



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
Based on the 2018-2019 State Accountability Rating, Collegiate Academy earned an "F"	Collegiate will improve instruction to insure students meet the expected performance standards in all STAAR tested areas. Students who are behind in reading and math will be assigned an intervention class to help bridge the learning gaps.
During 2020-2021, 100% of students at Collegiate had a electronic device for learning, yet one-third of the students failed two or more classes.	Collegiate will improve instructional delivery by employing best practices for blended learning; thereby, increasing the numbers of students who will be successful. Collegiate intends to use the funds to implement research-based professional development for teachers in the delivery of blended learning.
During 2020-2021, 87% of students at Collegiate qualify as economically disadvantaged and 54% are identified as at risk reinforcing the importance of addressing the students social emotional needs.	Collegiate will implement research-based SEL curriculum and supports to address the needs of its students. Teachers will be trained in the curriculum and the implementation of strategies to support building resilient students. Collegiate intends to use funds to support teacher development in SEL models.

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 June 2022, at least 60% of Collegiate Academy students will be proficient in engaging in the school's blended learning model as evidenced by growth on STAAR reading and mathematics.

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

During September 2021, Collegiate Academy will use the district's BOY assessment to establish a baseline in reading and mathematics for students in grades 5 - 8.
 By October 2021, 100% of students will be introduced to a blended learning framework in grades 6, 7, 8.
 By October 4, 2021, 100% students will participate in SEL lessons and have the opportunity to participate in SEL curriculum to support their social emotional development.

Measurable Progress (Cont.)

Second-Quarter Benchmark

During January 2022, Collegiate Academy will use the district's MOY assessment to student measure progress in reading and mathematics in grades 5 - 8.
By January 2022, students will be demonstrate their ability to integrate blended learning with their face to face learning experiences and their on-line learning experiences in grades 6, 7, 8.
By February 2022, students will participate in SEL curriculum to support their social emotional development and demonstrate social emotional support to others.

Third-Quarter Benchmark

During May 2022, Collegiate Academy will use the district's EOY assessment to measure student progress in reading and mathematics in grades 5 - 8.
By May 2022, 60% of students participating in blended learning will show growth in reading and mathematics on the STAAR tests in grades 6, 7, 8.
By May 2022, 100% of students participating in SEL curriculum will report the experience as meaningful for them as evidenced through a survey.

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.

Collegiate Academy received an accountability rating of "F". The campus serves approximately 740 students. Of the 740 students, 87% are economically disadvantaged and 54% are at risk. The campus will receive some additional staffing to assist with supporting teachers and students. Four content specialists will support the campus in English/Language Arts, mathematics, science and social studies. The content specialists will be responsible for working directly with teachers to plan lessons, develop assessments, analyze data and provide feedback about instructional delivery. Four additional teachers will work as interventionists on the campus to insure that the learning gaps are closed for students. The interventionists will serve the students in math and reading. The principal will work closely with the Executive Director for Secondary Schools to align the curriculum and the blended learning implementation. The principal will also communicate with the Superintendent and the Cabinet the progress that the campus is making. The District participates in Systems of Great Schools and has access to an Executive Advisor who can provide further guidance.

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 will work closely with the Leadership team at Collegiate Academy to develop the school improvement plan. Collegiate Academy has completed the review conducted by the Technical Assistance Provider for the Effective Schools Framework and has submitted a Targeted Improvement Plan to the State. The Superintendent and the Cabinet framed an additional plan that provides additional staff to Collegiate Academy to ensure success. The additional staff includes a Dean of Students to address the campus disciplinary needs, four academic coaches to assist teachers with planning, assessment development and data analysis, and support for Social Emotional Learning. The Superintendent will engage the Cabinet in a book study, Align the Design: A Blueprint for School Improvement by Nancy Mooney and Ann Mausbach. The progress and needs of Collegiate Academy will be discussed during the Superintendent's weekly meetings.

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 will monitor the schools receiving the School Action Funding-Planning Grant weekly. The Assistant Superintendent for Student Support will assist the campus in developing a progress monitoring sheet specific to the requirements of the grant. Purchase requests will flow through the Office of Student Support to ensure that the schools comply with EDGAR and district guidelines. The principal will list the objective the campus is addressing on the request form for materials/supplies/contracted service providers, and give a brief overview of how the request supports the objective. The Office of Student Support then moves the request on to the Business Office for processing. The Superintendent and the Cabinet work closely with principals to insure that their campus plans are living documents and reflect the work the campus is doing to improve student performance. The Cabinet Level leaders discuss the district actions that need to be taken if schools are unsuccessful with the implementation of their plans. The Superintendent, the Executive Directors for Elementary and Secondary Education are highly visible on the campuses and interact with the principals frequently. Campuses will receive the resources and additional supports needed to be successful.

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.

Galveston ISD vets external partners a number of ways. Depending on the project, the district will submit a Request for Proposal which details the scope of the work and the specific characteristics the district needs the partner to have to fulfill the project. GISD adheres to the RFP process and makes a determination whether to award or not award to a partner. Galveston ISD is also part of a System of Great Schools Network. The Executive Advisor provides a wealth of knowledge and assists by helping the district to find appropriate resources to support its initiatives. The district also works closely with the Educational Service Center to access programs and people to help facilitate its needs. GISD contacts other school districts who have been successful implementing a similar project/initiative to gain insight into the partners who have done outstanding work for them. The District engages in a fact finding mission by asking a series of questions to determine if the external partner is a good fit for GISD. We use a matrix to screen interested partners and then we invite them for an on-site interview/presentation or we go to the site where they have done work to see it firsthand. We use a team to review the partners' proposals/credentials and to make recommendations to the final decision makers.

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 School Action Fund Planning Grant will supplement the services that currently exist in Galveston ISD. The funds will not supplant any state requirements or activities that previously received state or local funds. None of the funds for the School Action Fund Planning Grant will be used to supplant any existing program or service. Grant funds will be used to expand educational options for targeted students and to coordinate serves that benefit students in new ways. The District will work with the schools to ensure the coordination of Title Funds, IDEA, Career and Technical Education Funds, local education dollars are used effectively and appropriately. Records will be maintained on all expenditures by budget function class-object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide.

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 Superintendent's Cabinet meets weekly to assess the needs of the District and the adjustments that need to be made to address those needs. The Cabinet considers what is best for the entire district and what campuses need in order to be able to accomplish their goals. The Superintendent solicits input from a variety of stakeholders which include the principals and the directors from all departments through the District. Community members are also involved in gathering perspectives. The District Education Committee which is comprised of parents, teachers, and other representatives have the opportunity to share their viewpoints.

Policy revisions are sent to TASB Policy Service. The Board reviews the local policies and takes the appropriate action.

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

The school action will incorporate research from Mooney's Align the Design: A Blueprint for School Improvement and Catlin Tucker's Balance With Blended Learning. The Superintendent's Cabinet will support the principal in evidence based strategies for school improvement. Teachers at Collegiate Academy will participate in professional development from the Effective Schools Framework and from Tucker's Balance with Blended Learning.

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.

Conversations regarding the school action model for Collegiate Academy have been in process since September 2020. The District Leadership Team examined school action models that seemed to be a best fit for Galveston ISD. The principal was engaged in the conversation as to how to best meet the needs of his students. Collegiate teachers were responsive to meeting their students needs through on-line learning. As students transitioned back to the campus from remote learning, the teachers saw how they could continue their instruction with the integration of technology. The principal and his leadership team recognized the teachers and the students efforts. They support the one to one technology initiative but also recognize that it must be strengthened with more professional development for teachers. The Superintendent and the Cabinet support the decision to apply for the School Action Fund grant and support the model "Redesign a campus with a district-designed blended learning model." After the remote learning experience, the District feels that we can take the best practices and strengthen those practices where they become effective for students and 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.

Redesigning Collegiate Academy with a district-designed blended learning model allows the district to operate from a place of strength with Collegiate Academy. Throughout the 2020-2021 school year, teachers have been engaging students in learning via technology. Teachers and students are comfortable with the technology and the learning management system. As students have transitioned back to brick and mortar, teachers continue to use technology as a tool for instructional delivery. With strong professional development, the District believes the teachers at Collegiate Academy can improve student performance by incorporating a blended learning model.

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.

The Superintendent reviewed the School Action Fund Planning Grant. He discussed the grant with Cabinet and with the Board Curriculum Committee. The Superintendent also met with the District's Executive Advisor. The Superintendent shared his interest in the grant with the campus principal. Members of Cabinet had the opportunity to review the grant and give comments related to their thoughts around the model being a good fit for Collegiate Academy. The Superintendent and Cabinet came to consensus to move forward with pursuing the grant.

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 Superintendent has held several meetings with members of the school community. He has listened to their concerns and has sought their input as to the resources they felt that they would need for the school to become successful. Based on the feedback that he received, the Superintendent developed a plan to provide more support to the campus. After reviewing the school action models with Cabinet, the decision was made to pursue the blended learning model. The campus is in the initial stages of the implementation of blended learning. This model will present an excellent opportunity for the teachers and administration to deepen their understanding and strengthen the learning opportunities for the students.

The Executive Director for Secondary Schools will work closely with the principal and with members of the school community to convey plans for blending learning and will solicit input into the school action planning process. The Executive Director will keep the Superintendent and Cabinet informed about the schools progress.

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.

Dr. Annette Scott will manage the implementation of the grant. Dr. Scott has managed more than \$60 million dollars in grants for the District. She works closely with the Superintendent and the Assistant Superintendent for Business Operations. She has established systems for maintaining accurate records on all expenditures in accordance with Edgar and the Financial Accountability System Resource Guide. She is knowledgeable about Systems of Great Schools and was responsible for the coordination and launch of the district's School Performance Framework.

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

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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Provider, School Instructional and Culture Leadership Coaching Support	\$112,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Books, instructional materials that do not require specific approval	\$37,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Professional development, Travel, School Community Engagement, LSG Training for Board Members	\$100,000
<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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