



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:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Application stamp-in date and time

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 **Lubbock ISD** CDN **152901** Vendor ID **1-756001989** ESC **17** DUNS **020333878**
Address **1628 19th Street** City **Lubbock** ZIP **79401** Phone **806-219-0000**
Primary Contact **Dr. Lane Sobehrad** Email **lane.sobehrad@lubbockisd.org** Phone **806-219-0089**
Secondary Contact **Dr. Lisa Ramirez** Email **lisa.ramirez3@lubbockisd.org** Phone **806-219-0087**

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 **Dr. Kathy Rollo** Title **Superintendent**

Email **kathy.rollo@lubbockisd.org** Phone **219-806-0070**

Signature _____ Date **07/14/2020**

Grant Writer Name **Dr. Lane Sobehrad** Signature _____ Date **07/14/2020**

☒ 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
In 2018-2019, only 9% of graduates received credit for CCMR activities, severely underperforming relative to the district (60%).	Opportunities and strategies to encourage completion of CTE, including flexible scheduling, variable instructional modalities, and increased access to transportation. Students will be provided with intensive tutoring and monthly testing opportunities to support success on the SAT, ACT, TSI, and ASVAB.
According to the 2018-2019 TAPR, the mobility rate for students was 94.1%, greatly exceeding the district average (21.3%). Average daily attendance was 80%, failing to meet the state required 90%.	New district policies enable synchronous and asynchronous virtual instruction to include attendance for accountability. Transcend will help develop a PD model to help teachers leverage digital teaching resources and establish systems to address equity issues including educational supplies and internet access.
In 2018-2019, 15% of students achieved a "Meets Grade Level" STAAR Performance Rating, significantly underperforming the district average (42%).	Matthews' non-traditional students in a blended learning environment require innovative pedagogy to address their unique needs including night school, childcare, and mental healthcare. The TA provider will help develop an action plan to meet these exigent needs to positively impact achievement.

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 2021 semester, campus leaders will have developed an ESF-aligned school blended learning model that will serve community needs, utilize blended learning, address mental health and social resiliency, provide high-dosage tutoring, and include an extended school year. We expect the planning process will ensure the school is well positioned for effective implementation in SY 21-22, leading to significantly increased CCMR activity and improved attendance ratings by students due to the deployment of community engaged programming and innovative virtual instruction that meets the unique needs of an alternative high school operating in the midst of a pandemic.

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 identifies leader/principal to lead the school redesign process
- District formalizes process for approving school design plan and parameters for granting school operating autonomies
- District develops communication plan for school action planning and implementation
- TEA reviews and provides feedback on draft school design plan

Measurable Progress (Cont.)

Second-Quarter Benchmark

- School leader finalizes school design plan that meets TEA requirements for ESF-alignment, blended instruction, high-quality curriculum, extended day or school year, and high-dosage tutoring
- TEA reviews and approves school design plan
- District Superintendent and board approves school design plan and finalizes campus performance agreement and operating autonomies
- Create and finalize student recruitment and retention plan and timeline
- Finalize campus budget for the 2021-22 school year

Third-Quarter Benchmark

- Meet eligibility requirements for continuation grant funding and submit continuation grant application
- Complete staff recruitment and selection
- Procure curricular materials aligned to new educational model
- Plan and conduct summer professional development for campus staff in advance of Fall 2021 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.

To accomplish the SMART goal focused on successful design of a blended learning model, the leadership team for a redesigned Matthews Learning Center looks forward to working in collaboration with Transcend, the TEA-selected TA provider for this grant, to ensure successful completion of the school planning process. While the details of the specific support provided by Transcend are pending, we expect this will include regular convenings with other school leaders undertaking a similar redesign process, coaching interactions with school redesign and blended learning experts, and access to ample best practice resources that will complement our internal planning processes. Furthermore, our district team will ensure project evaluation and modification in a variety of ways. We will 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 the school redesign planning benchmarks while also ensuring progress in SY 20-21 around student outcomes.

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.

LISD is fully committed to carrying out all necessary school support and improvement activities required to ensure that Matthews Learning Center improves student outcomes during the planning year ahead and that the district-designed blended model will provide a high quality alternative high school for Lubbock students. As a D-rated, Comprehensive School, Matthews has an existing Targeted Improvement Plan (TIP) in place which includes prioritized levers for campus improvement, key practices associated with each prioritized lever, and success criteria for each key practice. The development of TIPs is overseen by the District Coordinator of School Improvement (DCSI). The Chief Innovation Officer, DCSI, and the school leadership team will work together to align the TIP with the district-designed blended learning model. LISD looks forward to working with Transcend to align a blended learning model with TEA's Effective Schools Framework. We will use Transcend's industry and academic expertise to design a blended learning program to fulfill the requirements of the TIP process in support of the most important student-focused outcomes. Ultimately, we expect the strong performance of a redesigned Matthews to make the need for a TIP obsolete. Until then, we are committed to ensuring the priorities identified in the Matthews TIP remain a focus for the school's team, and will use the TIP as a key input for the restart school model. 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. Adjustments will be made for the next 90-day cycle based on student data evaluations and 90-day outcomes progression.

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 (CLT), 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 campus leader to develop and lead a campus redesign. LISD will ensure dynamic feedback loops exist between TIP cycles and the development of the school redesign process supported by TA-provider Transcend.

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 with active school actions to demonstrate results before implementing a different school 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 establish a partnership with Transcend as the TEA-vetted and selected Technical Assistant provider for this planning grant. As the school design team builds out the details of the plan for our ESF-aligned redesign blended learning model, we expect to identify other external organizations with whom we may work to support Matthews. We will utilize a screening and selection process for these organizations that focuses on evidence of impact in similar school contexts, sustainability of results, and alignment with our school and district theory of action. As with all of our expenditures on outside vendors, we will work closely with our Department of Finance and legal team to ensure all necessary fiscal and contractual controls are in place.

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.

We are committed to strategically deploying resources to maximize the impact of a planning year and ultimately for the redesign of a high quality school for students and families served by LISD. Our team has extensive experience effectively braiding Federal, State, and local resources with grant funds to ensure we achieve our strategic objectives effectively, efficiently, and in compliance with all fiscal and regulatory requirements. While the exact nature of the resources required for a successful design, launch, and ongoing operation of our new blended learning model will be determined over the course of the planning year, we expect to ensure alignment of Title Funds, IDEA, and local education dollars. The School Action Fund grant will supplement the services that currently exist for district programming at Matthews. Of course, we will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for Federal and State funds. The Federal Programs Director tracks the funds received by the Title I Campuses and ensures all purchases are approved and aligned with the campus improvement 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.

LISD's implementation of the System of Great Schools 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. Current new school designs in LISD have been given various autonomies which will be continued with this redesign model. This includes autonomy in hiring decisions and the creation of staff positions such as instructional coaches to customize a campus staffing model that best fit the needs of the turnaround model. This autonomy also extended to Title and General budgets for the campus, which the campus leader will be allowed to line itemize, if desired, providing enormous financial flexibility to ensure a campus can provide all the educational materials needed for its teachers and students. Matthews will control curriculum and associated professional development, provided it meets or exceeds the rigor of the TEKS. Our SGS work has prompted us to modify our enrollment policies with the goal of ensuring they are more equitable and fully support the goals of our school actions. Enrollment policies are no longer first-come, first-serve and safeguard historically underserved populations by ensuring all schools share responsibility for their success. Additionally, Lubbock ISD maintains and continually improves the systems, tools, and supports that help families choose schools. Lubbock ISD is intentional about hosting in-person and virtual opportunities for parents and 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 exact evidence-based strategies implemented as part of the new blended learning model will be determined over the course of the planning year. The district will utilize the expertise of the technical assistance provider to explore the possibility of implementing greater CTE opportunities, such as in a virtual setting. The campus leadership team will consider policies impacting: 1) Coordination of data-driven campus instruction across grade levels and subject areas rooted in the TEKS and adapted to changing students needs; 2) Building school culture by valuing student inputs and ensuring every student has an advocate; 3) Establishing transparent administrative systems to promote teachers' input and model the importance of articulating professional practices. These are grounded in the theory of action that student learning improves when the relationship between student, teacher, and content is improved. This theory of action extends to include the idea that efforts to improve the instructional model are either supported or hindered by the quality of administrative structures and systems for improvement.

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.

On an annual basis, the Lubbock ISD leadership team implements a Quality Seats Analysis (QSA), which includes academic and demographic data, long-term trends, and community input. The district uses the QSA to clearly tier schools, identify neighborhoods in most need of improved school options, and tracks progress on the number and percent of schools and students in each performance tier. This process helped the district identify Matthews as being in need of intervention. Whereas many aspects of the programming were meeting substantial progress measures, the state CCMR metric continues to be a problem area. Due to the highly mobile, non-traditional makeup of its student population, Matthews currently employs a scaled version of a blended school model. Re-designing this model with additional supports will allow LISD and Matthews to better serve the needs of these vulnerable populations. The areas that this school action model can provide are: (1) supplemental services for at-risk /recovery/accelerated students; (2) different forms of alternative education for students who do not do well in regular classrooms; and (3) school-wide restructuring efforts for all students that will better position the students and campus to meet CCMR goals. Possible actions and opportunities for improvement were discussed with different stakeholder groups.

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 last year, our district committed to the bold goal of ensuring 80% of our students would be served in A- or B-rated schools within five years, nearly double our 2019 performance. Our annual school planning cycle, informed by our QSA, is the process through which we identify schools that are strong candidates for school actions. The selected school action of redesigning Matthew Learning Center directly aligns and is embedded within Lubbock ISD's theory of action and strategic efforts. Re-invigorating our alternative high school with innovative teaching and student supports reflects the ongoing commitment to ensure the district provides our most vulnerable students with high quality choices and also maintains and improves the systems, tools, and supports to help families receive the best-fit, high quality school for their student.

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.

Our annual planning cycle engages all members of the LISD School Board, Cabinet, and central office Academic Support Team in reviewing the QSA, tiering schools, and matching schools to school actions. Upon release of the 2019 accountability ratings for schools (the most recent available), we conducted a series of meetings with all central office senior leaders, School Board members, and school leadership to share the QSA and begin discussion of potential implications of the data. Matthews was identified as a school with needed action, so we continued active dialogue with senior district leaders on how to ensure we could best seize the opportunity to improve Matthews, a D-rated, comprehensive alternative school with itinerant enrollment, with improved academic options and increased opportunities for students and families through the deployment of a reformed blended learning model. Our senior leadership team, including Superintendent Rollo, Associate Superintendent Vogler, and CIO Ramirez, have been deeply involved in the work of our current school restart and redesign processes as they built out new school models this past academic year. It was clear to district leaders that having similar support for the leadership of Matthews would be valuable, and there was strong alignment around the decision to apply for this School Action Fund Planning Grant. As a result, we are confident that there is and will continue to be collective ownership over the school's plan and success.

2(d). Describe how the district has worked or will work with members of the school community to convey plans and solicit input into the school action planning process.

The Department of Communications and Community Relations (CCR) is responsible for promoting positive, responsible, and transparent public relations between the Lubbock Independent School District and the community. We will use the communication and engagement playbook built out for the two new schools (McCool and Wester) opening SY 20-21 as we design and prepare for the launch of this school redesign. CCR will coordinate internal and external districtwide communications regarding changes to Matthews in close partnership with the school leadership team. We will ensure great care is taken to consider the broader community to include internal, parent/family, student and external groups. The CCR team will work closely with the campus leader to articulate the mission and goals of the school while providing opportunities for input, feedback, and comments regarding many different aspects of Matthews ranging from curriculum and instruction, special offerings, and community partnership collaboration. Once a communication plan is established, implementation of the plan will include reaching out through the District website, social media, radio and television spots and interviews, mobile notifications, newspaper articles, local news spotlights, and an extensive series of community meetings. Information will be available in multiple languages and in-person and online, and one on one support will be provided for the transfer/enrollment process.

Program Requirements (Cont'd)

2(e). Identify the ISD staff member who will manage the implementation grant. List the qualifications of the identified staff member.

Dr. Lisa Ramirez - Chief Innovation Officer

Dr. Ramirez previously served as the Deputy Assistant Secretary for Policy and Programs in the Office of Elementary and Secondary Education at the U.S. Department of Education in Washington, D.C. Dr. Ramirez worked for the U.S. Department of Education from 2006 until 2019. She worked in various additional positions, including director of the Office of Migrant Education (OME) and director of the Office of School Support and Rural Programs(SSRP). SSRP provided oversight of the national comprehensive center program which included the Center of School Turnaround and Improvement. Prior to working at the federal level, Dr. Ramirez was the principal of Ramirez Charter School in Lubbock ISD from 2004-2006.

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
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 _____

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 _____

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