



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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- NCLB Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
In the 2019 TEA Accountability Ratings, Garland has eight middle school campuses with targeted designation. In the 2019 TEA Accountability System, these schools had an average of 36% of their students meeting proficiency targets in ELA/R and 42% in math.	Undergo a planning process for launching a new district-managed middle school. We believe the year-long planning process will help us develop the vision and plan for the school, while engaging the community on the school model that best supports their needs. The new school will prioritize enrollment to students matriculating from comprehensive-designated elementary schools.
At the three middle schools serving the highest needs students (Bussey, Houston, O'banion) only 23% of students met MAP proficiency targets in the MOY assessment, and 8% of students met math proficiency.	Undergo a planning process for launching a new district-managed middle school. Aligning the school plan to the ESF, including high-quality instructional materials, as well as evaluating flexibilities for the school will allow the new school to best meet the needs of its students.
Four of our 12 middle schools have experienced enrollment declines and district data reflects smaller elementary cohorts will be matriculating to middle school, likely reducing enrollment.	Co-create new schools during the planning year by gathering community input to design the programs that best align with their interests to increase demand and ultimately, enrollment. By opening four new elementary schools and two new middle schools, community input will create complementary programs.

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, New School Design Fellows and their teams will have developed an evidence-based new school design that will meet TEA requirements to include: ESF alignment, high-quality curriculum with high-dosage tutoring, extended day or school year, strategic staffing, student diagnostic assessments, and a rigorous approval and ongoing monitoring process. We anticipate the planning process will ensure the school is well-positioned for effective implementation in the 2022-2023 school year, leading to an overall B or higher accountability rating within two years of the new school model implementation.

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 school leader/principal to participate in TEA-approved new school design fellowship program by 7/2021
 District determines staffing arrangements that will allow the selected school leader to be released from campus duties three days/week in the 2021-2022 school year to fully meet the participation requirements of the new school design program.
 District develops a communication plan for school action planning and implementation
 District identifies the incubation campus for the new school through data-driven process that includes facility capacity and condition, proximity to educationally disadvantaged community needs, as well as proximity to existing low-performing schools
 District launches a community engagement process with nearby families to co-create the future school design

Measurable Progress (Cont.)

Second-Quarter Benchmark

District formalized 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
School leader develops initial school design plan to include details related to educational model, curriculum, school operating grade levels and student enrollment levels, and school location
TEA 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 main school design plan that meets TEA requirements for ESF-aligned, high-quality curriculum, extended day or school year, and strategic staffing

Third-Quarter Benchmark

TEA reviews and approves complete school design plan
School begins the Choice of Schools enrollment process
School leader, in partnership with the district finalize campus budget for the 2022-2023 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.

Garland ISD will work closely with our technical assistance provider to develop a data collection and analysis protocol and detailed work plan to determine when and how to modify our program at the onset of the work. This protocol and work plan will be grounded in the Goal Progress Measures that are part of this grant's Fidelity of Implementation Tracker (FIT) tool, key milestones in the New School Design Fellowship, and our district's strategic management calendar. If benchmarks are not being achieved, we will work together to determine a root cause and an appropriate intervention. This may include amending our budget priorities, additional district personnel assisting with the project, or working with our technical assistance provider to contract additional support. The evaluation will also provide opportunities to examine the effectiveness of strategies implemented in order to modify our program. Our district's continuous improvement cycle anchored in the ESF will also be used. The investment of professional development provided through local, state, and federal funds is a substantial resource that will aid in sustaining strategies learned and implemented during the grant cycle. This funding resource, coordinated with other sources of federal funding and state compensatory funds, will ensure program sustainability is continued after grant funds are exhausted.

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.

Garland ISD will use the Effective Schools Framework (ESF) as a basis for its school improvement activities and will follow the Effective Schools Framework Campus Needs Assessment and Planning process. The campus leadership team, which includes the principal and other campus leaders, in coordination with the District Coordinator of School Improvement (DCSI), will engage in its school improvement activities and develop a school improvement plan for the campus. We are seeking SAF grant support to launch a cohort of four new elementary schools and two new middle schools that will be phased in over time. We fully expect that these new school models will provide opportunities for students currently enrolled at our eligible campuses. Specifically Heather Glen Elementary is a Comprehensive-designated school, while both Montclair Elementary and Club Hill Elementary are Targeted-designated, D-rated campuses, with each of these three schools located nearby in South Garland. These opportunities will utilize Garland’s open enrollment Choice of Schools process to access higher quality educational options that are the best fit for them. These two new middle schools will give a priority in the choice system for students matriculating from these eligible campuses. In tandem to planning and phasing in these new school models over the next several years, we will continue and increase our school support and improvement activities at our lowest performing campuses, including our eight targeted-designated middle school campuses.

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.

Garland ISD will monitor schools receiving the SAF Grant by engaging in ongoing progress monitoring of the goals and measurement of the planning grant through the Fidelity of Implementation Tracker. The monitoring team includes the Office of Innovation, district and campus personnel, our matched school action technical assistance provider, and System of Great Schools advisory team. School improvement plans and implementation will be monitored using the ESF Campus Needs Assessment and Planning Guidance and will comprise the following: The DCSI along with the campus team will regularly review the school improvement plan and identify the milestones campus staff are achieving. Garland ISD is committed to supporting the school in its transformation efforts through the planning year and expects the school to move to a B rating by the end of the second year of implementation of the SAF grant. For our new school models, we will ensure rigorous and efficient monitoring of the required benchmarks and goal progress measures that are incorporated into the Fidelity of Implementation Tracker (FIT) tool for this grant. This will allow us to maximize the value of the planning year for our students and schools and be well positioned to launch high quality, dynamic new school models in SY 22-23.

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.

Garland ISD will recruit external providers by following the district guidelines as specified by Texas Statute, Board policy, and our Purchasing Department. The district screens potential external providers by conducting background checks, reviewing resumes/credentials, verifying employment, and contacting references. Garland ISD ensures quality by selecting external providers who have demonstrated a record of effectiveness in increasing student achievement; financially sound; capable of providing services that are high quality, research-based, aligned with the TEKS and student academic standards; able to provide services consistent with federal, state, and local laws. Garland ISD will also follow EDGAR and Texas School District Procurement Guidelines. Our district has a strong track record of seeking out and leveraging external partners to advance our strategic objectives, including the critical work of supporting our school improvement and transformation efforts.

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.

Garland ISD is committed to the responsible use of all funding received in the district. In managing our financial resources effectively, we will continually assess, update and communicate the need to monitor and adjust project activities to align with our needs. District committees and cross departmental leaders meet frequently to discuss and consider available resources. Our Budget Office and Federal Programs Manager meet to review on-going district initiatives and to identify financial and other resources to meet the goals of the initiatives. District leaders also evaluate progress monitoring analytics for each initiative to determine efficacy of the funds spent as well as discuss any adjustments or modifications that may need to be made. Additionally, Garland ISD will explore philanthropic funding opportunities as well as other grant opportunities to fulfill the district's strategic plan.

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.

Garland ISD has a strong track record of modifying practices and policies to enable full and effective implementation of school actions, and will draw on this experience when launching new schools. Supporting our magnet schools in differentiating their school models for innovative programs like Math, Science, and Technology, dual-language, Montessori, P-Tech and Early College, and Classical has been key for empowering the school leadership teams to deliver high-quality and authentic programming. Our recent ACE model implementation at two schools, including Lyles Middle School, is another demonstration of leveraging operational flexibilities to transform school performance. With our ongoing work with System of Great Schools and in anticipation of launching a cohort of four new elementary schools and two new middle schools with SAF support, we are undergoing a review and codification of operational flexibilities that will be available to leaders participating in the New School Design Fellowship. We fully expect the available flexibilities to allow for full and effective implementation of the school designs. If additional flexibilities are identified as critical to the new school models, our district Roundtable leaders will explore ways to modify, as appropriate, practices and policies for the new schools.

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

Garland ISD will use the new school design process and the planning year to determine the full set of evidence-based strategies to implement as part of the new school design. As with our previous school actions, we expect one evidence-based strategy will be, use of high-quality instructional materials that are TEKS-aligned and district-created to support all learners as well as our educators in delivering quality instruction. For additional evidence-based strategies in support of the new schools, we will leverage resources and vetted programs through the Effective Schools Framework, research-based interventions such as those featured in the What Works Clearinghouse.

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.

As part of our System of Great Schools strategy, Garland conducts an annual school planning cycle to take stock of the strengths and most critical opportunities for improvement in our school portfolio and to make decisions about school actions. We created a Quality Seats Analysis (QSA), which compiles: academic quality results, including 2019 STAAR, TEA Accountability, and 2020 and 2021 MAP proficiency and growth, current and historic enrollment trends, Choice of Schools demand data, and student demographic data. The QSA will help identify the specific campuses that meet criteria to incubate the founding grades at the new schools by layering in facility capacity and condition, proximity to high-needs neighborhoods, and area school performance. We evaluated school action models against criteria including likelihood of sustainable impact and fit with our district context and needs and identified creating a new district-managed campus as the best long-term strategy. This school model allows us time to run a "Call for Quality Schools" to thoughtfully select the best leaders to participate in the NSDF, which as a rigorous, cohort-based PD experience for leaders, will itself be a draw for our leaders. The planning year provides a runway for community ownership over the program model to meet their educational needs and interests. By utilizing a slow growth model, this creates an enduring and resilient foundation for the new school and allows for facility flexibility through the use of an incubation campus that does not necessarily need to be the final campus home for the program.

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

Our plan to launch six new district-managed schools clearly aligns with our District of Choice strategy for expanding high-quality school choices for students and families. Garland's school choice vision is for every student to be able to attend the school where they THRIVE. In support of this vision, Garland operates a diverse portfolio of school options for families to choose and the six new schools for which we are seeking SAF support would complement those by increasing equitable access to high quality, dynamic programming at both the elementary and middle school levels. The planning year would allow for the community to co-create the new school models with the design fellow to determine the program models that best meet the needs of their community, which will help create a sense of ownership from families to choose the new schools. Additionally, designing specific program models aligns with Garland's existing models on math, science, and technology (MST), Montessori, dual-language, Classical, and Academies of Excellence at the elementary and middle school levels. By opening four elementary schools and two middle schools, it allows for the new programs to complement each other but also to create feeder patterns within the district for students to continue in that model across grade levels. The feeder structures continue into our seven high schools, each of which offers various magnet programs that draw upon the experiences of our middle school students. The six new school campuses will prioritize enrollment to students currently attending comprehensive-designated and 2019 TEA Accountability D-rated schools. In addition to aligning with Garland ISD's District of Choice strategy, launching six new district-managed schools also aligns with our strategy for supporting low-performing schools. In the fall and again in the spring, the district reviews a set of academic and climate data to determine schools in need of specific improvement efforts to lift outcomes. This tier of priority schools then receive targeted interventions, strong professional development, a strategic staffing approach, including additional staff members, instructional support teachers, and instructional design facilitators to build leadership capacity. We believe these efforts align with the new school development process.

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.

As with our previous successful efforts to pursue school actions, we know the importance of broad-based understanding and ownership among our leadership team. Our decision to pursue SAF planning grants to support the design and launch of six new, district-managed schools was the result of multiple collaborative sessions among senior district leaders. These sessions included in-depth Quality Seats Analysis and Annual Planning Cycle conversations with the Superintendent, the Superintendent's Roundtable (comprised of the Chief Academic Officer, Chief Leadership Officer, Chief Financial Officer, and General Counsel) and the Strategic Success Workgroup made up of leaders from Curriculum & Instruction, Student Services, Research, Assessment, and Accountability, Operations/Finance, and Area Directors responsible for direct supervision and support of campus leaders. Upon reviewing key metrics in the Quality Seats Analysis and aligning district opportunities against the SAF options, our senior district leaders believe that launching six new district-managed schools best aligns with our vision of increasing access to high quality, best fit options for all students, as well as to create high quality options that will increase district enrollment.

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.

We have a strong and growing community engagement toolkit upon which to draw. For the middle schools, given the phase-in nature, we plan to engage the families with fourth or fifth grade students to be our founding families. Additionally, we plan to leverage lessons learned from our mascot change process to assure we have representation from key groups. In order to engage these families, we plan to visit area community centers, churches, etc. to gather input on their desires for the school and co-design the school. We plan to engage existing groups, including our Multi-Ethnic Committee and Diversity, Equity, and Inclusion Committee to help refine ideas and conduct surveys of broader groups of our younger families to understand what they are seeking in schools, given our open enrollment 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.

The Director of Innovation will ensure that all students in the district have access to high quality educational options. The Director of Innovation will facilitate the operation and expansion of evidence- based innovative school and program models, magnet programs, federal programs, and summer school programming.

Qualifications: Education/Certification:
 Valid Texas Teacher Certification Master’s degree
 Administrative Certification
 Minimum of five (5) years of public school service

Experience:
 Three (3) years’ experience as a classroom teacher Two (2) years’ principal experience
 Experience working on school transformation projects
 Experience working collaboratively across key departments of a school district Central office experience supervising principals preferred
 Experience working with both elementary and secondary level schools and programs

Special Knowledge/Skills:
 Demonstrated experience leading complex change management efforts
 Demonstrated experience with turnaround schools and Accelerating Campus Excellence
 Strong interest in urban education and experience with driving improvement in student achievement
 Interviews are scheduled to take place on May 14 and the candidate will be recommended for board approval on May 25.

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 Payroll Costs: Innovation Officer	\$25,000
<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	\$75,000
Technical Assistance training for District Administrator/Innovation Officer Position/School Leader Release	\$50,000
Summer Professional development	\$25,000

SUPPLIES AND MATERIALS (6300)

High Quality Instructional Materials	\$45,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Communications planning and support/School community engagement events	\$15,000
LSG Training expenses for board members	\$5,000
Travel expenses	\$10,000

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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