



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

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
Brooks County ISD had low percentages of students who achieved a Meets or Masters grade level standards on STAAR - 46% in Reading; 50% in Math; 51% in Science; and 41% in writing.	Partner with the School Innovation Collaborative (SIC) as part of a call for quality schools process to design and phase in a new virtual campus to ensure a wider range of successful program options for students and families. Bolster professional learning communities by leveraging increased capacities across the SIC network.
Current students attend a "C" or "D" rated campus.	Partner with the School Innovation Collaborative (SIC) to design and phase-in a new virtual campus to ensure a wider range of successful program options for students and families to improve outcomes for all subgroups.
Student daily attendance remains below the state and regional average.	Partner with the School Innovation Collaborative (SIC) to design and phase-in a new virtual campus to ensure a wider range of successful program options for students and families.

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 grant term (June 2022), the district will successfully launch a new virtual campus and achieve an "A" or "B" rating.
 The purpose of this work and the goal is to increase the number of students in A and B rated schools by 50%. This grant will enable us to create a quality virtual learning environment for elementary students who would otherwise attend a C-rated campus, transition to home school, or continue to struggle with attendance. This campus will prioritize and guarantee enrollment for students who attend or would attend a federally designated comprehensive or targeted campus.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

- Meet with minimum of 75% of campus staff to explain the purpose of the new virtual campus.
- Hold 2 community forums to recruit students for the new school
- Finalize and post an in-district charter application as the launch for our call for quality schools process.
- Create a partner selection committee with representation from each stakeholder group.

Measurable Progress (Cont.)

Second-Quarter Benchmark

- Close the call for quality schools process and conduct of review of all applications
- Conduct private interviews with high-quality applicants
- Select a final choice to operate the campus and conduct 2 community forums for the selected partner to present in the community.

Third-Quarter Benchmark

- Board of trustees authorizes an in-district charter virtual academy to the partner chosen from the call for quality schools process
- Execute contract with authorized partner

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 summative SMART goal and benchmarks will be continuously monitored by the School Innovation Collaborative staff (SIC) or other authorized partner, school leaders, district staff and the board. School leaders will have access to comprehensive data dashboards that enable the use of real-time data to inform campus decision making. Dashboards will incorporate information from all schools, collaborating institutions of higher education and certification partners and provide clear and up-to-date data on each student's progress throughout their experience to ensure they are on track. School leadership will have the autonomy, with support from SIC and district staff, to adjust school and classroom strategies as we work towards our goals. In addition to these school based supports, SIC staff will assume a project manager role to ensure that our benchmarks remain on track and that school leaders and teachers are well supported throughout the process.

Brooks County ISD will reflect these and other goals in the performance contract giving operational authority to the SIC. Failure to meet the agreed upon goals in the agreed upon time-frame may lead to probation or revocation of the operating contract.

The authorized partner will continuously use evaluation data to ensure that the program can be effectively modified for sustainability.

As the authorizer, the board of trustees will conduct an annual review of the charter and will formally determine renewal or revocation decisions every 3 years. The district will make decisions based on a school action planning process in context of the state accountability system and a school performance framework. We will enhance this competency through participation in the Texas Authorizer Leadership Academy (TALA).

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 district, in collaboration with School Innovation Collaborative (SIC), or other authorized partner, will conduct an annual needs analysis and create a new school improvement plan each year aligned to the goals of the partnership.

To carry out its school support and improvement activities, Brooks County ISD will partner with School Innovation Collaborative (SIC) to design, launch, and operate a new virtual campus that prioritizes enrollment for students who attend or would attend a federally designated comprehensive or targeted. The partnership will empower educators with the tools to adapt to their students' individual needs strategically, flexibly, and quickly. This autonomy, along with the greater access to expertise and resources that a partnership will enable, will allow the new campus to accelerate student academic achievement and help serve students effectively. In addition to the focus on educator autonomy, the partner develop cross district professional development opportunities for teachers and leaders.

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 has, and will continue to, establish milestones, identify evaluation methods, set associated indicators of accomplishments, and develop data collection processes. The milestones and = indicators will be tied directly to the School Improvement Plan. By monitoring these milestones and indicators, the district will also be able to monitor the implementation of the improvement plan. Furthermore, as part of the services and support that are offered by our redesign partner we will be able to leverage additional monitoring from an external 3rd party.

a. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, the district will also be able to monitor the implementation of the improvement plan. Futhermore, as part of the services and support that are offered by our redesign partner we will be able to leverage additional monitoring from an external 3rd party,

b. The School Improvement Plan will be used as a working document that will be utilized to monitor progress over time. The principal will review the school improvement plan with the SIC director and superintendent on a regular basis and will provide regular updates on the implementation of the plan. If needed, revisions will be made that are necessary to ensure pl

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's purchasing department is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. In selecting any partners to operate a campus under and in-district charter the district will implement a rigorous call for quality schools process utilizing all of the model policies and applications from the Texas Education Agency. All processes will comply with TEC Chapter 12, Sub-chapter C.

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.

Brooks County ISD will align and complement existing school improvement resources, goals, and interventions including: personnel, technology and infrastructure, curriculum, software, facilities, and training in order to support and effectively deliver a comprehensive School Improvement Plan. All resources allocated to the new virtual campus will be utilized in support of the the goals of the campus, district, and authorized partner. All funding will be strategically utilized based on lifespan and allowable uses.

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 district will negotiate and execute a formal contract with the School Innovation Collaborative, or other authorized partner, following a successful annual call for quality schools and authorizing process. This contract and partnership will qualify for benefits under TEC 11.174 (SB1882) to operate the new virtual school through a Sub-chapter C authorization with complete operational flexibility and autonomy to implement an effective turnaround. District and campus data illustrates that the school has a unique student population that has its own unique obstacles and needs. Therefore, the school and the authorized partner will be provided the flexibility to modify their campus policies and instructional methods in order to improve student outcomes. The partnership will empower educators with the tools to adapt to their students' individual needs strategically, flexibly, and quickly. This autonomy, along with the greater access to expertise and resources that the partnership will enable, will allow the district to accelerate student academic achievement and help serve students effectively.

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

The district will replicate a high-quality SIC charter school - Gates Elementary-as a new campus under the partnership managed model as approved through the district's call for quality schools authorizing process. In alignment with this school action model, the new school will incorporate evidence-based strategies during the implementation of the program that are proven to provide teachers, students, and school leaders access to the latest research-based technology and curriculum that is geared to prepare students to be an active member of today's 21st century society; and offer a strong support system to new and struggling teachers so that they can bring about improvements in student outcomes. Some of these strategies Jinclude: blended learning strategies, project based learning, and a balanced literacy approach, Brooks County ISD and the SIC will also be taking action on the recommendations from TEA's Rural Schools Task force.

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.

When determining which model to select, we discussed how the school action meets the unique needs of our community, and how the action will result in more learning opportunity. Our intent is for our school actions to be more strategic, successful, and sustainable. The district will go through an annual strategic school action planning process based on the state's performance framework in order to determine that this is the formal action we will take and any future district school actions. As a persistently struggling campus in a region with few other options for our families, partnering with the School Innovation Collaborative and replicating a successful model as a new virtual school in the district is the strongest option for us to leverage in our quest to improve outcomes for all of our students. While all schools face challenges, rural schools often face funding and resource constraints, have older facilities, and struggle recruiting teachers to an area where there are limited housing opportunities. We aren't always able to offer differentiated or collaborative professional learning to our staff. We may be able to offer a couple of strands of programming, but unlike an urban or suburban district, we are limited in the offerings for our students. And yet, we need our students to be able to compete nationally and internationally. For these reasons, we've come together with the SIC to provide our students with a multitude of options they would not receive in their respective districts. We are looking at a model that will leverage economies of scale, provide new opportunities for students, and provide differentiated learning opportunities for teachers.

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.

Our vision is to take actions that are strategic, successful, and sustainable in order to increase the number and percentage of students in A and B rated schools. We hope to be one of the first rural System of Great Schools districts in the country. The vision is to design the new virtual school as a replication of the high-quality SIC charter model implemented at Gates Elementary School with the intent to start with first grade and phase in grades two through five. The original high-quality charter model - Gates Elementary School - is the only A-rated campus in San Antonio Independent School district and achieved a perfect score (100) in Domain III - Closing Gaps. This performance was achieved with a similar population and demographics to Brooks County ISD.

This new district school is not replicating a high-quality charter model solely to help students pass a state exam; the community selected this model because it wanted students to acquire conceptual knowledge through a hands-on and minds-on approach to teaching. The charter was designed to develop students' conceptual understanding, develop abstract and problem-solving skills, develop innovators and creativity, create an environment where it is safe for students to take risks, and promote student discourse where students are active learners. Providing the Brooks County community with access to a high quality virtual academy will expand the resources and opportunities available to the students and families.

Research shows that children learn best and are better prepared when the instruction is tailored to meet their individual needs. By replicating the following proven core components from the SIC charter at Gates, our students will be provided with greater opportunities to be successful: Blended Learning, Project-based Learning, and literacy instruction aligned to the Science of Teaching Reading.

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.

This partnership will act as our guide as we redesign the district's broader strategy and theory of action. All of our work will align to the goals of the partnership and this grant will enable us to effectively implement the replication with efficacy. We aim to provide rural students high-quality opportunities early in their learning leading to post-secondary success. We deeply believe that students from rural communities should have every opportunity possible leading to success. Rural students should be exposed to the best teachers in America. Rural schools are stronger through collaboration, and rural communities nurture big dreams through innovation. As we are working on implementing a System of Great Schools theory of action, this grant will enable us to more strategically engage in that change management work. We will build our capacity to manage school performance, expand great options, ensure access to those options, and foster partner autonomy.

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.

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.

Currently, the superintendent will coordinate the grant. The district will work to identify a full time project manager and set up an office similar to an innovation or transformation office with the leader of that office reporting directly to the superintendent. This person will support all authorizing and charter review processes.

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

Summer PD - Supplemental Pay	\$10,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

TEA matched Technical Assistance Provider (meets 25% requirement)	\$75,000
Partner Start-up / Transition Funding	\$125,000
Summer PD	\$20,000

SUPPLIES AND MATERIALS (6300)

Supplies and Materials	\$10,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel	\$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 _____

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 _____