2020–2021 School Action Fund- Planning
COMPETITIVE GRANT Application Due 11:59 p.m. CT, July 14, 2020

Texas Education Agency

NOGA ID	

Authorizing Legislation	**P.L. 107-110, ESEA of 1965 as amended by NCLB of 2001, Section 1003(g); CARES Act, Section 18003, ESSER**

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

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

Application stamp-in date and time

Grant period from **September 9, 2020 – July 31, 2022**

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. 29 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	Richardson ISD
CDN	057916
Vendor ID	75-6002311
ESC	10
DUNS	041087255
Address	400 S Greenville
City	Richardson
ZIP	75081
Phone	469-593-0000
Primary Contact	Kim Fuller
Email	kim.fuller@risd.org
Phone	469-593-7466
Secondary Contact	Shawna Ballast
Email	shawna.ballast@risd.org
Phone	214-918-2171

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	Kim Fuller
Title	Exec. Director Federal Programs & Grants
Email	kim.fuller@risd.org
Phone	469-593-7444
Signature	
Date	07-14-2020
Grant Writer Name	Shawna Ballast
Signature	
Date	7-14-2020

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

Shared Services Arrangements

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

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
At Audelia Creek Elementary, 64 % of students in math and 60% of students in reading failed to meet their individual minimum growth goals on state assessment in spring of 2019.	Implementation of five specific systems will ensure achievement identified goals at Audelia Creek Elementary. These include a focus on staff and student cuture, weekly data driven instructional meetings, daily observation and feedback for teachers, and weekly collaborative planning sessions.
The Domain II score for this campus was an F at 57% because the Bilingual and Ell student populations are not performing at expected levels.	In addition to district professional learning opportunities, the Literacy Specialist and instructional coaches 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 13% of 4th grade students at Audelia Creek Elementary achieved the MEETS performance level in writing in spring of 2019,	Yearlong professional learning on writing strategies will contribute to the development of 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. See pg. 18 of the Program Guidelines for detailed instructions for identifying benchmarks.

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 instructional meetings, reteach plans are developed in response. A data report is generated after each common assessment showing overall performance levels by students and by teacher, as well as highlighting which students are on track to meet minimum growth and performance goals. In addition to these assessments Audelia Creek Elementary will use MAP , mClass and IXL as an assessment and intervention tool. The Map assessment is administered to all students K-6 three times per year.

Measurable Progress (Cont.)

Second-Quarter Benchmark

In a
ddition to weekly quick checks, MAP, Mclass (grades K-2) and district CBA's , a cumulative middle of year assessment is provided by the district for reading and math in grades 1-6. Result are carefully analyzed and used to place students in groups with a specific focus related to their individual areas of need.

Third-Quarter Benchmark

Students in grades 3-6 participate in STAAR simulation. This is a full length assessment which follows the state blueprint and includes 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 do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Audeila Creek Elementary will utilize specific metrics to evaluate progress toward identified goals. Climate survey, MAP, mClass (K-2), IXL, report card grades, weekly data reports, attendance data, discipline data and observation and feedback sessions will be used to evaluate and modify as needed.

This plan includes identification of students requiring intervention and enrichment, as well as the roles and responsibilities of teachers, instructional coaches and campus leadership. Reteach plans will target skills and concepts and formative assessments are created to evaluate the outcomes of reteach lessons.   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.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2020–2021 School Action Fund- Planning Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 4. The applicant will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.

☒ 5. For all actions, the applicant will budget at least the amount indicated in budget guidance as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application). For Create a New School as a District Managed Campus, the applicant will also budget the amount for technical assistance for the District Administrator/Chief Innovation Officer on Schedule 6200. Both amounts will be subtracted from the total grant award and used by TEA and ESC 13 to establish a contract with the matched provider.

☐ 6. The applicant will identify a project manager for this grant. The applicant may use other funds for this position.

☒ 7. Applicants pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.

☒ 8. The applicant assures all fidelity of implementation revisions with the matched school action technical assistance provider will be completed on or before October 15, 2020.

☒ 9. The applicant will provide access to TEA and contractors for on-site visits to the district and campus.

☒ 10. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.

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

☒ 12. The applicant assures partners operating campuses under the partner-managed option will commit to TEA-identified board training.

☒ 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by April 1, 2021.

☒ 14. The applicant assures enrollment at a new school will prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 rating).

☒ 15. For applicants selecting the partner-managed model, the ISD must commit to the adoption of TEA's model authorizing policy and participate in the Texas Authorizer Leadership Academy.

Statutory Requirements

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

The Richardson Independent School District (RISD) is applying for the School Action Fund Grant in order to implement the improvement plan that is needed for Audelia Creek Elementary. The LEA will support the campus with professional development, student extended learning time, after school enrichment, and social/ emotional needs for all students. The LEA will support ACE's site-based team which involves identification of critical success factors. The site based team will conduct data analysis and the development of school improvement process.

2. Describe how the ISD will monitor schools receiving the School Action Fund-Planning Grant, including how the ISD will: (a) Monitor school improvement plans upon submission and implementation, and (b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

The LEA will monitor ACE's usage of Title 1, Part A funds through the district's Grant Compliance Department. Federal, State, and local resources will be aligned to support the implementation of the improvement plan and to support all improvement activities outlined in the school improvement plan. Expenditures will be approves at the district level to ensure federal guidelines are met and the compliance department will ensure ACE meets all ESSA requirements. Frequent formative assessment built into the campus improvement plan will enable for campus and district personnel to regularly monitor the program model for fidelity of implementation and to adjust strategies and activities to meet improvement out outcomes.

3. Describe how the ISD will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the ISD will work with to support the campus(es) selected for this grant.

RISD will select private entities and consultants with a deliberate attempt to ensure that our leadership at the campus and district level were supported in high reliability performance strategies. External organizations that are chosen will 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 Requirements (Cont'd)

4. Describe how the ISD will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.

The district will monitor ACE's Title 1 Funds through the school improvement plan and will align other Federal, State, and local resources to carry out the implementation of the improvement plan. Title 1 and Title II funds will be used to help provide stipends to recruit highly effective administrators, teachers, and staff to support cultural and academic changes. Title 1 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 improvement plan.

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

1. Offering research based intervention strategies and and a full time interventionist.
2. Providing tutoring, enrichment and intervention support for students, along with transportation.
3. Providing strategic professional development for teachers and administrators on high-yield practices.
The improvement plan 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 Literacy Specialist will be assigned to ACE to provide central support for implementation of all processes.

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

1. Effective Principals and Teachers
The professional development will focus on high leverage areas like observation/feedback, data driven instructional practices, collaborative planning, professional learning communities and student/staff culture development.

Program Requirements

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

○ Restart a struggling school as an ACE campus

⦿ Restart a struggling school with a district-designed model

○ Restart a struggling school as a partner-managed campus

○ Create a new school as a district-managed campus

○ Create a new school as a partner-managed campus

○ Reassign students from a struggling school to higher performing schools

○ Redesign a campus for blended learning

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.

As a part of the strategic planning process a detailed assessment and root cause analysis process was conducted which included the involvement of a strategic planning committee team and 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 and Literacy Specialist will work with ACE to monitor the execution of the improvement plan and determine when and how modifications are made to the strategies addressing performance objectives.

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

RISD's vision for improving ACE through implementation of a researched based intervention plan actions leveraging the districts most effective leaders and teachers to teach in historically challenged schools while supporting the campus with professional development, extended learning time, after school enrichment and social/emotional support for students.

RISD has established these key characteristics Audeilia Creek Elementary
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 is embraced for students and adults with a committment 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 measure progress
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 RISDs target set of student outcomes.

Program Requirements (Cont'd)

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

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 form central administration to campuses; and if the district annually evaluates equity levels and performance of 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.

Re search shows the most important factor for learning is not students background, but teacher quality. In order for our students at Audelia Creek Elementary to achieve college readiness and to accelerate the transformation of this struggling school, RISF 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 will accelerate the district's goal of academic excellence for all students by increasing the number of supports at ACE.

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

The Executive Director will work directly with the campus principal and their instructional leadership team to support the program implementation. The Executive Director will act as a 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

Program Requirements (Cont'd)

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

Shawna Ballast - Chief Interventionist Officer
Masters in Education/ Curriculum
Master is Educational Leadership
Blue Ribbon Campus Principal
25 years of experience in education

Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

X PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA. See Program Guidelines, pages 21-27, for detailed instructions on use of grant funds.

PAYROLL COSTS (6100) | **BUDGET**

Staff Stipends	$10,000
Extra Duty for Extended Planning & weekly formative assessment development	$90,000
Part time tutors	$35,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Matched School Action Technical Provider	$60,000
Professional Development for Bilingual Teachers	$10,000
Professional Development for Content Area Teachers in EL Strategies	$10,000

SUPPLIES AND MATERIALS (6300)

Supplies and Materials	$30,000

OTHER OPERATING COSTS (6400)

Travel to RTI At Work	$2,500
Travel to AIE Conference	$2,500

CAPITAL OUTLAY (6600)

TOTAL BUDGET REQUEST $250,000

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section
For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment
For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

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

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