



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 Digitally signed by Dr. Lane Sobehrad Date: 2021.05.13 14:00:52 -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
Based on SY 18-19 TAPR, significantly underperformed STAAR "Meets" across subjects and grade levels (20% ELAR, 38% Math, 33% Sci) compared to district (41% ELAR, 45% Math, 46% Sci) and state (48% ELAR, 52% Math, 54% Sci) averages.	Our ESF-aligned school new school design plan, supported by this planning grant, will focus on hiring highly effective teachers, providing additional, differentiated PD supports, and connecting new teachers with veteran teachers through District-based mentoring programs. Cross curricular implementation and data driven reviews of student progress will inform school actions.
Based on SY 19-20 enrollment data, -30% total enrollment over the last 5 years; 96% economically disadvantaged; 64% at-risk, far exceeding district (49.2%) and state (50.1%) averages.	The design process will prioritize building community ownership in the new model. Ultimately, the new school will provide numerous opportunities for parent and family participation in the campus community, including community events and projects, parenting classes, adult education, and health fairs.
The 2019 and 2020 QSA rated Brown's accountability score as one of the lowest elementary schools in LISD, having seen a 8-point drop between 2018 and 2019 (74 to 66).	This planning grant will allow campus leaders to focus on 1) strategic hiring including instructional coaches, highly effective teachers, and SEL specialists; 2) developing a new curriculum model focused on student-centered learning; 3) building campus culture with a growth mindset.

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 Spring 2022 semester, campus leaders will have developed an evidence-based new school design through the New School Design Fellowship that will meet TEA requirements for ESF-alignment, high-quality curriculum with high-dosage tutoring, contingency plans for remote instruction, extended day or school year, strategic staffing, student diagnostic assessments, and a rigorous approval and ongoing monitoring process. We expect the planning process will ensure the school is well positioned for an effective first year of implementation in SY 2022-2023, leading to an overall "B" or higher accountability rating within two years of new school model implementation, in line with Lubbock ISD's North Star goal of serving 80% of students in "A" or "B" schools within five years.

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

- District nominates principal to participate in TEA- approved new school design fellowship program by July 31, 2021
- District determines staffing arrangements that will allow for the selected school leader to be released from campus duties 3 days/week in the 2021-2022 school year to fully meet the participation requirements of the new school design program.
- District develops communication plan for school action planning and implementation.
- District formalizes the parameters for granting new school specific operating autonomies, and articulates requirements for educational model (if any), opening grade levels, student enrollment, and school location.

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

- School leader develops an initial school design plan to include details related to educational model, curriculum, school operating autonomies, opening grade levels and student enrollment levels, and school location.
- TEA, TA provider, and district leaders review and provide feedback on initial school design plan
- District finalizes student recruitment plan outline and district enrollment policies (as applicable) for the new campus
- School leader finalizes the main school design plan that meets TEA requirements for ESF-alignment, high-quality curriculum, student diagnostic assessments, extended day or school year, and strategic staffing.

Third-Quarter Benchmark

- TEA reviews and approves complete school design plan
- School leader, in partnership with the district finalize campus budget for the 2022-23 school year
- Meet eligibility requirements for continuation grant funding and submit continuation grant application
- Complete staff recruitment and selection and procure curricular materials aligned to new educational model
- Plan and conduct summer professional development for campus staff in advance of Fall 2022 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.

The leadership team for the new district school looks forward to working in collaboration with SEN, the TEA-selected TA provider for this grant, to promote successful completion of the school design process. Furthermore, our district team has an established project management platform to ensure project evaluation, modification, and communication amongst the various project teams to track and record progress towards SAF GPMs. For example, we conduct monthly progress reviews and quarterly "step back" reviews including the school leadership team, executive principal, District Coordinator of School Improvement, and CIO to dissect data and ensure expected progress on new school design goals and the outcome goals for SY 21-22 around student growth, achievement, and community engagement (ESF 1.2). 1) The campus leadership team will perform a needs assessment at the beginning of the year and review T-TESS data with teachers with < 5 years of experience or with identified domains that are "Developing" or lower to inform differentiated PD goals (ESF 2.1). At the end of each semester, another needs assessment will be performed to determine the impact of PD, areas of professional growth, and areas that require further improvement (ESF 2.2). In addition, the campus leadership team will review T-TESS data at the end of the school year. 2) The campus leadership team will communicate student behavioral expectations early often, regularly evaluate discipline incidents, and an action plan will be developed emphasizing restorative practices to address identified campus disciplinary deficiencies (ESF 3.2). 3) The Brown team will implement effective instructional strategies through consistent, efficient, and visible structures such as weekly common formative assessments (CFA) and a robust Response to Intervention (RTI) framework (ESF 5.1, 5.2). 4) Brown will reinforce effective DDI practices, such as "checkpoint" formative assessments every three weeks to gauge student progress and PLC teams that review student "checkpoints" based on CFA data every three weeks. If a student does not meet progress standards, the PLC will identify specific student needs and engage a corrective instruction action planning process to tie those students to quantifiable learning targets (ESF 5.3). 5) Using the campus PBIS framework, teachers will make data-driven decisions to provide personalized learning to students. This data will be reviewed monthly by the campus leadership team, then shared with staff to inform future PD and student supports (ESF 3.3). 6) Lubbock ISD has an established process targeting outreach to parents and families based on prior SAF experience to ensure transparent communication about their students' learning (ESF 3.4)

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.

Lubbock ISD is fully committed to carrying out all necessary school support and improvement activities required to ensure that Brown Elementary improves student outcomes during the planning year ahead and that the new school replacing Brown Elementary will be a high quality school option for Lubbock students. With the decision to close Brown made through the LISD annual school planning cycle, the Chief Innovation Officer, DCSI, and new school leadership team will work together to align the TIP with the plan for the new school to replace Brown via the New School Design Fellowship. Fortunately, SEN's School Quality Rubric closely aligns with the TEA's Effective Schools Framework, and the Fellowship experience and TIP process will provide critical opportunities to align all school improvement plans in support of the most important student-focused outcomes, which Lubbock ISD has done with fidelity at 3 other SAF campuses. The Campus Leadership Team will continue to work toward the annual outcomes identified in the TIP, which are subdivided into 90-day outcomes and milestones and adjusted in an iterative evaluation process.

We utilized our TIP review and End of Year Reflection conducted in May 2021 to drive our prioritized focus areas for the 2021-2022 school year. After reviewing all data we had available, we realized our focus for 2021-2022 had to be 3.1 - Compelling and aligned vision focused on a safe environment and high expectations - and continuing from our 2020-2021 TIP 5.3 Data Driven Instruction. Progress has been made in all areas as far as putting systems in place, providing PD to staff and the administrative team concerning the DDI process, common formative assessment protocols, teachers/administrators analyzing student and staff data, and teachers/administrators meeting weekly for planning during PLC time.

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 implementation and progress of the milestones in the TIP will be reviewed weekly by the Campus Leadership Team, CIO, and DCSI. At the end of each 90-day cycle, the CLT and DCSI will review cycle activities, student achievement data, progress made on the milestones, then make any necessary adjustments to the TIP. The updated TIP will be submitted to TEA for review after every cycle. If unsuccessful implementation of the plan is evident during reviews, adjustments will be made by aligning resources and support to the identified deficient areas. In parallel, LISD will be working closely with the New School Design Fellow identified to design and lead the new school to replace Brown. LISD will ensure dynamic feedback loops exist between TIP cycles and the development of the new school design supported by TA-provider SEN facilitated by the district's SAF management "Hub," a collaborative tool that allows stakeholders to maintain transparent communication and progress monitoring throughout the SAF cycles. The annual planning cycle for school actions monitors schools that have been identified for intervention, providing proactive supports as described above. Typically, schools are provided a three year runway, inclusive of a planning year, with active school actions to demonstrate results before implementing a different action, however, evaluating the progress of all schools occurs annually during our planning cycle.

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.

LISD is excited to continue our partnership with SEN as the TEA-vetted TA provider for this planning grant. As the new school design (NSD) team builds out the details of the plan for an ESF-aligned school model, we expect to identify other external orgs. with whom we may work to support this new school. Aligned to our SGS directives, this may include the replication and/or expansion of existing partnerships with proven effectiveness currently serving other LISD campuses engaged in previous cycles of SAF grants. LISD will utilize a screening and selection process for these orgs. that focuses on evidence of impact in similar school contexts, sustainability of results, and alignment with our school & district theory of action. There is also a robust list of external vendors that are already screened, vetted, and available for our NSD Fellow to consider as she builds out critical school design partners. As with all outside vendors, we will work closely with our Dept. of Finance and legal team to ensure all necessary fiscal & contractual controls are in place. The project management team in the Office of Innovation will monitor all partnerships & external orgs., both to ensure adherence to specified terms and to support the campus leaders in implementing their vision. This monitoring will occur in weekly meetings with campus leadership teams and monthly progress status meetings with external orgs. Per Procurement Services policy, contracts may be negotiated for up to a calendar year with specified criteria for renewal through the implementation period.

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.

LISD is committed to strategically deploying resources to maximize the impact of a planning year and the launch of a new, high quality school for students & families served by LISD. Our team has extensive experience effectively braiding Federal, State, & local resources with grant funds to ensure we achieve our strategic objectives effectively, efficiently, & in compliance with all fiscal and regulatory requirements. As the recipient of multiple SAF grants in past cycles, we have lived experience navigating & maximizing the synergies between SAF & other funding sources to the benefit of our students. While the exact nature of the resources required for a successful design, launch, and ongoing operation of our new, high quality school will be determined over the course of the planning year, we can ensure alignment of monies including Title Funds, School Improvement, IDEA, and local funds. SAF will supplement the services that currently exist for district programming in Brown's feeder pattern. In particular, this includes creating vertical alignment with Brown's feeder schools for opportunities such as Project Lead the Way, wrap-around community services (e.g. parenting classes), & community engagement events. LISD uses fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for Federal and State funds. The Federal Programs Coordinator tracks the funds received by the Title I Campuses and ensures all purchases are approved and aligned with the campus improvement plan. Furthermore, we are in the process of creating improved strategic grant management routines and tools that will provide school leaders with low effort, high impact visibility into the alignment of their school's resources with their school vision.

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.

LISD's implementation of the SGS Theory of Action continues to identify opportunities to provide operational flexibility in support of our strategic school actions. We have a strong track record of senior leadership collaboration focused on modifying practices that unnecessarily restrict the potential impact of school actions. This is especially true for the evidence-based, data-driven plans of proven, entrepreneurial school leaders such as those selected to design new schools through the NSDF. Current new school design fellows in LISD have been given various autonomies which will be continued in future new school designs, documented in Spring 2021 in the Operational Flexibilities document. This document is designed to give all stakeholders at both the school level & central office clarity on the flexibilities available, as well as any needed guardrails around exercising these flexibilities. Flexibilities were determined based on research of high leverage practices, consistency with the NSDF process, and feedback from principals who have gone through similar processes; District & school level long-term sustainability was also taken into consideration. Flexibilities include school design development, instructional strategies, school culture, strategic staffing, curriculum choices, professional development, & resource allocation. Our SGS work has prompted us to modify our enrollment policies with the goal of ensuring they are more equitable & fully support the goals of our school actions. Enrollment policies are no longer first-come, first-serve & safeguard historically underserved populations by ensuring all schools share responsibility for their success. Additionally, Lubbock ISD maintains & continually improves the systems, tools, & supports that help families choose schools. Lubbock ISD is intentional about hosting in-person & virtual opportunities for parents & families to learn about school options.

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

The complete set of ESF-aligned, evidence-based strategies implemented as part of the new school design will be determined over the course of the planning year. One known focus will be on strengthening the current, evidence-based programming at Brown Elementary. In particular, Lubbock ISD will expand existing Project Lead the Way (PLTW) courses to include PreK-5 courses which have shown strong, positive outcomes in a statewide benefit-cost analysis by the Washington State Institute for Public Policy (WSIPP). Brown will be receiving additional district funding to implement these courses in a slow-growth, scale-up model. Brown will also be provided with a dedicated SEL specialist through the Keep Empowering Youth program funded by Covenant Health System to identify patterns of behavior and address them strategic interventions. Through these and other efforts, LISD is committed to using all available support to aid our NSDF in advancing the impact of evidence-based strategies. This may mean exploring replication of previously implemented effective school models to align with the district's SGS directive to replicate effective school models & practices.

Program Requirements

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

- | | |
|---|---|
| <input type="radio"/> Restart a struggling school as an ACE campus | <input type="radio"/> Create a new school as a partner-managed campus |
| <input type="radio"/> Restart a struggling school as a partner-managed campus | <input type="radio"/> Reassign students from a struggling school to higher performing schools |
| <input checked="" type="radio"/> Create a new school as a district-managed campus | <input type="radio"/> Redesign a campus with a district-designed blended learning model |
| <input type="radio"/> Create a new school as a School Empowerment Network campus | <input type="radio"/> 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.

As part of our System of Great Schools district-wide strategy, Lubbock ISD conducts an annual school planning cycle to evaluate the quality of our school portfolio and make decisions about school interventions in support of our "North Star" goal. This three step evaluation process yields a data-driven decision about which school actions will be undertaken at which campuses in a given year. Step one is conducting a Quality Seats Analysis (QSA), which analyzes data spanning historic and current academic quality, enrollment trends, feeder pattern relationships, school climate, and teacher and leadership experience, performance, and culture. Step 2 is identifying the schools with the strongest case for school actions. For Brown, multiple data points in the QSA met the criteria for bold action. Step 3 of our process was to match selected campuses to the best-fit school action. For all schools, a work group was established to generate scenarios, vet scenarios against our school action conditions for success diagnostic tool, lay out a detailed proposal, and begin early planning for the selected school action model. The work group, and ultimately all of Cabinet and the Board, aligned around the plan to open a new school to replace the current school at Brown. We believe this School Action model is the highest impact, most sustainable way to transform results for the Brown community. As an active SGS District, Lubbock ISD has pursued an extensive set of school actions over the past 3 years. As a result, we are particularly well equipped to evaluate school action options for our highest priority campuses and pursue the one that will yield the best, most enduring results for students.

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 Lubbock ISD is to nurture, develop, and inspire every child, every day. As evidenced by our implementation of the System of Great Schools strategy, we are committed to moving more of our students into high quality schools year over year. Coming out of our Board's Lone Star Governance workshop participation, our district committed to the bold "North Star" goal of ensuring 80% of our students would be served in A- or B-rated schools within five years, nearly double our 2019 performance. As a backstop, our Board also issued a non-negotiable about taking bold action in persistently D or F-rated schools. Our annual school planning cycle, informed by our QSA, is the process through which we match schools with the most appropriate level of support and intervention. Just like our teachers escalate interventions to ensure each student can have their needs met in the classroom, we consider a series of interventions with increasing intensity for our schools. At the foundation are school supports--the universal set of interventions that are provided to all schools. For those schools that need more and/or serve students farther from opportunity, we might escalate supports to the school improvement level. These are more targeted interventions--honing in on specific gaps in a school's instructional core, teacher effectiveness, curriculum, culture, school leadership and planning and continuous improvement engine. At the top of the pyramid are school actions, which we define as bold, intensive interventions that utilize evidence-based practices to deliver and sustain dramatic and transformative improvements in school quality with urgency and responsiveness to our community's needs. We reserve school actions, the most intensive interventions, for the select cases in which a comprehensive transformation of academics, culture, talent, and operations is warranted. The selected school action of opening a new school to replace Brown Elementary directly aligns with Lubbock ISD's overall strategy. The opening of a new, high quality school in one of our highest needs communities and in tandem with school actions underway in the other elementary schools and middle school in the same feeder pattern, reflects the ongoing commitment to ensure the district takes action to provide all students & families with high quality choices that are the best fit for their desires & needs.

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 three steps of the evaluation process described in 2a include thoughtful engagement of key stakeholders and senior District leaders. Our Quality Seats Analysis was developed with extensive input of all departments on data inclusion and how to consider historical context for each school and district-wide findings. The QSA discussed at Cabinet, with all our school leaders, and publicly with our Board and community. The next two steps--identifying schools with the strongest case for school actions and matching those schools to the most appropriate school action model--took place primarily through a "Future School Action Work Group". The work group is comprised of Cabinet members representing academics, student services, special services, school supports and supervision, enrollment, and operations and has met weekly since January. The work group gave important context, reviewed all relevant data, and ultimately made a recommendation to the Superintendent and Board of Trustees around the schools most suited to school actions. Finally, this group did a deep dive into all of the potential school actions and how they aligned with individual school needs, once again making a final recommendation to the Superintendent around the best path forward. The work group has co-authored this SAF Planning Grant application and will continue to meet as we look towards launching a successful planning year for school actions at Bean and Brown Elementary Schools in SY 2021-2022.

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.

Lubbock ISD made a conscious effort to use community voice throughout the process. In conducting the QSA at the beginning of the process, data points that reflect community perspective, such as enrollment demand, high need subpopulations, federal census data (relevant for LISD's participation in the Teacher Incentive Allotments), and active community organizations, all of which were integrated into the analysis. Moving forward into identifying schools and planning school actions, we have identified three key phases of stakeholder engagement: Phase 1: Determine schools for School Actions (September 2020 - February 2021); Phase 2: Set up successful planning year (February - July 2021); Phase 3: Launch planning year (August 2021 - June 2022)

We are currently still in Phase 2 and have done considerable engagement with key stakeholders including current staff, families, and the broader district: 1) In February before presenting identified schools to the Board of Education, met with current principals, staff, and families to discuss potential paths forward and answer any questions. 2) In April met with current principals to confirm selected school actions and discuss their potential options for the upcoming school year. 3) April Board of Education meeting to confirm new principals that will lead school actions for the following year. 4) Immediately following the Board of education meeting, staff and community meetings were held at the campus to introduce the new principal and answer questions about the plan moving forward. 5) In June, the new campus leadership team will work with the district's department of Communication and Community Relations to develop and begin implementing a comprehensive communication plan that defines goals for communication/community engagement, identify target audiences, specify community objectives, and establish a schedule of community engagement activities.

This effort will draw on lessons learned from previous new school design efforts, and LISD is committed to ensuring community voice plays a critical role in the work moving forward. In general, the community-engaged schedule of events will include the following: Oct. - Empathy interviews with campus stakeholder groups (teachers, parents, students, alumni, community leaders); Nov. - Solicit student feedback targeting aspirational goals to inform a portrait of a graduate; Jan. - Public community event introducing school action and proposed school reform, and Campus-wide staff meeting addressing impact of school action on current school operational model; Feb. - Presentation of initial plan to the Lubbock ISD Board of Trustees, and districtwide communication regarding hiring opportunities at schools receiving actions; Mar. - Public community event soliciting feedback on components of the school's new academic model; Apr. - Formal presentation to Board of Trustees for new academic model approval, & community event presenting the new school model.

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.

Ken Casarez - Chief Innovation Officer, Lubbock ISD

Mr. Casarez has previously served in a number of administrative posts and campus leadership positions in Texas school districts, including extensive experience in Lubbock ISD. He has previously served as the Executive Director of Secondary Education for Castleberry ISD where he served on the Superintendent's Cabinet; acted as the District Coordinator of School Improvement (DCSI); supervised the Secondary Teaching, Learning, and Innovation Team; co-led the District Education Improvement Committee; oversaw the district's Homeless Liaison; produced the district's Academic Planning Guide for high school and middle school campuses; and was the Superintendent's designee for Level II disciplinary placements and campus grievances. In addition, Mr. Casarez served as an administrator and campus leader in Lubbock ISD for over a decade as an Assistant Principal at Cavazos Middle School and Lubbock High School, Associate Principal at Estacado High School, and as Principal at Irons Middle School. Lubbock ISD is confident that with the skills, experience, and community relationships brought by Mr. Casarez, our campuses receiving action and funding support through the School Action Fund grant program will be guided through a successful, effective implementation.

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

District Administrator / Innovation Officer Position	\$15,000
School Leader release/planning time	\$35,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Matched Provider / New School Design Fellowship	\$75,000
Technical Assistance training for District Administrator / Innovation Officer Position*	\$10,000
Summer professional development	\$15,000

SUPPLIES AND MATERIALS (6300)

Instructional materials	\$35,000
School community engagement events	\$10,000

OTHER OPERATING COSTS (6400)

Communications planning and support	\$5,000
Travel expenses	\$15,000
LSG Training expenses for board members	\$5,000

CAPITAL OUTLAY (6600)

Facilities and infrastructure upgrade	\$30,000

TOTAL BUDGET REQUEST \$250,000

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 _____

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