TEA
Texas Education Agency

2022–2023 School Action Fund- Planning and Implementation
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 9, 2022

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, 2022 – July 31, 2023**

[X] Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 20-21 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	San Antonio ISD	CDN	015907	Vendor ID	746002167	ESC	20	UIE	T126TLW9V

Address	514 West Quincy Street	City	San Antonio	ZIP	78212	Phone	(210) 554-2280

Primary Contact	John Norman	Email	jnorman1@saisd.net	Phone	(210) 554-8400

Secondary Contact	John Strelchun	Email	jstrelchun@saisd.net	Phone	(210) 554-2535

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):

- [X] Grant application, guidelines, and instructions
- [X] General Provisions and Assurances
- [X] Application-specific Provisions and Assurances
- [X] Debarment and Suspension Certification
- [X] Lobbying Certification
- [X] NCLB Provisions and Assurances requirements

Authorized Official Name	Dr. Jaime Aquino	Title	Superintendent of Schools

Email	jaquino1@saisd.net	Phone	(210) 554-2281

Signature	Jaime Aquino Digitally signed by Jaime Aquino Date: 2022.05.09 13:45:47 -05'00'	Date	5/9/2022

Grant Writer Name	John Norman	Signature	NORMAN, JOHN C Digitally signed by NORMAN, JOHN C Date: 2022.05.09 13:55:41 -05'00'	Date	5/9/2022

(●) 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
Low academic performance. 30% of SAISD schools are rated "D" or "F" as of 2018-2019.	Target one (1) of SAISD's eligible schools with a "D" or "F" rating. A phased in District-Managed New School action with a College Preparatory focus will include high-quality instructional materials, data-driven instruction, research-based instructional strategies and enhanced socio-emotional supports to better address the school's needs and improve academic achievement.
Declining enrolllment. Since 2010, SAISD has experienced a 16% decline in enrollment, declining from about 55,000 students to just under 44,600 students.	A phased in District-Managed New School utilizing a College Preparatory model will allow the under-performing school to phase out, while phasing in a high-quality school in an underutilized building. The new model will attract more students leading to increased enrollment for SAISD.
Ineffective instruction. On average only 26% of all students met grade level or above on the 2019 STAAR ELA/Reading and Math assessments at the eligible schools.	The phased in District-Managed New School approach will provide strategic staffing, high-quality instructional materials, and evidence-based instructional approach these campuses need to turn around.

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 July 2023, SAISD will collaborate with parents, teachers, paraprofessionals, and technical assistance providers to design a new phased in District-Managed New School with a College Preparatory Model to be launched in SY 2023-24. The new district managed school will increase student achievement and attain an "A" or "B" rating by the end of its second year of operation.

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 the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

By the end of the first quarter (November 15, 2022) SAISD will complete the following objectives:
Objective 1.1 Senior Leadership Team will identify target school and develop a communication plan to articulate purpose and process for the school action planning.
Objective 1.2 Senior Executive Director (SED) of Innovation will identify members of the Design Team to include the new campus leader.
Objective 1.3 Design Team will develop and articulate the mission and goals of the new school to the community.
Objective 1.4 New campus leader will lead Design Team and finalize major components of the new school, including HQIM selection and adoption, and instructional vision.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter (February 15, 2022) SAISD, lead by new campus leader will complete the following objectives:

Objective 2.1 Develop detailed plans for the implementation of effective instruction, including HQIM, data-driven instruction, and research-based instructional strategies.

Objective 2.2 Develop plans for facilitating positive school culture, including community engagement opportunities.

Objective 2.3 Develop detailed plans for highly effective staff development, including professional development strategies to implement the College Preparatory model.

Objective 2.4 Develop detailed plans to implement all model-specific elements during the first two years of implementation

Objective 2.5 Establish goals for student outcomes and evaluation metrics during the first two years of implementation.

Third-Quarter Benchmark

By the end of the third quarter (May 15, 2022) SAISD, lead by new campus leader will complete the following objectives:

Objective 3.1 Finalize and submit complete new school design plan for TEA review.

Objective 3.2 Continue instructional leadership planning and strategic professional development.

Objective 3.3 Finalize logistics and operation plans, including facility readiness, staff hiring, student recruitment, and campus-level budgeting.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

The Senior Executive Director (SED) in the Office of Innovation will serve as the project manager for the school planning year. The SED and TEA-assigned technical assistance provider will develop a detailed project plan for the school planning year. The plan will include all of the above-described SMART goals, a timeline, a list of stakeholders and decision-makers, methods of communication, and any foreseeable project risks to mitigate.

SED will share the project plan and goals with all impacted district departments (academics, facilities, human resources, etc.), gather additional feedback, and adjust the plan as necessary based on that feedback. The Design Committee will function as the project team and will meet at least monthly and more often as needed. We will utilize a centralized google folder for project documents and decide on a method of communication for important updates and milestones. The SED and TEA consultant, along with the planning year leader, will meet at least weekly. SED will ensure that all project deliverables are delivered on time and at a high level of quality.

During each project check-in, the team will assess whether we are making progress on our goals. For example, the facilities team will share their project updates on any facility renovation work. The planning year principal will update the group on the ongoing research and writing of the academic plans. If the owner of the specific work stream has not met project timelines, SED will determine whether additional resources or support is needed, or if the goal or deadline needs to be adjusted. Consistent and honest communication during and between project check-ins will ensure that the entire team collaborates successfully to collectively reach our goals.

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 2022–2023 School Action Fund- Planning and Implementation 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. The applicant will identify a project manager for this grant. The applicant may use these funds or other funds for this position.

☒ 6. Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus.

☒ 7. The applicant will provide access for on-site visits to the district and campus by TEA, the technical assistance provider, and its contractors.

☒ 8. 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.

☒ 9. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.

☒ 10. The applicant seeking partner-managed actions will ensure partner Boards meet all Texas Partnerships requirements, including developing training requirements and an orientation plan for new board members and ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district.

☒ 11. The applicant assures partners operating campuses under the partner-managed option include a plan in the response to the Call for Quality Schools for selection, adoption, and implementation of high-quality instructional materials (as defined in the Program Guidelines).

☒ 12. Applicants selecting "Create a new school" action must select and designate a campus leader no later than August 15, 2022.

☒ 13. Applicants must apply for a new CDCN for "New Schools" by March 2023.

☒ 14. "New Schools" established without tested grade levels must be paired with another campus in the same district for accountability purposes or its district by March 2023, as per guidelines in Chapter 7 of the 2021 Accountability Manual (or a later version if published).

☒ 15. Applicants selecting "Create a new school" action must include the new campus in its Title I ESSA plan in time for SY2022-2023.

☒ 16. The applicant assures enrollment at a new school will prioritize students previously attending or zoned to a 2018-2019 Title I served Comprehensive and/or Targeted D/F-rated School (2019 ratings).

☒ 17. Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model authorizing tools and resources.

☒ 18. Applicants selecting "Partner-managed" actions must participate in the Texas Authorizer Leadership Academy.

☒ 19. Applicants pursuing a new district-managed campus will select and design one of three approved new school models: STEM/STEAM, College Prep, or Montessori.

Statutory Requirements

1. Describe how the LEA will carry out its school support and improvement activities, including how the LEA will develop a school improvement plan for the eligible campuses selected for this grant.

The Senior Executive Director (SED), Office of Innovation, will assemble the Design Committee immediately upon notice of grant award. Members will include, but are not limited to, SED, Assistant Superintendent (principal supervisor), Deputy Superintendent of Schools, and leadership from Curriculum and Instruction, Human Capital, Facilities, and Parent Engagement. Committee members will use technical assistance provider recommendations and educator/parent feedback to identify a target school, which High Quality Instructional Materials (HCIMs) and Research-Based Instructional Strategies (RBIS) teachers will use, and how tutoring and an extended school day will be conducted. These strategies will be incorporated into a detailed school improvement plan for the new school, which will open in school year 2023-24.

The planning year school leader will access grant funds to begin training all first year teachers through a series of professional development workshops during summer 2023. The school leader will also utilize experts from the district's academic departments to support teacher training.

Prior to the hiring of the planning year school leader, the Office of Innovation will lead efforts to inform and engage parents in the target school's design plan and share their feedback with Design Committee members to identify necessary revisions to the project's implementation plan. Office of Innovation will support planning efforts by administering grant funding, collaborating with the project's technical assistance provider(s), and evaluating implementation of the model.

2. Describe how the LEA will monitor schools receiving the School Action Fund-Planning and Implementation Grant, including how the LEA 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 primary staff responsible for monitoring the school design plan will be the Senior Executive Director (SED), Office of Innovation, who will be project lead for the Design Committee; the Assistant Superintendent, who will supervise the planning year principal; and the planning year principal . All of these people will be supported by the TEA-assigned technical assistance provider (Provider). The plans will be reviewed weekly by SED, the principal, and Provider. The plans will be reviewed at least monthly by the Design Committee. A central Google folder will hold the project plan and all deliverables and resource documents. Each project meeting will include a detailed discussion of the project plan and all timelines and deliverables. Any time a required action was not completed by the deadline, SED will provide additional resources and support to ensure successful implementation. After the school is successfully opened, the project plan will shift to a school improvement utilizing the district's Plan for Learning software. The district's Office of School Improvement, as well as the school's Assistant Superintendent will monitor the school's goals and progress monthly. After the first year of the school, a comprehensive after-action review will be conducted to determine whether goals and plans need to shift.

3. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the LEA will work with to support the campus(es) selected for this grant, including partner operators and additional technical assistance providers (other than those matched by TEA).

The Senior Executive Director (SED) and Design Committee members will ensure that the College Preparatory model is implemented using vendors, partner operators, and/or technical assistance providers that utilize research-based instructional strategies (RBIS), and all new textbooks and/or supplies that support the redesign will be selected using criteria the TEA has established for High-Quality Instructional Materials (HQIMs). SED will also leverage the expertise of the TEA-provided technical assistant provider.

SED and the planning year principal will lead recruiting, screening, selecting, and evaluating of all external partners. Our process will include gathering responses to Requests for Proposals for services that require potential partners to describe their approach, quality of services, and history of success with similar projects. Responses to RFPs will be required for any partnership that is compensated at the board-required limit. Design Committee members will rank responses from potential vendors/providers' responses to determine the most qualified partners.

Statutory Requirements (Cont'd)

4. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received through this grant.

> The Senior Executive Director (SED) will collaborate with the Finance Department, Federal Programs Department, and District Grants Department to align other funds to support the planning year work. Upon awarding of the grant, the SED will convene a meeting of the leadership of each of these departments to identify funds that the district could leverage to expand the impact of the grant funds. Local funds will be used to support principal and teacher training, school marketing, and facility renovation, as necessary. Federal title I dollars will be used for family engagement efforts, both with the existing school's community and to build family support for the new school. Federal ESSER dollars can be used for many purposes, such as instructional materials, student support, and family engagement. Depending on the school identified, existing bond dollars can also be used for facility renovations.
>
> The Grants Department will work to identify additional grant funds to support the school after the planning year funds run out. They will apply for TEA implementation grant funds, as well as other opportunities, such as the federal charter startup grant.

5. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

> SAISD will ensure that practices and policies are modified and implemented in a manner that provides maximum flexibility for the successful design and opening of the school. Three examples of potential flexibilities include: school leader schedule, vendor selection, and student enrollment. We will ensure that the planning year school leader, in collaboration with the Office of Innovation (OI) and Assistant Superintendent, designs a daily and weekly schedule that permits the school leader to fully commit to the design and planning of the new school. This will be critical to ensure that the leader's personal vision and expertise is fully realized, while also allowing the principal to contribute to the existing campus during the planning year.
>
> With vendor selection, the district will allow flexibility to utilize any vendor that is considered best-in-class for their subject area, regardless of the whether the vendor is currently a "district vendor". There is an existing process for requesting a new vendor status, and the Office of Innovation will work closely with the district Procurement Department to ensure that the best vendors are used for all purchases.
>
> With student enrollment, OI will work with district's Office of Access and Enrollment to create enrollment rules for this school to prioritize the enrollment of students in D and F-rated schools, so that this new school will be enrolled with the students who need a high quality, best fit option.

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

> Two of the research-based strategies will be strategic staffing and positive school culture. For staffing, the school will prioritize recruiting, selecting, assigning, and training teachers so that all will be high quality. For teacher hiring, the principal will create a teacher profile and use an interview rubric to select talented, experience teachers who are aligned to the school's vision. SAISD is a Teacher Incentive Allotment district, so we will leverage our performance pay system to recruit and compensate effective teachers at the highest rate. The school will implement a positive school culture through the use of social, emotional, and academic development (SEAD). The school will utilize one of the district's approved SEAD curricula, teachers will have dedicated time during the day to teach SEAD concepts, and the district will assess the success of the school's SEAD instruction by utilizing the district's SEAD survey, which is administered at all schools on an annual basis. Data from the SEAD survey is used to make adjustments to each school's approach to ensure all students are supported and successful, both academically and emotionally.

Program Requirements

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

- ○ Restart a struggling school as an ACE campus (PLANNING)
- ○ Restart a struggling school as a district-managed Resource campus
- ◉ Create a new school as a district-managed campus
- ○ Create a new school as a partner-managed Early Childhood Education (ECE)
- ○ Redesign a campus with a blended learning model
- ○ Redesign a rural campus with a district-designed P-20 system model
- ○ Restart a struggling campus as an ACE model (IMPLEMENTATION)

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. (Note: If a specific campus has not yet been identified, please describe the evaluation process, criteria, and timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.)

SAISD chose the "create a new school as a district-managed campus" model through a comprehensive process involving the Office of Innovation (OI), District Grants Department (Grants), and Academics and School Leadership. OI staff participate in the Chief Innovation Officer Workshops. Those workshops offered initial information and training on the School Action Fund options. OI staff also connected with leaders at other school districts who had previously received SAF grants. OI and Grants staff participated in TEA's extensive webinars describing each type of grant. OI and Grants also did a deep dive into the data on each of the schools that were eligible for this grant. After reviewing the grant options and school data, OI and Grants presented the grant opportunity to the district's Senior Leadership Team, which includes the Deputy Superintendent and all Assistant Superintendents (principal supervisors). This team together decided to pursue the new school, district-managed option, because it offered the most flexible opportunity to create a new school. SAISD has decided to wait until 2022 state accountability data to determine which school to target for this grant. The process for deciding the school will be for OI, Grants, and Senior Leadership to utilize the district's annual School Planning Process, which includes a Quality Seat Analysis (QSA). The QSA will identify which of the eligible schools is the lower performing (both in 2022 and historically) as well as the lowest in enrollment. Broader student demographics and school location will also be assessed.

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

SAISD's mission is to transform into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. Expanding high-quality, best-fit school options school for families in their communities is a critical aspect of this work. The new school action aligns with SAISD's strategy for support and intervention in low-performing schools. The district's Office of Innovation has guided the development of 20 new schools and school redesigns since 2015-16. This contributed to the district earning a "B" accountability rating in 2019, improving from the equivalent of an "F" rating in 2016, using current accountability measures. Similar school actions have also contributed to the district tripling the number of "A" and "B" rated campuses since 2017.

With all of the accumulated experience at SAISD, we are confident in our ability to design and lead new, innovate school models. Therefore the "new school, district-managed" option makes the most sense. We plan to use a slow growth, phase in strategy, opening one grade at a time, while the existing school phases out. We have used this model with several very successful redesigns, including Twain Dual Language Academy, YWLA Primary, and Poe STEM Dual Language. The slow growth model has shown the best rate of success at SAISD, and it is the model most used by high performing external charter networks. It is less disruptive to the community and to parents, who may have strong attachments to the existing school model. It allows for the gradual hiring of highly qualified staff. Especially during COVID, trying to hire an entirely new team of teachers is extremely difficult. This model also allows for the principal and teachers to build school culture and routines with one grade and grow those practices year by year, rather than trying to do it all at once.

Program Requirements (Cont'd)

2(c). Describe how senior LEA leaders were involved in the decision to select the school action for the campus(es), and to apply for this School Action Fund Planning and Implementation Grant.

SAISD chose this school action through a comprehensive process involving the Office of Innovation (OI), District Grants Department (Grants), and Academics and School Leadership. OI staff participate in the Chief Innovation Officer Workshops. Those workshops offered initial information and training on the School Action Fund options. OI staff also connected with leaders at other school districts who had previously received SAF grants. OI and Grants staff participated in TEA's extensive webinars describing each type of grant. OI and Grants also did a deep dive into the data on each of the schools that were eligible for this grant.

After reviewing the grant options and school data, OI and Grants presented the grant opportunity to the district's Senior Leadership Team, which includes the Deputy Superintendent and all Assistant Superintendents (principal supervisors). The Senior Leadership Team has responsibility for oversight at all SAISD schools. This team together decided to pursue the new school, district-managed option, because it offered the most flexible opportunity to create a new, high quality school option for SAISD families.

2(d). Describe how the LEA has worked or will work with members of the school community (staff, families, community leaders) to communicate plans and solicit input into the school action planning and implementation process.

SAISD has always extensively engaged with its community in the development of new and redesigned schools, and we will continue this practice if we receive this grant opportunity. After receiving notice of the grant award, Office of Innovation (OI) staff will work with the Family and Community Engagement (FACE) Department and the Communications Department to develop a comprehensive engagement plan for school staff, families, and community members. The goal of the engagement will be to empower the community to help district staff design the school from the beginning so that the school truly reflects the needs and aspirations of the community.

The community engagement plan will include the following components:
- Stakeholder mapping exercise to identify all of the most impacted school, family and community members.
- Empathy interviews with identified stakeholders; these are open-ended conversations that seek to understand community members in a more casual setting, rather than obtaining answers to a list of specific, prepared questions.
- Parent engagement events at the school, in English and Spanish, to communicate the intent of the school planning process and solicit feedback. If not enough parents attend the school events, SAISD has hosted smaller engagements at parent's homes to reach more people as needed.
- Focus groups with students at the existing school to understand their current challenges and desires for a new school.
- Engagement events with local community leaders, such as church leaders, neighborhood associations, and nonprofits.

We will gather and analyze all of the community feedback and seek to understand how that feedback can be incorporated into the school design plan. After an initial draft of the school plan is developed, various strategies will be utilized to re-connect with the stakeholders who provided the feedback. This way we can show how we incorporated their feedback and ask their help with further refining the plan.

Once we finalize the school design plan, we will communicate that plan to the broader community to generate excitement for the new school, such as printed mailings, social media, attending community events, using the existing school's marquee, etc.

Program Requirements (Cont'd)

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

The planning grant will be managed by Mr. John Norman, the Senior Executive Director of the Office of Innovation. Mr. Norman has worked in SAISD's Office of Innovation (OI) for 4 years, first as the Director of School Design and Charter Partnerships under Chief Innovation Officer Mr. Mohammed Choudhury, and now as leader of the department. Under Mr. Norman and Mr. Choudhury's leadership, OI has created and supported the ongoing success of 40 in-district charter schools, of which 31 are Senate Bill 1882 partnership schools. Mr. Norman has managed SAISD's Annual Call for Quality Schools since it began in 2018. It is now kicking off it's fifth iteration.

The Annual Call is the district's annual process for working with talented school leaders and partners to create new startup and redesigned high quality schools. Some of the schools that were created through this process have become national models for innovate school design, including CAST Tech High School, Twain Dual Language Academy, Young Women's Leadership Academy Primary, Young Men's Leadership Academy, and Steele Montessori Academy. Mr. Norman works closely with school leaders and partners to research and write their school design plan. Through his work with the System of Great Schools Chief Innovation Officer Bootcamp and Workshops, Mr. Norman has engaged with other CIO's across the state, and has visited districts across the state to learn how they design new school models.

Before joining SAISD, Mr. Norman was the Director of Growth for KIPP San Antonio Public Schools. At KIPP, he was the lead project manager for the opening of KIPP Cevallos, which was KIPP's first and only newly constructed campus. The property held three schools - an elementary, middle, and high school - and served close to 2,000 students. Mr. Norman also led strategic planning to help determine KIPP's overall growth plan for opening new schools in the region.

2(f). Describe how selecting, adopting, and implementing high-quality instructional materials will be integrated into the design of the chosen action.

The Design Committee described above HQIMs after analyzing feedback from a technical assistance provider, target school teachers, parents, and analysis of the content of TEA's approved list of textbooks. Design Committee members will seek to identify texts and study guides that ensure full coverage of TEKS, that support all learners, including SPED, emergent bilingual, and that enable frequent progress monitoring in accordance with Center for School Actions recommendations.

Design Committee members will develop detailed plans for implementing the College Prep model effectively that include guidelines around using HQIM. Teachers will use these resources exclusively when implementing the College Prep instructional model. These guidelines will be codified via the target school's TEA-approved school design plan and district-approved School Improvement Plan.

Office of Innovation will ensure the target school's 2022-23 and 2023-24 operating budgets are adjusted to cover the cost of acquiring HQIMs as part of the establishment of the District-Managed New School. A portion of the grant funds will also be used to acquire enough HQIMs to train target school teachers beginning in the summer of 2023. District academic teams will collaborate with school staff to offer effective teacher professional development to support phased used of HQIMs in the target school.

HQIMs will be piloted via the phase in-phase out approach to establishing the District-Managed New School. Implementation of the College Prep model and associated texts will begin in 2023-24, allowing the district to improve its selections and/or approaches to using the HQIMs before whole-school adoption.

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 16-18, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100)

	BUDGET
Planning year principal salary and benefits	$130,000
Extra duty pay for teachers for attending professional development	$10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional development for principal and instructional staff	$35,000

SUPPLIES AND MATERIALS (6300)

Supplies for parent engagement events	$5,000
Technology and supplies for planning year principal	$5,000

OTHER OPERATING COSTS (6400)

Marketing for student recruitment	$10,000
Travel and Subsistence for planning year principal	$5,000

CAPITAL OUTLAY (6600)

ADMINISTRATIVE COSTS

Total Direct Costs	$190,944
Indirect Costs	$9,056

TOTAL BUDGET REQUEST	$200,000

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
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Via phone/fax/email by TEA staff person _____

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