



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
Based on 2019 STAAR Reading data, 15% of all students scored "meets grade level" and 4% "master grade level" 13% of African American students; 27% of Hispanic students; and 0% of SpEd students scored "meets grade level."	The District will engage in a strategic planning process to support the implementation of a proven model for school redesign at a low performing campus.
Based on 2019 STAAR Reading data, 15% of all students scored "meets grade level"; 15% of African American students; 14% of Hispanic students; and 9% of SpEd students scored "meets grade level."	The District will engage in a strategic planning process to support the implementation of a proven model for school redesign at a low performing campus.

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.

The District's Senior Leadership team will leverage a proven turnaround model to transform a low performing campus into a high performing campus through targeted planning and initial implementation of a school redesign by July 2022.

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

In September 2021, the Senior Leadership team will develop a school redesign planning team comprised of core district team members to guide the planning process. The planning team led by the Chief Innovation Officer, will establish a timeline for the implementation of the redesign. The team will establish a timeline for the strategic implementation plan that follows the cycle of identifying a new vision for the campus based on identified needs and intended outcomes of the redesign, small scale implementation, and model refinement.

Measurable Progress (Cont.)

Second-Quarter Benchmark

In accordance with the timeline developed by the redesign planning team, the District will create the new campus vision and begin the planning for a redesign of the educational program to include blended learning, high dosage tutoring, high quality instructional materials, and social emotional wellness.

Third-Quarter Benchmark

By July 2022, the District team will finalize the school redesign plan aligned to the Effective Schools Framework that include 1)codified protocols for data driven instructional practices, 2)rigorous, high-quality instructional materials, 3)observation and feedback systems to develop teacher capacity, 4)early interventions for students and systems of support, 5)high dosage tutoring and after-school enrichment opportunities, and 6)authentic family engagement and community involvement. An aligned professional development plan will be created to provide extensive training to all campus staff. A campus budget will be finalized to meet the programmatic components outlined in the plan and begin procurement of all pertinent resources and services.

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.

Beaumont ISD is committed to continuous improvement through a comprehensive system for performance monitoring and accountability. Through the planning process we will continue to refine our systems for evaluation and monitoring to ensure that we are able to effectively manage the change and make timely adjustments to our processes. The school redesign planning team in conjunction with Transcend, will develop an implementation plan that includes progress monitoring periods at each cycle to assess on track areas and those in need of follow up actions and adjustments. We will utilize rigorous, evidence-based decisions to guide modifications to the plan. Artifacts and evaluation metrics will be determined for each area of operation within the plan in addition to feedback from stakeholders and impacted campus staff. Stakeholder input will be collected to support the identification of areas in need of refinement through multiple methods including surveys, Thought Exchange, focus groups, and problem of practice rounds. Information collected from these activities will support system-level adjustments as well as pinpoint additional opportunities for training and support.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021–2022 School Action Fund- Planning Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- 5. For all actions, the applicant will budget at least the amount indicated in budget guidance as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other action specific technical assistance. Both amounts will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.
- 6. The applicant will identify a project manager for this grant. The applicant may use other funds for this position.
- 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 2021.
- 9. The applicant will provide access to TEA and contractors for on-site visits to the district and campus.
- 10. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 11. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 12. The applicant assures partners operating campuses under the partner-managed option will commit to TEA-identified board training.
- 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by April 1, 2022.
- 14. The applicant assures enrollment at a new school will prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 rating).
- 15. For applicants selecting the partner-managed model, the ISD must commit to the adoption of TEA's model authorizing policy and participate in the Texas Authorizer Leadership Academy.

Statutory Requirements

1. Describe how the ISD will carry out its school support and improvement activities, including how the ISD will develop a school improvement plan for the eligible campuses selected for this grant.

The Office of Innovation includes the District Coordinator for School Improvement who will oversee and support the campus specific interventions aligned with the Effective Schools Framework (ESF). Campuses will receive training on the ESF and direct support in the development of their Targeted Improvement plans (TIP), a campus self assessment/reflective prioritization activity, and identification of high yield improvement strategies based upon the key practices for prioritized focus areas. The District will also hire an innovation and school improvement specialist to provide targeted supports and coaching for school leadership teams on the key practices and activities identified in the TIP, monitor and support high quality implementation, and conduct ongoing analysis of school data to inform necessary plan adjustments.

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.

The District Coordinator for School Improvement will develop an internal intervention calendar for all campuses identified as D or F rated, or Comprehensive based on STAAR assessment data. The intervention calendar will provide a comprehensive outline of all submission timelines and progress monitoring periods for the school year. The DCSI will lead planning sessions, conduct frequent walkthroughs, collect artifacts and progress monitor strategy implementation in three week intervals and lead reflection for each 90 day cycle. The DCSI will facilitate delivery of the district commitments and track student achievement data to evaluate progress and realign supports. Campus performance and improvement strategies are also monitored and evaluated by the Senior Leadership at quarterly benchmarks and through the execution of campus visits aligned to the ESF. Based upon campus evaluations, district level adjustments will be made to enhance campus performance and accelerate progress toward the annual goals. The District Education Improvement Committee also meets on a quarterly basis to review the district improvement plan and monitor progress towards Board Goals. If after several years of implementing the strategies outlined in the campus improvement plan without significant progress in student performance, the District will assess, identify root cause to underperformance and revise improvement strategies.

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.

The District will leverage the support of the TEA identified provider, Transcend, to adopt and strategically plan for implementation of the school redesign model. The Transcend model was evaluated for effectiveness through the vetting of it's historical track record with improving student academic achievement in various contexts across the state.

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 District equitably distributes all federal, state and local funds to all campuses in accordance with Supplement, Not Supplant Methodology as applicable. In addition to the equitable allocation methodology, the District will leverage additional funds made available through ESSER in conjunction with the School Action Fund Grant to carryout the activities aligned to the district managed school restart. The District Coordinator of School Improvement and Title 1 Director collaboratively develop campus improvement allocations and monitor expenditures for alignment to improvement plans. Campus principals and secretaries are trained annually on allowable expenditures and appropriate documentation. Periodic reports on campus expenditures are provided to each campus by the Title 1 Director to support fiscal resource management.

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 Beaumont ISD Board adopted the SGS theory of action and fully support the development of earned autonomies for schools based on high levels of performance and student outcomes. Based on that philosophy, the District will grant operational flexibility to campuses undergoing school actions aligned the ESF and facilitated by vetted partners to ensure fidelity of implementation. To the maximum extent possible, school administration will minimize administrative directives and initiatives unrelated to the core components of the school action allowing the campus the latitude to implement best practices prescribed by the identified model for replication.

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

The identified school action model, school redesign through Transcend support, has a proven track record of success in low performing and/or turnaround campuses. Moreover, the philosophy and strategy upon which the model is built aligns to multiple evidence based strategies the comprise the Effective Schools Framework including, high quality instructional materials, effective instructional practices, data driven instruction protocols, positive school culture systems, strategic and timely interventions, and well supported teachers. These evidence based strategies are all baked into the design plan and will ensure improved student performance outcomes.

Program Requirements

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

- Restart a struggling school as an ACE campus
- Restart a struggling school as a partner-managed campus
- Create a new school as a district-managed campus
- Create a new school as a School Empowerment Network campus
- Create a new school as a partner-managed campus
- Reassign students from a struggling school to higher performing schools
- Redesign a campus with a district-designed blended learning model
- 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 District engaged in the Annual Portfolio Planning process to determine campus and district needs in order for the District to attain its North Star Goal. The criteria for evaluating campuses included A-F TEA accountability ratings and local SPF ratings capturing student achievement, academic growth, culture and climate, and student engagement metrics. Based upon the school level data, campuses were tiered into four groups with our "urgent" campuses targeted for continuous improvement of partner managed actions and/or district managed restart or redesign. The District has successfully negotiated contracts and launched four partner managed campuses in three years. Data collected via stakeholder input and Board engagement surfaced a desire to diversify our strategies to include district managed school actions. The Senior Leadership team was intricately involved throughout the Annual Portfolio process and evaluated the district managed school actions with consideration to internal capacity and alignment of school actions to individual campus context. Criteria for evaluation used to guide our decision making included: 1) District priorities and capacity 2) Campus-level performance; enrollment and facilities 3) Campus staff and pipeline 4) Community demand and need 5) Stakeholder and political will. The team consequently identified TEA restart as an ACE campus and TEA redesign as viable options for eligible campuses that will support progress to our North Star goal of increasing the number of A/B rated campuses from 2 to 8 by 2024.

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 mission of Beaumont ISD is to inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment. Beaumont ISD's vision is, in collaboration with the entire community, to create an inclusive environment of academic excellence that supports the diverse needs of all learners. To realize this vision, Beaumont ISD is committed to fostering innovation through all facets of our organization to ensure that every Beaumont child has access to a high-quality school. We believe that a school redesign aligns to the District's overall strategy for improving student outcomes and the number of high performing campuses across the system. The core values of effective leadership, high quality instruction that is grounded in rigorous materials and driven by data, targeted intervention and socio-emotional supports for students and families are all at the heart of our school improvement plans and the practices that we are committed to cultivating to accelerate our progress in student achievement. The District strategies to achieve our intended outcome of providing all students access to a high quality school include the following components: (1) Improving student learning: BISD is seeking school models with a demonstrated ability to improve student learning, especially for students at F campuses who are most in need. (2) Increasing choice: Through the formation of in-District charter campuses, new school models, and school restart/redesign, Beaumont families will have access to a broader range of educational options, enabling the District to better meet the needs of all Beaumont students and parents. (3) Creating professional opportunities to attract teachers: to develop existing talent. (4) Establishing new forms of accountability: All charter operators will be held accountable to a rigorous set of performance metrics outlined in their respective performance contracts and all schools will be held accountable to the locally developed School Performance Framework. (5) Encouraging innovative learning methods: including our Early College High School, K-8 Fine arts campus, and Pegasus programs.

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.

All members of the District Senior Leadership were involved throughout the Annual Portfolio Planning process. The Office of Innovation and Executive Advisors facilitated multiple workshop sessions with the team to review campus ratings based on the School Performance Framework, State Accountability Ratings, and local assessment data. The data analysis progressed to the tiering of campuses whereby school actions were matched for consideration. The team evaluated each campus and corresponding school actions individually, facilitated in depth discussions on the merit of each action and determined appropriate next steps for each campus in the district. Based upon the input of Senior Leadership, we identified district managed school redesign as an option for Martin Elementary as the program tenants paralleled the needs identified in the ESF diagnostic and the foundational work underway at the campus. The District is confident that effective planning and implementation of this model will result in a campus turnaround within a three year period that can also be replicated across other high need campuses and support systems level advancements in the process.

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 District conducted a Vision Week during the 2020-2021 school year to solicit school community input regarding school improvement needs and perspectives on school models to meet the needs of targeted school communities. Strategic marketing was leveraged to solicit feedback in the communities most relevant for future school action plans. Data collected from those stakeholders was incorporated into the discussions with Senior Leadership team to make decisions on actions for each school. Moving forward, the District will develop a community engagement plan to communicate all aspects of the initiative to the campus and broader community. The communication plan will provide clear insight and rationale for the school redesign and details the process for implementation with what and how specificity. The District messaging will take into consideration the change management strategies that must be employed and incorporate messaging that casts a vision for the future that will inspire support towards achieving equitable learning environments and high levels of academic achievement across our district.

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.

Anetra Cheatham, Chief Innovation Officer, will manage the implementation of the grant. Mrs. Cheatham has over 18 years of experience as an educator, serving students across all grade bands K through 12. Mrs. Cheatham was an English/ Language Arts teacher, program coordinator, curriculum writer, assistant principal, principal, and District Coordinator of School Improvement. Prior to serving in this capacity, Mrs. Cheatham served as Manager of Instructional Leadership at Region 5 Education Service Center supporting the Texas Instructional Leadership program development.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

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

PNP Equitable Services

PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA. See Program Guidelines, pages 21-27, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)

BUDGET

Innovation Specialist	\$40,000
Leadership Planning/Release Time	\$10,000
Summer Professional Develop Personnel Costs	\$12,000
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Matched Provider and School Instructional and Culture Leadership Coach Support	\$92,500
Summer Professional Development	\$15,000
Communications Planning and Support and Community Engagement Activities	\$10,000

SUPPLIES AND MATERIALS (6300)

Instructional Materials	\$30,500
Materials/Supplies for Grant Activities	\$30,000
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel Expenses for activities to support school action planning	\$10,000
<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

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 _____

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