

**2020-2021 School Action Fund- Planning****COMPETITIVE GRANT Application Due 11:59 p.m. CT, July 14, 2020**

NOGA ID

Authorizing Legislation

**P.L. 107-110, ESEA of 1965 as amended by NCLB of 2001, Section 1003(g); CARES Act, Section 18003, ESSER**

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

Application stamp-in date and time

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

Grant period from

**September 9, 2020 – 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. 29 of the Program Guidelines.

**Amendment Number**

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

N/A

**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):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name  Title Email Phone 

Signature

Date

Grant Writer Name  Signature Digitally signed by Kendall McCarley  
Date: 2020.07.14 13:57:44 -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



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
Major Elementary School has been targeted by Spring ISD for redesign, in part based on its mobility rate of 28.6%, which is 13.2 points above the state average. This higher-than-average mobility rate has created large gaps in student learning at this campus.	A district-wide blended learning curriculum, utilizing an online platform will allow for consistency of instruction regardless of modality or in-district mobility.
Additionally, the campus has a high percentage of at-risk students at 69.3%, which is 19.2 percentage points higher than the state. Academically, Major ES lags behind the state in every subject.	Focused Tier II and Tier III instruction in the subject areas of reading, writing, and science, with an emphasis on online resources and intensive after-school online tutorials. The District Redesign Team will also explore high rates of absenteeism with and extended day or year.
Finally, Major ES has a fairly high percentage of inexperienced teachers. Specifically, 44.1% of teachers at the campus have less than five years of experience, 8.2 percentage points higher than the state.	Targeted professional development for teachers with less than five years of experience that focuses specifically on blended learning. The teachers will also take part in a mentoring program in an online setting, with an emphasis on blended learning.

## 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.

Spring ISD will fully develop a blended-learning model for Major Elementary School. This blended-learning model will incorporate a consistent online curriculum that includes aggressive Tier II and Tier III intervention plans and strategies, with corresponding professional development and mentoring for all new teachers targeted.

## 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

For the first-quarter benchmark, Spring ISD will:

- 1) identify the leader/principal of the school redesign process at Major ES;
- 2) formalize the process for approving the school redesign plan, as well as the parameters surrounding operational autonomy for Major ES; and
- 3) develop communication plans for staff, parents, and the community, related to school-action planning and implementation.

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

For the second-quarter benchmark, Spring ISD will:

- 1) submit a draft of the school redesign plan for Major ES to TEA and await and incorporate feedback;
- 2) allow the principal at Major ES to finalize the school redesign plan, ensuring that it meets TEA requirements for ESF-alignment, blended instruction, high-quality curriculum, an extended day or school year, and high-dosage tutoring;
- 3) seek input and final approval of the school redesign plan from TEA;
- 4) seek input and final approval of the redesign plan from the Superintendent and Board of Trustees, who will also finalize campus performance agreements and operational autonomy; and
- 5) create and finalize the student recruitment and retention plan and timeline.

**Third-Quarter Benchmark**

For the third-quarter benchmark, Spring ISD will:

- 1) finalize the campus budget for the 2021-2022 school year;
- 2) ensure that eligibility requirements are met for the continuation of grant funding, including the submission of a continuation grant application;
- 3) complete staff recruitment and selection at Major ES;
- 4) procure curricular materials that are aligned to the redesigned educational model at Major ES; and
- 5) plan and conduct summer professional development for campus staff, in advance of the fall 2021 campus reopening.

**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.

Spring ISD has assembled a grant-planning team, consisting of the following team members: the Grant Manager, the Executive Director of School Improvement, the Assistant Superintendent of Research and Student Success Measures, the Coordinator of Research and Program Evaluation, the Chief of Curriculum and Instruction, the Assistant Superintendent of Schools, the Principal of Major Elementary School, the Director of Instructional Technology, and an external evaluator, once funded. Furthermore, Response to Intervention (RTI) Coordinators will meet monthly to ensure timely progress on each of the benchmarks outlined above. If the team determines that progress on any of the indicators is insufficient, they will have representation from all involved parties, ensuring the grant's success. Spring ISD will develop a continuing grant-monitoring process to include monthly progress reports related to grant implementation and financial spending. As part of the monitoring process, the measures will be included in the Superintendent's Key Performance Indicators (KPIs). These monthly reports will be reviewed by the Superintendent of Schools and the Cabinet, thereby enabling oversight from senior leadership. Through this process, any delays in grant implementation will be quickly mitigated.

Measurements will include the benchmarks, set forth as a requirement of the planning grant and listed above, progress on Spring ISD's Blended Learning Plan, progress on district-wide curriculum, including Tier II and Tier III interventions, progress on STAAR performance, as measured by formative assessments/benchmarks, and professional development participation and efficacy.

**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 2020–2021 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). For Create a New School as a District Managed Campus, the applicant will also budget the amount for technical assistance for the District Administrator/Chief Innovation Officer on Schedule 6200. 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, 2020.
- ☒ 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, 2021.
- ☒ 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.

Resulting from its 2019 "F" Overall accountability rating, in the fall of 2019 Major ES engaged in the Effective Schools Framework activities, which included the Campus Data Reflection and Self-Assessment and the development of a Targeted Improvement Plan (TIP). In 2020, Spring ISD developed a new 5-year strategic plan with key initiatives meant to address equity, engagement, well-being, and results. The strategic plan will serve as the foundation for the district's 2020-2021 improvement plan (DIP) and the campus's 2020-2021 CIP. The alignment between the strategic plan, DIP and CIP, and the TIP at Major ES will be analyzed and monitored more closely each cycle. As these plans will reflect increased alignment, the quarterly data will be triangulated as appropriate. Prioritized Lever 5.3 (Effective Instruction-Data Driven Instruction) was identified by all four campuses in the feeder pattern for whom the district has submitted a planning grant. Additionally, Major ES selected 4.1 (High Quality Curriculum) and 1.1 (Strong School Leadership and Planning) as focus areas. In 2019-2020, Major ES presented their CIP and TIP to a committee of district leaders and received feedback prior to the submission to the Board of Trustees. The district team developed and implemented processes to review documentation and artifacts of their TIP milestone completion and the tracking of the CIP strategy completion. The district will develop a similar review process for Major ES with an eye toward the work supported by the School Action Fund-Planning Grant and how the Redesign Blended Learning Model can improve the selected priority levers, as they both relate to instruction.

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.

Spring ISD will monitor the implementation of the School Action Fund-Planning Grant at Major ES through the assignment of a grant manager. The Grant Manager will work in coordination with the Executive Director of School Improvement to provide ongoing support and monitoring of the Benchmark indicators. For any indicators that Major ES is under-performing, based on the targets identified, the Grant Manager, in collaboration with the Executive Director of School Improvement and the Assistant Superintendent of Schools will identify barriers to successful implementation. The team will work to remove the barrier(s) and provide necessary supports to ensure the campus meets the identified targets. With the Executive Director of School Improvement, the Grant Manager will ensure alignments between the Campus Design Plan at Major ES, the Effective Schools Framework, and other supporting improvement plans at the federal, state, and local levels. Progress monitoring for effective implementation will be established through the District Redesign Team. Ongoing monitoring will occur through the four required submission updates of the Targeted Improvement Plan (TIP) along with the benchmarks set forth in the grant.

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.

Spring ISD will use a comprehensive District Redesign Team, which includes the Cabinet, as well as campus- and district-level staff to establish a rigorous review process to recruit, screen, select, and evaluate any external organization with whom Spring ISD will work to support Major ES. The district will prioritize existing partnerships, and TEA partner recommendations with proven success implementing similar campus models. During the planning year, the District Redesign Team will research and engage with other vendors, who have demonstrated evidence of sustained success and fulfilled the promise of accelerated achievement in selected school models.

Spring ISD has an extensive Request for Proposal (RFP) process, with oversight by the Department of Procurement. This process provides an opportunity for the District Redesign Team to create a systematic, rigorous screening process that includes presentations from qualified vendors. The process also includes representation across multiple divisions, such as Human Resources, Legal, Communications, Recruitment, and School Leadership. Prior to any vendor presentations, a rubric is created to ensure the inclusion of all needed elements from a vendor, objectivity from staff members, and consistency across raters.



**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 Spring ISD redesign scope will be aligned with grant requirements. Participating school leaders will plan collaboratively with the district Grant Manager in a Cohort Redesign Team (CRT). The CRT will participate in pre-scheduled site visits, communities of practice, and stakeholder feedback to gather researched best practices of similar campus models. Development of District and Campus Improvements Plans (DIPs and CIPs, respectively) are done collaboratively to maximize resources and instructional impact. Both the DIP and CIP are based on the district's Strategic Plan, which cascades from the district to the campus level. All funds are required to exhibit alignment to the Strategic Plan as well as the DIP or CIP. Targeted Improvement Plans are aligned to both the Effective Schools Framework and the CIP so that all plans, regardless of internal or external requirements, demonstrate alignment. Participating school leaders will work collaboratively in the Redesign Cohort to develop a Comprehensive Campus Design Plan (CDP) based on best practices of similar models. Cohort participants will identify key components of successful school models. The Grant Manager will guide participants in contextualizing processes, making adaptive recommendations to district leaders at key points in the year. Spring ISD school leaders will visit blended learning school models to identify the key components necessary to redesign participating schools. The Grant Manager will guide district support teams and partner organizations, identifying blended learning components with the greatest probability for instructional success, with scalability.

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.

Spring ISD is a District of Innovation (DOI). Part of this designation aids in the establishment of a culture of flexibility and adaptability that is often missing in school districts. The district also has a Department of School Choice, which was established after six years of expanding student options, such as the creation of a STEM middle school, three elementary dual-language programs, a Pre-IB middle school, and expanding the course offerings at a CTE high school and an Early College High School. Over the next two years, Spring ISD will also be developing a school-within-a-school P-TECH program at one district high school, along with five school-within-a-school offerings at comprehensive middle schools. All of this work requires the flexibility and experience of central- and school-based administrators who understand change management and are well-versed in policy and practice modifications, aimed at making the vision of the Board of Trustees, Superintendent of Schools, and the community a reality. As with any new program, it is essential that robust communication between the Grant Manager and the departments and campuses vital to the success of the school action are frequent, open, and time-bound. Once implementation recommendations are available, all district, campus, and community stakeholders will have the opportunity to provide input and feedback in the development of plans prior to final decision-making will occur. The identification of barriers and potential roadblocks to implementation will be initiated early in the process so that stakeholders can mitigate those concerns before they can impede implementation. Departments critical to scheduling, staffing, infrastructure, nutrition, transportation, and social-emotional supports must have an appropriate level of autonomy to best operationalize the school redesign.

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

Evidence-based strategies are critical components of effective instructional models. These foundational practices are embedded throughout teaching and learning in Spring ISD. During the 2020 spring and summer semesters, the Curriculum and Instruction Department implemented Project Based Learning (PBL) with notable success from students, teachers, and parents. These strategies will continue in the 2020-2021 curriculum. Specifically, Major ES utilized a blended-learning model during the COVID-19 pandemic and these evidence-based strategies will remain in place during the implementation phase. The campus has a minimum two to one student-technology ratio. Major ES is supported by a highly-effective instructional technology team. Therefore the school action model will embed existing high-impact strategies, and pilot new strategies in control groups. During pre-scheduled Cohort Redesign Team (CRT) sessions, comparative data from new strategies will be analyzed, shared, and modeled, ensuring a cycle of continuous implementation, monitoring, assessment, and modification. Spring ISD will provide resources to secure additional support for Major ES.

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

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.

Prior to applying for this grant, the district reviewed all campuses with an Overall accountability rating of a "D" or "F". The grant-writing committee considered student and staff variables that often affect academic achievement in Spring ISD. These variables include the percentages of economically disadvantaged students and at-risk students, as well as the percentage of beginning and new teachers. Campuses were ranked based on these variables. The committee provided the data to the Superintendent of Schools and Cabinet to provide recommendations of campuses to include. Collectively, they decided grant funds would be best served by two "F"-rated elementary schools (Eickenroht and Major Elementary Schools) that feed into an "F"-rated middle school (Bammel Middle School). Additionally, the team made the decision to include another "D"-rated elementary school (Bammel ES) that also feeds in the Bammel Middle School. Spring ISD has found in other grant programs, such as the MIZ grant, that addressing a feeder pattern allows for continuity for students who matriculate through that feeder pattern. One additional point of discussion is notable. Namely, the principal at Major ES is an established leader, who is well-equipped to overcome the challenges associated with the redesign model.

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.

With the beginning of the A-F State Accountability System, the Executive Director for School Improvement (EDSI) was established, hired, and began to target school improvement work with campuses, along with the Assistant Superintendents for Elementary, Middle, and High Schools. When the 2018-2019 A-F ratings were released, Spring ISD had the challenge of turning around seven "F"-rated campuses and eight "D"-rated campuses. The work of the EDSI was adjusted to include leading the Effective Schools Framework and Targeted Improvement Plans with multiple campuses. This work was progressing as expected until the COVID-19 closure occurred. The task for the entire district was then to provide effective online instruction and online resources for students, teachers, and the entire community. As the school year progressed, students and parents became more proficient with online learning and Spring ISD's learning management tool. However, it was quickly determined that schools, students, and teachers who were previously struggling continued to struggle. The blended learning plan at Major ES will build upon Spring ISD's Empowered Learning Model, developed through the district's participation in TEA's Math Innovation Zones grant. Through a partnership with TEA, Spring ISD, and a TEA-approved vendor, the Empowered Learning Model was successfully piloted on four campuses and later launched district-wide in response to the COVID-19 pandemic and associated school closures. The redesign model at Major ES will ensure district continuity in instruction, implementation of in-depth Tier II and Tier III instruction and resources to address the students who are struggling most, and providing a standardized professional development calendar that focuses on blended learning and targets our least experienced teachers. The hope that this expansion of the Empowered Learning Model will help mitigate deficits found at Major ES and provide support for the teachers and students who need the most help. As the 2020-2021 school year begins, Spring ISD has launched a plan for an in-person, hybrid model and online-only instruction for students. It is imperative that this new plan is flexible and versatile, allowing the district to address the needs of all learners at Major ES, regardless of their selected learning modality.

**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 of Schools and applicable Cabinet members (Chiefs) were provided with a synopsis of the grant, along with the inclusion requirements. Cabinet members are often presented with performance-based data from formative assessments, benchmarks, and summative assessments. Previous data and discussions have provided them with an understanding of Major Elementary School's strengths, along with the challenges facing Major ES, prior to the grant submission. To facilitate the discussion, the grant committee provided Cabinet with the percentages of at-risk students, economically disadvantaged students, teacher experience levels, and various other academic achievement data. The resulting discussion surrounding school selection for the School Action Fund-Planning Grant concluded with the realization that in the past, selecting campuses that are in a feeder pattern has served the district well and should be replicated. The four campuses were selected based on overall need and feeder pattern. Support was then solicited from the Assistant Superintendents for Elementary Schools and Middle Schools, associated with the chosen campuses, along with the campus principals. All Cabinet members, including the Superintendent of Schools, are committed to ensuring that the grant is implemented with fidelity, if awarded. Letters of support from the aforementioned parties can be found in the attachments.

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.

Spring ISD has a very active Family and Engagement Department that has been essential in maintaining a connection with families during the COVID-19 pandemic closures. The Superintendent of Schools has found that, along with family engagement, community engagement needs to be expanded. As a result, he created a separate Community Engagement department with an Executive Director who will be overseeing the redesign work. In creating the school opening plans for the 2020-2021 school year, a detailed survey was sent to parents and staff regarding the COVID-19 closures, as well as plans for next year. Survey results demonstrated that parents from Major ES reported that their children struggled with online assignments and the online platform. According to 157 parents at Major ES, 69 percent reported that their children struggled with online assignments and 59 percent reported difficulties guiding their children through the online platform. Results from a staff survey were similar. These survey results confirmed that a more robust blended learning plan is needed for both students and staff. When awarded, the Grant Manager will work closely with both the Family and Community Engagement Departments (both held under the Communications Department) to create a communication plan for parents, staff, and the community.

Once the grant has been awarded, the Grant Manager will work with the Family Engagement and Community Engagement Departments to develop plans for engagement, communication, and feedback, with respect to the planning of the Redesign Blended Learning Model. This group will ensure that family and community members are able to voice their opinions in a planning committee, which will be well publicized throughout the school community through the use of email, flyers, and text messaging. The planning committee will be composed of district, campus, and community members who will collectively work to create the plan. Once a draft of the plan is established, the school community will be solicited to provide and finalize the plan, based on the input received from the school community. This finalized plan will be communicated back out into the community, with the focus shifting to implementation of the plan.



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.

Transformational and innovative leadership is critical to the success to the School Action Fund-Planning Grant. To ensure success, Spring ISD has carefully selected a current employee, Debra Broughton, Development Specialist – Principals, as Grant Manager, who brings a wealth of experience designing and leading turnaround campuses and extensive training, utilizing the Effective Schools Framework (ESF). For the past year, Ms. Broughton has worked directly with the Executive Director of School Improvement, monitoring implementation and progress of the district’s schools with accountability ratings of Overall “F.” This work has involved collaborating with campus Principals and providing them with strategic support to ensure turnaround results on targeted campuses. Additionally, Ms. Broughton participated in the 2019-2020 TIP analysis, setting baselines, and conducting internal audits using the ESF Framework. Ms. Broughton is an experienced, transformative school leader with an ability to design and implement innovative school models to propel student achievement, develop highly effective educators, and build strong partnerships with families and communities to ensure that public schools thrive. She has over 15 years of proven success supporting both students and educators and is an effective evaluator of rigorous instruction. Ms. Broughton is a self-starter, uniquely suited for an entrepreneurial student-centered organization, advocating for equity and access. Ms. Broughton served as a founding leader of the Tennessee Achievement School District, an innovative state-run school district. Her responsibilities included analyzing national exemplar models, embedding key components of extended-day programs, rigorous reading and math instruction, aligned assessment and technological partners, integrating social justice restorative practices, and launching a wrap-around social-emotional services network, later named the Tennessee Department of Human Services NexGen Project. Ms. Broughton is a highly recognized alumni leader for two Texas Raise Your Hand partners, New Leaders, and Relay Graduate School of Education Principal Fellowships. A full resume for Ms. Broughton is attached to this application for review.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

X

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
Grant Manager	\$20,000
Tutorial Extra Duty Pay	\$20,000
Paraprofessional Support	\$5,000
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
TEA Determined Technical Assistance	\$62,500
External Evaluator	\$10,000
Professional Devalopment - External, LSG, Summer	\$37,500
SUPPLIES AND MATERIALS (6300)	
Chromebooks	\$30,000
Online Instructional Materials	\$20,000
General Supplies	\$20,000
OTHER OPERATING COSTS (6400)	
Travel Expenses	\$10,000
Community Events/Planning	\$15,000
CAPITAL OUTLAY (6600)	
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](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.**

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_



FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
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Via phone/fax/email by TEA staff person \_\_\_\_\_

## 2020-2021 School Action Fund Planning Grant

### Program Attachment: Redesign a Campus with a District-Designed Blended Learning Model

## Redesign a Campus with a District-Designed Blended Learning Model

**Model Description:** Support an entrepreneurial school leader to design and implement a whole school redesign that reimagines school and addresses circumstances created by the COVID-19 pandemic. The new ESF-aligned educational model must be developed to serve community needs, utilize blended learning, address mental health and social resiliency, provide high-dosage tutoring, and include an extended school year. Districts will be supported in the whole school redesign by a TEA-vetted and matched technical assistance provider with deep experience in whole school redesign and personalized learning. If districts would like to conduct a whole school redesign across a group of schools with a similar model (for example, a feeder pattern or group of middle schools) then they must submit applications for each campus.

### Question 1: Applicants must describe their rationale for pursuing a blended-learning redesign for the selected campus.

- ☐ Response should clarify the perceived benefits of conducting a redesign process for the selected campus.
- ☐ Response should identify the perceived risks of implementing a redesign model with blended learning.
- ☐ Response should summarize lessons learned from previous district initiatives to implement distance learning.

Spring ISD began the blended learning journey through participation in the Math Innovation Zones (MIZ) grant. Through the district's partnership with engage2learn, one major result of the grant was a blended learning model, coined the Empowered Learning Model. The Empowered Learning Model was successfully launched at three elementary schools and one middle school in 2018-2019. During the 2019-2020 school year, the second year of implementation of the Empowered Learning Model, the district was closed, due to the COVID-19 pandemic. Spring ISD, in response, expanded and adapted the Empowered Learning Model, renamed the Empowered Learning Model 2.0. Remote learning and response to the COVID-19 school closures required the district to broaden the model to students at all 40 campuses. Prior to the closure, Spring ISD administrators and teachers found blended learning powerful, particularly in terms of student engagement, and provided strong support for new teachers, who may have been guided by a more prescribed curriculum.

Major Elementary School has a mobility rate of 28.6 percent, which is 13.2 percentage points higher than the state average. Their accountability rating for the 2018-2019 school year was a "F" Overall. A major contribution to this fluctuation are the high mobility rate, the number of inexperienced teachers, and the high percentage of at-risk students. According to the 2018-2019 Texas Academic Performance Report (TAPR), the mobility rate continues to be very high and one of the highest in the district, which creates a culture of instability within the classroom. In addition, the district has noted that highly mobile students who suffer from significant gaps in instruction that teachers then must mitigate. A large percentage of high-mobility students compounds the challenges faced by teachers. Further, according to the 2018-2019 TAPR report, 69.3 percent of the students at Major ES were at-risk for dropping out of school. This percentage is 19.2 percentage points higher than the state average. The inexperience of teachers at the campus is also a challenge. According to the 2018-2019 TAPR report, 44.1 percent of teachers at Major ES had fewer than five years of experience teaching.



## **2020-2021 School Action Fund Planning Grant**

### **Program Attachment: Redesign a Campus with a District-Designed Blended Learning Model**

These three factors create a great need for support and consistency that blended learning provides. Curriculum can be more consistently delivered through use of an online platform. Online platforms also provide an opportunity for teachers to provide more one-on-one instruction for struggling students. Blended learning also provides an opportunity to ensure that students receive consistent instruction across classrooms and grade levels. Spring ISD has released its instructional plan for the 2020-2021 school year in the midst of the COVID-19 pandemic. Even with minimal spread in the area, online instruction will occur every Wednesday to allow the custodial staff time to deep-clean the schools. A consistent blended learning model will ensure that these Wednesdays are not a day of lost learning. Parents will also have the opportunity to select only online instruction or a two-day, in-person hybrid model for their students, making a robust, consistent, online blended learning model even more important.

One of the risks associated with a blended learning model is that online learning in K-12 schools is a relatively novel mode of instructing students. Some teachers are able to pick up this learning model quickly and the transition is seamless, while others struggle with the technology and lack the training required to instruct students online. Spring ISD's previous experience with blended learning through the MIZ grant highlighted that monitoring learning was also a challenge for teachers. Teachers new to blended learning often wanted to return to more traditional teaching models following online learning to ensure that students understood the content. Sometimes this led to duplicity in instruction and a teacher falling behind in the scope and sequence. Another risk is the dependency on technology itself. When learning on an electronic device, any technical or connection issues that arise can quickly upset instruction, leading both the teacher and students to get off task. Spring ISD learned quickly with the MIZ grant that consistent technology support at the district level was essential. The Instructional Technology Department was a frequent installment on the four MIZ grant campuses. Once the COVID-19 closure occurred, it was apparent that a curriculum and technology hotline for parents and students was necessary. These supports will remain in place during the 2020-2021 school year.

#### **Question 2: Applicants must describe their proposed process for developing an ESF-aligned, blended-learning school model.**

- ☐ Response should identify the leader that will be responsible for the school redesign process, including a description of their role in the design process, and a summary of the leader's qualifications.
- ☐ Response should indicate how the district expects to use technical assistance support in the development of an ESF-aligned, blended learning school model.
- ☐ Response should describe how the school community (staff, families, students, community members) of the selected campus will be involved in the redesign process.

Spring ISD found, through its partnership with engage2learn for the MIZ grant, a valuable partner in creating the Empowered Learning Model that is now utilized throughout the district. Based on the district's experience, a technical assistant similar to the one offered for the MIZ grant would provide unparalleled assistance and help the district keep on-track with the work of the grant. Further, the technical assistance vendor will help with out-of-the-box thinking, staff and community engagement, and providing another layer of expertise. A technical assistance vendor will also help identify holes in planning, possible pitfalls, and other considerations that Spring ISD alone might not be aware of.

## **2020-2021 School Action Fund Planning Grant**

### **Program Attachment: Redesign a Campus with a District-Designed Blended Learning Model**

Spring ISD has an Executive Director of School Improvement, Dawn Oliver, who is charged with the training and implementation of the Effective Schools Framework. Major ES is already heavily involved in the ESF work as a part of the required state and federal school improvement and has an established relationship with Ms. Oliver. Work for the 2020-2021 school year will include all campuses, regardless of accountability rating, engaging in some part of the ESF when developing their Campus Improvement Plans. Ms. Oliver also has an established relationship with Region IV and the Texas Education Agency (TEA) technical support team and will continue to work with them for technical assistance on this grant.

When developing the redesign process, Spring ISD anticipates working heavily with the technical assistance team to engage the school community. Due to the COVID-19 closures, a relatively unengaged community has blossomed into one who is now highly engaged with the district. The requirement for parents to take an active role in their students' learning brought about more communication between parents and teachers as well as parents and campus/district administrators. Consequently, both parents and students learned how to navigate the district system during the closure and the district took the opportunity to increase this engagement whenever possible. The charge of the Superintendent of Schools, Dr. Rodney Watson, is to continue this engagement and open-line of communication regardless of COVID-19 closures. As part of this desire to keep the momentum going, the Superintendent has expanded the Family Engagement Department and has established a Community Engagement Department for the 2020-2021 school year. The work of this grant will require that the Grant Manager and the District Redesign Team collaborate with these two departments to ensure the full engagement of the school community.



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July 13, 2020

Attention: Texas Education Agency

Dear Texas Education Agency:

Please accept this letter of support on behalf of the Spring ISD Board of Trustees and Dr. Rodney Watson, Superintendent of Schools.

The Spring ISD leadership team has our full support to plan and execute the School Action Fund Grant opportunity made available by the Texas Education Agency. In doing so, we understand the commitment required for this grant and will ensure that our district leaders and Major Elementary School are afforded the resources needed to fully implement with fidelity this exciting grant opportunity.

Our Spring ISD Team of Eight has a long-term vision for our district commitment to our students and community. Additionally, while Spring ISD's strategic plan, EVERY Child 2025, has launched our journey to stronger student outcomes, we fully recognize that change does not happen overnight and there is still much work to be done. It is our hope that the funds afforded by this grant will allow our students greater access to technology that will ultimately increase student engagement and learning.

We understand that implementing these grant funds will require good stewardship of funds and a partnership with the Major Elementary School community to ensure that the vision of the grant is fully realized. We welcome the technical expertise provided in the grant to ensure an effective, well implemented blended learning model. We have a long standing working partnership with TEA and we welcome your support as we adjust to a new normal of blended, online learning.

Should you have any further questions about Spring ISD and our Team of Eight's commitment to supporting this initiative, please don't hesitate to reach out to us. Thank you in advance for your consideration of Spring ISD's application.

Best Regards,

A handwritten signature in blue ink that reads 'Rhonda R. Newhouse'.

Rhonda R. Newhouse, Board President  
Spring Independent School District

A handwritten signature in blue ink that reads 'Rodney E. Watson'.

Rodney E. Watson, Ph.D.  
Superintendent of Schools



July 13, 2020

Attention: Texas Education Agency School Action Funding Grant

To Whom It May Concern:

I am pleased to support Major Elementary Schools effort to transform and positively impact how our students grow and learn. With the opportunity to redesign the campus through the focus on planning, blended learning through the use of high-quality curriculum students will be positioned for opportunity to be successful. Knowing that scholars arrive in to our schools with varying levels of academic knowledge this model would provide a path to fill the gap.

Major is committed to identifying and working with teachers and students to meet their individual academic needs. Through this grant we can execute in a deeper manner the supports needed to improve first -taught instruction, effective tutoring and interventions, extended day in an asynchronous way to support our learning community.

Principal Dillard is a leader focused on growing the whole child. This grant will align well to the campus goals as she and the leadership team personalize learning for students, build students confidence and support their mental health. Without reservation, I wholeheartedly support this effort as engage in the best interest of our scholars and stakeholders. Thank you for your consideration.

Sincerely,

*LaQuita Carter*

LaQuita Carter

Assistant Superintendent Spring Independent School District



# **HELEN MAJOR ELEMENTARY SCHOOL**

16855 Sugar Pine Drive, Houston, TX 77090 • Phone: 281-891-8870 • Fax: 281-586-2049

**Shamethia Dillard, Principal**

**Tyra Pruitt, Asst. Principal**

**Keidra Rawls, Counselor**

Attention: Texas Education Agency School Action Fund Planning

To Whom It May Concern:

The overall mission and vision of Helen Major Elementary School is to provide a student centered learning environment that provides a foundation for students to become life-long learners, by providing quality instruction, nurturing the whole child, and empowering scholars to become real world problem solvers and model citizens.

Helen Major Elementary School welcomes the opportunity to collaborate with the Texas Education Agency to redesign our campus curriculum and instructional program using a blended learning mode, to propel our students to achieve their highest potential. As a campus, we are constantly striving to support mastery of the learning standards and to encourage our students to take ownership of their learning in a structured environment. We strongly believe the Blended Learning Model Program partnership has potential to increase student engagement and address all students, including those who may need alternative learning environments, intervention, and students who master standards.

We believe that following the Blended Learning Model design will help us better serve our students with in depth instruction and expand our focus of accelerating all students. Participation in this will move us closer to the actualization of our campus's academic goals, while also supporting our mission and vision of cultivating life-long learners. With the support and guidance of the Texas Education Agency, I am confident that Helen Major Elementary School will be an exceptional addition to the Blended Learning Program. We appreciate your time and consideration.

Best Regards,

*Shamethia Dillard*

Shamethia Dillard

Principal

Helen Major Elementary School

*"Where Excellence is Expected Every Day!"*