modalities. By combining data-driven capabilities with increased student agency and self-direction in curricular choice, blended learning provides for a rigorous, equitable, relevant, and engaging curriculum to close academic gaps revealed in testing. Prioritization of Vogel redesign also accords with our SGS goal to rapidly increase the number of students enrolled or A and B schools. The anticipated fast growth of Vogel enrollment requires a bold School Action as soon as possible. District-management of the redesign school under a performance contract also aligns with our SGS plans.

2(b). Describe how the school action aligns with the LEA's overall strategy for support and intervention in low-performing schools and/or the LEA's strategy for expanding high-quality school choices for students and families.

Seguin ISD has been methodically building its school support and improvement infrastructure aligned with the district's new Strategic Plan and SGS Framework. The development of an innovative school model at Vogel Elementary is an outgrowth of its broader strategy to create great school options that continuously increase the number of students enrolled in socioeconomically diverse, high-performing schools. The District is taking a staged approach toward its ultimate aim of operating under a System of Great Schools theory of action whereby central administration devolves autonomy to schools, empowers parents to make choices, creates performance requirements with campuses, annually evaluates. The district is aligning all its resources and strategies to accomplish this goal. Innovation schools, including Vogel Elementary, will benefit from this ongoing commitment, including a commitment to shifting the operational practices of the central office to accommodate the principles of school autonomy and accountability that underlie the opportunities for flexibility specified in the performance contract. As noted above, the decision to shift Vogel to whole-school blended learning stems from the district-wide Strategic Plan we are currently finalizing. With the support of the district's Innovation Office, Vogel will implement a blended learning model grounded in the Effective Schools Framework. The blended learning model will contribute individualized instructional data to our robust system of data gathering. School data is used by consultants and our Learning and Leadership Services team to clarify next necessary steps for accelerating learning. The increased individual authenticity and granular clarity of blended learning data will empower future community collaboration on targeted improvement plans to be more accurate and actionable. Further, in keeping with our SGS school choice paradigm, we will offer Vogel as a high-quality school of choice for families living outside its attendance zone.

Program Requirements (Cont'd)

2(c). Describe how senior LEA leaders were involved in the decision to select the school action for the campus(es), and to apply for this School Action Fund Planning and Implementation Grant.

The district leadership team's decision to select Vogel Elementary for a whole-school, blended learning redesign occurred in the context of the team's ongoing, district-wide strategic planning process that began in July 2021. Chief Innovation Officer, Dr. Mark Cantu, is a key member of the superintendent's Senior Leadership Team and coordinated decision making regarding this School Action with the team's broader planning work. The district's nine-step strategic planning initiative was led by a steering committee facilitated by the Superintendent's Leadership Team. This effort began with a comprehensive visioning process that engaged stakeholders throughout the district and community. Through this process, the Senior Leadership Team clarified that the district's North Star is the development of "future-ready" students. Based on this North Star, senior leadership facilitated a task force that reviewed the research base and determined that equitable opportunities for the student agency, personalization, and subject matter mastery required for "future readiness" could best be accomplished via relevant and rigorous curriculum provided via a whole-school blended learning model. Secondly, the visioning process confirmed the district's commitment to family engagement in selecting the best-fit school for their child. In order to operationalize this commitment, the Senior Leadership Team has been engaged in an annual portfolio planning process that resulted in the determination that the highest-leverage School Action at present is the Whole-School, Blended Model Redesign of our Vogel Elementary School, our fastest growing elementary. The Senior Leadership Team has confidence in the entrepreneurial leadership of Principal Jubela and believes that with the support of this School Action Fund Planning Grant a robust school design plan can be ready for implementation in the 2023-2024 School Year. The district's Office of Innovation is organized to ensure that all members of the Superintendent's Leadership Team are apprised of such planning efforts and actively engaged as the School Leader and Technical Assistance Provider approach decision points that affect their respective areas of responsibility.

2(d). Describe how the LEA has worked or will work with members of the school community (staff, families, community leaders) to communicate plans and solicit input into the school action planning and implementation process.

As described above, the decision to pursue Whole-School Redesign of Vogel Elementary School emerged from deep engagement with our students, educators, families, and community stakeholders in the course of developing our 2022-2025 Strategic Plan. Our strategic planning process included family and stakeholder outreach to determine the priorities of our community. The planning process engaged seven task forces composed of over sixty district and community representatives. The task forces are structured around the following topics: (1) Equitable Student Experiences; (2) Community Engagement; (3) Curriculum and Blended Learning; (4) Social Emotional Learning; (5) School Safety and Discipline; (6) Human Resources/Staff Structure; and (7) Facilities. The findings from these task forces led district leaders to select Whole-School Blending Learning Redesign as the district's next School Action. This determination was also informed by the stakeholder engagement process facilitated by Transcend in the recent redesign of Briesemeister Middle School, which serves the same neighborhoods as Vogel Elementary. As it supports the redesign planning process for Vogel, the Office of Innovation will ensure that the input collected during the Briesemeister process is available to help inform Vogel planning. Further, the Redesign Planning Process will include outreach specifically focused on contextualizing the blended learning model to the elementary-age children. This outreach will ensure that family and community outreach is aligned with the growth projections for Vogel Elementary that were included in the district-wide demographic study recently conducted. In concert with the matched technical assistance provider, the Office of Innovation will support Principal Jubela in engaging families and community stakeholders to design a school model that will meet the needs of the school's future as well as current population. Based on its experience with the Briesemeister and Barnes redesigns, district leaders recognize that both planning and implementation must be iterative, with ample opportunities for ongoing engagement of students, families, staff and community members--not just at the beginning of the work. Further, as part of its 2022-2025 Strategic Plan, which is informed by the principles of the System of Great Schools, framework, the district is building structures to improve transparency and enable families and community members to engage more actively in the life of our schools. For instance, the district is currently developing the school performance framework that will provide the ongoing transparency we owe our families and community stakeholders. Additionally, as our strategic planning process concludes, we will leverage the lessons learned through the broad engagement enabled through the task force structure to continue in dialogue with stakeholder communities at the school, neighborhood, and community levels.

Program Requirements (Cont'd)

2(e). Identify the LEA staff member who will manage the planning and implementation grant. List the qualifications of the identified staff member.

The SAF Planning and Implementation Grant will be managed by the district's Innovation Specialist, a newly created position under the direction of the Chief Innovation Officer, Dr. Mark Cantu (who reports directly to the superintendent). Allison Pape was recently selected for this position and has been the guiding force in the development of this grant application. Ms. Pape has held progressively responsible leadership positions in Seguin ISD over the past nine years. Most recently, she served as Academic Dean for Briesemeister Middle School. Her experience in a leadership role during the whole-school redesign of Briesemeister has prepared her well to serve as the district-level liaison and grant manager for the Vogel Elementary School Redesign. Prior to serving as Academic Dean for Briesemeister, Ms. Pape led a number of successful change management initiatives while serving as Senior Director for Advanced Academics and as Secondary Education Coordinator. These roles, combined with her recent experience during the redesign of Briesemeister, provide a strong foundation for undertaking the cross-functional work necessary to support Principal Jubela in the School Redesign Planning and Implementation Process. Further, as a senior leader within the Office of Innovation, Ms. Pape is well positioned to ensure that the School Redesign Planning and Implementation process for Vogel Elementary, and supporting activities enabled through the SAF grant, align with the district's 2022-2025 Strategic Plan and the System of Great Schools theory of action. Ms. Pape will have the benefit of close collaboration with Dr. Cantu, who formerly served as Chief of Staff and Chief Academic Officer within the district. Dr. Cantu also brings statewide experience as an Effective Schools Framework (ESF) facilitator, providing Ms. Pape direct access to expertise as she supports Principal Jubela in aligning the school model with the ESF. In addition to a Bachelor of Science Degree in Anthropology, a Bachelor of Arts Degree in Southwest Studies, and a Master's of Arts in History, Ms. Pape has completed all coursework for her principal's certification and is T-TESS certified.

2(f). Describe how selecting, adopting, and implementing high-quality instructional materials will be integrated into the design of the chosen action.

The district has committed to use of excellent instructional materials in order to accelerate learning and ensure equitable outcomes for all students. Accordingly, we have selected high quality instructional materials (HWIM) for integration into the whole-school blended learning model at Vogel Elementary School. For ELAR, Vogel Elementary will continue using the HMH series, which scored highly in the Texas Resource Review Process. For math, the school will be using Eureka Math, provided by the Texas Education Agency on an open-source basis. Well-executed implementation of these high-quality instructional materials (HQIM), in tandem with research-based instructional strategies and a data-driven approach, will ensure our students receive daily access to rigorous ELAR instruction, conceptual mathematics, and grade-level aligned tasks. Further, we will ensure that by developing content-focused unit and lesson-internalization skills, leaders and teachers will stay true to the curriculum because they will better understand how to identify the most rigorous parts of an upcoming lesson and plan carefully to teach towards it. The Office of Innovation will coordinate planning and implementation support contextualized for a blended learning environment. This support will ensure that the selected materials support all learners, including students with disabilities, emergent bilingual learners, and gifted and talented students. HQIM implementation at Vogel Elementary School will benefit from lessons the district is learning in the integration of HQIM with the blended learning model at Briesemeister Middle School. We anticipate continuing support from Relay during HQIM implementation at Vogel Elementary along with aligned professional development from TNTP. Thereby, School Leaders will be supported to effectively develop and guide instructional coaches in their preparation and facilitation of weekly planning meetings and interim analysis cycles and to drive improvement in student outcomes by using data-info planning to diagnose and respond to gaps as they emerge. School Leadership Teams will be supported to prepare for and lead effective weekly planning meetings and observation/provide teachers with feedback based on how effectively they instruct the lessons and respond to student learning. Teachers will be prepared to implement HQIM with fidelity and focus on learning.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA. See Program Guidelines, pages 16-18, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)

BUDGET

Additional Academic Dean to enable principal release time for planning activities	\$80,000
Portion of Innovation Specialist Salary	\$20,000
Stipends for summer and ongoing school-year professional development	\$35,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Blended Learning Implementation Support	\$17,000

SUPPLIES AND MATERIALS (6300)

Supplemental instructional materials, including print materials and math manipulatives	\$16,400

OTHER OPERATING COSTS (6400)

Travel to exemplary school sites	\$8,700
Travel to training	\$8,700
Community engagement	\$7,000

CAPITAL OUTLAY (6600)

ADMINISTRATIVE COSTS

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
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FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____