



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

NOGA ID

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

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto: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):

**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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- 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
In 2019, Daniels Elementary received an accountability rating of D. When the campus closed due to COVID 19, educators were not prepared to meet the needs of low performing K-5th students remotely and scores declined in all subjects on GPISD Quarter Benchmarks.	Stakeholders will work with TEA and matched technical assistance to redesign Daniels Elementary. The Campus Improvement Plan created to accommodate student learning synchronously and asynchronously will be based on blended learning, data informed, high-quality curriculum and instructional materials, high-dosage tutoring, and extended day and/or year programming.
93% of Daniels Elementary learners are classified as economically disadvantaged. Family surveys indicate the pandemic has intensified needs in the areas of housing, food, social services, and technology access.	The redesign team will create implement a Community Engagement Plan during redesign to ensure the redesign includes family access to social services to address basic needs, character education to relieve mental stress and build social resiliency, and leadership strategies to gain confidence and self-reliance.
Less than 30% of learners at Daniels EL met standards on STAAR reading, writing, and math. Observations indicate a need for teacher training in planning targeted lessons and delivering effective instruction.	The Essential Schools Framework process will be used to create entrepreneurial leaders who inspire and support staff to achieve the campus vision, effective teachers who develop personalized learning sequences to close achievement gaps, and resilient families who actively participate in student success.

**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.

PLANNING GOAL: By the end of the 2021-22 academic year, the Grand Prairie ISD Board of Trustees will approve an Effective Schools Framework-aligned Campus Improvement Plan that includes blended learning curriculum delivered synchronously or asynchronously, high quality instructional materials, diagnostic assessment, high-dosage tutoring, and extended day and/or year programming to redesign David Daniels Elementary Academy of Science and Math into a high expectation, high achievement campus. IMPLEMENTATION GOAL: By the end of the 2023-24 school year, students enrolled in Daniels Elementary will have access to a world-class learning environment in a high performing school as evidenced by the campus earning a Texas accountability rating of "A" or "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. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

(1) Entrepreneurial campus principal selected by GPISD to lead the school redesign process; (2) TEA provides FIT and design team provides revisions by 10/21/21; (3) GPISD formalizes process for approving school design plan and parameters for granting school operating autonomies; (4) GPISD leaders of Innovation Department and Principal form committee to serve as design team; (5) TEA and vetted technical assistance providers identified to facilitate school redesign; (6) GPISD, Executive Director of Counseling and design team develop communication and community engagement plan to empower school community to participate in redesign process; (7) Weekly design team meetings scheduled and conducted to design, develop, and create draft redesign plan; (8) Design team information communicated and community engagement meetings conducted; (9) TEA monitors FIT monthly; (10) Team revises grant resources to meet benchmarks quarterly.



**Measurable Progress (Cont.)**

## Second-Quarter Benchmark

(1) Weekly design team meetings conducted to design, develop, and create draft school redesign plan; (2) TEA and technical assistance providers review and provide feedback on draft school redesign plan; (3) Associate Superintendent, Area Supt. of Innovation, Principal, and design team communicate redesign information with stakeholders and implement community engagement plan to rigorously engage the school community in the redesign process; (4) Leaders work with technical assistance to revise FIT and TEA monitors completion monthly; (5) The redesign team works with matched school action technical assistance providers to revise action steps, grant personnel, resources, and timelines to meet Benchmark Milestones and Goal Progress Measures criteria and to achieve the SMART goal by the end of the grant period; (6) Team submits draft of plan, performance agreement components, and proposed operating autonomies to Superintendent and GPISD Educational Improvement Committee to elicit recommendations based on district initiatives, mission, and goals.

## Third-Quarter Benchmark

(1) Weekly redesign team meetings conducted to design, develop, and create draft school design plan; (2) District, school and redesign team leaders communicate with stakeholders and continue to implement Community Engagement Plan to rigorously engage the school community in the redesign process; (3) TEA and technical assistance provider review and provide feedback on draft redesign plan; (4) School leaders finalize school redesign plan that meets TEA requirements for Essential Schools Framework (ESF) alignment, blended instruction, high-quality instructional materials, high-dosage tutoring, and extended day and/or school year; (5) TEA and technical assistance providers review and approve school design plan; and (6) District Superintendent and Board of Trustees approve school redesign plan and finalize campus performance agreement and operating autonomies for implementation in 2022-23 school year.

**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 Daniels Elementary Campus Improvement Committee(CIC) composed of parents, teachers, administrators, community members, and business partners will serve as the redesign team. The GPISD Associate Superintendent will lead the Area Superintendent for Innovation, and Principal to work with TEA and technical assistance providers to create an Effective School Framework aligned improvement plan. The redesign will be developed to serve community needs, utilize blended learning, address mental health and social resiliency, provide high-dosage tutoring, and extended school year sessions.

**Project Evaluation Data:** The CIC will work with school leaders and TEA technical assistance to use the TEA-created template to create a School Action Fund Workplan outlining Project Goals, Objectives, Benchmark Milestones, Goal Progress Measures, Action Steps, Personnel, Resources, and Data Collection and Analysis dates for each quarter of the project period. GPISD will receive the Fidelity of Implementation Tracker (FIT) tool by September 1, 2021. With guidance from TEA and the technical assistance providers, the CIC will submit the plan including implementation revisions to TEA by October 15, 2021.

**Necessary Adjustments:** The FIT will be used to monitor completion of Benchmark Milestones specific to the district managed redesign project. The FIT will also be used evaluate the quality of implementation using criteria specified for each Goal Progress Measure. The FIT will be completed and submitted as required by TEA to generate reliable data on the effectiveness and efficiency of the School Action initiative. Progress will be monitored by the agency on a monthly basis. The Campus Improvement Committee will meet at the end of each month to review project-level data and participant feedback. At the end of each quarter, matched technical assistance providers will lead the Principal and design team in using FIT reports to monitor progress toward meeting Benchmark Milestones and Goal Progress Measure criteria. When benchmarks and criteria are not met, technical assistance providers will guide the team in revising action steps, personnel, resources, and/or timelines to meet to achieve the SMART goal by the end of the grant period. A draft of the redesign plan including the performance agreement and operating autonomies will be submitted to the District Education Improvement Committee (DEIC) at the end of each semester to elicit recommendations based on the district vision, mission, and goal.

**Communication:** TEA progress and evaluation reports will be provided to the Superintendent and DEIC upon submission to the agency. The Campus Improvement Plan will be submitted to the GPISD Board of Trustees for approval in May of 2022.

**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.

The Associate Superintendent will guide the Area Superintendent for Innovation, Daniels Elementary Principal, and Campus Improvement Committee (CIC) to plan and carry out support and improvement activities. Committee membership will be expanded to ensure design team members represent the diversity of the school community. GPISD leaders and CIC team members will work with technical assistance and attend training to plan each component of the school redesign plan: (1) TEA technical support will guide the review of ESF Self-Assessment to identify, target, and implement Essential Actions in the School Action Fund Workplan; (2) Technical assistance will build school leaders' ability to create redesign vision and culture of change; (3) Technical assistance will guide enhancements to the blended learning model including selecting high quality curriculum meeting TEA standards; training coaches to lead PLC planning; and supporting teachers in executing student-centered, interactive, and personalized classroom and tutorial instruction; (4) The GPISD Counseling Department will work with the CIC to select counseling and leadership programs, and social and community services to meet family and community needs. (5) Technical assistance will support the Principal in restructuring the campus schedule to include high-dose tutorials and the calendar to include additional days. GPISD leaders, TEA consultants, and technical assistance will attend grant meetings/training/events to support the CIC in developing each component of the redesign plan. TEA consultants will work with the Principal to ensure the FIT tool is used to monitor progress and make adjustments as needed to meet goals. GPISD will provide release time for the Associate and Area Superintendent to work closely with the team to develop the improvement plan and performance agreements necessary to ensure autonomy and achieve campus goals.

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.

GPISD Title I campuses are designated as schoolwide campuses and use Title I, Part A funds will be used to supplement services, programs, and activities that impact the entire school population. The Associate Superintendent serves as the designated District Coordinator of School Improvement (DCSI) and is responsible for ensuring Campus Improvement Committees (CIC) use the Essential School Framework (ESF) diagnostic process to identify needs, develop essential actions, and create targeted improvement plans. This ensures plans are effective and meet state and federal requirements. The Area Superintendent of Innovation supports the Principal in implementing the plan and leads the CIC in conducting quarterly reviews to ensure Benchmark Milestones are being achieved. The cabinet level administrator also leads the District Educational Improvement Committee to conduct program evaluations semi-annually to ensure Goal Performance Measures are met and budget reviews to ensure funds are being used to address instructional needs identified on targeted Campus Improvement Plans. If a campus does not make significant progress toward an A or B rating after two implementation years, the Superintendent, Associate Superintendent, Area Superintendent, and key leaders review student and school data in the context of campus improvement to make recommendations concerning leadership, operations, and curriculum.

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.

TEA Matched Partners: GPISD will contract with an external technical assistance provider to create an effective redesign plan that expands upon the GPISD blended learning model to positively impact student achievement. Additional technical assistance will be contracted to support campus leaders in creating a resilient campus culture that supports educators and engages all stakeholders in school improvement. Forty-five percent of the grant budget has been designated as "Matched School Action Partner" as required by grant guidelines. Technical assistance providers will be vetted and matched by TEA.

External Providers Selected by District: GPISD will utilize guidelines outlined by the The Texas Center for District and School Support (TCDSS) to contract with external organizations if the redesign team determines additional training or support is essential to achieving grant goals. Procedures outlined in the TCDSS Handbook on Effective Implementation of School Improvement Grants will be used to identify and recruit partners. The team will utilize GPISD Human Capital policies for securing contracted services including conducting an interview with the external partner's leadership team to determine experience and qualifications to meet specific school improvement goals and to determine a history of prior success in positively impacting high need learners. The hiring process and the annual evaluation of services rendered will be conducted using GPISD Business Operations Handbook procedures.

**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.

GPISD will provide facilities, personnel, training, and instructional resources to carry out the activities of the proposed School Action grant through local, state and federal sources to maximize the effectiveness of grant funding. Additional funding sources include: (a) Title I and Elementary and Secondary School Emergency Relief Funds will be utilized to address student learning loss such as blended learning curriculum, instructional materials, and tutors; (b) A partnership with Apple Computers will provide personal devices, technical support, and technology training enabling students to access adaptive learning applications to participate in blended learning instruction at school and home. The technology tools will enable families to access remote learning resources and analytics to support and monitor student progress, as well as, access school communications and attend parent-teacher conferences from home. (c) Title II funds will be used to present training through the GPISD Teaching and Learning Department to implement research-based blended learning practices and to integrate Social Emotional Learning (SEL) into classroom instruction; (d) Additional Day School Year (ADSY) grant funding will be used to provide five weeks of summer school; (e) State and federal funds will be used to provide adult education for families to build language and technology skills; and (f) The GPISD Experience funded by the Education Foundation will introduce families to the School of Choice and enrollment instructions. GPISD leaders have vast experience in coordinating funding sources to carry out grant activities and will coordinate funds from all available sources to achieve grant redesign goals, improve student achievement, and meet school accountability standards.

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.

Daniels Elementary will create a School Action Plan to ensure comprehensive change in the curriculum, instruction and structure of the school. As a leader in school choice options, GPISD has systems in place to ensure the Campus Improvement Committee has operational flexibility to refine practices and policies to effectively implement the plan. The campus has been granted autonomy to: (1) Partner with TEA matched technical assistance partner to redesign the campus by expanding upon the GPISD blended learning model to deliver effective instruction in both synchronous and asynchronous learning environments; (2) Adopt specialized high-quality curriculum for blended learning including adaptive learning applications that use analytics to provide individualized lesson cycles and real-time performance reports; (3) Restructure the campus schedule and calendar to include extended day and/or year sessions; (4) Expand campus staffing plan to include extra-duty pay and/or part-time staff to provide high-dose tutorials during extended learning sessions; (5) Partner with vetted mental health agencies to provide counseling services for targeted grief and loss, trauma, and social anxieties due to the pandemic, as well as, equity and inclusion services for students and families; (6) Establish a Student Mentorship Program specialized to the school community that promotes school pride and a positive school climate to excite students about coming to school and excelling in class; (7) Require integration of Social Emotional Learning (SEL) lessons into classroom instruction focusing on specific themes targeted by the improvement plan such as self-resiliency, self-regulation, and social skills development. (8) Host adult education and parent engagement opportunities at the campus to build language and technology skills, educate parents on understanding children's needs, and bring families of the school community together.

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

GPISD is part of the TEA Resilient Schools Support Program (RSSP). During 2020-21, district leaders worked with RSSP technical assistance to use Essential Schools Framework (ESF) strategies to track learning loss, identify essential actions, and implement evidence-based strategies to improve student performance. In the first year of RSSP, GPISD educators used ESF Self-Assessment results to develop a vision for blended learning and to create instructional resources to support effective and efficient instruction including targeted training, an instructional resource digital hub, teacher observation rubrics, and blended learning campus profiles. In year two, GPISD will continue to work with the RSSP to analyze data, identify research-based acceleration strategies, and enhance the district blended learning model. During School Action planning, the Daniels Elementary CIC will utilize RSSP recommendations to create an ESF-aligned blended learning model to meet campus needs. During implementation, RSSP technical assistance, training, and support will empower Daniels educators to implement the blended learning model into classroom instruction and tutorials to accelerate learning and close achievement gaps.



**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.

As a member of the TEA Resilient Schools Support Program (RSSP), GPISD leaders participated in training to analyze Essential School Framework self-assessments and focus school improvement on two criteria, school and community needs: (1) Analyze School Performance: Daniels EL serves 53% Hispanic, 37% African American, and 10% White learners. Ninety-three percent of students are classified as economically disadvantaged. An analysis of student scores from 2016 to 2019 found all student groups scored below state standards across grade levels and tested content areas. As a result, the campus received a state accountability rating of D in 2019. As schools changed to remote instruction during 2020-21, Renaissance 360 Universal Screener and GPISD Quarterly Assessment scores indicate student learning continued to decline. (2) Analyze Community Needs: A review of office referrals, teacher surveys, and attendance records indicate an increase in discipline incidents over three years and an increase in absences during on-line learning. Parent surveys indicate a need for training to access and participate in remote learning and school activities. Additionally, families reported a need for basic housing and health resources due to the pandemic. Based on the analysis, the team recommended: redesign the GPISD blended learning model to facilitate face-to-face and remote learning; select high-quality curriculum to close achievement gaps; restructure schedules to provide intensive tutorials and calendars to extend learning; integrate social-emotional learning into lessons; redesign parent engagement to host student mentorship, adult education, and family advocacy programs.

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.

GPISD is a leader in designing Schools and Programs of Choice. In 2020, the district became a member of the TEA System of Great Schools (SGS) Network. Through training and state-wide collaboration, GPISD leaders developed a framework with four components to guide development of choice options. The 1st component of the framework ensures equitable choice programming. Through the School Action Planning grant, the Campus Improvement Committee will work with TEA and matched technical assistance to analyze student performance, feeder patterns, and community needs. The team will use the information to redesign Daniels Elementary to offer high-quality seats to students. The planning team will also review the effectiveness of hiring and retention strategies to employ highly effective leaders and teachers. The 2nd component of the framework ensures instructional responses are designed to improve teaching and learning. In 2020, Resilient School Support Program strategies were used to analyze instruction delivered on a day-to-day basis including curriculum resources for synchronous and asynchronous learning and instructional practices implemented in face-to-face and remote environments. Based on the work, GPISD developed targeted instructional training, an instructional resource digital hub, teacher observation rubrics, and blended learning campus profiles. During the planning grant, educators will learn to use these resources to analyze student data, plan differentiated lessons, and conduct small group and individual tutoring sessions. GPISD utilizes Additional Day School Year program funding to offer summer school. During planning the team will redesign ADSY programming based on essential actions selected to increase student success. The 3rd component focuses on selecting great leaders. GPISD works with Holdsworth Center and utilizes Principal Residency and Grow Your Own funding to prepare and support entrepreneurial leaders and teachers. During planning, these educators will receive technical assistance to plan and support the redesign effort. The 4th component focuses on the development of authentic community engagement. The grant will provide TEA technical assistance to review school, district, and community resources and design a communication and engagement plan to ensure stakeholders drive the school action initiative.

**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.

Grand Prairie ISD joined the Texas Education Agency System of Great Schools (SGS) Network in 2020, created the Department of Innovation, appointed the Associate Superintendent and an Area Superintendent to direct the work, and assembled leaders from key GPISD departments to drive the school improvement forward. With technical assistance from the TEA Division of System Success and Innovation (DSSI), the district developed a process for identifying school actions to achieve school improvement. In the fall of 2020, the Associate Superintendent and Area Superintendent of Innovation led the team, to review ESF Self-Assessments for the David Daniels Elementary Academy of Science and Math. The campus received a rating of "D" in 2019 and Quarterly Assessments indicate learning loss intensified during remote learning. The senior district leaders reviewed the needs assessment in the areas of campus leadership, teacher support, school culture, curriculum, and instruction. Campus results indicate a need for leadership, curriculum, and instructional support. Four additional factors were analyzed to determine the type of school improvement warranted. (1) Student Enrollment: Daniels Elementary was built in 1955 with a student capacity of 800 students. School enrollment dropped from 626 students in 2016 to 437 in 2020, which is a decline of 46% in five years. (2) Feeder Patterns/Career Pathways: Family surveys indicated an interest in computer use and technology application skills for both children and adults. Business partners echoed this need highlighting shortages of networking and web development professionals in the regional workforce. (3) Community Needs: Family members voiced a need for improved school to home communication, resources to meet basic health and housing needs, and increased family adult education activities. The Associate and Area Superintendent presented the work of the SGS team to the Superintendent who reviewed recommended school actions in the context of the larger GPISD Improvement Plan. The analysis resulted in the selection of campus redesign focusing on blended learning curriculum and instruction. The key official appointed the Association Superintendent to oversee planning and evaluation components of school improvement and the Area Superintendent to be involved in each step to guide and support implementation.

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.

Grand Prairie ISD is an open enrollment district providing a kaleidoscope of K-16 educational pathways leading to college and career opportunities. A key component of the System of Great Schools school action planning process is community engagement. To begin the planning process, the Daniels Elementary Campus Improvement Committee composed of educators, parents, business partners, and community members conducted an Essential School Framework self-assessment. Campus educators collected student demographic, enrollment, achievement, attendance, and discipline data. The team gathering evidence concerning campus practices proven to support effective teaching and learning including campus leadership, teacher support, school culture, curriculum, and instruction. Campus leaders attended Chamber of Commerce meetings, hosted parent meetings, spoke with volunteers, and administered home surveys. Team members also spoke with workforce and social service agencies. The assessment indicated a need to support leaders in developing a shared vision and teacher support mechanisms, intentionally integrate character building lessons into campus lessons, select reading and math curriculum to individualize instruction and provide real-time performance monitoring, use technology during class enabling students to transfer skills to from the classroom to home learning environments, extend time in tutorials and summer learning opportunities, and provide teachers with training and coaching to plan and teach effective lessons to accelerate learning in academic, social, and/or behavioral domains. The assessment indicated a need for a school incentive/accountability model in which children and parents work closely with campus educators to set academic and personal goals, monitor their own progress, access school and community services, and attend extended learning opportunities to achieve success. During the first month of planning, the CIC will develop a strategic communication plan to engage the community in developing each component of the program. The plan will include community meetings held to explore each redesign component and to gather educator and community feedback. In addition, the school will host training to introduce educators and family members to digital tools, curriculum, and instructional practices being considered for use in the redesign plan. Family members will also have the opportunity to express needs for adult education to improve communication and implementation of digital learning components. The CIC will present the first draft of the redesign plan to the District Educational Improvement Committee at the end of the fall semester to elicit recommendations from the team. In May of 2022, the CIC will submit the full redesign plan to the district stakeholder committee for review and recommendations. The 2022-23 Campus Improvement Plan will be submitted to the GPISD Board of Trustees for approval by June of 2022. The site-based decision making process will ensure the plan is developed by the full school community.



**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 GPISD Associate Superintendent has the position, qualifications, passion and dedication to manage to implement the School Action grant. The cabinet level administrator is a certified Texas administrator who reports directly to the GPISD Superintendent of Schools. The Associate Superintendent supervises Area Superintendents, manages all state and federal formula grant programs, and serves as the District Coordinator of School Improvement (DCSI) for GPISD. As DCSI, the school leader is responsible for district-level administration of school improvement programs under No Child Left Behind (NCLB). In this position, the leader has successfully used the Essential Schools Framework (ESF) process and other research-based strategies to transform low performing schools into high expectation, high achievement campuses that meet district goals and state accountability standards. In the spring of 2021, the Associate Superintendent utilized this expertise to guide the Area Superintendent, Principal, and Daniels Elementary Campus Intervention Committee to conduct an ESF-aligned self-assessment; identify student, school, and community needs; and select a school action model. The leaders experience in using the FIT tool to monitor grant progress will ensure the grant meets benchmark milestones and summative goals during the planning and implementation stages of school redesign. The GPISD administrator also leads the Department of Innovation & School Improvement. Over the past fifteen years, the administrator has successfully managed TEA discretionary grant initiatives including Texas Title I Priority Schools, School Action, School Redesign, School Transformation, Early College High School, Pathways in Technology Early College High School (P-TECH), Industry Cluster Innovative Academy, and Campus Charter grants. As a result, GPISD successfully operates twenty-eight Schools and Programs of Choice. As the district leader for innovation, the administrator is responsible for integrating district initiatives such as Resilient School Support Partners (RSSP) and Virtual and Hybrid School Accelerator program components into school improvement plans. The passionate educator is qualified to manage implementation of this vital redesign project.

**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.

<b>PAYROLL COSTS (6100)</b>	<b>BUDGET</b>
Personnel expenses for grant management	\$9,800
Extra-Duty Pay: Summer training	\$10,500
Sub Pay: Educator release time for planning	\$5,000
<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	
TEA Matched Technical Assistance Partner: 25% consultation fee redesign blended learning campus	\$62,500
TEA Matched Technical Assistance: School Instructional and Culture Leadership Coaching Support	\$50,000
Summer Training: Using Multiple Data Sources to Plan Classroom, Tutorial, and Extended Year Instruction	\$12,200
<b>SUPPLIES AND MATERIALS (6300)</b>	
High Quality Curriculum and Instructional Materials aligned to TEKS and rigor of state assessments	\$50,000
Materials and supplies recruiting design team members and planning meetings	\$5,000
Instructional materials for synchronous and asynchronous learning environments	\$30,000
<b>OTHER OPERATING COSTS (6400)</b>	
Travel expenses TEA required meetings, Technical Assistance events, district travel campuses for planning	\$10,000
Planning & execution of school community events: solicit input & develop strategic communication plan	\$5,000
Lone Star Governance training: Not Applicable - School Board attending LSG training in May 2021	0
<b>CAPITAL OUTLAY (6600)</b>	
<b>TOTAL BUDGET REQUEST</b>	\$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](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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