Texas Education Agency

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	Spurger ISD	CDN	229905	Vendor ID	1746021589	ESC	5	UIE	

Address	12210 HWY 92N	City	Spurger	ZIP	77660	Phone	4094293464

Primary Contact	Floyd Wright	Email	wrightm@spurgerisd.org	Phone	4094293464

Secondary Contact	Teresa Franklin	Email	franklint@spurgerisd.org	Phone	4094293464

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances
☒ Application-specific Provisions and Assurances

☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ NCLB Provisions and Assurances requirements

Authorized Official Name	Floyd Wright	Title	Superintendent

Email	wrightm@spurgerisd.org	Phone	4094293464

Signature	Floyd M Wright	Digitally signed by Floyd M Wright Date: 2022.05.09 15:44:33 -05'00'	Date	05/09/2022

Grant Writer Name		Signature		Date	

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

Shared Services Arrangements

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Based on 2019 STAAR data, 15% of the students are performing at the Meets Grade Level in reading with student performance in reading significantly ranking below state targets with only 13% of the ECD students performing at Meets Grade Level.	The elementary campus will adjust instructional practices through HQIM/RBIS usage, professional development for teachers, creation of data-tracking systems focused on academic growth, and development of comprehensive district focus on student outcomes for student sub-populations to support strong academics.
Based on 2019 data, 17% of the all students are at the Meets Grade Level in math with student performance in math ranking below state targets with only 13% of the ECD students performing at grade level.	The elementary campus will adjust instructional practices through HQIM/RBIS usage, professional development for teachers, creation of data-tracking systems focused on academic growth, and development of comprehensive district focus on student outcomes for student sub-populations to support strong academics.
Spurger seeks to achieve 90% of graduates earning associate degrees but currently have approximately 19% of elementary students meeting grade level stds so a stronger academic foundation is needed.	Creation of age-appropriate activities aligned to high school P-TECH programs of study with an emphasis on awareness (elementary) and exploration (middle) will increase the intended outcomes for all students in Spurger to access significant opportunities for student postsecondary success through increased engagement

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, partnership with a technical support partner will have resulted in 100% of the students will have baseline data of growth using a national-normed assessment with identified sub-populations for targeted support in math and/or reading, and through ESF levers, best practices and procedures in place to support strong lesson planning using TEKS-aligned HQIM curriculum and data-driven instruction with national-normed data sources. Professional development for the board, leaders, staff will have occurred monthly to support increased student outcomes. Data tracking procedures for the district will be fully established and aligned to long-star governance goals and the overriding mission of the district and campus.

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, the Spurger elementary will meet the following benchmarks: >> District will identify & train a school leader/project manager for redesign process >>Board of Trustees (BOT) will initiate Lone Star Governance training and commit to school redesign and operational processes, >>Community and stakeholder engagement activities will be planned and implemented with monthly communication to parents, students, and community members, >>In partnership with TAP, the school/district redesign plan with identified P-20 system elements will be reviewed and potential barriers identified and action plans created to address needs/barrier removal, >> Campus leaders will complete the ESF self-assessment & adjust levers for best practice implementation within a P-20 system model if needed, >>High-Quality Instructional materials (HQIM) review completed with TAP support for instructional needs.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, the elementary will meet the following benchmarks: >>100% of the HQIM resources will be established with aligned professional development and curriculum/resources adjustments identified for rigorous instructional practices for initial pilot followed by schoolwide expansion >>The Spurger BOT will complete Lone Star Governance training & establish long range board goals focusing on student outcomes in RLA, Math, ECE education, and CCMR with the campus leadership team identifying progress measures to achieve the board goals. These will reflect all student sub-pops with particular focus on ECD/EL/SPED>>Data tracking procedures will be in place with monthly outcome reports to all stakeholders >>Teacher training and space allocation will begin for the identified programs of study to launch high-quality, career & college outcomes alignment through age-appropriate activities, >>Instructional planning for SY23-24 will begin with a focus on professional development needs, walk-through practices, and HQIM/RBIS alignment (AVID, CIF)

Third-Quarter Benchmark

By the end of the 3rd qtr, the elementary campus will meet the following benchmarks >>100% of staff will complete prescribed HQIM professional development for firm foundation of the P-20 System Model in 23-24,>> Continue campus leadership development with clear plan for PLCs, campus scheduling, roles of leadership team, etc >>P-20 system model elements ready for launch in 23-24 with planned summer professional development to continue staff orientation to model implementation with high-quality instructional resources identified, strong planning processes, defined rigor level, >>Space and instructional materials in place for 23-24 redesign launch, >>Work-based learning experiences planned for all grade levels with focus on awareness and exploration for all students with a clear communications plan with stakeholders in process, >>23-24 budgets reflect P-20 model implementation and needs, contracts signed for HQIM resources >>Submit school design plan to board for review and approval with aligned budget.

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.

Progress monitoring and modification of the program will be possible because (a) the time intervals for benchmarks are programmatically meaningful; and (b) all the benchmarks are quantifiable. The benchmark indicators are designed to produce a strong instructional program focused on student outcomes. Evaluation data that will be used to determine adjustments needed in four critical areas. >>Core academic instructional and grade-level student outcomes: The systemic redesign of the elementary will focus on learning loss and required ESF-aligned adjustments in order to achieve the post-secondary expectations of a P-20 model.   With defined benchmarks for planning, training, and implementation, monthly support from the TAP will measure progress towards the model implementation. Needed modifications to implementation can be made through comparison of NWEA MAP data (focusing on growth), formative assessments aligned to the HQIM materials, and walk-through data/instructional rounds. The TAP will provide resources and technical support for district and campus staff to maintain timeline and provide adjustments as needed. >>Staff, BOT, and leadership identification and development: With TAP support, the district leadership's identification of qualified staff will be monitored and a year-long calendar of professional development with monthly reports to stakeholders monitoring implementation will allow for leading indicators and barriers to be identified and addressed. Surveys, campus-based walk-throughs and observations will be used to identify needed adjustments.>>Program of study creation/alignment: Through the best practices timelines and existing relationships between CEN PD, IHE, and Texas Workforce, the implementation of identified POS can be monitored for timely implementation to age-appropriate elementary activities to develop a college-going, career-focused mentality for all students >>P-20 curriculum planning infrastructure development: The planning, teaching, reteaching calendar as supported by the campus leadership and data monitoring processes will be evaluated monthly to determine needed adjustments to reflect the instructional practices of the campus. An HQIM pilot will inform best practices, timelines, and additional supports prior to a school wide roll-out.

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 district DCSI will work with the campus leadership team to complete an ESF Self-Assessment to evaluate the changes implemented in SY19-20 as well as the instructional outcomes of 21-22. TAP support will be available during the process to align P-20 system elements to the ESF process. The improvement plan will be created to specifically address student outcomes in the following areas: Student RLA and Math performance especially designed to address the gap in performance between sub-populations of within the student body, improvement of academic achievement to support college-readiness for White and low ECD students, and and full implementation of HQIM materials in a manner that addresses the struggling sub-populations of students. An HQIM pilot will be launched to identify best-practices in the use and implementation of the identified resources to support school-wide implementation in the 23-23 school year.

The improvement plans will be developed with targeted quarterly student outcomes identified and monitored through common assessments and national-normed student growth monitoring tools. Campus and district barriers will be identified for each quarter with action plans assigned to specific district and/or campus staff with timelines and measurable outcomes established for each action. The DCSI along with TAP staff will meet with campus leaders and the leadership teams to monitor the improvement plan quarterly. Adjustments will be identified to address missed student outcomes and/or action plans. The ESF tools for best practices will be actively incorporated in the improvement efforts and aligned to P-20 System Model elements.

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.

Under the Lone Star Governance Model, the Board of Trustees will monitor student outcomes on a monthly basis as part of the academic report. Overall academic outcomes for each of the sub-populations will be shared for RLA, Math, early childhood, and CCMR progress measures. As part of the academic update for the campus, the project director/campus leader will share quantitative data with the BOT and relevant stakeholders regarding the implementation of the SAF benchmarks, progress towards implementation of the P-20 System elements, and report needed adjustments to the implementation process. In coordination with the TAP, monthly and quarterly implementation targets will be reviewed and adjustments plans created for stakeholder review. Additionally, data tracking support from TAP will generate monthly and quarterly reports to monitor planning implementation and efficacy of the element implementation including staff and leader training, infrastructure implementation, and procurement of P-20 elements. Based upon identified barriers to SAF implementation, the ISD leadership may request additional support from TAP or resources as needed to insure a successful planning year in preparation for a high-quality P-20 System implementation in 23-24.

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).

Spurger ISD engaged with the TAMU AgriLife Rural Student Success Initiative (RSSI) program to focus on postsecondary outcomes for all students. Through the RSSI program, Spurger ISD was introduced to the CEN P-20 model. Spurger stakeholders have been introduced the the P-20 Model and understand the SAF work will be instrumental in impacting the F-rated elementary with improving student outcomes to achieve the community's desire postsecondary success. Additionally, the following has been completed:
>>The CEN Playbook has been closely reviewed by district and campus administrators.
>>The CEN Executive Team members have presented the school action to the district's stakeholders and discussed in detail the process of implementing a P-20 model. The CEN staff have engaged with the district in the P-TECH planning process under T-CLAS Decision 9A.
>>Community and business leaders have engaged in two planning sessions regarding the P-20 redesign process.
>>Campus and district leaders have toured Roscoe CISD to see the P-20 model in action.

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 district has used and is continuing to seek funds for support of the changes needed for a successful school action effort:

>>ESSER I funds were used to purchase supplies, technology, etc to address COVID challenges.
>>ESSER III funds are being allocated for salaries, supplies, AVID expansion, and for summer school (extended year) for students exhibiting gaps in learning.
>>ESSER III funds are being used to provided additional instructional materials and personnel at the elementary level to support all learners.
>>TCLAS funds are being used to move the high school to a designated P-TECH campus to align to the P-20 model.

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.

The SPurger ISD BOT have committed to the Lone Star Governance process and is prepared to adjust policy and procedure to focus on improving student outcomes including: >>monthly board focus on student outcomes with at least 50% of the board meeting time allocated to student performance as reported in their aligned goals >>Allow campus operational flexibility in to address HQIM needs and programming staff >>evaluate board performance quarterly via the LSG self-evaluation tools to identify areas of continued growth of board actions. In addition to governance adjustments, the follow procedures are expected:

>>Invest in an HQIM pilot project to allow flexibility in selected classrooms across grade levels >>Add career and college explorations in the elementary and middle school to increase college and career engagement/culture. >>Designate and support additional tutorial time built into the campus schedule to address the learning gaps of the past 20+ months >>implement a Pre-K 3-year-old program for the 23-24 school year to allow pre-school options for more students. These programs will provide opportunities to develop early literacy skills and support child development (social, emotional, physical, and academic).

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

The P-20 System Model is based on research-based strategies which the stakeholders will be engaged in professional development designed to understand and effectively implement including: >>creation of a common instructional framework that aligns to national research for best practices in a highly engaged classroom, >>incorporation of a research-based college preparation and rigorous student peer tutoring process to develop strong study skills needed for college success, >>use of Harvard Instructional Rounds to corporately monitor and improve instruction to directly impact student outcomes, >>intense support for rural students while in the public school system to remove barriers for post-secondary access including finances, assessment access, and dual credit alignment, >>access for all students to authentic instruction to increase engagement and knowledge retention as proven by educational research especially for at-risk students, >>student research expectations to create life-long learning skills to address acquisition of needed soft-skills for adult success. The aspects of the model will be supported during the implementation phase of the rural school action.

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.)

The Spurger Superintendent and BOT have lead the charge towards the P-20 model of education.   The discrepancies between student outcomes and results for the sub-populations within the districts can be traced throughout the district, but specifically with the academic outcomes for the students at the elementary level. These outcomes do not align to the district's mission and desired profile of a graduate. Although the P-20 work is being addressed at the secondary level via T-CLAS P-TECH planning/funding, the elementary processes continue to need adjustment to achieve the desired outcomes.

With this in mind, the district and campus leadership has met with CEN instructional staff to reflect on the current elementary instructional practices to envision what the education model needs to be to achieve the P-20 results. The model is the desire of the community and stakeholder, but due to COVID impacts, and instructional materials in use versus needed adjustments, the Spurger leadership is ready to plan a significant redesign of the elementary operations to support the P-20 Model.

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.

The effective implementation of a P-20 System model by nature must involve all schools in a feeder pattern within the district. The P-20 System model implementation provides a mechanism for the alignment of school and district actions under the ESF model with best practices for elementary, middle, and high school grade levels. By addressing low performance at the elementary level, the planned school action will create an academic foundation for rural student success for all students.

The district is committed to the effective implementation of the ESF framework to provide intervention for the low-performing elementary school. The choice of the school action of the P-20 System model redesign has been a strategic decision due to the alignment of the P-20 model to the ESF framework. The elements of the planned school action are aligned to the school improvement efforts: >>STRONG SCHOOL LEADERSHIP & PLANNING: Regular professional development for leaders and leadership teams under the P-20 model by TAP. >>EFFECTIVE, WELL-SUPPORTED TEACHERS: High-quality teacher professional development to implement a inquiry-based model featuring research and PBL and monitored through Harvard Instructional Rounds >>POSITIVE SCHOOL CULTURE: The P-20 model establishes an unwavering commitment to high expectations and college/career outcomes for ALL students. >>HIGH QUALITY CURRICULUM: The P-20 model supports instructional practices beyond the textbook, aligns instruction to TEKS, and identifies HQIM and RBIS and additional resources to teach grade level readiness for all students. >>EFFECTIVE INSTRUCTION: Through nationally normed data tools and high-quality, student-centered instructional design, the P-20 System model supports strong planning, observed instruction, and data-driven instructional adjustments to improve student outcomes for all students.

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.

As a district engaged in initial planning for a P-20 model design, the campus and district leaders became familiar with the model and the desired outcomes through a series of in-district meetings with CEN staff. Through bi-monthly meetings with the leadership team and the CEN team, the need for instructional redesign of the elementary campus to align to the P-20 model within the framework of the ESF levers is important to achieve the postsecondary results.   An identified need for HQIM and coordinating professional development to address instructional gaps at the elementary level is critical. The elementary model in the P-20 student journey is experiential learning. The need for redesign of grades PK-6 to reach the P-20 outcomes was a consensus reached by the campus and district leadership team.

The leadership team has elected to seek school action funds to support HQIM piloting processes and invest in RBIS training to drastically improve elementary student outcomes.

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.

A community survey has been released to stakeholders to gauge the desires of the community in embracing a P-20 System Model. Data is collected that measures the stakeholders' attitudes towards school action, philosophies related to the P-20 model and a focus on post-secondary degrees for all students. Data is used to inform additional plans for community and stakeholder engagement. Current data from the survey results indicate a strong support for a collaborative learning environment that will lead to a long-term change in the community.

Additional actions taken by the district to engage all levels of stakeholders include:

>>Student interest surveys have been conducted across the district starting in elementary school.
>>The incoming high school freshmen and their parents have met with high school administrators to review their options as they move into the high school dual credit and/or CTE programs.
>>The district has hosted a P-TECH/P-20/RSSI advisory groups twice per year.
>> TSIA2 testing and tutorials for 8th grade students have been added to improve college attainment access and increase awareness of a college-focused environment.
>>Parent-Teacher conferences are held for elementary students for one-on-one feedback on academic performance and family support options to produce grade-level ready elementary students.

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 P-20 Project Manager will work in coordination with the campus principals to design a program at the elementary level that will support the achievement of the P-20 post-secondary outcomes at the secondary level. The P-20 Project Director will have:

>>a history of academic improvement and success in a Texas campus with a diverse student population.
>>training in DCSI, T-PESS, instructional planning, design, and monitoring.
>>identifed leadership skills in culture and team building and change leadership.

The campus leader has not been identified but will be selected based on the following criteria:

>>successful experience as a campus academic leader with preference given to candidates with school-turnaround experience with successful classroom experience.
>>understanding of experiential learning instructional models within the state of Texas.
>>strong leadership skills with a demonstrated history of team-building, collaboration, and culture-building.

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

CEN staff will conduct a HQIM audit of current instructional materials and evaluated the use of materials and assessments in the classroom through comprehensive walk-throughs and observations early in the SY22-23. Based upon the audit and the collected data, gaps in instructional resources will be identified. In the 22-23 school year, supplement resources will be identified to address gaps in the classroom instruction and five classrooms will be selected to pilot HQIM materials with 3 veteran teachers and 2 new teachers. Stipends will be provided to the teachers for the pilot implementation. During the 22-23 school year, teacher leaders and campus administration will review HQIM options and on-going outcomes and identify and adopt resources in Spring 2023, plan and implement training in Summer 2023, and develop instructional calendars and monitoring procedures to fully launch an overhaul of the elementary campus by the fall of 2023.

The HQIM resources will be reviewed and selected by the campus-based teams in the Spring 2023. Stakeholder input will be sought through the SBDM teams and campus academic nights. Recommendations for the selected HQIM will be presented to the BOT for adoption and purchase by no later than March 20232.

The selected vendors for HQIM will be engaged in the professional development plans with a focus on initial and on-going training throughout the 23-23 school year. During the planning year, the redesign team will develop a PLC calendar to support the training processes as well as a school calendar with intentional planning times.

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**

District Project Coordinator (Dean of Academics) (50%)	$50,000
Campus Principal/Planning	$10,000
Elementary Stipends-HQIM	$15,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development	$30,000

SUPPLIES AND MATERIALS (6300)

HQIM Pilot Materials	$35,000
Community Engagement	$3,000

OTHER OPERATING COSTS (6400)

Travel- Trainings	$5,000
Indirect Costs	$2,000

CAPITAL OUTLAY (6600)

Elementary Experiential Learning Center	$50,000

ADMINISTRATIVE COSTS

Total Direct Costs	$198,000
Indirect Costs	$2,000
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 _____

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Via phone/fax/email by TEA staff person _____

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