



**2021-2023 School Action Fund-Implementation**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021**

NOGA ID

Authorizing Legislation **P.L. 114-95, Section 1003 [20 U.S.C. 6303] School Improvement**

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](mailto:competitivegrants@tea.texas.gov)

Application stamp-in date and time

Grant period from **August 12, 2021 - July 31, 2023**

Pre-award costs are not permitted.

**Required Attachments**

Applicants must submit the TEA-supplied attachment that corresponds to the selected school action. See pg. 15 of 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**

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
The percentage of students at the meets grade level or above in grades 3-5 STAAR All Subjects during school year 18-19 was 25%.	Implement the Accelerating Campus Excellence (ACE) model by selecting highly effective staff based on student academic growth outcomes, evaluations and observations. Provide financial incentives to recruit and retain highly effective administrators and teachers. Teachers use bi-monthly EDGE Planning meetings to collaboratively plan parts of lessons with Instructional Coaches.
The percentage of students at the met or exceeded progress in academic growth during school year 18-19 was 59%.	The leadership team will create and implement data-driven instruction through the support of data teams, professional development, assessments, analysis, and action plans to provide early intervention. In addition, extending the school day to offer after school enrichment opportunities to all student free of charge.
Recruit teachers that demonstrate effective instructional delivery evidenced by student performance. 100% of campus teachers must be highly qualified according to district evaluation standards.	Perales will implement the following essential actions: Recruit, select, assign, induct and retain a full staff of highly qualified educators. Provide professional development on Objective-driven daily lesson plans with formative assessments and Data-driven instruction.

**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 June 2023, Perales Elementary School will have successfully completed the school action of a "Restart as an ACE campus," by implementing with fidelity all 5 components of the ACE model and improving the overall campus accountability rating from a F to a B.

**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.

First-Quarter Benchmark

By the end of the first quarter, Recruit, select, assign, induct and retain a full staff of highly qualified educators. Perales will have begun the implementation of their positive schoolwide culture plan with the assistance of Big Rocks Education Services to address social-emotional learning (SEL) and engaging community organizations and families. (Due to COVID-19 barriers in 20-21, the campus was not able to fully launch the culture component with Big Rocks) Big Rocks Education Services will support leadership with on-site coaching. (Due to COVID-19 restrictions in 20-21 all sessions were previously held virtually). Progress will be measured with the metrics for success tool. Perales Elementary, district leadership, and the Technical Assistant provider will have conducted a deep data analysis of the campus School Performance Framework; school, district and state assessments; TTESS evaluations; and classroom walkthroughs as evidenced by the updated implementation plan.

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

By the end of the second quarter, Perales will have identified and implemented effective components of Objective-driven daily lesson plans with formative assessments, data driven instructional practices, and the leadership team will have clear, written, transparent roles and tasks. Progress will be measured by reviewing campus leadership team roles and responsibilities, leadership team calendars, observation and feedback forms, lesson plans, meeting and professional development agendas. In addition, the following benchmarks will be used to measure progress of implementation: Quick Check for Learning (QCL) walkthroughs, TTESS walkthroughs, instructional staff observations, student exit tickets, teacher data trackers, campus unit assessment data, STAAR Interim, and District Benchmark.

**Third-Quarter Benchmark**

By the end of the third quarter, Perales Elementary will have implemented a successful campus restart based on the 5 core components and commitments of the ACE model as evidenced by progress towards SMART Goal. In addition, Perales Elementary, district leadership, and the Technical Assistance provider will review Perales School Performance Framework, local and state assessment data, TTESS evaluations for teachers, and evaluations for other instructional staff to measure progress towards the SMART goal. Perales Elementary will continue to build new strong partnerships with community organizations and parents.

**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 District along with the Technical Assistance provider will implement a comprehensive project evaluation and progress monitoring system that is directly aligned to the SMART goal and benchmarks for the grant.

The EISD Innovation Department will facilitate the entire project and will conduct regularly scheduled meetings with the Technical Assistance provider who will support in the planning process and assist with monitoring progress toward meeting the goal and benchmarks described above. Our Innovation Monitoring Specialist will meet regularly with the TA and TEA (as assigned) to regularly review the FIT Tool and provide all needed evidence showing the district's progress toward every benchmark and goal. If it is determined during one of those meetings that we are not showing progress toward our benchmarks or SMART goal the district will use the data to make rigorous evidence-based decisions regarding modification immediately. EISD is committed to adjusting the plan when necessary in order to address the needs of the campus to support student success. EISD will also communicate this information with all stakeholders.

**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 2021–2023 School Action Fund-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 budget 15% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other items identified in the budget guidance. This amount 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. 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 must commit to TEA-identified board training.
- 13. The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 Ratings).



**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 identified as a 2018-2019 Comprehensive or D- and F- rated Targeted Schools (2019 ratings).

Edgewood ISD is committed to continuing the school action of restarting Perales Elementary as an ACE campus through implementing with fidelity all 5 tenets of the ACE model. The campus principal with district support will continue designing a robust campus improvement plan that addresses all identified needs as determined in the campus needs assessment. The five tenets of ACE were used as the framework for developing their plans. The district and the principal will ensure that the plan reflects strategies and activities that target strategic staffing, instructional excellence, social emotional supports, extended learning, and supportive partnerships. This will result in the campus building a positive school culture, high-quality curriculum opportunities, and effective, well supported teachers in order to ensure the campus achieves an accountability rating of an A or B within two years.

2. Describe how the LEA will monitor schools receiving Title I, Part A funds, 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.

a.) EISD requires all schools to have a campus improvement plan that details all strategies and goals for each aspect of the campus. EISD monitors school improvement plans quarterly via plan4learning. All departments have access to this document. This process will continue to be used for Perales. This ensures that campuses are monitored frequently and are showing progress towards their goals. In addition to this process, the Technical Assistant assigned to Perales will support when the principal and/or district leadership make updates to the improvement plan. Any SAF purchases will continue to be approved through the District State and Federal Programs Director who will review the request and supporting documentation. This ensures the campus improvement plan and resource allocations are aligned.

b.) As a recipient of the SAF- Implementation Grant, the District and the campus leadership committee will support the school's turnaround activities and execute effective interventions efficiently, when necessary, to ensure cooperation and progress of the grant with actionable and timely data monitoring. The EISD Innovation Department is responsible for managing campus portfolios. School Quality is measured by the School Performance Framework and reviewed three times

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 Comprehensive or Targeted school.

If Perales seeks an operating partner in future years, EISD's Call for Quality Schools is designed to identify qualified, eligible (as defined by state law) operating partners. The process includes a comprehensive written application, a rigorous review of the application by a review committee, a formal recommendation from the committee to the Superintendent for approval or denial of each application, a formal recommendation from the Superintendent to the Board for approval or denial, and finally a vote by the Board to approve or deny each application. This review committee is composed of Senior Leadership Team members, a community member, and a business community member. This same committee conducts the Capacity Interviews. They use the Campus Partnership Evaluation Rubric to evaluate the application and provide feedback. The rubric includes the criteria to evaluate each section of the application. Application scores are then tabulated, and the committee begins conversations regarding the strengths and perceived deficits of the applications. The team then develops the capacity interview questions based on the deficits found. The OP is expected to bring the CEO and at least two board members to the interview. Interviews are one hour and allow time for the OP to ask questions as well. Additionally, the success and experience of the OP is determined by data from the OP's current campuses, the data from the individuals who are leading the work on behalf of the OP (CEO), as well as reference checks with other partner districts for the OP.

**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 under this subsection.

The leadership team at Perales and the approved TEA Technical Assistance Provider will complete a comprehensive needs assessment to identify the current needs of the campus. All federal, state, and local campus funding sources will be allocated to support these needs and aligned to the campus improvement plan implementation. Since EISD is continuing the "Restart as a district-managed ACE campus" school action model, the board of trustees will continue to serve as the authorizing entity. Both the Chief of Schools and the principal assigned to the campus will be held accountable for ensuring that funding resources are allocated appropriately, and that spending meets all guidelines according to district policy and procedures.

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.

Edgewood ISD will support the Perales leadership team, Chief of Schools, and TA by encouraging the team to actively engage in and implement the strategies and activities (as they pertain to the ACE Model) composed in the campus improvement plan and the ACE campus design plan. Quarterly monitoring checks of the CIP will be conducted. Continuous improvement of the identified goals will serve as evidence that the plan is effective and progressing as intended. Any area not displaying growth will be revisited and an adjusted action plan will be created for immediate implementation to ensure that the campus remains focused and committed to meeting their goals. The team will experience operational flexibility throughout the grant's entirety with the District expectation that all execution aligns with the school action model selected. EISD will also ensure the campus design plan is fully supported through providing necessary resources and the autonomies to implement the ACE Model with fidelity.

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

As the school action selected is "Restart a struggling school as a district-managed ACE Campus," Perales Elementary will be expected to continue encompassing evidenced based strategies that mainly include incorporating 5 components of the ACE Model. After conducting a campus needs assessment alongside the TA provider, the Perales leadership team and the Chief of Schools will ensure all ACE strategies are incorporated in the campus improvement plan and monitored frequently through data and evaluation.

**Program Requirements**

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

- Restart a struggling school as a partner-managed campus       Create a new school as a district-managed campus  
 Restart a struggling school as a district-managed, ACE campus       Redesign a rural school with 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.

The determination to restart a struggling school through a district managed ACE campus was reached after district leadership conducted a thorough analysis of current leadership skills, abilities, and experience across the entire district. After careful consideration of the analysis, the district determined that it possessed the necessary skills to restart a struggling school and meet the desired goals of our students by collaborating with Big Rocks to ensure a positive impact on student achievement. Our District values align with the Big Rocks approach of believing that every student should have the opportunity to achieve success. The district will provide the campus leadership, continuous collaborative support, and guidance to ensure that the campus achieves all measurable goals. Through the combined efforts of district level personnel and campus leadership, students will be offered a campus that is equitably served for all who attend.

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.

EISD strives to preserve its rich cultural history while also keeping our vision and mission in the forefront to offer an exceptional learning experience that engages, empowers, and prepares students for success. The EISD Innovation Zones were designed with the intention to align instructional models from PreK-12th with a focus on five innovative areas: Leadership, STEAM, Public Service, Early Childhood and Fine Arts. These Innovation Schools will transform our district while increasing post-secondary opportunities for our students. The 5 year innovation design requires strong leadership, financial flexibility, and quality professional development support in the areas of new school development, school replication, leadership development, and community resource attainment. EISD has nineteen campuses, nine of which are rated low performing. In order to improve and transform the district campus' performance, EISD plans to transform all nineteen campuses into a portfolio of high performing choice school options for families, as well as for our staff.

EISD has selected "Restart a struggling school as an ACE campus" school action to transform Perales into a campus focused on STEAM and Early Childhood. This process allowed us to identify high-performing, entrepreneurial educators who will receive intensive school design training with the support of a technical assistance provider. This school action aligns directly into the Board/Superintendent Goals by providing choice schools, more specifically, a school where educators can more meaningfully and more deeply engage students intellectually by tapping into their specific interests, aspirations, preferred learning styles, personal circumstances, and values. The theory of action of this model is clear: Offer high quality seats by granting autonomy to schools, empowering parents to make choices, creating a performance framework to annually evaluate campus performance, and making strategic decisions regarding growing access to high performing schools and addressing low performing campuses. Greater autonomy will spark creativity in educators to develop innovative teaching strategies to improve instructional delivery, increase rigor, and ensure that students are authentically engaged.

**Program Requirements (Cont'd)**

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

During the planning phase of the District Strategic plan, all members of the Senior Leadership Team were present for a series of meetings discussing topics related to: Data disaggregation, leadership capacity, educator capacity, Systems analysis, parent feedback, and student feedback. Over the course of a year, team members visited various school districts and interacted with leaders in those districts. Additionally, district leaders and board members participated in work through the System of Great Schools. Combining all those efforts and data points, allowed the team to develop the Strategic Plan. This plan delineated innovation zones for all campuses and further provided a timeline to implement the innovation that took into consideration the capacity at the district and campus level to carryout fully the planned innovation at each campus. The application for the School Action Fund Planning Grant is the combined effort of the departments of Innovation, Finance, School Leadership, and Academics. This combined effort is to ensure that the planned innovations have the necessary funding for a successful launch of the school's innovation.

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 implementation process.

The superintendent consistently communicates at every public meeting with parents, board members and staff, our strategic innovation plan and any updates in progress. Presentations are conducted periodically at Board work sessions and board meetings. Additionally, the Superintendent works with our Family and Community Engagement Department to host community "Platicas" or conversations in the homes of community members. These Platicas are a platform to share the strategic plans and the impact on individual campuses. During these meetings parents freely post questions of the superintendent and leadership team. Discovery Days and Discovery Nights have been implemented to hold information sessions with parents and community members to learn about a potential partnership and gather direct community feedback on proposed partnerships and/or new initiatives.

All communications are always in English and Spanish and are developed for parents and community members through various social media channels, block walks with door hangers, flyers distributed to various community businesses, churches, and community centers, both in and outside the district boundaries. The social media metrics indicate the district website is the number one way for communicating information. Both face-to-face and digital surveys are conducted to gather feedback annually. The district initiated virtual town hall meetings this year where each department and campus shares information regarding current happenings as well as future district plans. Questions are gathered from attendees and the responses are posted to the various groups in a timely fashion.



**Program Requirements (Cont'd)**

2(e). Describe what specific technical assistance support from outside provider organizations the LEA expects to need in order to effectively implement the selected school action.

EISD will need Technical Assistance support and expertise from Big Rocks in order to continue the work of implementing the components of the ACE Model. This support will be crucial in ensuring the campus staff and leadership receive the training needed to restart their struggling campus and move the overall campus rating to an A. Support will also be needed to implement a comprehensive project evaluation and progress monitoring system that is aligned with academic and instructional standards set forth in the SMART goal and benchmarks for the grant. EISD will schedule a cadence of meetings with the Technical Assistance provider to review the FIT tool regularly and discuss the progression of the goals included in the tool and will make any necessary updates for improvement.

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

The Transformation and Innovation Office led by the Senior Director of Innovation will coordinate the planning grant. The Senior Director is a certified administrator with a combined 15 years of campus and district level administrative experience. Her previous experiences include CTE Director, CCMR Coordinator, CTE Coordinator, SLC Principal, Academic Dean, Assistant Principal, and Instructional Coach.

**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"/>
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**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. See Program Guidelines, pages 9-10, for detailed instructions on the use of 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.

**PAYROLL COSTS (6100)**

**BUDGET**

Staff Stipends	\$500,000
Extra Duty Pay	\$24,500

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Technical Assistance Provider (15%)	\$112,500
Contracted Services: After School Program	\$83,000
Marketing & Communications	\$10,000

**SUPPLIES AND MATERIALS (6300)**

General Supplies	\$10,000
Branding/School Culture Materials	\$10,000

**OTHER OPERATING COSTS (6400)**


**CAPITAL OUTLAY (6600)**


**TOTAL BUDGET REQUEST** \$750,000

**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](mailto: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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