



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

NOGA ID [REDACTED]

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, 2021 – July 31, 2022**

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): [REDACTED]

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

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
84 % of the Crain Elementary student population is economically disadvantaged. This student group has missed academic targets in achievement and student success indicators.	Collaborating with community stakeholders, VISD has identified a plan to improve the student success and progress for students. Dual language fosters cognitive development of all students, improving problem solving, mental flexibility, divergent thinking, and executive functioning serving to improve student outcomes. Blended learning personalizes learning.
From the 2019-2020 school year to the 2020-2021 school year, VISD Bilingual program retained 43% of its Bilingual certified teachers and Crain Elementary retained 43% of its Bilingual certified teachers.	The creation of a two-way dual language program will increase Bilingual teacher retention and catalyze teacher capacity in all areas by the investment in professional learning through job-embedded professional development and the creation of teacher support systems for sustained change and improvement.
Crain has a trend of under-performance in academic areas and was identified in the school portfolio review as a campus for school action, earning a D rating, 61, based on 2019 state accountability.	The number of students in great schools will increase by redesigning Crain as a blended learning two-way dual language campus. Students in dual language programs score higher on state and national tests than students attending other programs. Blended learning provides differentiated, personalized learning.

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.

Crain Elementary will be redesigned as a two-way dual language school using blended learning starting with kindergarten and growing one grade at a time with the goal of increasing the number of students in high-quality, best-fit schools in VISD as evidenced by 60% of students scoring average or above on the aimswebPlus end of year assessments in ELAR and Math by the Spring of 2023.

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

In developing the benchmarks that will be employed to measure the progress towards program goals, Victoria ISD created a list of events for the initial period, which will consist of the following: work in good faith with the TEA vetted and matched school action, technical assistance provider and select a project leader; recruit and select a campus leader; arrange for release time for campus leader; collect campus data and conduct needs assessment to begin the planning process; create the leadership design team; update the Fidelity of Implementation Tool and meet all goal performance measures for the first-quarter; reflect on the progress of meeting the GPMs on the FIT and adjust as needed; develop a communication plan for school action planning and implementation.

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

For the second quarter of the program, the following benchmarks have been established to measure progress: formalize specific operating autonomies and articulates requirements for educational model; update communication plan for school action planning and implementation; provide on-going access to TEA for on-site visits to the campus; participate fully in technical assistance meetings; begin to draft the school redesign guide along with the technical advisor and the leadership design team; update the Fidelity of Implementation tool and meet all goal performance measures for the second-quarter; reflect on the progress of meeting the GPMs on the FIT and adjust as needed.

Third-Quarter Benchmark

Benchmarks used to measure the program's third-quarter progress include the following: update communication plan for school action planning and implementation; establish a recruitment and enrollment plan including policies that prioritize students attending or currently zoned to an 2018-2019 Comprehensive and/or Targeted School (2019 ratings); finalize school redesign guide to adhere to TEA requirements for ESF-alignment, high-quality curriculum, student diagnostic assessment, targeted tutoring, extended school year, and strategic staffing; receive TEA and TA approval on school design plan; get approval of the school design from the superintendent and the board to include performance agreement and operating autonomies; finalize campus budget for the 2022-23 school year; meet eligibility requirements and submit continuation grant application; complete staff recruitment and selection; procure curricular materials aligned to new educational model; plan and conduct summer professional develop 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.

Victoria ISD, working with our TEA designated matched school action technical assistance provider will conduct weekly meetings throughout the planning process. The Fidelity of Implementation Tracker (FIT) tool will be used as the progress monitoring tool throughout the development and planning process. District leadership with the campus leader will use indicators of the program to track the accomplishments that are clearly related to the intended results using the goal progress measures (GPM) criteria for evaluating the quality of planning and implementation within the FIT. VISD will use project evaluation data gathered to determine when and how to modify the planning process, as well as ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include conducting a needs assessment with campus administration and staff to provide feedback on areas of need and improvement; reviewing of the SMART goal and selected school model benchmarks; assessing on-going effectiveness of execution of the developed communication plan, and reviewing the collected artifacts associated with the completion of the FIT by our assigned technical assistance provider. The evaluation will also provide opportunities to examine the effectiveness of strategies being currently implemented to modify our program and develop sustaining systems and structures. The district's current continuous improvement cycle anchored in the ESF (Effective School Framework) will also be utilized to inform the efficacy of the school model and to ensure program goals are being met. Through the planning process, systems, structures and process will be developed to sustain the program goals in the future. Planning and supporting the capacity development of both our leaders and teachers is an essential outcome of this project. The investment of building capacity in our staff provided through local, state, and federal funds is a substantial resource that will aid in sustaining strategies learned and implemented during the grant cycle. VISD will coordinate all available resources including financial, human capital, operational and organizational resources to ensure continued and successful implementation of the school model to provide seamless transition without a disruption of services after the grant ends.

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.

VISD will use the Effective Schools Framework (ESF) as a basis for its school improvement activities and will follow the Effective Schools Framework Campus Needs Assessment and planning process for campuses that do not meet the state and/or federal accountability standards, including campuses with an F in any Domain. The Campus Leadership Team, which includes the principal and other campus leaders, in coordination with the District Coordinator of School Improvement (DCSI) as applicable, will engage in the following to carry out its school improvement activities and develop a school improvement plan for the campus: 1) Conduct a needs assessment-- In the needs assessment, campuses will review their practices in relation to the five foundational essential actions and Data Driven Instruction in the ESF. In this step the team will reflect on campus data, complete the ESF Self-Assessment Tool to identify the highest leverage focus area for improvement, and will work with the DCSI to identify the district commitments to support the campus' work. 2) Develop a Targeted Improvement Plan-- In this step, a plan will be developed for the campus and district to address the gaps identified in the needs assessment. The campus will record the findings from the need's assessment, set the vision/desired outcomes for the year, including student outcome goals, identify 9-week outcomes based on annual outcomes, and create a detailed action plan, with milestones and metrics, for each 9-week cycle that describes the specific steps to achieve the desired outcome. 3) Implement and monitor-- In this ongoing step (at the end of each 9-week cycle), the team will implement the actions in the plan, track progress toward milestones, and make any necessary planning updates.

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.

VISD will monitor schools by engaging in on-going progress monitoring of the goals and goal progress measures of the planning grant through the Fidelity of Implementation Tracker. This monitoring team comprised of Office of Innovation, district and campus personnel, our matched school action technical assistance provider, and System of Great Schools Executive Advisor firm. Adjustments needed to meet the goal progress measures will be made accordingly. School improvement plans and implementation will be monitored using the process outlined in the ESF Campus Needs Assessment and Planning guidance and will be comprised of the following: 1) we will regularly review the school improvement plan and identify the milestones campus staff will be working on and tasks in the plan are being completed in the timeline, 2) for each 9-week cycle, review the evidence collected to determine success and identify next steps, 3) at the end of the year, team members will determine if the annual goals were met and develop next steps to ensure the campus is putting systems in place for the next year. VISD will support the school in its transformation efforts through the planning year and expects the school to move to an A or B rating by the second year of implementation of the SAF grant and would execute an additional bold action at that time if the school does not meet its goal progress measures.

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.

VISD will recruit external providers following the district guidelines specified by Texas statute, school board policy, and the district purchasing office. Organizations must utilize best practices, engage in research-based strategies and interventions and are considered "experts" in their content areas or fields. VISD will screen potential external providers, conducting background checks, reviewing credentials/resumes, verifying past employment and contacting references. An analysis will be conducted in accordance with Texas Education Code paragraph 44.031(b) that includes consideration of the price, reputation of the vendor, years of experienced, qualifications, and/or certifications, quality of service, and extent to which services meet identified needs. VISD will ensure quality by selecting external providers who meet the following criteria. Demonstrated record of effectiveness in increasing student academic achievement of students in subjects relevant to meeting the State's academic content (TEKS) and student academic achievement standards. Capable of providing instructional services that are high quality, research-based, and designed to increase student academic achievement, consistent with the instructional program of the school, aligned with State academic content (TEKS) and student academic achievement standard. Financially sound. Able to provide services consistent with applicable federal, state, local, health, safety and civil rights laws. VISD will also follow all EDGAR and Texas School District Procurement guidelines.

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.

VISD is committed to the responsible implementation and sustainability of every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of human, financial, infrastructure, facility, volunteer, and in-kind resources and support. Managing resources effectively includes continually assessing, updating and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs. VISD has a process to align resources including federal, state and local resources to carry out the activities of the SAF planning grant and implementation of the school action. First, in the process of deciding to pursue the School Action Fund Planning grant for Crain Elementary School, a committee of district, cross-departmental leaders considered the availability of resources, as well as other criteria, to determine the feasibility of the school action. Second, budget managers for federal, state and local resources across departments meet at least monthly to review on-going district initiatives and to identify financial and other resources to meet the goals of the initiatives. A component of this process will be the evaluation of progress monitoring data for each district initiative to determine the efficacy of the dollars spent on each initiative as well as reflection on adjustments that might need to be made. Additionally, VISD will explore and utilize other funding sources, such as philanthropic donations and other grant opportunities, to fulfill the district's strategic plan.

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.

Conducting a redesign process with an entrepreneurial school leader provides an opportunity to reimagine traditional school structures and becomes a catalyst for change. Moving forward with a redesign model the district can address circumstances created by the COVID-19 pandemic. The redesign ESF-aligned educational model will be developed to serve our community's stated want and need to offer a two-way dual language school, utilize blended learning, address mental health and social resiliency, provide high-dosage tutoring, and include an extended school year. To capitalize on the "redesign" moment and truly afford the students a distinct learning pathway, the leader will have flexibilities and autonomies not offered to other schools, including discretion over staffing decisions, budget, school program, school discipline, and pedagogy that will be required to carry out the redesign. VISD has an established process for the leader to have flexibilities for the school design. The leader of the school will create a redesign guide in conjunction with the district and the matched technical advisor during the planning year that will operationalize his/her vision and will detail the educational model, curriculum, flexibilities, school culture and climate processes and other structures and systems of improvement. The leader will be instrumental in conducting the ESF aligned needs assessment during the planning year to identify and understand needs of the students at the school to further inform his/her decisions for the redesign guide. The Office of Innovation will support the new leader in the development of the redesign guide and will work collaboratively with the leader to identify and secure areas of flexibility using the existing established autonomy/flexibility approval process that will enable full and effective implementation of the school model described in the design guide.

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

1) Blended learning provides an individualized approach to education for each student's pace and learning style, creates a more comfortable environment for students needing additional time and those ready to move on. 2) ESF-aligned school model— ESF describes the statewide vision for the best practices of effective schools engage in for continuous improvement. 3) High dosage tutoring has shown to be 20 times more effective than low dosage tutoring in math and 15 times more effective in reading. 4) Extended Year addresses summer slide, increases student brain break time, and provides additional time for academic improvement. 5) Student Diagnostic Assessment highlights student progress, while also bringing to light any gaps and provides valuable data to inform further instructional support schools can provide for students. 6) High-quality instructional materials have a larger cumulative impact on student achievement than many common school improvement interventions. 7) Two-way dual language students of all backgrounds and socio-economic classes outscore their peers not enrolled in dual language and graduate a higher percentage of students .

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 type="radio"/> Create a new school as a district-managed campus | <input checked="" 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.

VISD conducts an annual portfolio review of all its schools informed by our Quality Seats Analysis (QSA) that includes performance data, enrollment data, and community input. The redesign school action model was selected by the School Portfolio Review and Planning committee comprised of senior VISD leaders for Crain by conducting a needs assessment operationalized through our QSA in the School Portfolio Review process and utilized the following criteria to determine a best-fit school action: 1) portfolio analysis in which the committee determined if data points show a need for improvement in addressing performance gaps ; 2) talent pipeline where the committee assessed if the preconditions exist to identify a best-fit leader to lead the school action; 3) teacher pipeline in which the committee assessed the teacher talent pool; 4) political will of the Superintendent and the Board; 5) central office capacity and commitment; and 6) enrollment demand as well as the degree in which the proposed school action is aligned with the district's long-term goals as actualized in our Board of Trustees' goals and our strategic plan. The committee determined the redesign school action is a best-fit for Crain as we develop more high-quality, best-fit options. A Call for Quality Schools was issued. Crain submitted a proposal in response to the call for the creation of a two-way dual language school. The review committee conducted a rigorous, evidence-based review, recommended to authorize the proposal, and the superintendent affirmed the recommendation for a district-managed redesign of Crain as a two-way dual language school using a blended learning model.

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.

Alignment between VISD's Overall Strategy for Support and Intervention in Low-performing Schools: Redesigning a school aligned with the Effective School Framework with autonomies for the school provides for a reset for that school community, allowing for the creation of a mission and vision of high expectations with multi-tiered systems of support. VISD's continuous improvement cycle were revamped to align with Effective School Framework. Schools conduct an annual needs assessment to create and implement their campus improvement plans, using the Effective Schools Framework as the basis for decision making. The redesign process will allow our leaders to develop the system elements of their school to meet the wants and needs of the community. Alignment with VISD's Strategy for Expanding High-Quality School Choices for Students and Families: During the 2019-2020 school year, VISD engaged in a strategic planning process with multiple stakeholders to develop Findings and Directions for the future long-range planning in VISD. Through this process the committee developed 10 Findings to provide the north star for the vision of VISD. A consistent theme emerged through the process of students being able to identify their passions and explore them through multiple pathways. In other words, the belief emerged that families want and deserve high quality best-fit options for their students and that the school is the unit of change for different outcomes for students because there are no lesser paths to a successful launch, there are only different paths. Further, this school action is aligned with the Board of Trustees north star goal of increasing the number of students in A/B schools and increasing the number of schools who score an A/B in state accountability. To execute this bold vision, Crain Elementary School, as a Two-way Dual Language School, will provide a high-quality, best-fit choice option for students that will allow them to pursue their genius. We will further extend this opportunity in subsequent years by establishing a Two-way Dual Language pathway by extending the program to middle school and high school. Priority enrollment will be given to students who are zoned to D/F schools in VISD to increase the number of students in high-quality, best-fit schools.

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.

Senior district leaders were involved in the decision to select a school action for the campus and to apply for the School Action Fund planning grant through their participation in the School Portfolio Review and Planning Committee. Senior district leaders who participate in this process are the Superintendent, Deputy Superintendent of Operations, Assistant Superintendent of Curriculum, Instruction, and Accountability, Assistant Superintendent of Budget and Finance, Executive Director of Elementary Education, Executive Director of Secondary Education, Executive Director of Human Resources, Director of Federal and State Programs, and Director of Innovation. This committee will meet semi-annually to review state accountability data and local data. The School Portfolio Process helps district leaders and stakeholders understand the context, assess options, make choices, and develop high-level implementation plans for actions in schools that will be undertaken each year. The annual School Portfolio Review process enables strategic decision, consistent with district goals and constraints, in a predictable, transparent, and efficient manner. The School Portfolio Review and Planning process is comprised of the following components: 1) Assess the district context by analyzing data through the Quality Seats Analysis. Data includes school performance ratings, current and historical enrollment counts, current and historical student demographics and community wants and needs information. 2) Identify the available school actions given the local context using the criteria in the School Action Self-Assessment tool rubric and select school actions for each school in the portfolio. 4) Define and assess available resources to support school portfolio decisions including determining which eligible schools are a fit for the available School Action Fund planning grant. 5) Develop early execution of implementation plans and develop and deploy communication plans for School Portfolio Review and Planning committee decisions.

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.

VISD will deploy multiple strategies to develop a robust system of communication around school action planning so that both external and internal stakeholders are always aware of the work of the district and have a venue to provide feedback. The district in conjunction with the school's leader will develop a communication plan to provide opportunities for input as well as convey progress of the school action planning. The communication plan will include opportunities for two-way communication as VISD believes two-way communication is the life blood that builds trust to convey ownership with our community. The plan will include communication strategies that are resourced appropriately, multifaceted and deployed with radical transparency and accuracy to reach and exchange with stakeholders at every level of VISD and our community. Crain Elementary will participate in VISD Student Choice Expo which provides an opportunity for families to learn about the best-fit, high-quality choice options available to students in VISD. We plan to offer virtual as well as face to face events to meet the needs of all stakeholders. Further, information about the redesign process will be posted on the Office of Innovation website as well as the school's website. As part of the portfolio review process and System of Great Schools framework VISD will launch a Vision Week with multiple opportunities using different modalities at various settings (both face-to-face and virtual) for the community to share its hopes and dreams for the future. Our current choice offerings will be featured as a means to gather feedback to strengthen our programs and ensure alignment with the community's definition of quality schools. The redesign process will include multiple opportunities for the school community to convey plans and solicit input into the school action planning process. Crain Elementary will develop a Leadership Design Team to design the school with our stakeholders. The team will be comprised of 5-7 individuals representing a diverse cross section of our stakeholders including students, parents/families, educators, and key decision makers. They will be carefully chosen because of their roles, backgrounds and skills and will help to seek out inspiration, engage others, regularly meet to synthesize learnings and generate ideas, bring those ideas back into the world to test and get feedback. The design team will see out input from the community by conducting empathy interviews with students and community members, host smaller group forums to seek input and share updates, and ask for on-going 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.

Melissa Correll, Director of Innovation, for VISD will manage the implementation grant.

Degrees and Certificates:

Bachelor of Arts in Humanities with a concentration in English and History

Master of Education in Counseling

Texas Educator Certificates: Secondary English Grades (6-12); Secondary History Grades (6-12); Counselor Grades (PK-12); and Principal Grades (EC-12).

Experience:

16 years of experience in education as a teacher, counselor, assistant principal, principal, and central office administrator.

Served as a turnaround principal for a 4th year IR campus and successfully led them out of Improvement Required.

Led the successful planning of 6 SAF planning grants and two continuation grants, including the completion of all required Goal Progress Measures on the Fidelity of Implementation Tracker.

Attended Chief Innovation Officer Bootcamp and workshops.

Completed Texas Authorizers Leadership Academy.

Completed Executive Education Academy at Rice University.

Will be one of the six senior district level staff to participate in the Holdsworth Center's District Leadership program starting in July 2021.

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

Program Manager	\$35,000
Salary for release/planning time for principal	\$15,000
Extra-duty for summer professional development	\$21,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Matched Provider	\$62,500
Professional Development Provider for school model	\$25,000

SUPPLIES AND MATERIALS (6300)

Strategic Communication and Supplies and Materials	\$1,000
Instructional Materials	\$50,000
Other materials and supplies for grant activities	\$30,000

OTHER OPERATING COSTS (6400)

Travel	\$10,000

CAPITAL OUTLAY (6600)

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 _____

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