



2019-2021 School Action Fund - Implementation
COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID [REDACTED]

Authorizing legislation

P.L. 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Section 1003(g)

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494



Grant period from **July 1, 2019 to July 31, 2021**

Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

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

Applicant Information

Organization **Richardson ISD** CDN **057916** Vendor ID **75-6002311** ESC **10** DUNS **041087255**
 Address **400 S Greenville Avenue** City **Richardson** ZIP **75081** Phone **469-593-0000**
 Primary Contact **Kim Fuller** Email **kim.fuller@risd.org** Phone **469-593-7466**
 Secondary Contact **Joe Miniscalco** Email **joseph.miniscalco@risd.org** Phone **469-593-0233**

Certification and Incorporation

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

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

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name **Kim Fuller** Title **Executive Director Federal Programs/Grant**

Email **kim.fuller@risd.org** Phone **469-593-7466**

Signature **Kim Fuller** *Kim Fuller* Digitally signed by Kim Fuller DN: cn=Kim Fuller, o=Richardson ISD, ou=Federal Programs and Grants, email=kim.fuller@risd.org, c=US Date: 2019.04.16 07:47:28 -0500 Date **04/16/2019**

Grant Writer Name **Joe Miniscalco** Signature **Joe Miniscalco** Digitally signed by Joe Miniscalco DN: cn=Joe Miniscalco, o=ISD, ou=Federal Programs and Grants, email=joe.miniscalco@risd.org, c=US Date: 2019.04.24 06:30:15 -0500 Date **4/24/2019**

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

2019-019635

Shared Services Arrangements

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
At Carolyn Bukhair Elementary, 52% of students in math and 42% of students in reading failed to meet their individual minimum growth goals on state assessment in Spring of 2018.	Implementation of five specific systems will ensure achievement of identified goals at Carolyn Bukhair Elementary. These include a focus on staff and student culture, weekly data driven instructional meetings, daily observation and feedback for teachers, and weekly collaborative planning sessions.
The Domain III score for this campus was only 8%, because the Bilingual and ELL student populations are not performing at expected levels.	In addition to district professional learning opportunities, the Academic Facilitator and identified coaches in ACE will design and deliver professional development sessions specific to meeting the needs of students in bilingual programs and those acquiring English as a second language.
Fewer than 20% of 4th grade students at Carolyn Bukhair Elementary achieved the MEETS performance level in writing in Spring of 2018.	Yearlong professional learning on writing strategies will contribute to the development of a schoolwide culture that values writing. Teams will review and adjust Instructional Planning Calendars for writing based on needs identified in data from weekly quick checks and district developed unit assessments.

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.

100% of students will meet their individual growth goals in reading and math.
 35% of 4th grade students will attain the MEETS performance level in writing.

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.

First-Quarter Benchmark

Weekly Quick Checks are utilized weekly to assess student mastery of content in reading, writing and math. In addition, district-designed Curriculum Based Assessments are administered at the end of each unit of study. The data from all of these assessments is carefully analyzed during weekly Data Driven Instruction meetings, and reteach plans are developed in response. A data report is generated after each common assessment showing overall performance levels by student and by teacher, as well as highlighting which students are on track to meet minimum growth and performance level goals. In addition to these assessments, Carolyn Bukhair Elementary also utilizes iStation as an assessment and intervention tool. The ISIP assessment is administered to all students in grades K-6 at the beginning of each month.

Measurable Progress (Cont.)

Second-Quarter Benchmark

In addition to Weekly Quick Checks, ISIP and district CBAs, a cumulative Middle of Year Assessment is provided by the district for reading, writing and math in grades 1-6. This assessment is more lengthy than any of the ones previously administered, and because it focuses on a wide range of skills and concepts, it provides a clear picture of students needs. Results are carefully analyzed and used to place students in groups with a specific focus related to their individual areas of need.

Third-Quarter Benchmark

Near the end of the third quarter, students in grades 3-6 participate in a STAAR Simulation. This is a full length assessment which follows the state blueprint and includes all assessable standards. The results of this are used to plan targeted reteach and review lessons, place students in small groups for intervention and enrichment, and create formative assessments to continue tracking student growth.

Project Evaluation and Modification

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

Carolyn Bukhair Elementary, as part of the Accelerating Campus Excellence program in Richardson ISD, utilizes specific metrics to evaluate progress toward identified goals. Students, teachers, and parents are surveyed three times each year related to climate and to teacher and student efficacy. In addition, three week data reports track teacher and student attendance, discipline incidents, report card grades, and observations with feedback sessions. CBE maintains a Leader Action Plan to track and respond to student performance data related to content mastery. This plan includes identification of students requiring intervention or enrichment, as well as the roles and responsibilities of teachers, instructional coaches, assistant principals and principals. After the first semester, this plan is revised after each assessment to ensure that every individual child's needs are being addressed. Reteach and intervention plans are designed to target skills and concepts, and formative assessments are created to evaluate the outcomes of reteach lessons. Students are conferred with about their growth goals, and they each track their performance related to those goals. When a student is identified as not being on track to meet the goal, swift action ensures that the student receives the right intervention in the right setting with the right staff member.

RISD will also conduct both formative and summative evaluation for the five components of the ACE program. Classes will perform numerous formative assessments (checks for understanding, demonstrations of learning, and weekly quick checks) followed by weekly data meetings to examine results and students' work. Adjustments to instruction will be made as needed to correct the academic trajectories of students' performance. Formative evaluations will also examine program implementation to identify potential issues and suggest necessary modifications or revisions of the implementation methods. An outcome-focused summative evaluation will make judgments on the efficacy and impact of the ACE program at the end of each year. The evaluations will utilize qualitative and quantitative methods.

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.

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.

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.

The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 School Action Fund - Implementation Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2021 School Action Fund - Implementation Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.

The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.

The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.

The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.

The applicant assures that a project manager will be identified. Please note: this position may be funded other grant funds.

The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.

The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.

The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.

The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.

The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.

The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.

For LEAs pursuing the Create a new school action model: The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.

For LEAs pursuing the Partner-managed model: The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 8 and address the six questions below:

1)

The Richardson Independent School District (RISD) is applying for the School Action Fund Grant in order to implement the Accelerating Campus Excellence (ACE) initiative at the 2018-2019 Comprehensive School, Carolyn Bukhair Elementary (CBE). The ACE model uses incentives to encourage the district's most effective teachers and principals to relocate and stay at CBE. The LEA will support the campus with professional development, student extended learning time, after-school enrichment classes, and social/emotional support for all students. The LEA will support CBE's site-based team, composed of educators, parents, and community/business leaders, as they conduct a detailed comprehensive needs assessment involving identification of critical success factors, root cause analysis, and identification of priorities. The detailed data analysis process will enable the site-based decision-making team to identify data trends and patterns, identify critical needs and campus priorities, and establish goals that address root causes. The site-based team will conduct the data analysis and develop the school improvement plan using a standardized process aligned to the Texas Accountability Intervention System (TAIS). CBE will then establish improvement activities directly supporting the execution of ACE program initiatives, will dissect annual goals to determine strategies and interventions for improvement, and establish periodic quarterly check points for monitoring progress. The quarterly data reviews will be used to determine program implementation and impact level and to make adjustments to the school improvement plan as needed. The LEA's School Transformation Executive Director will provide CBE with guidance and support for all improvements activities through out the school year.

2)

The LEA will monitor CBE's usage of Title I, Part A funds through the district's Grant Compliance Department. Federal, State, and local resources will be aligned to support the implementation of the ACE program and to support all improvement activities outlined in the school improvement plan. Expenditures will be approved at the district level to ensure federal guidelines are met and the compliance department will ensure CBE meets all ESSA requirements. Frequent formative assessment built into the ACE model instructional calendar will enable for campus and district personnel to regularly monitor the program model for the fidelity of implementation and to adjust strategies and activities to meet improvement outcomes.

a)

The LEA's School Improvement department will provide consistent, high-quality management of the ACE program at CBE and will work directly with the campus instructional leadership team to monitor the effective implementation of the school improvement plan. The ACE model has a built in monitoring system which includes frequent visits, check-ins, and data disaggregation meetings at the campus and district levels to ensure program success. We will continue to access our regional service center School Improvement Specialist to add another layer of evaluation and to provide specific feedback related to CBE's implementation of the campus improvement plan.

b)

Close monitoring of all aspects of the ACE metric ensure continuous success. We will consistently reevaluate our monitoring processes to determine if the focus, frequency, response, and intervention are appropriate. An outcome-focused summative evaluation will make judgments on the efficacy and impact of the ACE program at the end of each year and will be used to make adjustments for the following year. If after three years the ACE program is deemed unsuccessful, additional action will be taken by the district to revamp the program or consider other options.

3)

As a part of the ACE Implementation strategy, we have established a close partnership with Teaching Trust and Big Rocks Education Services. Our selection of these two private entities was a deliberate attempt to ensure that our leadership at the campus and district level were supported in high reliability performance strategies. Both organizations focus on specific and detailed leadership in the areas of staff culture, student culture, data driven instruction, collaborative planning, and observation and feedback. We will also maintain a relationship with the School Improvement division at our ESC.

Statutory Requirement (Cont'd)

4)

The district will monitor CBE's Title I funds through the school improvement plan and will align other Federal, State, and local resources to carry out the implementation of the ACE program. Title I and Title II funds will be used to help provide stipends to recruit and retain highly effective administrators, teachers and staff to support cultural and academic changes. Title I funds will also be used to provide after-school enrichment and intervention programs. Title IV funds will support additional curriculum and professional development for teachers focusing on the social and emotional needs of the students. Additional local funds will also be used to support recruiting, retaining, and developing highly qualified staff to support the execution of the ACE model; transportation for students who participate in our after-school enrichment and intervention programming that lasts until 6:00pm each afternoon; and the acquisition of student uniforms to help support students and to create a culture of high expectations and school spirit.

5)

According to the ACE model, Carolyn Bukhair Elementary School will have operational flexibility and use modified practices to enable the effective implementation of the program plan by:

1. Extending the school day one hour for additional reading and math support for longer instructional learning blocks,
2. Providing after school tutoring, enrichment and intervention support for students, along with transportation and free dinner weekly between the hours of 4:00pm-6:00pm,
3. Providing support for standard dress for each student, and
4. Providing strategic professional development for teachers and administrators on high-yield practices.

The school redesign process will give the principal full authority over staffing, budgeting, and curriculum based upon campus, student, and community needs. In addition, an Executive Director and Academic Facilitator are assigned specifically to ACE campuses to provide central support for implementation of all processes.

6)

Evidence-based strategy 1 - Effective Principals and Teachers - research supports the fact that talented school leadership with a team of highly effective teachers can be successful in turning around campuses that experience challenge. Our Principals and teachers will receive annual financial incentives to work in the ACE program and will also receive additional professional development support throughout the year. The professional development focuses will be on high leverage areas like observation/feedback, data-driven instructional practices, collaborative planning and professional learning communities, student and staff culture development.

Evidence-based strategy 2 - Instructional Excellence - research supports targeted instruction for at-risk students. Instructional Excellence programming will be supported by an additional hour added to the school day. This additional hour will enable the master schedule to have time added to a very deliberately structure math and literacy block where students will receive high-yield math and literacy practices through a gradual release model, during small group and 1:1 settings. The teachers will be working directly with instructional coaches and intervention specialist to provide targeted data-driven intervention during core instruction, as well as, during a specifically designed intervention block to differentiate support for struggling students. Frequent checks for understanding during core instruction will allow for teachers to regularly adjust their delivery on demand to get into a gap prevention mode, rather than just gap closure mode. Materials used will enable teachers to support individual small group practice that can be scaffolded based on the students' needs.

TEA Program Requirement 1

Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner-managed. ***Note:** The district or partner-managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school" model.

Select one of the following models:**Select one:** Restart a struggling school District-managed Create a new school Partner-managed Replicate a successful school (must select Partner-managed option) Reassign students from a struggling school (type of management does not apply)**TEA Program Requirement 2**

A) Please describe the evaluation process and criteria utilized for selecting the school action model.

Data across the nation proves that struggling schools in the highest areas of poverty have access to the least experienced and skilled teachers, thus limiting equity and access for those deserving the most. As a result of this national data, district data, and an overall needs assessment, the district selected the ACE model as our school action model.

The ACE model recommendation was an outgrowth of a detailed strategic planning process that included substantial community input. The RISD Strategic Planning Process enabled high-level district and community stakeholders to actively participate in the process of developing a deep understanding of and support for the ACE model. Being exposed to research and program data during the research phase of the planning process and hearing the cost-benefit analysis, educated district level and community stakeholder about the model, in turn building support for the model components.

As a part of the strategic planning process a detailed needs assessment and root cause analysis process was conducted which included the involvement of a strategic planning committee team and the RISD Equity Action Team. Reviewed data included student performance, teacher retention, teacher performance, climate survey, demographic data, and other data sources to help prioritize the needs to target. This process will be repeated each year as part of our district and campus planning process with built in performance targets. The Executive Director of School Improvement and ACE Academic Facilitator will work with campuses to monitor the execution of the program strategies and determine when and how modifications are made to the strategies addressing performance objectives.

TEA Program Requirement 2 (Cont'd)

B) Please describe the district vision for improving the campus(es) through the implementation of a school action

The district vision for improving the campus through the implementation of a the ACE model is the incentivization of the district's most effective teachers and principals to teach in historically challenged schools and while supporting the campus with professional development, extended learning time, and after-school enrichment and social/emotional support for students. The ACE program offers competitive stipends to incentivize teachers and principals to relocate to campuses with high economically disadvantaged populations, high teacher turnover rates, proportionally less experienced teachers as compared to other campuses in the district, and low student performance. Richardson ISD has established these key characteristics for an ACE school:

1. Schools and classrooms promote an inspiring college-going culture of high expectations,
2. Teachers demonstrate an unwavering belief that ALL students can achieve,
3. A growth mind-set embraced for students and adults with a commitment to continuous improvement,
4. Instructional best practices are used to accelerate learning for all students,
5. A commitment to data driven instruction is utilized to diagnose needs, adjust and measure progress, and
6. Parent and community partnership is valued and supported.

These key characteristics are crucial to meeting the district defined goal of Providing High Performing, Student Focused Teachers and Leaders and supporting the attainment of RISD's target set of student outcomes.

C) Please describe how this grant aligns to and accelerates the district's broader strategy and theory of action.

RISD Theory of Action: If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district devolves varying levels of autonomy from the central administration to campuses; and if the district annually evaluates equity levels and performance of high needs schools; and if the district makes strategic decisions regarding educator placement and pay incentives at high needs schools; then the district, through its campuses, will be able to accomplish the Board's student outcome goal of academic excellence for all.

Research shows the most important factor for learning is not student background, but teacher quality. In order for our students at Carolyn Bukhair Elementary to achieve college readiness and to accelerate the transformation of this struggling school, RISD must ensure teachers and administrators are of the highest quality, have a growth mind-set, have high expectations for the students, and are able to build strong relationships with the students. This grant aligns to the district's broader strategy and theory of action by incentivizing the district's most effective leaders and teachers to serve and prepare students at at our highest needs campus. The ACE program furthers RISD's vision for preparing every student for their global future by placing a highly effective teacher in every classroom, equipping schools with strong leadership teams, and maintaining high expectations for both staff and students. The grant will accelerate the district's goal of academic excellence for all students by increasing the number of students in great schools.

D) Please identify the district staff member to manage the implementation grant and the qualifications of the identified staff member.

The Executive Director of School Improvement will work directly with the campus principal and their instructional leadership team to support the program indicator implementation. The Executive Director will act as coach, monitor and evaluator of the campus principal ensuring the fidelity of program model operations.

Desired qualifications:

Master's degree in education is required.

Significant elementary principal and district leadership experience.

Successful school turnaround experience as an Executive Director.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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.

PAYROLL COSTS (6100)

BUDGET

Staff Stipends	\$1,123,000
Extra Duty for Extended Planning & weekly formative assessment development	\$56,000
Part time tutors	\$28,574
1 Content Reading Specialist and 1 Content Math Specialist	\$240,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Matched School Action Technical Assistance Provider	\$475,000
Professional Development for Bilingual Teachers	\$7,500
Professional Development for Content Area Teachers in EL Strategies	\$7,500

SUPPLIES AND MATERIALS (6300)

Supplies and Materials	\$10,000
------------------------	----------

OTHER OPERATING COSTS (6400)

Travel to Ron Clark Academy	\$2,500
Travel to AIE Conference	\$2,500

CAPITAL OUTLAY (6600)

Total Direct Costs \$1,952,574

Indirect Costs \$47,426

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) \$2,000,000