

**2020-2021 School Action Fund- Planning**

COMPETITIVE GRANT Application Due 11:59 p.m. CT, July 14, 2020

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** 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 NumberAmendment Number (For amendments only; enter N/A when completing this form to apply for grant funds): **Applicant Information**

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name Title Email Phone Signature Date

DocuSigned by:

E07388A7BB14463

Grant Writer Name Signature Date

DocuSigned by:

E66AC6030AC84AB...

 Grant writer **is** an employee of the applicant organization.
 Grant writer is **not** an employee of the applicant organization.
RFA # SAS # **2020-2021 School Action Fund- Planning**

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CDN Vendor ID Amendment # **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
Increase the number of students from at-risk backgrounds attending high-quality high school programming. This goal includes the improvement of attendance rates and the enhancement of academic and CTE program quality.	Coleman High School current serves ~ 180 at-risk high school students that have attempted the 9th grade. To improve outcomes, we will develop a plan to identify key learning gaps for students from this unique population and conduct a deep diagnosis to understand near-term and longer-term opportunities to greatly accelerate improved quality of programming.
Increase the number of students who are graduating ready for college or career -meeting CCMR criteria- to 70% or higher by 2022. (Up from 26.6% in 2018-2019)	To achieve this goal, we will develop a plan that builds on the existing campus targeted improvement plan and accelerates an increase in graduation rates beyond incremental gains, including the identification of tiered interventions for struggling students, credit recovery options, new credit options and more.
Increase the number of students meeting grade level standards or above on STAAR EOC to more than 50% by the end of the 2022-2023 school year. (In 2018, 31 % of students met standard in ELA, 30% in Math)	struggling students, credit recovery options, new credit options and more. To accelerate improved outcomes, we will identify evidence-based strategies (via research, learning visits and engagement with potential partners) to dramatically increase STAAR passing rates for ELA and Math, including programmatic, assessm

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.

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By June 2021, the Coleman Redesign Team will produce a program design based on knowledge gained from a 2020 needs assessment, community/student input and other local wisdom. The plan will include a proposed implementation process for effective school actions and supports that will lead to an increase in the number of students passing STAAR to above 50% in both ELA and Mathematics by SY 22-23.

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

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

The Coleman Leadership team and District Leadership (The Coleman Redesign Team) will review a needs assessment conducted in 2020, leverage quantitative data from the School Quality Review completed in 2019 by an external vendor, and review current data from the school, district and state-level assessments to validate opportunities for intervention and program design. This analysis will allow for Coleman Redesign Team to understand the needed components of an effective