



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

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
- 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 meeting grade level or above in grades 3-5 STAAR Reading during school year 18-19 was 27%.	Explore and identify a program that addresses effective Tier 1 instruction and professional development in the area of literacy to enhance teacher, instructional coach and administrator content knowledge, high-quality instructional delivery, and sustainability in school accountability performance. Identify evidenced based strategies that will close student gaps and accelerate learning.
The percentage of students meeting grade level or above in grades 3-5 STAAR Math during school year 18-19, was 68%.	Identify a program that provides effective math instruction and professional development to enhance teacher and administrator content knowledge, high-quality instructional delivery, and sustainability in school performance. Identify evidenced based strategies that will close student gaps and accelerate growth.
The percentage of grade K – 2 students who are reading on or above grade level during the school year 18-19 was 68%.	Explore and identify effective Tier 1 instruction and tiered reading intervention program/model and strategies for struggling students. Explore and identify effective professional learning models that develop high performing teachers.

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 November 2021, Stafford Elementary School will have identified a high performing organization to launch a new school based on a successful ESF-aligned school model, that will focus on improving the overall STAAR accountability rating to an A or B campus.

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

- Develop district communication plan for school action planning and implementation
- Adopt district authorizing policy that meets TEA standards for receiving SB 1882 benefits
- Complete partner recruitment and cultivation activities to build a pipeline of potential partner organizations and school leaders
- TEA reviews and provides feedback on Call for Quality process

Measurable Progress (Cont.)

Second-Quarter Benchmark

- Complete Call for Quality Schools (CQS) application and review process for selecting school partner organization(s) that demonstrate a high-quality, ESF-aligned school model
- Conduct district financial spending analysis to guide contract negotiations with partner organizations, including data on current per pupil spending amounts in designated campus and the cost of district-provided services to schools
- District board votes to approve contract terms and performance expectations for school partner organization

Third-Quarter Benchmark

- Create and finalize student recruitment plan and timeline
- District applies for SB 1882 partnership benefits
- Finalize campus budget for the 2022-23 school year
- District meets eligibility requirements for continuation grant funding and submit continuation grant application
- Partner organization recruits and selects new staff
- Partner organization conducts summer professional development for campus staff in advance of Fall 2022 opening

Project Evaluation and Modification

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

EISD 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 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 new 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 2021–2022 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.

Edgewood ISD is committed to identifying a high performing organization to launch a new school based on a successful ESF-aligned school model. The district authorized operating partner (OP) will plan alongside a TEA approved Technical Assistant Provider (TA) to design a robust campus improvement plan that addresses all identified needs determined in the campus needs assessment. The OP and TA will use the Effective Schools Framework when writing their plan. The OP and TA will ensure that the plan reflects strategies and activities that target how the campus will create a positive school culture, high-quality curriculum, 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 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.

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 Stafford. This ensures that campuses are monitored frequently and are showing progress towards their goals. In addition to this process, the Technical Assistant Provider will support when the operating partner(OP) and principal 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 allocation are aligned.

b.) As a recipient of the SAF – Planning Grant, the District and the campus leadership committee will support the OP's turnaround activities and execute effective interventions efficiently, when necessary, 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 a year. If an OP is unsuccessful at implementing a plan within a 3-year period, the District will use the School Portfolio Management System to decide on an action.

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.

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

The leadership team at Stafford, the identified Operating Partner, and the approved TEA Technical Assistance Provider will complete a comprehensive needs assessment to identify the current needs of the campus. All funding sources will be allocated to support these needs and aligned to the campus improvement plan implementation. Since EISD is selecting "Create a new school as a partner-managed campus" school action model, the Operating Partner will serve as the authorizing entity. The OP will be held accountable for ensuring that funding resources are allocated appropriately, and that spending meets all federal guidelines.

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.

The intention of the selected school action model is for Edgewood ISD to partner with a high-performing organization to launch a new school at Stafford based on the organization's proven success rate. This demonstrated evidence of success, provides Edgewood the confidence in creating the means of operational flexibility that empowers the complete and effective implementation of the school action. The Stafford leadership team in conjunction with the OP will be charged with constructing a campus improvement design plan that includes strategies and activities that will address the identified areas of the comprehensive needs assessment. Quarterly monitoring reviews of the plan will be conducted at the district level. 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. EISD's expectation will be that all execution of the plan aligns with the school action model selected.

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 "Create a new school as a partnered-managed campus", Stafford Elementary will be expected to encompass evidenced based strategies that include incorporating components of the five levers contained in the Effective Schools Framework. After conducting a campus needs assessment, the Stafford leadership team, Operating Partner, and the Technical Assistance Provider will select up to three of the five ESF levers that the team determines as areas of required improvement for the campus. Once the levers are identified, the team will generate a plan of action to execute to ensure that the campus excels in the chosen areas for growth.

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

- | | |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <input type="radio"/> Restart a struggling school as an ACE campus | <input checked="" 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 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.

The determination to initiate a school action through creating a new partner-managed school was reached after the district leadership conducted a thorough inventory of its current skills, abilities, and experience across the entire district. After careful consideration of the analysis, the district established it would need assistance from a successful outside organization that embodies the capacity and specific skill set needed to launch the desired innovation at Stafford. After a comprehensive selection process through the Call for Quality Schools process, EISD will identify a partner by November 2021. This partner will possess the necessary attributes and skill set to launch a new school based on a successful ESF aligned school model. It is the district's expectations that the eligible partner will enable the campus to improve the overall STAAR accountability rating to an A or B.

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.

The district 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 PreKindergarten-12th with a focus on 5 innovative areas: Leadership, STEAM, Public Service, Early Childhood and Fine Arts. These schools of innovation will transform our district while increasing post-secondary opportunities for our students. The 5-year innovation design plan 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 19 campuses into a high performing portfolio of school choice options for families, as well as staff. The create a new school as a partner-managed campus action we are taking to transform Stafford Elementary into a campus focused on fine arts will allow us to identify a high-performing organization to launch a new school at Stafford based on the organization's proven success rate with the support of a technical assistance provider. This will provide EISD with the high quality and innovative practices necessary to bring about this school transformation. This school action fits 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, empower parents to make choices, create a performance framework to annually evaluate campus performance, and make strategic decisions regarding growing access to high performing schools and addressing low performing schools. Greater autonomy will spark creativity in educators to develop innovative teaching strategies to improve instructional delivery and increase rigor.

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.

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 district 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 planning 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). Identify the ISD 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 Barrier

Group Barrier

Group Barrier

Group Barrier

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

Extra Duty Pay	\$15,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Start Up for Partner Organization	\$100,000
Matched School Action Technical Assistance Provider/New School Design Fellowship	\$62,500
Professional Development for Staff	\$60,000

SUPPLIES AND MATERIALS (6300)

Communications Planning/ Support	\$10,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel	\$2,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

CAPITAL OUTLAY (6600)

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

TOTAL BUDGET REQUEST \$250,000

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

[Empty box for section selection]

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

[Empty box for describing changes]

[Empty box for section selection]

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

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FOR TEA USE ONLY
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