



**2020–2022 School Action Fund-Implementation**  
**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)**

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](mailto: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 the selected school action. See pg. 14 of Program Guidelines.

**Amendment Number**

Amendment 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):

- 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  Title

Email  Phone

Signature  Date

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**

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
44% of students achieved Approaching Grade Level in the area of Reading (18-19 STAAR data).	Teachers will receive extensive training on data analysis processes, analyzing gaps in student learning, and scripting and delivering reteach for students who show gaps in learning.
A racial dis-proportionality exists for student suspension rates and severity levels.	The campus will implement social emotional learning for students and faculty through implementation of professional development and training provided to staff.
Only 14% of teachers are making more than expected progress with students in order to close the achievement gap (18-19 data).	Recruit and retain a highly effective instructional staff on an annual basis. Stipends paid to certified teachers for extended school day services.

**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 end of the grant term (July 2022) Dunbar College Preparatory Academy will achieve an overall performance rating of a "C" or higher.

The purpose of this work is to increase the number of students in highly-rated schools by moving Dunbar from an "F" to "C" within two years, the campus will be on the path to an "A" or "B" rating.

**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 in grades 6 through 8 will be administered a monthly iStation evaluation to determine progress on the components of reading.

100% of students in grades 6-8 will be administered a nine-week assessment in each of the core content areas that is aligned to accountability standards.

100% of core content teachers will participate in Professional Learning Communities for the purpose of developing common formative assessments, analyzing student data, and providing targeted intervention or extension based on the results.

100% of core content teachers will analyze data in order to determine necessary adjustments to the curriculum.

100% of the staff will be trained in social emotional learning strategies in order to maximize instruction.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

100% of students in grades 6 through 8 will be administered a monthly iStation evaluation to determine progress on the components of reading.

100% of students in grades 6-8 will be administered a nine-week assessment in each of the core content areas that is aligned to accountability standards.

100% of core content teachers will participate in Professional Learning Communities for the purpose of developing common formative assessments, analyzing student data, and providing targeted intervention or extension based on the results.

100% of core content teachers will analyze data in order to determine necessary adjustments to the curriculum.

100% of the staff will be trained in social emotional learning strategies in order to maximize instruction.

Third-Quarter Benchmark

100% of students in grades 6 through 8 will be administered a monthly iStation evaluation to determine progress on the components of reading.

100% of students in grades 6-8 will be administered a nine-week assessment in each of the core content areas that is aligned to accountability standards.

100% of core content teachers will participate in Professional Learning Communities for the purpose of developing common formative assessments, analyzing student data, and providing targeted intervention or extension based on the results.

100% of core content teachers will analyze data in order to determine necessary adjustments to the curriculum.

100% of the staff will be trained in social emotional learning strategies in order to maximize instruction.

**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.

Dunbar College Preparatory Academy currently engages in a robust cycle of data analysis to ensure the campus is meeting benchmarks and achieving its goals. Included in the data analysis cycle are a meaningful cadence of assessments (formative and summative) to gauge student growth and progress, data walks with the campus leadership team, weekly planning PLCs in reading and math with instructional coaches, weekly instructional PLCs with administrators, and 6-week data digs where teachers meet in vertical teams with administrators and campus leaders to analyze and make changes to upcoming instruction. Teachers also receive regular individualized coaching from school-based instructional coaches to respond to data and instructional trends. As part of the Lubbock Partnership Network, teachers meet twice a month with other LPN campus teachers to share data and practices, and campus leaders meet weekly to analyze data and create plans moving forward. To support the cycle of data analysis, Dunbar College Preparatory Academy uses Eduphoria-Aware and Dash 1 to collect and analyze data. In addition to facilitating the above data analysis cycle, these platforms allow data to be communicated with the LPN Management Committee and the Lubbock ISD Board of Trustees and other stakeholders systematically throughout the year to inform them of campus progress. Lubbock ISD as the authorizer will conduct an annual review of the Lubbock Partnership Network and Dunbar College Preparatory Academy and will formally determine renewal or revocation decisions in line with the terms of the performance contract.

**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 2020–2022 School Action Fund-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 budget 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200 (part 2 of the application) and any other items identified in the budget guidance. This amount 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. 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 must commit to TEA-identified board training.
- 13. The applicant assures Pre-K "New Schools" will designate a feeder Comprehensive or Targeted campus by September 30, 2020 .
- 14. The applicant assures enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted School (2019 Ratings).

**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 identified as a 2018-2019 Comprehensive or D- and F- rated Targeted Schools (2019 ratings).

To carry out school support and improvement strategies, Lubbock ISD has partnered with the Lubbock Partnership Network to operate Dunbar College Preparatory Academy. As the in-district charter operator, the LPN has authority over the school improvement plan and activities on Dunbar’s campus. The LPN’s mission is, “To remove barriers of learning that exist for students within the network. To create expansive and equitable opportunities to learn, provide specialized supports through the school and community, and offer advancement and networking opportunities for students in the network to launch them into successful high school and postsecondary careers.” To address the mission the LPN focuses on are early literacy, data driven instruction, highly tailored professional development, and socio-emotional learning. These are the cornerstones campus support and improvement activities.

2. Describe how the LEA will monitor schools receiving Title I, Part A funds, 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.

As part of the performance contract between Lubbock ISD and the Lubbock Partnership Network, the LPN will monitor the day-to-day implementation of school improvement plans and make adjustments with the campus leadership teams and staff as necessary to meet milestones and indicators. The LPN will report on the progress of Dunbar College Preparatory Academy to Lubbock ISD to allow for annual monitoring of progress. The milestones and indicators in the school improvement plan are in alignment with the performance contract such that if adequate progress has not been made during the contract term the district may choose a different course of action to improve the campus.

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 Comprehensive or Targeted school.

To develop the partnership with the Lubbock Partnership Network in the spring of 2019, Lubbock ISD engaged in a rigorous Call for Quality Schools process to solicit and review applications to operate Dunbar College Preparatory Academy. Following the review process, the Lubbock Partnership Network was selected to operate Dunbar and its three feeder elementary schools.

Additional support partners for Dunbar College Preparatory Academy are recruited, screened and selected by the Lubbock Partnership Executive Director and Management Committee based on campus need and alignment to the school improvement plan.

**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 under this subsection.

Lubbock ISD will ensure Federal, State, and local resources are able to be accessed by the Lubbock Partnership network per the terms of the performance contract to support and effectively deliver a comprehensive School Improvement Plan. All resources allocated to Dunbar College Preparatory Academy will be utilized in support of school improvement activities and the goals of the campus.

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 district has signed and executed a formal contract with the Lubbock Partnership Network to operate Dunbar College Preparatory Academy through a Sub-chapter-C charter authorization with complete operational flexibility to implement an effective restart. The LPN has the flexibility to implement campus policies, curriculum, instructional methods, staffing, schedules, and the campus budget to improve student outcomes. The partnership with the LPN empowers educators with the tools to adapt to their students' individual needs strategically and quickly. This autonomy, along with the greater access to expertise and resources through the LPN will allow Dunbar College Preparatory Academy to accelerate student academic achievement and help serve students effectively.

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

With the additional autonomy provided through the Lubbock Partnership Network, Dunbar College Preparatory Academy implemented the Accelerating Campus Excellence (ACE) Model, which includes the following evidence-based principles: Effective Principals and Teachers: Dunbar focuses on strategic staffing, additional financial incentives for highly qualified teachers, and targeted and differentiated professional development. Instructional Excellence: Dunbar focuses on data analysis within PLCs, continual observation, coaching, and feedback, and standards aligned differentiated curriculum for students. Extended Learning: Dunbar provides an extra hour daily in Reading and Math and additional time for interventions and enrichment. Social and Emotional Support: Dunbar's approach to discipline emphasizes positive relationships, a restorative focus to behavior issues, and joyful incentives for students. Parent and Community Partnerships: Dunbar emphasizes increased communication with parents and the community, more opportunities for campus involvement and sourcing new partnerships to provide wraparound and enrichment services to students.

**Program Requirements**

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

- Restart a struggling school as a partner-managed campus
- Restart a struggling school as a district-managed, ACE campus
- Create a new school as a district-managed campus

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.

Lubbock ISD discussed how potential school actions would meet the needs of the students and campus community. Ultimately a partner-managed restart best addressed the needs of Dunbar College Preparatory Academy in several ways.

1. Flexibility – A partner- managed restart provided Dunbar with a set of autonomies to address the persistent needs of the campus to effectively differentiate the support provided to teachers to help them be effective in their classrooms. The flexibility in curriculum, staffing, and schedule provided through the partnership has allowed Dunbar to access different curriculum needed for its students, such as an early literacy curriculum to provide effective differentiation, to hire and increase compensation for highly effective teachers, and to create a schedule that emphasizes instruction and provides for additional learning time.
2. Vertical Alignment – In creating a partnership network as opposed to just a singular partnership, Lubbock ISD is emphasizing the importance of the feeder pattern. Elementary schools and middle schools cannot work in silos. Through the LPN, Dunbar and its elementary campuses are able to work together and align instructional practices to ensure that students are receiving strong preparation for high school.
3. Financial Sustainability – The flexibility in the budgeting process provided for in the performance contract and financial incentives provided through SB 1882 ensure the effective implementation the ACE model and the long-term sustainability of the partnership.

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 mission of Lubbock ISD is to nurture, develop and inspire Every Child Every Day. To achieve this goal, the District will take school actions and continuously improve district supports to align with existing TEA initiatives. As part of the System of Great Schools our approach to support and innovation is guided by the SGS core beliefs:

- Every student deserves a high-quality, best-fit school,
- Strategic, successful, and sustainable actions require systems-level reform,
- Systems must maximize the benefit of teacher-student interactions,
- District-charter partnerships can dramatically improve student outcomes, and
- Families should be empowered to choose their child's education

The partnership with the Lubbock Partnership Network actualizes several of the SGS core beliefs by leveraging the impact of district-charter partnerships, creating high quality seats, and empowering families to choose their child’s education. In partnership with the LPN, the district aims to ensure high-quality seats for students through rigorous performance metrics outlined in the performance contract, and offer choice programming for families, such as STEM, coding, and fine arts, to create more options for families and a draw for the community to support the LPN schools and Estacado High School feeder pattern.

**Program Requirements (Cont'd)**

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

Senior leaders in Lubbock ISD including the Superintendent, Associate Superintendent, Chief Innovation Office, Chief Financial Officer, and LPN Executive Director were deeply involved in the decision to select this school action, the Call for Quality Schools process, the implementation of the school action, and decision to apply for the School Action Fund Implementation grant. Senior leaders have helped shape the direction of the school action, monitored implementation and execution, and are dedicated to bringing in additional resources to Dunbar College Preparatory Academy to ensure its success.

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 implementation process.

As part of the development of the school action, community and parent meetings were held throughout the 18-19 school year to obtain input regarding programming for the network campuses. Dunbar and the LPN have gathered feedback from the community through parent meetings and social media during this initial implementation year. Dunbar plans to continue to engage the community and parents through the 2020-21 school year through surveys, face-to-face meetings, and social media to determine the effectiveness of the campus restart and the network strategy and make adjustments to the program as necessary.



**Program Requirements (Cont'd)**

2(e). Describe what specific technical assistance support from outside provider organizations the LEA expects to need in order to effectively implement the selected school action.

The district expects to need project management technical assistance to effectively implement the grant aligned to TEA expectations. As part of TEA’s implementation expectations specialized technical assistance may be needed as well, for example assistance in financial analysis. The Lubbock Partnership Network has the autonomy to engage additional support providers and professional development providers aligned to campus programming and school improvement priorities.

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

Dr. Lisa Ramirez - Chief Innovation Officer

Dr. Ramirez previously served as the Deputy Assistant Secretary for Policy and Programs in the Office of Elementary and Secondary Education at the U.S. Department of Education in Washington, D.C. Dr. Ramirez worked for the U.S. Department of Education from 2006 until and has worked in various positions, including director of the Office of Migrant Education and director of the Office of School Support and Rural Programs. Prior to work at the federal level, Dr. Ramirez was the principal of Ramirez Charter School in Lubbock ISD from 2004-2006. She began her career in education in 1992 as a teacher in Tahoka ISD.

**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"/>
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**PNP Equitable Services**

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. See Program Guidelines, pages 9-10, for detailed instructions on the use of 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**

Strategic Compensation Stipends	\$200,000
District Administrator	\$10,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Technical Assistance Matched Provider	\$250,000
Partner Organization Implementation Funding	\$500,000
School Quality Reviews	\$10,000

**SUPPLIES AND MATERIALS (6300)**

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

**OTHER OPERATING COSTS (6400)**

Communications Planning and Support	\$10,000
School Community Engagement Events	\$10,000
Travel	\$10,000

**CAPITAL OUTLAY (6600)**

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

**TOTAL BUDGET REQUEST**

**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](mailto: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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