



**2022-2023 School Action Fund- Planning and Implementation**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 9, 2022**

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, 2022 – July 31, 2023**

Pre-award costs are not permitted.

**Required Attachments**

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 20-21 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  UIE

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- NCLB Provisions and Assurances requirements

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is **not** an employee of the applicant organization.



**Shared Services Arrangements**

**X** SSAs are **not permitted** for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to TEA STAAR data, only 8.5% of students at Hoffman Middle School "met standard" for the 2020-2021 school year in Reading, compared to 17.3% on the 2018-2019 school year.	Aldine is pursuing a college prep model that will prioritize enrollment for students attending or zoned to a Comprehensive and/or Targeted School. The new Hoffman College Prep will provide students a high-quality learning environment with a clear vision for success for improving outcomes for students to include HQIM Wit & Wisdom in English Language Arts.
According to TEA STAAR data, only 3.9% of students at Hoffman Middle School "met standard" for the 2020-2021 school year in Math, compared to 14.7% on the 2018-2019 school year.	Aldine is pursuing a college prep model that will prioritize enrollment for students attending or zoned to a Comprehensive and/or Targeted School. The new Hoffman College Prep will provide students a high-quality learning environment with a clear vision for success for improving outcomes, HQIM math.
According to Panorama survey results, Hoffman MS students academic needs are met on average for 58% of students for the past three academic school years.	The Hoffman College Prep in Aldine will focus on addressing the social and emotional needs of all students, where their voices are not only valued but leveraged as they develop an authentic sense of a college prep. The school model will offer activities and support academic needs for all students.

**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 the end of the 2022-2023 Planning Grant Cycle, the Chief Transformation Officer, the Executive Director of Transformation, the school leader, and the matched Technical Assistance Provider, as the project team, will have successfully completed 100% process steps outlined in the benchmarks of this grant leading up to the creation of a new district-managed school to be rated "A" or "B" in state accountability system.

**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 the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

1. Continue participation in the System of Great Schools (SGS), fully leveraging all resources and opportunities of the program.
2. District hires the school leader to be on full release in the 2020-2021 school year and participate in the TEA-approved new school design fellowship program by August 15, 2022.
3. Develop a comprehensive communication plan for school action planning and implementation that promotes community engagement and articulates purpose and progress.
4. Identify the district and campus staff and community members who will be part of the design team and support the project team through the planning year.
5. Determine the conditions for change at the district and campus level.
6. Create a vision for the school action and model to ensure it meets the needs of the community, prepares our students for the future, and is aligned with the Effective Schools Framework (ESF).
7. Analyze campus data and conduct empathy interviews.



**Measurable Progress (Cont.)**

Second-Quarter Benchmark

1. Develop a school design plan describing the educational model and research-based instructional strategies, detailing how these will align with the already adopted HQIM, use data to drive instruction, and provide effective instruction. 2. Develop detailed plans for positive school culture 3. Develop detailed plans for highly effective staff development to successfully implement the new model. 4. Update Aldine ISD ELT and Board about progress. 5. TEA, TA provider, and district leaders review and provide feedback on the initial school design plan.

Third-Quarter Benchmark

1. Develop detailed plans to implement all design elements during the first two years of implementation. 2. Establish goals for student outcomes during the first two years of implementation. 3. Submit a final School Design plan to TEA for review. 4. Engage staff in summer professional development. 5. Finalize logistical and operational considerations. 6. Share final School Design plan with Aldine ISD ELT and Board.

**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 Planning Grant is a high priority project for the district and Superintendent Dr. Goffney. Overseen by the Chief Transformation Officer (CTO), the district will use the benchmarks outlined within this grant proposal to measure progress (i.e. communications plan that promotes community engagement, model evaluation and selection, financial reviews, on-going communication with our Board and Executive Leadership Team (ELT), progress in Systems of Great Schools, etc) on a weekly basis. The district also envisions requesting support from the matched Technical Assistance Provider to outline a detailed project plan if awarded the grant.

The CTO, the Executive Director of Transformation, the matched Technical Assistance Provider, and the school leader will lead the work on this planning grant as a project team. This team will meet weekly and will measure progress against the key benchmarks and deliverables to narrow focus on high leverage needs. The team will focus on completing all process steps for each benchmark in a high quality manner, focused on the quality of the outputs and deliverables rather than compliance to a schedule.

Given the planning nature of this grant, we anticipate modifications will be made along the way to the process particularly, if any benchmarks were to be delayed. Modifications to the project plan will be identified and decided by the project team during weekly planning meetings to ensure alignment to the SMART goal.

The SMART goal of completing all process steps in anticipation of a model decision that aligns with the Effective Schools Framework in the 3rd quarter is the ultimate North Star for this grant. The Superintendent will be actively involved in the project through Systems of Great Schools and regular updates from the CTO.



**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 2022–2023 School Action Fund- Planning and 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 identify a project manager for this grant. The applicant may use these funds or other funds for this position.
- 6. Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus.
- 7. The applicant will provide access for on-site visits to the district and campus by TEA, the technical assistance provider, and its contractors.
- 8. 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.
- 9. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 10. The applicant seeking partner-managed actions will ensure partner Boards meet all Texas Partnerships requirements, including developing training requirements and an orientation plan for new board members and ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district.
- 11. The applicant assures partners operating campuses under the partner-managed option include a plan in the response to the Call for Quality Schools for selection, adoption, and implementation of high-quality instructional materials (as defined in the Program Guidelines).
- 12. Applicants selecting "Create a new school" action must select and designate a campus leader no later than August 15, 2022.
- 13. Applicants must apply for a new CDCN for "New Schools" by March 2023.
- 14. "New Schools" established without tested grade levels must be paired with another campus in the same district for accountability purposes or its district by March 2023, as per guidelines in Chapter 7 of the 2021 Accountability Manual (or a later version if published).
- 15. Applicants selecting "Create a new school" action must include the new campus in its Title I ESSA plan in time for SY2022-2023.
- 16. The applicant assures enrollment at a new school will prioritize students previously attending or zoned to a 2018-2019 Title I served Comprehensive and/or Targeted D/F-rated School (2019 ratings).
- 17. Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model authorizing tools and resources.
- 18. Applicants selecting "Partner-managed" actions must participate in the Texas Authorizer Leadership Academy.
- 19. Applicants pursuing a new district-managed campus will select and design one of three approved new school models: STEM/STEAM, College Prep, or Montessori.



**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 selected for this grant.

The CTO planned and discussed all school actions with the district Executive Leadership Team. The elementary feeder pattern to Hoffman Middle School is part of the Additional Day School Year 210 school day calendar. This includes Vines Primary, Harris and Smith Elementary schools. After a deep dive of the current state of the district, the CTO proposed the action that will support the district's goal of increasing the number of A/B rated schools: Create Hoffman College Prep, a new district-managed campus. Aldine ISD launched its new strategic plan in 2019, A New Way Forward. In alignment to the work being done as part of the System of Great Schools in Texas, Aldine's strategic plan anchors in the commitment to expand high quality choices and opportunities for all students. The Hoffman College Prep represents one of the choices we believe our children deserve. As a low-performing school, Hoffman Middle School has a school support plan currently in place. Over the Summer of 2022, this plan will be updated to ensure the school is tracking baseline data and metrics to feed into the Planning Grant process. The district will use beginning of the year assessments, campus common assessments, lesson plans, sample assessments, student attendance, etc. During the 2022-23 school year, the Office of Transformation will support Hoffman Middle School in using the Planning Grant to develop a new campus vision to become an A/B school. A key requirement of the process outlined in this Grant upon selection of the model will be to develop the school support plan for Year 1 in partnership with the principal(s) and potential partner(s). In addition, any performance agreement or memo of understanding will include a specific support plan to ensure Hoffman College Prep transforms into an A/B school.

2. Describe how the LEA will monitor schools receiving the School Action Fund-Planning and Implementation Grant, 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.

The project team will lead the work on this planning grant. This team will meet weekly and monitor progress against the key benchmarks and deliverables. The team will focus on supporting the campus team in completing all process steps in a high quality manner, focused on the quality of the outputs and the impact of Hoffman College Prep on the district's student outcomes. Given the planning nature of this grant, we anticipate modifications will be made along the way to the process particularly, if any benchmarks were to be delayed. The project team will be accountable for making and documenting adjustments and managing against any revised deliverables. The SMART goal of completing all process steps is the ultimate North Star for this grant and will determine the overall success of the planning process. The Office of Transformation will support the new school model of Hoffman College Prep. The district will review student outcomes using the School Performance Framework (SPF), campus principal's expectation agreement, Effective Schools Framework, and the Texas Education ratings. The district is committed to the SPF autonomies and actions earned by the new school. If the school has an unsuccessful implementation, additional support will be provided by a matched partner.

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 campus(es) selected for this grant, including partner operators and additional technical assistance providers (other than those matched by TEA).

Aldine ISD plans to launch a targeted Call for Quality Schools (Call for Choices and Opportunities) as part of the Office of Transformation design to select a model that creates effective instruction. In advance of that, the project team will develop a needs statement, selection criteria and rubric in preparation for a rigorous selection process. Alongside this process, the district will define the key terms for the performance agreement including key financial elements. The district has also participated in the Texas Authorizer Leadership Academy. Community members will be included in the new school team to ensure they are part of the decision making process throughout the planning year and beyond. The district and new school team will engage the campus community through empathy interviews, focus groups, and surveys to gather their input. For selection of additional contract services as included in the budget, the district uses Federal, State, & local regulations to recruit, screen, select and evaluate external partners. The district follows Federal and State dollar threshold guidelines, evaluates rates and fees, quality of service, and ability of partners to meet the needs of the district. The district verifies disclosures of interested parties and ensures partners are not excluded or debarred. Written contracts are established for all services. Contracts include terms and conditions that mitigate risk and are reviewed by the procurement & legal department.



**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 through this grant.

The Chief Transformation Officer will monitor the use of School Action grant funds in partnership with the CFO to ensure alignment with other Federal, State, and local resources and to ensure the successful implementation of the Planning Grant. Aldine ISD plans to support the Hoffman College Prep Planning Grant process through local, state, and federal funds in addition to private philanthropy. Grant funds will only be used to support activities and expenses related to transforming Hoffman College Prep into an A/B School for the current students it serves. The district will ensure funding for the Office of Transformation and an operating budget beyond the grant funding to support the work on this grant and more broadly including involvement in all activities related to the System of Great Schools, Call for Choices and Opportunities, and other initiatives yet to be determined. Of particular interest is the potential for educators to continue the transformation work of designing a school model for Hoffman College Prep that meets the diverse needs of their students. The district believes that by empowering a team of educators to define the vision for the school and by implementing that vision and evidence-based models with fidelity, true transformation from C to an A/B School is possible. The district will use funds provided within the grant and from other sources to secure technical assistance and experienced partners to build a high quality and intentional approach that meets the unique needs of students.

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.

As a part of the Planning Grant, through the System of Great Schools, and as part of our work with the matched Technical Assistance Provider, the district will evaluate practices and policies to ensure autonomy and flexibility for school leadership and the management model selected. Aldine will also use this opportunity to work with the matched Technical Assistance Provider to define what autonomy means and how it is earned and resourced. The focus will be on performance agreements and metrics leading students to significant academic growth. Within this grant, the district also seeks to learn from other districts and partners already implementing school actions - including both successful and unsuccessful practices. The district intends to integrate these learnings into the process and outputs.

Additionally, Aldine ISD is finalizing the adoption of a School Performance Framework (SPF) to assess the performance of all schools across the district annually. Within this, the district aims to develop a shared definition of school quality. The district will analyze variances in school performance to identify key actions and policies to increase the principals' and teachers' capacity to help lead students to strong academic growth at all schools including Hoffman College Prep.

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

At this early stage, a key benefit of the Planning Grant will be to identify and evaluate successful models and strategies that are evidence-based, with results showing positive student academic growth and other key metrics. The district will leverage our partnership with the matched Technical Assistance Provider to identify other contract providers including those with a track record of success in curriculum and social emotional/restorative justice for all students with demographics and characteristics similar to those in Aldine ISD and with experience in the models evaluated and ultimately selected. During the 2019-20 and 2020-2021 school years Aldine ISD created a Literacy Task Force and a Math Task Force to craft a cohesive vision and framework for high-quality, equitable literacy and math instruction in Aldine ISD classrooms. Aldine's vision and frameworks are grounded in research-based practices. The following programs were adopted across the district & at Hoffman College Prep for grades 6-8 as HQIM, ELA Wit & Wisdom and Math Carnegie Learning.



**Program Requirements**

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

- Restart a struggling school as an ACE campus (PLANNING)
- Restart a struggling school as a district-managed Resource campus
- Create a new school as a district-managed campus
- Create a new school as a partner-managed Early Childhood Education (ECE)
- Redesign a campus with a blended learning model
- Redesign a rural campus with a district-designed P-20 system model
- Restart a struggling campus as an ACE model (IMPLEMENTATION)

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. (Note: If a specific campus has not yet been identified, please describe the evaluation process, criteria, and timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.)

The Chief Transformation Officer and matched TEA Executive Advisor reviewed the list of eligible schools. From the list of schools, they reviewed the quality seats analysis for the district, A New Way Forward district strategic plan, and the draft school performance framework to identify school actions. Next, a review of previous school actions was reviewed to continue to build a portfolio of new school actions to increase the number of A/B rated schools. The CTO presented the eligible schools with district, state, and SPF data to the Executive leadership team and proposed the action that will create the autonomy needed to move towards an A/B rated school. The Superintendent and core team reviewed the recommendations and agreed to apply for the planning grant to ensure Hoffman College Prep vision can be achieved.

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.

The action at Hoffman College Prep was selected in alignment with Aldine's strategic plan, A New Way Forward. Aldine launched a five year strategic plan rooted in our foundation to increase the number of top-rated schools in the district. We manage school performance by systematically reviewing our schools throughout the year and determining which strategies to use to improve or maintain performance. Aldine believes that the creation of schools should not be arbitrary. Rather, we expand options to meet the needs of all students, focusing on high-quality and innovative school models based on feedback from students and families as well as the district's needs and access to resources. Additionally, we are intentional about increasing access to these new learning options by providing timely and transparent information directly to families. New systems and processes are implemented through the Office of Transformation to increase the district's ability and capacity to maintain a system of great schools.



**Program Requirements (Cont'd)**

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

The CTO presented the eligible schools with district, state, and SPF data to the Executive leadership team and proposed the action that will create the autonomy needed to move towards an A/B rated school. In addition, the CTO planned and discussed all school actions to the school Assistant Superintendents of elementary, middle, and high school. After a deep dive of the current state of eligible schools, the CTO and school Assistant Superintendent of elementary, middle and high schools met with the school leaders that were selected by the district. The school leaders examined the current state of the school, were presented an overview of the school actions, and reviewed in detail the actions required to plan for implementation. The final approval came from the Superintendent and core team after reviewing the recommendations and agreed to apply for the planning grant. School board members received weekly board updates since the release of the school action fund planning grant on the steps taken by the CTO to complete the process for the school action fund planning opportunity.

2(d). Describe how the LEA has worked or will work with members of the school community (staff, families, community leaders) to communicate plans and solicit input into the school action planning and implementation process.

The school leader, with the support of the Office of Transformation and the matched Technical Assistance Provider, as the project team, will first identify 2 to 3 staff members to be part of the new school team. The new school team will then identify additional campus staff and community members to be part of a larger campus team who will be key to ensuring plans are not solidified by a few and will serve as pressure testers to expand on new ideas and designs.

The design team will develop a comprehensive communication plan that includes all possible audiences and stakeholders to ensure the community is not only aware of the process, but is also involved. A strategic communication plan will encourage parents and community members to be part of the process throughout the design phase. This plan will include social media interactions, board communication and meetings, media spotlights, etc.

At the beginning of the design thinking process, a plan will be created to conduct as many empathy interviews as possible (students, teachers, parents, and community members), ensuring a diverse number of voices are heard that represent the community as a whole. The design team will analyze interview notes, identify trends, and find alignment with the data insights. The goal will be to identify concrete needs of the community and design with that as an anchor.



**Program Requirements (Cont'd)**

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

The district's Chief Transformation Officer (CTO) has been charged with leading this work and serving as the designated manager for planning and implementation. His leadership in Aldine and in a previous district makes him the perfect person to oversee the work. He is skilled at leading school design processes. He has led the planning, design and support for eight school action fund projects. He has collaborated with various Technical Assistance Providers through other school action fund opportunities. The CTO calendars weekly and bi-weekly meetings with Technical Assistance Providers. This assists him in creating and planning ideas prior to working with the project team and all district stakeholders. This ultimately leads to more effective planning meetings. He has demonstrated his ability to work with all departments to bring projects from planning and design into implementation.

The district's Chief Transformation Officer will be supported by the Executive Director of Transformation to plan and implement the School Action work. As the Executive Director of the Office of Transformation, she has led all School Action Fund campus leaders and their design teams through a year-long planning process to ensure a successful implementation of new school designs. Additionally, she supported the planning process for the Additional Day School Year, Redesign, Restart, and New School Actions. As the School Redesign Program Manager in a previous district, she led campuses through a design thinking process to reimagine the school experience and increase student achievement. She has also supported campuses through the implementation of new school models.

2(f). Describe how selecting, adopting, and implementing high-quality instructional materials will be integrated into the design of the chosen action.

During the 2019-20 and 2020-2021 school years Aldine ISD created a Literacy Task Force and a Math Task Force to craft a cohesive vision and framework for high-quality, equitable literacy and math instruction in Aldine ISD classrooms. Aldine's vision and frameworks are grounded in research-based practices. The following programs were adopted across the district and at Hoffman College Prep for grades 6-8, and the skillful implementation of these materials will ensure equitable access to high quality, grade-level material for all students:

- Middle School ELA: Wit and Wisdom
- Middle and High School Math: Carnegie Learning

The comprehensive implementation plan will leverage these High Quality Instructional Materials (HQIM) as we continue to roll out a blended learning model at Hoffman College Prep. We will leverage the support of our digital learning team to strengthen the vision of a blended learning model with the resources provided by the implementation of HQIM in literacy and math.



**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 16-18, for detailed instructions on use of grant funds.

**PAYROLL COSTS (6100)**

**BUDGET**

District Administrator/Innovation Officer Position	\$20,000
Educator Stipends and Salaries	\$45,000
Planning Year School Leader release time to complete planning activities	\$80,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

High-quality Instructional Materials and Support	\$35,000

**SUPPLIES AND MATERIALS (6300)**

Travel expenses	\$10,000
School community engagement support	\$10,000

**OTHER OPERATING COSTS (6400)**


**CAPITAL OUTLAY (6600)**


**ADMINISTRATIVE COSTS**

**Total Direct Costs**

**Indirect Costs**

*199,698 sas*

**TOTAL BUDGET REQUEST**







2022-2023 School Action Fund Planning and Implementation  
Program Attachment: Priority Points Attachment

**Program Attachment for Priority Points**

1. **High-Need School District (10 points).** Districts with more than 10% of schools rated D or F by 2019 state accountability ratings.

19% (PK campuses paired with Elementary campuses are not included in this percentage)

2. **High Need Campus (10 points).** The campus identified is designated "Comprehensive" (any letter grade from 2019 ratings), or "Targeted" (with D or F letter grade from 2019 ratings). For new schools, the district average will apply.

Hoffman: C, Targeted

3. **Economically Disadvantaged District (10 points):** Percentage of students economically disadvantaged is 75% or higher in the district.

Aldine ISD: 89.85%

4. **Economically Disadvantaged Campus (10 points):** Percentage of students economically disadvantaged is 75% or higher at the campus selected for the action. For new schools, the district average will apply.

Hoffman: 80.51%

5. **Evidence of Innovation Office (10 points):** ISDs must have hired a district-level school transformation or innovation officer to support the school action planning and implementation process. The applicant may attach either a copy or a hyperlink (URL) to the ISDs organization chart highlighting the eligible position(s).

[https://docs.google.com/presentation/d/1OYhu9bDoJ32EtRGfGy72Zh6rBStEXim4IR\\_GvOluVDc/edit?usp=sharing](https://docs.google.com/presentation/d/1OYhu9bDoJ32EtRGfGy72Zh6rBStEXim4IR_GvOluVDc/edit?usp=sharing)