



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

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
Fannin MS serves 86% Hispanic, 59% English Learners and 14% Newcomers. In 2019, FMS received a D rating. During the pandemic, educators were not prepared to meet the needs of EL students remotely. FMS learners did not meet student growth & achievement in 2021.	1) Form a team of stakeholders to work with assigned technical assistance to plan an ESF-aligned school redesign using blended learning; (2) Provide off-campus release time for FMS principal to focus on planning; (3) Expand the GPISD blended learning plan to focus English Learner strategies/tools; (4) Submit a School Design Plan and School Launch Plan to Trustees and TEA.
83% of FMS students qualify as at-risk. 50% of FMS teachers have less than five years experience in teaching. The campus had a 37% turnover rate in 2021. due to dissatisfaction with student outcomes.	(1) Redesign staffing model to recruit, retain, compensate educators;(2) Work with technical assistance to select, adopt, and implement HQIM and research-based instructional strategies aligned to learner needs and HQIM; (3) Plan and schedule teacher training/support; (4) Provide extended learning sessions.
FMS serves students from low income homes. Only 18% of parents hold a college degree. FMS is a traditional campus and does not offer CTE pathways to prepare students for workforce certification or degree.	(1) Develop a communication and engagement plan to involve families in planning; (2) Identify career fields and offer an Entrepreneurial Career Pathway; (3) Provide student supports including successful CKH Leadworthy, AVID, and Business Prof Club programs; (4) Plan and schedule family College/Career events.

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.

Fannin Middle School will successfully meet gates and provide deliverables specified by the Texas Education Agency to successfully plan a school action that will be implemented in the 2023-24 school year to provide students and families access to a world-class learning environment resulting in the campus earning an A or B level accountability rating by the end of 2026.

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

Fannin Middle School (MS) will articulate the vision of the school action and synthesize input from stakeholders. Benchmarks to meet "Plan and Envision" gates by October 2022 include: (1) Develop and document the purpose, mission, and goals for the school action; (2) Create the School Action Communication Plan to articulate the purpose and process of school action planning; and (3) Identify the conditions for change at the district and campus level;
 Fannin MS will document major components of the school action. Benchmarks to meet "Design and Authorization" gates by December 2022 include: (1) Finalize instructional vision and highly-qualified instructional materials (HQIM) selection; (2) Complete and submit the HQIM order; (3) Finalize the internal school design plan articulating the instructional vision; (3) Submit the internal school design plan for approval; (4) Complete SAF Progress Monitoring Rubric (PMR) by 10/15/22.

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

Fannin Middle School will develop detailed systems to fully implement the instructional model. The second quarter benchmark designed to meet "Prepare to Implement" gates by March 2023 include:

- (1) Develop detailed plans for the implementation of effective instruction, including HQIM, data-driven instruction, and research-based instructional strategies;
- (2) Develop a detailed plan for establishing a positive school culture;
- (3) Develop a detailed plan for highly effective staff development to ensure all staff have the training and support to implement the school model;
- (4) Develop detailed plans to implement all model-specific elements during the first two years of implementation; and
- (5) Establish goals for student outcomes during the first two years of implementation.

Third-Quarter Benchmark

James Fannin Middle School will define and authorize school action logistics to ensure a strong opening in the fall of 2023. The third quarter benchmarks designed to meet "Prepare to Launch" gates by May 2023 include:

- (1) Submit complete School Design plan for final TEA review;
- (2) Continue instructional leadership planning and training;
- (3) Finalize logistical and operational considerations, including facility readiness, staff hiring, student recruitment, and campus budgeting.

The district will establish additional benchmarks for campus leadership during planning for the project period extending from June through July 31, 2023 to ensure a strong opening in the fall of 2023.

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 Fannin MS 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 blended learning redesign will be developed to meet community needs, utilize high-quality instruction materials and instructional practices, and transform FMS into a high achievement campus.

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 Work Plan outlining project purpose/vision/goals, objectives, benchmarks, goal progress measures, action steps, personnel, resources, and data collection and analysis dates for each quarter of the project period. GPISD will receive the SAF Progress Monitoring Rubric (PMR) by September. With guidance from TEA and the technical assistance providers, the CIC will submit the plan including implementation revisions by October of 2022.

Necessary Adjustments: The PMR will be used to monitor completion of Benchmark Milestones specific to the district managed redesign project. The PMR will also be used evaluate the quality of implementation using criteria specified for each Goal Progress Measure. 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 the PMR to report and 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. The PMR 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 evaluated by TEA upon submission. The District Education Improvement Committee (DEIC) will review the redesign plan draft including the performance agreement and operating autonomies at the end of each semester to provide recommendations based on the district vision, mission, and goals.

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 2024.

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 Associate Superintendent will guide the Area Superintendent for Innovation, Fannin Middle School 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 providers will guide enhancements to the GPISD blended learning model and selection of high quality instructional materials and oversee redesign of campus PD and PLC training to support teachers in executing student-centered, interactive, and personalized instruction; (4) The GPISD Counseling Department will work with the CIC to plan counseling and leadership programs in partnership with social and community services to meet family and community needs; and (5) Technical assistance providers will support restructuring the campus schedule to include extended learning, career pathway courses, and family engagement. GPISD leaders, TEA consultants, and technical assistance will attend meetings & training to support the CIC in developing the redesign plan. TEA will work with the Principal to ensure the PMR tool is used to monitor progress and make adjustments as needed to meet goals. GPISD will provide the Principal release time to work with the planning team, technical assistance, academic dean, and district leaders to develop the redesign plan and performance agreements necessary to ensure autonomy and achieve the SMART goal.

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.

GPISD Title I schools are designated as schoolwide campuses and use Title I, Part A funds 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 school improvement plans. When a campus does not accomplish school action goals and achieve an A or B rating over two implementation years, the Principal is replaced by a leader with success in transforming high need campuses and the plan is revised based on data/feedback.

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).

TEA Matched Partners: GPISD will contract with external technical assistance providers to create an effective redesign plan that expands upon the GPISD blended learning model to meet the needs of English learners. Technical assistance will be contracted to support campus leaders in selecting high quality instructional materials with language supports, assessments to monitor student growth, and asynchronous lessons to extend learning. Technical assistance providers will be contracted through ESC 13 at no cost to the campus. Technical assistance providers will be vetted and matched by ESC 13 and 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 improvement goals and to determine a history of prior success in positively impacting high need learners. Hiring and evaluations will be conducted based on GPISD Business Operations Handbook.

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.

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 (ESSER) Funds will be utilized to address student learning loss including blended learning curriculum, instructional materials, and ELAR support personnel; (b) A partnership with Apple Computers will provide personal devices, technical support, and technology training enabling students to access blended learning applications and productivity tools providing language support and differentiated lessons to accelerate learning. Technology devices will enable families to access learning resources and analytics to support and monitor student progress and to access school communications concerning conferences, adult education opportunities, PTO meetings, and career events. (c) Title II funds will be used to provide training in the implementation of research-based blended learning practices and to integrate Capturing Kids Hearts leadership curriculum into classroom and AVID instruction; (d) Additional Day School Year grant funding will be used to provide five weeks of summer school; (e) CTE funding will be used to create and sustain career pathway courses to certification or degree; (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 LEA will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

Fannin Middle School will create a School Launch 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 FMS schedule and calendar to include CTE career pathways, AVID, and extended day/year sessions; (4) Redesign recruitment and retention plans and restructure the staffing plan to include extra-duty pay/part-time staff to provide bilingual support; (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) Expand the Capturing Kid's Hearts Leadworthy programming to include family participation in the student's identification of career interests, goal setting, and CTE class selection; (7) Require integration of CKH Leadworthy lessons into classroom and AVID instruction focusing on specific themes targeted by the improvement plan such as self-resiliency, self-regulation, and social skills development; and (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 research-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 worked with the RSSP to analyze data, identify research-based acceleration strategies, and enhance the district blended learning model. During School Action planning, the Fannin 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 FMS educators to implement the blended learning model, high quality materials, and effective practices to accelerate learning and close achievement gaps.

Program Requirements

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

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

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.)

As a member of the TEA Resilient Schools Support Program, GPISD leaders participated in training to analyze the FMS ESF Self-Assessment and focus school actions on two criteria, school and community needs: (1) Analyze School Performance: FMS serves 53% Hispanic, 37% African American, and 10% White learners. 91% 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. 2019-2021 Renaissance 360 and GPISD Quarterly Assessment scores indicate student learning continued to decline in ELAR and Math during the succeeding two school years, especially for English Learners (EL); (2) Analyze Community Needs: A review of office referrals, teacher surveys, and attendance records indicate an increase in absences during remote learning and in discipline incidents over three years. Parent surveys indicate limited involvement in student learning and school activities. Families report a need for housing/health resources due to COVID. After review, the team recommended: redesign the GPISD blended learning model to focus on HQIM and effective instructional practices for EL; redefine staffing models to recruit/retain high quality experienced teachers; redesign class, extended day, and summer schedules to offer career pathways, study skills, and leadership training; and create opportunities for families to participate in all components.

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.

GPISD is a leader in designing Schools and Programs of Choice. In 2018, 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 Fannin Middle School 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 aid the team in reviewing FMS redesign needs and priorities to design a communication and engagement plan ensuring stakeholders drive the school action initiative.

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.

GPISD joined the Texas Education Agency System of Great Schools (SGS) Network in 2018, 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 2021, the Associate Superintendent and Area Superintendent of Innovation led the team, to review ESF Self-Assessments for FMS. The campus received a rating of "D" in 2019 and Quarterly Assessments indicate learning loss intensified during remote learning, especially for students new to the school and US. The senior district leaders reviewed the needs assessment focusing on campus leadership, teacher support, school culture, curriculum, and instruction. FMS results indicate a need for a blended learning redesign to differentiate and accelerate learning, electronic applications/instructional materials with language acquisition components, and effective instructional strategies to foster collaboration and problem solving skills. Additional FMS factors analyzed include: (1) Student Enrollment: FMS is the only traditional middle school in GPISD. Students do not see a tangible purpose for succeeding in class work. (2) Career Pathways: Surveys indicated an interest in business, construction, and sports medicine fields for both children and adults. Texas Workforce Commission and business partners echoed the need due to the number of projected DFW job openings in each field. (3) Community Needs: Family members voiced a need for improved school to home communication, increased college preparatory and adult education programs, and resources to meet health and housing needs. The Associate and Area Superintendent presented the work of the team to the Superintendent who reviewed recommended school actions in the context of the larger GPISD Improvement Plan. The team agreed on a campus redesign focusing on blended learning in a college preparatory setting. The key official appointed the Association Superintendent to oversee planning and evaluation components and the Area Superintendent to be involved in each step to guide and support the redesign effort.

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.

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 Fannin Middle School Campus Improvement Committee composed of educators, parents, business partners, and community members conducted an ESF 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, teacher supports, and staffing strategies; intentionally integrate leadership/character building lessons into FMS lessons; utilize blended learning instruction to provide differentiated lesson sequences and provide real-time performance monitoring, use technology tools to empower learners to translate, comprehend, and complete classwork; provide teacher training, demonstrations, and coaching to develop effective instructional practices; offer career pathway electives to engage students; and extend learning in tutorials and summer sessions. The assessment indicated a need for a student leadership and 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 2024, the CIC will submit the full redesign plan to the district stakeholder committee for review and recommendations. The 2023-24 Campus Improvement Plan will be submitted to the GPISD Board of Trustees for approval by June of 2024. 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 LEA staff member who will manage the planning and implementation grant. List the qualifications of the identified staff member.

The GPIISD Associate Superintendent has the position, qualifications, experience and dedication to manage planning and oversee implementation of the School Action grant. The administrator is a certified Texas administrator who reports directly to the GPIISD Superintendent of Schools. The Associate Superintendent supervises the Area Superintendent of Innovation, manages all state and federal formula grant programs, and serves as the District Coordinator of School Improvement (DCSI) for GPIISD. 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 guided stakeholder teams to use the Essential Schools Framework (ESF) process and school actions to turnaround, restart, and redesign low performing schools into high expectation, high achievement campuses that meet district goals and state accountability standards. In the spring of 2021, the Area Superintendent utilized this expertise to guide the Area Superintendent, Principal, and Fannin Middle School 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 TEA provided evaluation tools to monitor grant progress will ensure the grant meets benchmark milestones, performance measures, and summative goals during the planning and implementation stages of school redesign. The GPIISD administrator also leads the Department of Innovation & School Improvement. Over the past sixteen 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 (ICIA), and Campus Charter grants. As a result, GPIISD 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 important FMS redesign project.

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

In 2021-22 FMS teacher training focused on using research-based strategies and components to successfully develop and implement intentional lesson plans. designed to spiral knowledge and skills to meet grade level standards. In order to reduce behavioral issues, the majority of educators have turned to direct teaching techniques to present lessons. Students have limited participation in the current instructional plan. In addition, teacher interaction with guardians is infrequent and parent conferences are rarely positive. The Planning Team and TEA technical assistance will work with the Teaching and Learning department including the Chief Learning Officer; ELAR and Math Strategists (regular education and G/T focus); Executive Director of Bilingual/ESL, Executive Director of Special Education; Director of Literacy, Dyslexia, and Interventions, and Family Engagement Liaisons to expand the successful GPIISD blended learning prototype by: (1) Selecting a model (station rotation, lab rotation, flipped classroom, or individual rotation) most effective in meet FMS campus needs; (2) Reviewing and selecting quality instructional materials (HQIM) that bridge linguistic, academic, and cultural barriers; (3) Identifying effective interactive instructional practices requiring collaboration of students, teachers, families, and campus leaders. HQIM selected will be aligned with the Texas Essential Knowledge and Skills; have a comprehensive and cohesive scope and sequence; include lesson-level materials with engaging texts, problems, and assessments; provide Spanish/English language support; and asynchronous accelerated lesson options to differentiate and extend learning for bilingual and ESL learners, students qualifying for learning support services, and high achieving middle schoolers. English Language Arts/Reading and Math materials will be externally validated or established using Texas Resource Review rubrics as required by TEA. Professional development that includes training in content knowledge, use of high quality materials in lessons, application of effective instructional strategies, and independent practice will be identified and scheduled by the team. Scope and sequence documents outlining weekly PLC training topics for integration of blended learning, high quality instructional materials, and effective practices into core and elective curriculum and instruction will be created.

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

Extra duty professional and support personnel - training	\$25,000
Substitute pay - educator participation in planning or training	\$10,500
Principal Release Time/Salary Recovery	\$15,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Training in blended learning, digital tools for language acquisition, AVID, CKH	\$90,000

SUPPLIES AND MATERIALS (6300)

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 blended learning environments	\$30,000

OTHER OPERATING COSTS (6400)

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

CAPITAL OUTLAY (6600)

ADMINISTRATIVE COSTS

Total Direct Costs	\$241,500
Indirect Costs	\$9,500

TOTAL BUDGET REQUEST

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

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

You may duplicate this page

Negotiated/Amended Section

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

Negotiated Change/Amendment

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

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

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

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

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

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

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.

10% of Grand Prairie Independent School District Schools received a D rating by 2019 state accountability ratings which qualifies GPISD as a *High Need School District*.

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.

Targeted (D rating) James Fannin Middle School is a *High Need Campus*. The school was designated as ‘Targeted’ due to receiving a D letter grade for the 2019 state accountability ratings.

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

74%

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.

91%

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).

A copy of the GPISD organizational chart with Innovation officers supporting action planning and implementation is attached.