



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

NOGA ID

Authorizing Legislation

**ESEA of 1965 as amended by ESSA, Title I, Part A, Section 1003**

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

Application stamp-in date and time

Grant period from

**August 12, 2022 – July 31, 2023**

Pre-award costs are not permitted.

**Required Attachments**

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

**Amendment Number**

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Vendor ID  ESC  UIE

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Digitally signed by Michael D. McFarland, Ed.D  
Date: 2022.05.09 10:03:34 -05'00' Date

Grant Writer Name  Signature  Digitally signed by Crystel Polk  
Date: 2022.05.09 09:45:02 -05'00' 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
Poynter Elem. has a large student achievement gap based on local winter benchmark data (WBM). comparing WBM 19-20 , 20-21, 21-22 3rd grade reading and science has dropped by over 22% in each of the core subjects.	Identify roots causes of achievement gaps, examining additional support for subpopulations that are under performing which include 76.83% ED. We will begin academic readiness (college prep) programs at earlier grade levels to reduce the academic achievement gap at Poynter Elementary.
Poynter Elem. has the largest among CISD Elem. schools discipline incidents in total 198 students received discipline infractions. Current school culture and student management plan not effective.	Conduct the in-depth assessment of behavior management practice by classroom and school wide systems to provide consistent behavior expectations. Implement (SEL) practices to address students dealing with trauma and other issues related with students at high low-socio economically disadvantage school.
Inconsistent instructional practices and teacher capacity needs needs to be expanded based on the spring and winter benchmarks 21-22 comparison. 3rd and 5th grade reading and science has declined.	Determine instructional model that best suit individual students and provide additional one on one support for student mastery through professional development buy using the gradual release model that aligns with the the ESF. In addition, provide HQIM to be implemented.

**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 April 2023, the Crowley ISD Superintendent and Board of Trustees will approve plans to open a new College Preparatory school that meets the academic and SEL needs of students within the Sydney H Poynter attendance zone. The new school design process will be aligned to the ESF framework and supported by the SAF matched TA-provider with ongoing input from members of the school community. Crowley ISD will ensure 100% completion of planning grant milestones in order to open the new school in 2023-2024.

**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

By August 2022, identify a school leader to participate in the TEA approved new school design fellowship and clarify plans for providing the leader with additional time (20 hours per week) and resources that fully meet the participation requirements of the new school design program with support from the matched TA provider.

By October 2022, clarify high-level plans for the new college prep school including purpose, mission and goals for the school action, a stakeholder communication plan, and a change management plan for the campus and district.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

By December 2022, finalize foundational components of the new school action, including HQIM curriculum, instructional vision, and slow-growth strategy.

By December 2022, finalize the district timeline, process, and communication plan for approving the new College Prep school design and implementation plan, including approval of campus operational autonomies.

Third-Quarter Benchmark

By March 2023, finalize detailed plans for the new school action, including curriculum, instruction, school climate, talent management, performance goals, and operational autonomies (from standard CISD practices); including a detailed implementation plan for the first two years of operations.

By March 2023, apply to TEA for a new CDCN for the new school.

By May 2023, submit a detailed school design plan to TEA for final/review and approval.

By May 2023, submit continuation grant application to TEA and meet eligibility requirements for grant funding.

By May 2023, complete staff recruitment and selection; procure curricular materials aligned to the new educational model.

By May 2023, plan details of summer professional development for campus staff in advance of Fall 2023 opening.

**Project Evaluation and Modification**

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

Our SMART goal for this grant is to create a comprehensive plan for a new College Preparatory school that serves the Sydney H. Poynter school community. Our project evaluation plan is therefore focused on the following areas:

- 1) School leader and team engagement in the planning process. We will leverage our matched TA provider to guide the school leader and design team in the planning process. The grant project manager will have bi-weekly meetings with the TA provider to ensure that the team is appropriately engaged and making progress with planning activities.
- 2) In addition to regular check-in sessions with the matched TA provider CISD leadership and the school leader will use the SAF Progress Monitoring Rubric (PMR) to inform planning activities and develop school planning artifacts that align with TEA expectations for earning continuation funding.
- 3) Community support for the new College Preparatory school. As part of our strategic communication plan for the new school, we will identify goals building community awareness and support the new school initiative, including specific metrics for tracking progress.
- 4) Quality of new school plan. Similar to a charter authorizing process, we will utilize our School Model Approval process to to implement a rigorous review process to evaluate the quality of the new school plan.
- 5) New School Opening Readiness and Checklist. The CISD School transformation officer will work with the new school leader to establish a comprehensive implementation plan that includes clear tasks and expectations for ensuring readiness to open for the 2023-24 school year.

The CISD School Transformation Officer (STO) will be responsible for collecting data in each focus area and identifying opportunities to modify plans and adjust resources to ensure achievement of goal and benchmarks. CISD planned a new school action SAF grant in 2021-22. We will apply lessons learned from that process to ensure a successful opening of the new College Preparatory school in Fall 2023.

**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.

Our offices of School Leadership ,Curriculum and Instruction , SPED, PD, and the Grants and Innovations departments work with campus leaders to prioritize campus specific interventions aligned to TEA’s Effective Schools Framework and the state-administered campus improvement process. The chosen interventions are informed by a Comprehensive Needs Assessment process that incorporates a broad range of academic and school climate metrics.

All school improvement efforts are guided by robust district systems for school performance tracking. Under the leadership of a data-driven Superintendent, Crowley ISD has worked diligently to establish data systems and campus intervention/ support strategies to facilitate school improvement. We have implemented a system of district common assessments, each of which culminates in a structured data protocol and reflection at the classroom, campus, and district level. Each campus leadership team meets with a cross-function district office team to review data and action plans based on assessment results.

We will use the ESF framework, student assessment system, and school management infrastructure to plan and monitor school improvement at the new College Prep school.

2. Describe how the LEA will monitor schools receiving the School Action Fund-Planning and Implementation Grant, including how the LEA will: (a) Monitor school improvement plans upon submission and implementation, and (b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

The CISD STO will work closely with the matched TA provider and the SAF Progress Monitoring Rubric (PMR) to establish a comprehensive workplan and monitor progress throughout the SAF planning grant. The STO expects to conduct bi-weekly meetings with the TA Provider and the new school leader to track progress and eliminate barriers to project success. The ultimate goal of the planning grant/process is to open a College Prep school in 2023-24 that meets eligibility requirements for the SAF continuation grant and Crowley ISD’s high bar for a rigorous school design plan. The school design plan will include multi-year performance goals based on metrics for student academic performance. After the new school is opened in Fall 2023, Crowley ISD will use multiple data points to ensure students are identified for intervention and enrichment, including but not limited to iStation, Benchmark assessment System, Achieve 3000, Dreambox Learning, and then iReady Universal Screener. This data, along with district and campus assessment data, allow us to target intervention for all students during dedicated campus intervention time. CISD evaluates progress toward campus goals reported after every district assessment (~quarterly). CISD will make appropriate adjustments as needed to achieve goals.

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).

CISD and the new school leader/design team will work with the matched TA provider to support the development of a College Prep model that meets the unique needs of our students and our goals for the new school. For this support, we will rely on TEA to verify providers that demonstrate knowledge and expertise to support the planning process. We will also work closely with Empower Schools, who serve as our System of Great Schools (SGS) executive advisor, to ensure that we are establishing sustainable practices and policies for supporting new school planning and approval. Empower has already been vetted by TEA as a high-quality TA support organization and CISD has worked with the Empower team since Spring 2019 to guide our strategic planning process for school actions. The CISD School Transformation Officer will work closely with the new school design leader to evaluate the need for additional external organizations to support school design planning and to ensure that any service contracts are necessary and are solicited in compliance with district procurement policies. External partners will be rigorously evaluated against a rubric that checks for evidence and demonstration of expertise and success.



**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.

In order to ensure appropriate use of funds to support the planning and implementation of the new College Prep School, Crowley ISD will undertake the following activities to ensure appropriate use of funds:

- 1) Identify local, state, and federal grants that are active at the existing Sydney Poynter campus.
- 2) Clarify plans to solicit local foundation support for the new school;
- 3) Ensure that the new school planning process provides adequate time and technical support for the school leader and new school design team to align federal, state, and local funds to support the new educational model in a comprehensive, multi-year school budget.
- 4) Review the annual school budget to ensure all funds used for allowable purposes as described in the grant program according to statutory requirements and TEA program requirements
- 5) The Director of Grants and Innovation monitors and aligns grant funding to ensure compliance with state, federal spending requirements.

The applicant assures TEA that funds will be sufficient to successfully increase the level of quality in state, local and other non-federal programs and will only be used for activities authorized under TEA guidelines, and will in no way supplant federal state, local or non-federal funds.

5. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

As described in our benchmark milestones (section above), CISD will formulate a timeline and process for reviewing and approving operational autonomies that are necessary to fully implement the College Prep model. CISD will ensure that the planning team has freedom to consider new approaches to teaching and learning that provide students with a rigorous, well-rounded education that develops skills and mindsets for success in college or other post-secondary environments. The new school design should be grounded in research-based practices, but with flexibility to implement new programs, instructional practices, and operational systems that may deviate from traditional CISD campuses, but which meet the unique needs of the Sydney Poynter community and our vision for a College Prep campus.

During the new school design planning process, we will ensure that the new school planning team is: 1) not confined by existing CISD practices/policies, 2) understands what existing policies/practices are non-negotiable, and 3) is aware of the process and requirements for requesting operational autonomy.

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

CISD is committed to ensuring that the new school model will incorporate evidence-based instructional strategies aligned to a College Prep school model. We believe that the core requirements of the new school model as defined by TEA, and supported by CISD leadership, are consistent with research on high-performing schools and school improvement. Specifically, CISD will ensure that the new school model will be aligned to the Texas Effective Schools Framework (ESF) and will adopt high quality instructional materials aligned to state standards. The new school action will also include new leadership and staff, and will implement a research-based slow grow model to gradually increase grade levels at the campus over multiple years. These evidence based strategies will address the unique learning needs of students and provide meaningful supports to address pervasive learning gaps.

**Program Requirements**

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

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

2(a). Describe the evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant. (Note: If a specific campus has not yet been identified, please describe the evaluation process, criteria, and timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.)

In support of our Vision 2025 goal of achieving 100% of students in A & B rated campuses, Crowley ISD will continually analyze campus performance, provide support and strategic interventions for school improvement, and identify opportunities to create high-quality, innovative educational options for students and families. CISD is committed to a bold and strategic approach to expanding options for students in the Sydney Poynter school community. We selected a district-managed new school action because it addresses unique student needs and aligns with the district’s commitment to providing students with a well-rounded education that prepares students for college and post-secondary success. CISD is applying for a SAF grant to phase-in a new PreK - 5th grade College Prep school at Sydeny Poynter for multiple reasons. 1) Sydney Poynter is a D-rated, “targeted support” with a significant percentage of at-risk students; 2) Sydney Poynter academic performance on District benchmarks and NWEA MAP assessments is not demonstrating sufficient improvement during the past two school years; and 3) the Sydney Poynter campus has adequate building space to facilitate a phase-in or co-location approach to new school implementation.

2(b). Describe how the school action aligns with the LEA's overall strategy for support and intervention in low-performing schools and/or the LEA's strategy for expanding high-quality school choices for students and families.

The Crowley ISD mission is to equip all CISD students with the social, emotional, and academic skills to thrive as citizens in a diverse, evolving, global society. To achieve this mission, we are committed to a strategy of providing our community with a diverse range of high-quality school experiences that meet the diverse academic needs of our students. We need to be innovative in how we provide education choice for families. As part of Crowley ISD’s Spring 2022 cycle of campus evaluation and improvement planning, Crowley ISD identified Sydney Poynter as a high-priority campus for improvement and transformation. The Sydney Poynter school has experienced multiple years of low academic performance. Whole-school improvement strategies and resource have not proven sufficient to establish sustainable improvement. By implementing the phase-in of new College Prep school model at Poynter, we expect to provide a more successful learning experience for all students.

Crowley ISD has a growing population of families, but also increased competition from local charter schools. Providing innovative, educational opportunities for CISD families is an essential strategy for achieving our 2025 goals for academic excellence, and to meet family demand for diverse and innovative learning environments. CISD administered a district-wide survey during the 2021-22 school year to assess programming and community mindsets about college and career readiness. Survey results indicate that starting college readiness at early grade (including K-2) will build a better college-ready student and better prepare them for post-secondary success.

**Program Requirements (Cont'd)**

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

The CISD Superintendent Dr. Michael McFarland is committed to excellence, and the goal of increasing the number of students in high-quality A and B rated campuses across the district. During the current 2021-22 school year, CISD implemented a SAF planning grant to design a new Montessori school for the CISD community. The planning process, including the school leader fellowship facilitated by the SAF technical assistance provider, resulted in successful comprehensive school design and implementation plan for the new school. The planning process engaged multiple departments and leaders to develop school model details, and included significant board engagement and communication. We seek to replicate that process for the new College Prep school at Sydney Poynter.

The STO in collaboration with the Crowley ISD Director of Grants and Innovation identified the School Action Fund planning grant as a unique opportunity to support the planning of an innovative new school that could expand options for the Sydney Poynter school community. The STO and Grants Director shared details of the grant with the Superintendent and leadership team in April 2022.

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.

Superintendent Dr. McFarland has publicly communicated the district’s goal of achieving 100% of students in A and B rated seats by 2025 during CISD board meetings. In pursuit of this goal, the district has communicated a focus on a strong academic foundation in the early grades AND early exposure to college and career opportunities. In order to learn more about parent, student, and faculty opinions about college and career awareness, CISD administered a stakeholder survey during the 2021-22 to collect insights about mindsets, campus culture, and program awareness. CISD received over 500 responses that identified district strengths and gaps. The survey also resulted in a finding that starting college readiness in early grades (including K-2) will build a better college-ready student and better prepare them for post-secondary success.

For the new school planning process at Sydney Poynter, the School Transformation Officer will work with the College Prep school design leader and Sydney Poynter school community to ensure that campus-based decisions will not be made independently but in a collaborative nature to ensure sustainability and long-term success. We will support the campus by working with their site-based team composed of teachers, community partners and families to identify what has worked and what are the most critical needs for Sydney Poynter students. Data will be provided to the site-based committee to make an informed decision based on the school’s historical data, and the benefits and design elements of a rigorous and well-rounded College Prep educational experience.



**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 CISD School Transformation Officer (STO), Dr. Clarence Williams, will manage the SAF planning grant. Dr. Williams has been a teacher, school administrator, and district leader for over 15 years. In Spring 2020, Crowley ISD hired Dr. Clarence Williams into the new district position of School Transformation Officer (STO) in order to build district systems and supports to facilitate transformation and innovation in CISD schools. In particular, Dr. Williams looks to scale instructional best practices in CISD schools with high percentages of at-risk students. As STO, Dr. Williams successfully led the planning and implementation process of the ADSY school model at David Walker elementary school (Fall 2021 opening), and provided oversight of the SAF planning grant for the new CISD Montessori school (opening in Fall 2022). Prior to his STO position, Dr. Williams was principal of Crowley's Mary Harris Intermediate school, where he successfully transformed Mary Harris from a low performing school to a high performing school in a short time.

The STO will work directly with the new school leader and SAF technical assistance provider to ensure completion of the grant milestones (Progress Monitoring Rubric) and to facilitate collaboration and input from CISD leaders and departments that will be critical to the success of the new school.

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

The STO will work with the new school leader and CISD Curriculum department to ensure that the College Prep academic model adopts high-quality instructional materials in core subjects. Crowley ISD began piloting the Amplify ELA curriculum in two elementary school campuses during the 2021-22 school year. The ELA pilot will expand to include Spanish, bilingual curriculum in 2022-23. CISD also began piloting Eureka Math during the 2021-22 and is moving towards whole-district adoption for the 2022-23 school year. Leveraging TCLAS funding and support, CISD is in the process of hiring curriculum coaches who will support implementation of HQIM in CISD campuses during the 2022-23 school year. The district is systematically evaluating HQIM implementation at CISD campuses. Lessons learned from early adoption will be incorporated into the new school design at Sydney Poynter.

The new school leader will have flexibility to consider and select curriculum for the new school, but the CISD approval process for the new school design will include evaluation criteria to ensure HQIM aligned to Texas standards. The timeline for curriculum decisions will ensure that materials are available in time for teacher professional development in Summer 2023.

**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"/>
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**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**

Planning Year School Leader	\$90,000
School Transformation Officer (Direct Cost)	\$20,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

High Quality PD to align with HQIM	\$45,000

**SUPPLIES AND MATERIALS (6300)**

High Quality Instructional Materials -Classrooms	\$25,000

**OTHER OPERATING COSTS (6400)**

Travel for required Trainings	\$5,000
Travel to see college model elementary schools in implementation	\$5,000
School and community Engagement support	\$10,000

**CAPITAL OUTLAY (6600)**


**ADMINISTRATIVE COSTS**

**Total Direct Costs**

**Indirect Costs**

**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](mailto: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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