



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 [Redacted] **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 **Benavides ISD** CDN **066901** Vendor ID **74-6000360** ESC **2** DUNS **159382647**
 Address **106 W School St** City **Benavides** ZIP **78341** Phone **3612563003**
 Primary Contact **Adell Cueva** Email **adell.cueva@benavidesisd.net** Phone **3612563003**
 Secondary Contact **Christina Perez** Email **cperez@benavidesisd.net** Phone **3612563003**

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 **Adell Cueva** Title **Superintendent**

Email **adell.cueva@benavidesisd.net** Phone **3612563003**

Signature  Date **05/06/2019**

Grant Writer Name **Adell Cueva** Signature  Date **05/06/2019**

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

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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
Benavides Elementary School had low percentages of students who achieved a Meets or Masters grade level standards on STAAR - 37% in Reading; 34% in Math; 41% in Science; and 24% in writing	We will launch a new partner-managed (School innovation Collaborative) early childhood education center to house a full-day PK3 PK4 program. This will create new options for families and better professional development opportunities for educators. Students will leave this new school better prepared for kindergarten at Benavides Elementary which is currently a comprehensive campus.
174 students currently attend the "D" rated Benavides Elementary School	We will launch a new partner-managed early childhood education center to house a full-day PK3 PK4 program. This will create new options for families and better professional development opportunities for educators. Students will leave this new school better prepared for kindergarten and improving Benavides ES to "B".

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the Fall of 2021 Benavides Elementary School will be rated a B under the Texas accountability system.

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

- 100% of students will be administered a benchmark assessment aligned to state kindergarten readiness standards in reading, math, social-emotional, and physical development.
- 100% of staff members have been introduced to the professional development system and can articulate their role and purpose in the system.
- 100% of instructional staff members are fully participating in formalized PLCs.

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

- 100% of students will be administered an interim assessment showing a 10% improvement over the benchmark.
- By the end of each month, 100% of teachers will document student acquisition and deficiencies of student expectations with documented lesson plans to adjust accordingly.
- Monthly, 100% of teachers will analyze students' data and make necessary adjustments to curriculum and instruction.

Third-Quarter Benchmark

- 100% of students will be administered an interim assessment showing a 15% improvement over the original benchmark.
- 90% of staff and families are satisfied with the PK program.
- 90% of teachers demonstrate growth during formal evaluations
- 90% of teachers conduct at least one peer observation.

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.

The summative SMART goal and benchmarks will be continuously monitored by the School Innovation Collaborative staff (SIC) or other authorized partner, school leaders, district staff and the board. School leaders will have access to comprehensive data dashboards that enable the use of real-time data to inform campus decision making. Dashboards will incorporate information from all schools, collaborating institutions of higher education and certification partners and provide clear and up-to-date data on each student's progress throughout their experience to ensure they are on track. School leadership will have the autonomy, with support from SIC and district staff, to adjust school and classroom strategies as we work towards our goals. In addition to these school based supports, SIC staff will assume a project manager role to ensure that our benchmarks remain on track and that school leaders and teachers are well supported throughout the process.

Benavides ISD will reflect these and other goals in the performance contract giving operational authority to the SIC. Failure to meet the agreed upon goals in the agreed upon time-frame may lead to probation or revocation of the operating contract.

The authorized partner will continuously use evaluation data to ensure that the program can be effectively modified for sustainability.

As the authorizer, the board of trustees will conduct an annual review of the charter and will formally determine renewal or revocation decisions every 3 years. The district will make decisions based on a school action planning process in context of the state accountability system and a school performance framework. We will enhance this competency through participation in the Texas Authorizer Leadership Academy (TALA).

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 district has created an improvement plan through the 2019 school year for Benavides Elementary School. The district, in collaboration with School Innovation Collaborative (SIC) will conduct an annual needs analysis and create a new school improvement plan each year aligned to the goals of the partnership.

To carry out its school support and improvement activities, Benavides ISD will create a new early childhood education center and partner it to be operated by the School Innovation Collaborative (SIC). The partnership will empower educators with the tools to adapt to their students' individual needs strategically, flexibly, and quickly. This autonomy, along with the greater access to expertise and resources that the SIC partnership will enable, will allow the feeder elementary school, Benavides Elementary School, to accelerate student academic achievement and help serve students effectively. In addition to the focus on educator autonomy, the SIC will develop cross district professional development opportunities for teachers and leaders.

2)

The district and SIC have, and will continue to, establish milestones, identified evaluation methods, set associated indicators of accomplishments, and develop data collection processes. The milestones and associated indicators will be tied directly to the district's School Improvement Plan. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, the district will also be able to monitor the implementation of the improvement plan. Furthermore, as part of the services and support that are offered by our redesign partner we will be able to leverage additional monitoring from an external 3rd party.

a)

The milestones and associated indicators will be tied directly to the School Improvement Plan. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, the district will also be able to monitor the implementation of the improvement plan. Furthermore, as part of the services and support that are offered by our redesign partner we will be able to leverage additional monitoring from an external 3rd party.

b)

The School Improvement Plan will be used as a working document that will be utilized to monitor progress over time. The principal will review the school improvement plan with the SIC director and superintendent on a regular basis and will provide regular updates on the implementation of the plan. If needed, revisions will be made that are necessary to ensure the plans stay on course. Changes may include adjusting the time table and/or changes to operational practices leveraged by the performance contract with the SIC.

3)

The district's purchasing department is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. In selecting any partners to operate a campus under and in-district charter the district will implement a rigorous call for quality schools process utilizing all of the model policies and applications from the Texas Education Agency. All processes will comply with TEC Chapter 12, Sub-chapter C.

Statutory Requirement (Cont'd)

4)

Benavides ISD will align and complement existing school improvement resources, goals, and interventions including: personnel, technology and infrastructure, curriculum, software, facilities, and training in order to support and effectively deliver a comprehensive School Improvement Plan. All resources allocated to the Benavides Early Childhood Education Center and Benavides Elementary School will be utilized in support of the School Improvement Plan and the goals of the campus, district, and SIC. All funding will be strategically utilized based on lifespan and allowable uses.

5)

The district will negotiate and execute a formal contract with an authorized partner following a successful annual call for quality schools and authorizing process. This contract and partnership will qualify for benefits under TEC 11.174 (SB1882) to operate the new Benavides Early Childhood Education Center through a Sub-chapter C authorization with complete operational flexibility and autonomy to implement an effective turnaround. District and campus data illustrates that the school has a unique student population that has its own unique obstacles and needs. Therefore, the school and the partner will be provided the flexibility to modify their campus policies and instructional methods in order to improve student outcomes.

The partnership will empower educators with the tools to adapt to their students' individual needs strategically, flexibly, and quickly. This autonomy, along with the greater access to expertise and resources that the partnership will enable, will accelerate student academic achievement and help serve students effectively.

6)

Developing a new school partnership with the School Innovation Collaborative, following a successful call for quality schools application process, will allow the district to provide a strong early childhood education option to families which incorporates evidenced-based strategies. Through this school action model we will be able to incorporate our highest priority strategy which is a true full day PK3 and PK4 program for every family in our community. The program will utilize proven tier 1 curriculum materials that align to the Texas Pre-Kindergarten Guidelines. The district and partner will incorporate best practices from the National Institute for Early Education Research (NIEER). The institute proves research articles addressing relevant topics such as preparing teachers for the PK classroom, assistive technology and emergent literacy for preschoolers, challenging behaviors, screening and assessment instruments. This information will be critical as we seek to develop a cross district professional learning community for our educators.

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
 - Create a new school
 - Replicate a successful school (must select Partner-managed option)
 - Reassign students from a struggling school (type of management does not apply)
- District-managed
 - Partner-managed

TEA Program Requirement 2

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

The radio buttons above are not working but please note that the model selected is a partner-managed new school.

When determining which model to select, we discussed how the school action meets the unique needs of our community, and how the action will result in an improved learning environment. Our intent is for our school actions to be more strategic, successful, and sustainable. The district will go through an annual strategic school action planning process based on the state's performance framework in order to determine any future district school actions.

As a persistently struggling campus in a region with few other options for our families, we understood that students entering Benavides Elementary School need a stronger start. Partnering with the School Innovation Collaborative and launching a new partner-managed early childhood education center is the strongest option for us to leverage in our quest to improve outcomes for our students. In rural Texas the school district is the heartbeat of the community — the place we host community functions, celebrate student accomplishments, and generally gather. There is little industry in our community and few places for our students to intern, apprentice, or be exposed to different careers or new innovations. Many in our communities sometimes drive an hour for basic family needs. While all schools face challenges, rural schools often face funding and resource constraints, have older facilities, and struggle recruiting teachers to an area where there are limited housing opportunities. We aren't always able to offer differentiated or collaborative professional learning to our staff. We may be able to offer a couple of strands of programming, but unlike an urban or suburban district, we are limited in the offerings for our students. And yet, we need our students to be able to compete nationally and internationally. For these reasons, we've come together with the SIC to provide our families with a high-quality full-day pre-kindergarten option.

We determined that we needed a model that will leverage economies of scale, provide new opportunities for students, provide differentiated professional development opportunities for teachers that we are unable to provide locally, and allow for representation from the Benavides community.

TEA Program Requirement 2 (Cont'd)

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

Our vision is to take actions that are strategic, successful, and sustainable in order to increase the number and percentage of students in A and B rated schools. We hope to be one of the first rural System of Great Schools districts in the country.

The vision is that through creating a high-quality early childhood education center that feeds directly into our comprehensive campus we will realize rapid improvements in student outcomes. This action will pair with a replication of the high-quality SIC charter model implemented at Gates Elementary School with the intent to serve grades K-5. The original high-quality charter model - Gates Elementary School - is the only A-rated campus in San Antonio Independent School district and achieved a perfect score (100) in Domain III - Closing Gaps. This performance was achieved with a similar population and demographics to Benavides Elementary School.

This replication model, which will be implemented at Benavides Elementary School, is not for students to pass a state standardized test; the community selected this model because it wanted students to acquire conceptual knowledge through a hands-on and minds-on approach to teaching. The charter was designed to develop students' conceptual understanding, develop abstract and problem-solving skills, develop innovators and creativity, create an environment where it is safe for students to take risks, and promote student discourse where students are active learners.

Research shows that children learn best and are better prepared when the instruction is tailored to meet their individual needs. By replicating the following proven core components from the SIC charter at Gates, our students will be provided with greater opportunities to be successful: Blended Learning, Project-based Learning, and Balanced Literacy Instruction.

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

This partnership along with our partnership at Benavides Elementary School will act as our guide as we redesign the district's broader strategy and theory of action. All of our work will align to the goals of the partnership and this grant will enable us to effectively implement the replication with efficacy. We aim to provide rural students high-quality opportunities early in their learning leading to post-secondary success. We deeply believe that students from rural communities should have every opportunity possible leading to success. Rural students should be exposed to the best teachers in America. Rural schools are stronger through collaboration, and rural communities nurture big dreams through innovation.

As we are working on implementing a System of Great Schools theory of action, this grant will enable us to more strategically engage in that change management work. We will build our capacity to manage school performance, expand great options, ensure access to those options, and foster partner autonomy.

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

Currently, the superintendent will coordinate the grant. The district will work to identify a full time project manager and set up an office similar to an innovation or transformation office with the leader of that office reporting directly to the superintendent. This person will support all authorizing and charter review processes.

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

Supplemental staff positions	\$100,000
Strategic compensation stipends	\$300,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

TEA matched technical assistance provider (meets 25% requirement)	\$500,000
Approved partner funds for final planning and implementation	\$500,000
Other operational and instructional supports	\$400,000

SUPPLIES AND MATERIALS (6300)

Supplies and materials	\$25,000
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OTHER OPERATING COSTS (6400)

Site visits to exemplar SGS districts and relevant school models	\$25,000
board training and development (Lone Star Governance workshops)	\$5,000

CAPITAL OUTLAY (6600)

Funds to maintain, repair, or upgrade capital assets for a successful replication	\$145,000

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)