



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

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

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
In SY 2018-2019, Sam Houston Collegiate Preparatory Elementary scored low on TEA’s accountability metrics to earn an overall rating of F (53 out of 100 points).	Funds to the partner to support full implementation of the new, Effective Schools Framework-aligned model to dramatically improve student outcomes. TFS TX will use funds to implement summer school in '21, provide expert training to teachers, enhance technology access to provide the most differentiated instruction, and fund 2 positions to coordinate unique aspects of the model.
100% of teachers for SY 2020-2021 at Sam Houston are new to the Third Future model.	Teachers new to the highly-differentiated and unique instructional model will receive significant professional development from experts to effectively implement the program.
In SY 2018-2019, Sam Houston earned an F in the Closing the Gaps domain (31 out of 100 points).	Expanding capacity for e-learning by purchasing technology will enable Sam Houston to provide differentiated instruction to students both in-person and remotely (synchronously and asynchronously if needed) to better reach all students’ needs.

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 July 1, 2022, Sam Houston Collegiate Preparatory, a Subchapter C charter school operated by Third Future Schools- Texas (TFS- TX), will achieve an overall score of over 82 on the 2021-2022 School Report Card of 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
- Grades 3-5 demonstrate at least .9 times average yearly growth of U.S. students by December for each grade level on the mid-year NWEA MAP assessments (students will gain nearly two years of growth by end of year); complete STAAR interim assessment in November
 - 60% of students (Grades K-5) demonstrate typical or above growth in DIBELS
 - 100% of technology purchased
 - 11 days of professional development in direct instruction and differentiated learning completed by staff
 - 2 Administrative Coordinators hired

Measurable Progress (Cont.)

Second-Quarter Benchmark

- 70% of K-5 students demonstrate typical or above typical growth on DIBELS
- All teachers complete 13 days of PD with distinguished teachers and instructional leaders; 100% of teachers use daily demonstrations of learning to monitor student proficiency
- All purchased technology distributed
- 100% of students have access to community support offerings, such as dance
- Project-based elective (Kids Teach Kids) is implemented and available to students
- 100% of students in grades 3-5 take March STAAR interim assessment; 80% meet performance goals developed from - November STAAR interim assessment results
- Grades 3-5 demonstrate 1.8 years of growth as measured by NWEA MAP assessment

Third-Quarter Benchmark

- 30% of enrolled students participate in a 5-week "Fifth Quarter" summer school program
- 80% of K-5 students demonstrate typical or above typical growth in reading progress on DIBELS
- 100% of teachers monitor student proficiency daily using demonstrations of learning
- Teachers complete 11 days of SY 2021 professional development led by instructional experts
- 100% of Grades 3-5 students have completed 50% dyad requirements

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.

TFS- TX is committed to implementing a continuous improvement model at Sam Houston, will use data to adjust frequently, and will regularly report on progress toward goals to Midland ISD. Within the first 2 weeks, after the assessments described in the First Quarter benchmarks are administered to establish baseline performance for all students, and after teachers have been instructing the students in analyzing their daily demonstrations of learning, Sam Houston will modify "individual learning plans" and provide additional support where needed. That support might be one-on-one literacy instruction, a reading intervention group, or remote home support. The program is already highly differentiated and additional targeted support will be available for the students who need it.

Equally important is the assessment of the instruction and the fidelity with which the highly-differentiated and rigorous instructional model and high-quality curriculum are being implemented. The skilled school leaders and instructional coaches will be assessing the quality of instruction daily with classroom observations and providing feedback continuously. Sam Houston will be making modifications in instructional delivery and the use of the model from day 1. If quarterly benchmarks do not show appropriate progress toward meeting the summative SMART goal, leadership will look at the quality of instruction. School leadership will make targeted adjustments to professional development and provide more training for specific teachers.

If the school is not making sufficient progress, more relevant instructional time will be provided for the students who need it. This may be after-school tutoring and additional online learning at home. Sam Houston will implement a lengthened school year and require students who are behind to attend the "Fifth Quarter" for 5 weeks in summer 2021. MISD will use Sam Houston performance data as described in the performance contract to monitor school action progress and if applicable, apply appropriate consequences and sanctions for underperformance. Consequences include contract termination for unsatisfactory academic performance.

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).

Based on the performance contract between Third Future Schools- TX and Midland ISD, TFS- TX has sole authority over academic decisions for Sam Houston Collegiate Preparatory Elementary. This autonomy delineated in Section 9.01 states "The Operating Partner (TFS- TX) shall have the sole authority over matters involving academic curriculum and the instructional program. This delegates school support and improvement activities, including the development of a school improvement plan for Sam Houston, under the authority of TFS- TX.

Midland ISD will support TFS- TX as requested through the procedural aspects of state school improvement requirements for the purposes of submissions and guidance toward best practices; however, oversight and plan development will reside with TFS- TX per contract requirements.

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.

MISD will closely monitor school improvement plans over the course of the grant period. Any funds requested from Title I Part A are required to be documented and supported by the School Improvement Plan when submitted for expenditures. This will be monitored by the MISD Executive Director of Federal Funds.

In addition to the plan, MISD will monitor TFS- TX's performance in conducting authorizing activities related to the performance contract. MISD will be provided a quarterly update by TFS- TX on goal progress and performance will be reported publicly to the MISD Board at least 1x/year. As a part of the performance contract, TFS- TX must meet the ambitious annual academic and financial performance goals. The contract may be terminated for low academic and financial performance. TFS-TX must develop and implement an improvement plan to be publicly reported if the goals are not met.

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.

As one component of the annual Call for Quality Schools, MISD rigorously recruits, screens, reviews and selects external partner organizations to recommend to the Board of Trustees for partnerships. In alignment with the district's mission and vision, potential partners are evaluated based on district, campus, and student needs. The framework and application process includes a needs assessment, data analysis, community engagement, due diligence process with potential partner and an interview committee. Finally, the board must approve the authorization of the partnership through a public vote.

In addition to reviewing the results of TFS Colorado, senior district leadership (including the Superintendent and Chief Transformation Officer) and campus leadership visited TFS Colorado campuses to see firsthand the model being considered for Sam Houston. These site visits provided interaction with students, parents, and staff toward the reality of what is occurring on the TFS Colorado campuses and how these actions could be replicated on a Midland ISD campus.

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.

MISD will ensure that School Action Funds supplement other federal, state, and local resources and are aligned to carry out activities related to the partner-managed restart at Sam Houston. Addendum A-12 (OP Allotment Calculation Methodology) of the contract specifies how funds generated by Sam Houston will be allocated to TFS TX for use at the campus to support improved student outcomes.

The MISD Finance Department will work closely with the TFS- TX leadership team to comply with all federal state and local requirements. MISD will serve as the fiscal agent for these funds and require documentation of all expenditures to meet reporting guidelines.

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.

As outlined in the Subchapter C charter performance contract, TFS TX is granted full autonomy over curriculum, programming, schedule, calendar, staffing, and budget as the operator of Sam Houston. TFS- TX is contractually granted the highest level of operational flexibility to implement the Third Future model at Sam Houston with fidelity. MISD has multiple SB1882 partnerships and has already modified district policies and practices to allow for autonomous operation of Subchapter C charter campuses. Additionally, as outlined in MISD Board Policy ELA(LOCAL), the MISD board shall support the day-to-day operations of operating partner and recognize the governing board of the campus charter as independent and autonomous from the Board and District, with full authority and accountability for the campus charter's performance and operations.

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

The TFS- TX instructional model, "LSAE," uses extended learning time to combine direct instruction with personalized learning and includes high-dosage tutoring. Students receive grade-level direct instruction, then after taking a "demonstration of learning," each student is divided into 1 of 4 groups based on individual mastery of the objective. Some students are Learning the objective and need additional teacher support, others are Securing their knowledge and understanding, and still others who are Accelerated or ready to move to Enrichment. Each group completes different activities based on mastery level.

There is a rich research base on many components of the model. While personalized learning has different interpretations and is relatively new, initial research is promising and suggests it improves student outcomes (Rand Corporation, 2015). At other schools using the model, students have demonstrated twice the U.S. growth in reading and math as assessed by NWEA MAP assessment.

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.

MISD has adopted the System of Great Schools Theory of Action as a district which has guided the processes developed and subsequent decisions made to select the school action of partner-managed restart at Sam Houston. As a component of this strategy, MISD conducts an annual portfolio planning process that includes an analysis of school performance. Sam Houston performance data (including on MISD’s School Performance Framework) showed a history of low performance that led district leadership to begin considering school actions at Sam Houston. MISD has multiple partnerships, including turnaround partnerships, and began considering a turnaround partnership to bring the new vision and expertise required to quickly improve performance and outcomes for Sam Houston students.

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 decision to restart Sam Houston as a partner-managed campus aligns closely to MISD’s commitment to the System of Great Schools Theory of Action to increase the number of high-quality seats and choices in the district. As a part of the bold, student-centered transformation called “Midland on the Move,” the district looks for innovation opportunities both inside and outside of the district.

MISD’s annual portfolio planning process identified the need to conduct a school action at Sam Houston to increase the quality of education for Sam Houston students. The Call for Quality Schools process identified potential partners for the school action. Bringing in TFS- TX will not only address the goal of improving the educational experience of Sam Houston students, but also align with overall district strategy by adding a new high-quality choice in Midland. Restarting the campus as partner-managed with TFS- TX has significant potential to improve student outcomes and access to high-quality school choices. TFS- TX will implement a unique instructional model that combines direct instruction and differentiated activities and assignments. Using this model, other schools have gained nearly two years of growth in one year as assessed by NWEA MAP.

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.

MISD has adopted the System of Great Schools strategy as a district which has guided the processes developed and decisions made to select the school action of partner-managed restart at Sam Houston. In addition to state accountability data, the district’s School Performance Framework pointed to the underperformance at Sam Houston and the need for a school action. The district used their annual Call for Quality Schools to consider potential action and vet potential partners. The Call For Quality Schools process is a cross-departmental commitment within MISD spanning over five months. The rigorous authorizing process involves several department leaders and district stakeholders participating in the review committee, school visits, and interviews. All senior district leaders were abreast of school action discussion decisions and have been in discussions regarding applying for this School Action Fund Implementation grant.

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.

MISD has regularly engaged with the community about the overall district framework of monitoring progress, assessing needs and implementing actions. MISD leadership held staff meetings with Sam Houston staff about the possibility of the partnership. Both TFS- TX and MISD held several town hall meetings to solicit input from parents and community members about the potential school action at Sam Houston prior to the MISD Board vote (midlandisd.net/domain/692). Third Future Schools also held numerous small group and individual meetings with key community stakeholders, including current staff. Further, the MISD Board considered public comments at two Board meetings prior to voting.

Since the vote in March, Sam Houston leadership has held multiple virtual town hall meetings each month to gather input on the planned operations and programs of the School. To continue deep family engagement, Sam Houston’s hours will be extended to be open from 6:30 a.m. until 6:00 p.m. Frequent communications from school leaders will keep parents and families in the know and more involved. Sam Houston’s principal is also an expert at bringing parents into school with literacy nights, PTA participation, social media presence and more.

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.

To most effectively implement a strong partnership to improve outcomes for students in Midland, MISD anticipates needing technical assistance for the TFS- TX partnership in the following areas:

- a) Strong organizational foundations: support operator start-up needs, such as identifying additional expert partners for emerging needs and supporting any expansion of the TFS TX leadership team
- b) Effective governance practices: support the new operator’s founding board to develop quality governing practices, including board training
- c) Contract implementation: operationalize contractual autonomy by navigating any barriers and support with performance reporting and monitoring
- d) Grant compliance: serve as a liaison to the TEA and coordinate grant requirement compliance

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

Dr. Elise Kail will manage the implementation grant. She currently serves as MISD’s Chief Transformation Officer and oversees all innovation and transformation initiatives in the district, including Midland on the Move. Dr. Kail has over 30 years of experience in education, including 10 years as the Executive Director of Data and Accountability Systems for the district. She has also served as a teacher and principal in Midland. Additionally, she has directly or indirectly managed over \$10 million dollars in grant funds for the district over the past three years.

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

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

2 Administrative Coordinator Staff Positions	\$160,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Matched School Action Provider	\$250,000
Third Party School Quality Reviews	\$10,000
Partner Organization Funding (Communications/Community Engagement/Prof Dev/Contracted Services)	\$500,000

SUPPLIES AND MATERIALS (6300)

Supplies and materials to support grant activities	\$5,000
Technology (Ipads, Laptops, Hotspots)	\$65,000
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel for TEA required events	\$10,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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 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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