



2021-2022 School Action Fund- Planning
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021

NOGA ID

Authorizing Legislation

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

Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 33 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 DUNS
 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
High Quality Choices: Premont Early College Academy is currently a D-rated campus, with a high percentage of eco-disadvantaged students, around 90%. With PECA being the only elementary campus, families in the community have no additional school choices.	We plan to open a Montessori campus that will offer a high-quality learning option for students that will support improved student outcomes. In addition to the Montessori campus, a traditional school model will be available as well. Families will have the choice for the school model that best fits their students learning needs.
Student Achievement: Only 26% of students "Met Grade Level" on STAAR Math and Reading in 2018-2019 that percentage is likely to remain similar or even lower due to the COVID-19 learning slide.	A high-quality Montessori program can help close learning gaps and support students in building independence, social-emotional skills, and problem-solving. Designing a new school will also support the implementation of best practices including utilizing a high quality curriculum and data-driven instruction.
Teacher Quality: Recruitment and retention of high-quality teachers, specifically teachers with a Montessori background, to a small, rural community like Premont is a challenge.	The Montessori program will help to attract high quality teachers to the district. Additionally there will be opportunities for increased professional development, coaching, and training for teachers in the Montessori method and pedagogy thus improving teaching quality across the campus.

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 July 31, 2022: Premont ISD will have completed 100% of the planning grant milestones and will have developed a comprehensive plan to guide implementation of a district-managed, ESF-aligned Montessori school model projected to open in the Fall of 2022 with 100% of all available seats filled for the first group of early age learners. We expect the planning process will ensure the school is well positioned for effective implementation in SY 22-23, leading to an overall B or higher accountability rating within three years of new school model implementation.

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 pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

By November 30, 2021, Premont ISD will:

- Nominate school leader/principal to participate in TEA approved new school design fellowship program by July 31, 2021.
- Determine staffing arrangement that will allow for the selected school leader to be released from campus duties 20 hours per week during the 2021-2022 school year to fully meet the participation requirements for the new school design program.
- Develop a school action planning and implementation communication for campus staff, families, and the community.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By February 28, 2022, Premont ISD will:

- Formalize the parameters for granting new school specific operating autonomies and articulate requirements for the educational model (if any), opening grade levels, student enrollment, and school location.
- Develop initial school design plan (led by the selected school leader) to include details related to educational model, curriculum, school operating autonomies, opening grade levels and student enrollment levels, and school location.
- Review and provide feedback on initial school design plan in collaboration with TEA, TA provider, and PISD district leaders.
- Finalize student recruitment plan outline and district enrollment policies (as applicable) for the new campus and finalize the school staffing model and process for selection of new staff.
- Finalize the main school design plan (led by the selected school leader) that meets TEA requirements.

Third-Quarter Benchmark

By May 31, 2022, Premont ISD will:

- Submit and receive final approval from TEA on completed school design plan.
- Finalize campus budget for the 2022-23 school year (budget decisions will be led by the selected school leader and finalized in partnership with the district leaders)
- Submit continuation grant application and meet eligibility requirements for continuation grant funding.
- Complete staff recruitment and selection and procure curricular materials aligned to the new educational model.
- Plan and conduct summer professional development for campus staff in advance of Fall 2022 opening.

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.

Premont ISD looks forward to working in collaboration with School Empowerment Network (SEN), the TEA-selected TA provider for the district-managed school action to ensure successful completion of the new school planning and design process. The district plans to conduct regular check-in sessions with SEN to evaluate progress during the planning year. In addition to regular check-in sessions with SEN, the Fidelity of Implementation Tracker (FIT) Tool will be used to support progress tracking and management of the planning work. District leadership and the selected campus leader will use the Goal Progress Measures within the FIT Tool to track progress and evaluate the actions specified within the tool. We will establish clear owners and processes/deadlines for each GPM deliverable at the beginning of the year to allow the district leadership to monitor progress between TEA FIT check ins. The district will use the information gathered throughout the planning year to ensure that progress is being made during each of the benchmarks to ensure that a strong school plan is developed and continuation funding can be earned.

If it is determined during one of the meetings either with TEA or with SEN that we are not showing progress toward our benchmarks, GPMs, or SMART goal, Premont ISD will use the data to make rigorous evidence-based decisions regarding modifications. Premont ISD is committed to adjusting the plan when necessary in order to address the needs of the campus and leadership to support student success.

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 2021–2022 School Action Fund- Planning 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. For all actions, the applicant will budget at least the amount indicated in budget guidance as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other action specific technical assistance. Both amounts will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.
- 6. The applicant will identify a project manager for this grant. The applicant may use other funds for this position.
- 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 2021.
- 9. The applicant will provide access to TEA and contractors for on-site visits to the district and campus.
- 10. 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.
- 11. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 12. The applicant assures partners operating campuses under the partner-managed option will commit to TEA-identified board training.
- 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by April 1, 2022.
- 14. The applicant assures enrollment at a new school will prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 rating).
- 15. For applicants selecting the partner-managed model, the ISD must commit to the adoption of TEA's model authorizing policy and participate in the Texas Authorizer Leadership Academy.

Statutory Requirements

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

Premont ISD is fully committed to carrying out all necessary school support and improvement activities required, including regular review of student outcome goals and prioritizing and providing support for teachers on best instructional practices. As a D-rated, Targeted School, Premont Early College Academy has an existing Targeted Improvement Plan (TIP) in place which includes prioritized levers for campus improvement, key practices associated with each prioritized lever, and success criteria for each key practice. Any planning grant activities will be aligned with the priorities identified within the TIP plan. One of the key levers identified for PECA was 1.1 Develop campus instructional leaders with clear roles and responsibilities. Through the planning and implementation of a Montessori campus, there will be additional development and support for the selected school leader. Additionally, there will be support for other school leadership positions to support planning and improvement activities.

2. Describe how the ISD will monitor schools receiving the School Action Fund-Planning Grant, including how the ISD 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.

Premont ISD will monitor school improvement plans on a quarterly basis in accordance with the Fidelity of Implementation Tracker timeline. A full annual review will be conducted once summative data is received at the end of the year. Through the quarterly reviews, if it is identified that the campus is not on track to meet its SMART goals, the district will adjust course as needed utilizing the data to implement additional actions in order to achieve the SMART goal outcomes the district has identified. All progress and adjustments will be maintained so that we can track actions and correlate those actions taken with their impact on student outcomes. The district will provide continuous support for the SAF campus's effort to increase accountability outcomes. It is expected that the campus accountability rating will improve by at least two letter grades by the second year of the grant implementation. If this does not occur the district will take bold action to get that campus back on track.

3. Describe how the ISD will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the ISD will work with to support the campus(es) selected for this grant.

Premont ISD will utilize a rigorous process for recruitment, screening, selection, and evaluation of partners in conjunction with SEN. Specifically, for the Montessori work, the district plans to issue a Call for Quality Partners seeking Montessori organizations that are able to add expertise and support to our emerging school design and ongoing implementation efforts. We will evaluate proposals against a rigorous rubric and have a diverse design team conduct interviews of the applicant organizations. The selection process and rubric will prioritize organizations that can show a demonstrated record of student success and achievement and the ability to provide high-quality resources and guidance that are consistent with the planned academic model of the campus. The process may include site visits and reference checks to verify the organization's track record and Montessori expertise.

Statutory Requirements (Cont'd)

4. Describe how the ISD will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.

Premont ISD is committed to strategically aligning and utilizing resources to maximize the impact of a planning year and ultimately leading to a successful launch of a new, high quality Montessori school for students and families. Premont ISD will align other federal, state, and local public and private resources (Title 1, ESSER funds, and philanthropic support) to carry out the grant activities in a sustainable manner by re-purposing current funding sources to support and scale identified needs. Funds expended through the grant program will be used for the purposes described in the purpose of the grant program, the program description, according to statutory requirements, and TEA program requirements.

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

As a district of two campuses, one of which is already a charter campus, Premont ISD has a deep understanding of how operational flexibility at the school level can unlock meaningful opportunities and experiences for our students. Further, we understand that Montessori education requires specific elements that differ from traditional schools. Our entire district, including the board, leadership team, teachers, administrators, and partners who support our students, is committed to adapting our practices and policies to allow the new Montessori campus to thrive. We have already identified several areas that will require modification to allow for multi age classrooms, Montessori teacher training and certification, and adjustments to regular district assessment plans to allow the Montessori model to be implemented with fidelity.

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

Premont ISD's selected school leader will design a Montessori Elementary School that not only aligns to best practices and evidence-based strategies of Montessori education, but will also align to TEA's rigorous ESF framework and incorporate several evidence-based strategies to address diverse student needs and pandemic learning loss. For example, elementary students will receive high-dosage tutoring and meaningful identity-affirming relationships through the campus's partnership with Premont Collegiate High School's Grow Your Own Academy, a career pathway for high school students across the region pursuing careers in education. These aspiring teachers will serve as tutors to elementary students from their own communities, addressing specific learning gaps while modeling success in their pursuit of college and careers. In addition, Premont ISD will encourage the school leader to explore several avenues for extended learning time, including extended day or extended year by leveraging ADSY (additional school days) and intercession calendar opportunities to further integrate high-dosage targeted tutoring into the elementary school year.

Program Requirements

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

- | | |
|---|---|
| <input type="radio"/> Restart a struggling school as an ACE campus | <input type="radio"/> Create a new school as a partner-managed campus |
| <input type="radio"/> Restart a struggling school as a partner-managed campus | <input type="radio"/> Reassign students from a struggling school to higher performing schools |
| <input checked="" type="radio"/> Create a new school as a district-managed campus | <input type="radio"/> Redesign a campus with a district-designed blended learning model |
| <input type="radio"/> Create a new school as a School Empowerment Network campus | <input type="radio"/> Redesign a rural campus with a P-20 system model |

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.

Premont ISD is committed to providing increased opportunities and access to high quality academic programming to all students in the district. Premont ISD closely monitors performance at each of the district's campuses, analyzing not only academic performance but also stakeholder feedback. While Premont Collegiate High School (gr. 6-12) has undergone dramatic improvement across measures, Premont Early College Academy (PECA, gr. PK-5) received a D-rating on the latest TEA accountability system results. Therefore, the district committed to a bold school action at PECA. In evaluating the school action options, our district prioritized the option for a district-managed new school because it provides what our students need most and aligns with our district's overall commitment to a student experience that is filled with student agency, access, and choices. Finally, with the unprecedented challenges and learning loss caused by the COVID-19 pandemic, Premont ISD is well-positioned to responsively engage in high quality planning, program design, and implementation to help us provide exceptional alternative learning environments and opportunities for our students.

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

As a small, rural district with two campuses, the district seeks to take bold and innovative action to position itself as one of the highest performing and high-quality rural districts in the state. The district has an ongoing commitment to ensure families are provided with high quality choices for their students. We seek to bring opportunities to our rural students that students in any urban district would have access to. There has been visionary action taken on the secondary campus that has vastly expanded the opportunities that our upper grade level students have experienced. Through this grant, we aim to bring high quality school choice and access to an additional rigorous academic program for our lower grade level students.

Program Requirements (Cont'd)

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

Premont ISD Superintendent Steve VanMatre has been communicating with community and school stakeholders over the past year by gathering input and sharing ideas. Almost a year ago when Mr. VanMatre presented the opportunity for a Montessori model option, the Premont School Board, campus principal, and community stakeholders expressed excitement and optimism about the potential to offer Premont students an option that typically is only available in nearby big cities or for families choosing private or religious schools. Superintendent VanMatre has led the application process in partnership with senior district leadership, campus leadership, and the Rural Schools Innovation Zone (RSIZ) leadership to ensure alignment and collaboration across district campuses.

2(d). Describe how the district has worked or will work with members of the school community to convey plans and solicit input into the school action planning process.

The superintendent is committed to communication and transparency through public meetings with parents, board members, and staff about the district's plans and commitment to providing students with high-quality options. Presentations about plans to bring a Montessori model to the district have been provided at several board meetings. Board members have been able to ask questions and share feedback on what this would look like within the district. Communications have also been developed for parents and community members through various social media channels. As the planning continues, members of the school community will be invited to engage in the planning process to provide input and critical feedback. Frequent and regular communication will occur with the school community using multiple modes of communication in both English and Spanish, and other languages, as applicable. Additionally, the district plans to hold several superintendent listening sessions and roundtables for staff and families in order to keep them updated. The district will administer community surveys and will take families on site visits to Montessori campuses within the region to provide them with additional knowledge so that they can provide key input and feedback.

Program Requirements (Cont'd)

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

The Premont ISD staff member who will manage the planning and implementation grant will be the Executive Director of Instructional Services, Dr. Kristina Gonzalez. Transformational and innovative leadership is critical to the success of the School Action Fund-Planning Grant. Dr. Gonzalez has the experience, expertise, and leadership to manage this work, having a total of 16 years of experience in the field of education. She started off in the classroom as a 3rd-6th grade math teacher and was a team lead for 7 years. She served as an interim superintendent and principal for a year and a half and then came to Premont ISD in the 19-20 school year where she has been the Executive Director of Instructional Support. In her current role, Dr. Gonzalez has been deeply involved in the implementation work of the School Redesign Grant on the secondary campus and has completed the Texas Authorizer Leadership Academy (TALA).

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 21-27, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)

BUDGET

School Leader Release/Planning Time	\$75,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Matched Provider/New School Design Fellowship	\$75,000

SUPPLIES AND MATERIALS (6300)

Strategic Communications	\$5,000
Instructional Materials	\$45,000
School Community Engagement	\$10,000

OTHER OPERATING COSTS (6400)

Travel Expenses (fellowship convenings, TEA required events, site visits, etc.)	\$10,000
Summer Professional Development	\$25,000
Lone Star Governance Training	\$5,000

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST \$250,000

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 _____

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