

**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

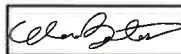
Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant InformationOrganization **Dallas ISD-Cedar Crest ES** CDN **057905** Vendor ID **1-75-6001278** ESC **10** DUNS **075096347**Address **9400 N. Central Expressway** City **Dallas** ZIP **75231** Phone **972.925.3700**Primary Contact **Elena Bates** Email **elbates@dallasisd.org** Phone **214.448.4651**Secondary Contact **Jolee Healey** Email **jhealey@dallasisd.org** Phone **214.802.8212****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 | ☒ NCLB Provisions and Assurances requirements |

Authorized Official Name **Michael Hinojosa** Title **Superintendent**Email **hinojosam@dallasisd.org** Phone **972.925.3220**Signature  Date **7-13-2020**Grant Writer Name **Elena Bates** Signature  Elena Bates 2020.07.08 11:41:10 -05'00' Date **07/08/2020**☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

Shared Services ArrangementsSSAs 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
Achievement Data: STAAR (State of Texas Assessments of Academic Readiness)	24% Meeting Standard - end of year indicator, STAAR Teachers and staff will be trained in the area of standards study and curriculum alignment for instructional planning.
Campus Climate Survey	Campus Climate Survey data currently ranks in 2lowest quintiles in the District for percent positive responses Professional development to leadership teams to build leadership capacity
Campus Teacher Retention	Current Retention rates above the district average Build capacity in teachers through coaching and effective instructional strategies discussed in PLCs.

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 June 2021, Cedar Crest ES will achieve the status of Met Standard based on STAAR achievement data for domains 1-3 as well as local performance on academics, culture & climate, and locally determined metrics.

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

October 2020

Common Assessment 1 data will reflect 5% increase at the meets level from previous STAAR data.

1st SW climate checkpoint will reflect 70% positive responses for all categories.

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

January 2021

Fall ACP data will reflect 10% increase at the meets level from previous STAAR data.

Fall Climate Survey data will reflect 90% positive responses for all categories.

Third-Quarter Benchmark

March 2021

Common Assessment 4 data will reflect 15% increase at the meets level from previous STAAR data.

4th SW climate checkpoint will reflect 90%+ positive responses for all categories.

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.

Achievement Data: Demonstration of Learning (DOL) - DOLs are daily assessments that measure student mastery frequently. DOLs are directly aligned to STAAR in both complexity and rigor. Students will be provided opportunities to show mastery in both qualitative and quantitative DOLs throughout each week. Quantitative data will be collected using All In Learning, which is a software application used for collecting and tracking data. This data will be used to adjust instruction that will allow teachers to reteach for mastery based on misconceptions in learning.

Common Assessments - At the end of 6 weeks grading periods without ACP/STAAR assessment, students will take district created assessments to measure achievement at critical points within the fall and spring semesters. The data will be used for teachers to set goals and adjust instruction through reteach lessons, spiral routines for SEs, and individualized instruction provided via tutoring, small groups, etc. Administrators will also use this checkpoint to tier coaching support for teachers through individualized professional development and in the moment coaching. This data will also be used to reflect & revise implementation of key instructional practices based on effectiveness with improving student achievement.

Math and Reading ACP - In December, students will take the Dallas ISD Assessment of Course Performance (ACP) to measure student achievement for the fall semester.

Math and Reading STAAR - In March, students will take the STAAR, as standardized assessment of grade level skills in Math and Reading. A second administration of STAAR will be given in May for students who did not meet performance.

Process/Qualitative Data:

Data practices are the focus of grade level PLCs in Look Forward and Look Back protocols, rigorous and intentional data review strategies to guide teachers to targeted intervention in planning first instruction and opportunities of reteaching strategies.

Data meetings and Action Plans - DOLs -Weekly review and discussion on DOL Tracker in All In Learning will help identify gaps in learning, students in need of small group instruction, or whole group reteach. Both small group and whole group reteach will be conducted during the regular school day due to the double-blocking of Reading and Math classes.

Climate surveys are district surveys administered 2/year to measure staff's perceptions of the effectiveness of their campus.

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).

Our strategic planning process includes creating a committee to develop a Comprehensive Needs Assessment (CNA), create a Root Cause Analysis (RCA), and to use these documents to create the Campus Improvement Plan (CIP).

Comprehensive Needs Assessment (CNA):

The purpose of a CNA is to examine multiple sources of data to identify the priority needs and direction for each school.

This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of NCLB and other funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. When conducted thoroughly, the CNA tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

STEP 1: Review the purpose and outcomes; STEP 2: Establish committees; STEP 3: Determine which types of data will be collected and analyzed by committee to develop the school profile. STEP 4: Determine areas of priority and summarize needs

Root Cause Analysis (RCA):

STEP 1: Data Review, STEP 2: Causal Data Charting, STEP 3: Root Cause Identification, STEP 4: Recommendations and Implementation

Campus Improvement Plan: Using data/input from these documents, each CIP is written according to federal guidelines.

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.

The ACE schools monitor the implementation of campus improvement strategies through a bi-monthly cycle of observation and six week data analysis cycle.

The Deputy Chief, Executive Director, and Instructional Lead Coaches for ACE visit campuses weekly to monitor effective implementation of campus improvement plans. Visits follow a regular protocol of instructional exemplar rubric review, classroom visits with rubrics to calibrate and record strengths and needs, then a debrief to collaboratively plan next steps for action. Next steps include a combination of coaching, professional development, modeling, and resource allocation. All visits and action steps are recorded in a Google Drive to support accountability and follow through.

Each six weeks, data is provided to measure progress toward goals. The data includes attendance, discipline offenses, interim assessment, reading progress and classroom observation data. Principals of the ACE schools review these collectively to share ideas, then make individual plans for continued improvement. When data indicates a lack of progress, the team analysis from multiple viewpoints and modified actions for greater results. Teams are encouraged to be flexible and quickly responsive to data.

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.

Dallas ISD utilizes a combination of procurement options authorized by Texas Education Code, Section 44.031 (a). More specifically, our formal procurement process is found in Board Policy CH Local ([https://pol.tasb.org/Policy/Download/361?filename=CH\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/361?filename=CH(LOCAL).pdf))

To allow for a fair and competitive bidding process for external partners Dallas ISD Board of Trustees has adopted a stringent Restricted Contact policy that is in effect throughout the entire procurement process. The Restricted Contact policy prohibits any communications between all prospective suppliers, their parent companies, and any subsidiaries.

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.

The ACE program is supported through federal, state, and local dollars. In addition to regular school allocations, previous cohorts of ACE schools received additional funding in general operation monies. These funds provided the following:

- Stipends to recruit highly effective teachers and leaders to struggling schools
- Additional administrative personnel to assist with campus cultural changes, including increased attendance, improved discipline management, and improved instructional coaching and supervision
- Additional professional development focused on teaching, learning, and social-emotional support
- Transportation for extended school hours until 6pm two to three nights each week to ensure all students have adequate time for tutoring, intervention and enrichment
- Funds are allocated for each student to receive new school attire as an effort to rebrand the school and set high expectations for school spirit.

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 a district initiative to transform low performing schools, the schools within the ACE network have flexibility to modify practices and provide operational flexibility in the following ways:

- Open until 6pm two to three nights a week for tutoring, intervention and enrichment with transportation and dinner provided free of charge for students
- Provide intensive, additional professional development for teachers
- Provide standard dress attire for each student
- Provide additional administrative support
- Provide additional counseling support

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

Dallas ISD's ACE program has a strong track record of success. 14 of the 15 ACE schools Met standard in the 2018-2019 school year. To launch the ACE restart program, teams are brought together to ground themselves in a shared language for evidence-based strategies that highly effective leaders use to guide their teams through distributed leadership, create joyful, positive cultures through strong community culture & pride, effective school-wide systems, positive classroom management, and social and emotional learning practices, as well as key instructional practices through professional learning communities and tight instructional blocks for literacy and mathematics. Professional development is provided each month to teams based on their content and grade level to support continuous improvement around implementation of best practices. Teams are exposed to several examples of exemplary practices in action they can use to study together and practice executing with feedback. Following professional development, campus leadership teams engage in learning walks to collect evidence on implementation and highlight strengths as well as areas of opportunities for next steps.

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.

To evaluate which campuses would be selected for the ACE restart program, the District evaluated several sets of data and information to determine the greatest need. Information used for selection included: poverty index, accountability status, percentage of teachers that were Proficient II & above, current programming, and historical student achievement performance.

Campuses were then provided a risk score that was ranked and sorted to reflect the campuses with the greatest need for the ACE Program Restart.

Cedar Crest Elementary School has a rating of Unacceptable Performance - F.

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.

Our district has had success in decreasing the number of Improvement Required campuses out of 220 schools. In addition to the state's accountability system, we also identify campuses as struggling by utilizing our Dallas ISD School Performance Framework (SPF). The SPF evaluates schools on several criteria (performance over time, attendance, climate, state ratings, growth and peer group analysis, as well as poverty index). Additional resources and support are deployed to their campuses with close supervision from the principal supervisor. A number of the schools that are struggling are served within the Dallas ISD ACE program. The ACE program is entering the sixth year of service. Our experiences emphasize that our most struggling schools need our best, most qualified and effective teachers and leaders. Once schools are strategically staffed for equity, training and development is paramount for sustained and continued growth.

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.

District leaders were involved in this process by providing input for school selection, grant SMART goals & progress monitoring benchmark selection criteria. District leaders also provided input on the evidence-based strategies through the implementation phase based on strategies that align to the District Improvement Plan with a proven record of 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.

Our strategic planning process includes creating a committee, Site-Based Decision Making, to develop a Comprehensive Needs Assessment (CNA), create a Root Cause Analysis (RCA), and to use these documents to create the Campus Improvement Plan (CIP).

The Site-Based Decision Making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement based on the goals set out in the campus improvement plan.

The team meets to review current campus data to determine needs and set goals for the campus improvement plan. The team then meets to outline key strategies and practices that will aid the campus in improving based on the goals outlined in the CIP. These goals are monitored throughout the school year with opportunities for input on any revision or upgrades needed.

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 support needed for outside provider organizations include ongoing professional development and implementation analysis and coaching.

We would need support with ongoing training on leading effective teams, best practices for data driven instruction and creating joyful, positive campus cultures. This would include completing baseline analysis for implementation effectiveness based on rubrics and criteria lists to guide action planning and additional coaching for campus teams.

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

Executive Director - Shatara Stokes - Ms. Stokes has been a part of the ACE program in Dallas since the inception in 2015 and has served the schools centrally, providing strategic supports on guiding the vision for the ACE Network.

Executive Director - Roshonda Clayton Brown - Ms. Clayton Brown was a successful ACE Principal as the lead of Umphrey Lee Elementary School, leading the campus in rigorous instructional practices and fostering positive campus climate and culture experiences to build a strong and effective community of teachers and learners.

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. 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
Program Management and Administration - District Administrator	\$30,000
Staff stipends	\$140,000
Extended day expenses	\$140,000
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Matched School Action Technical Assistance Provider (see Program Guidelines)	\$250,000
Professional Development	\$120,000
SUPPLIES AND MATERIALS (6300)	
Instructional materials	\$50,000
Other materials/supplies for grant activities that do not require specific approval	\$10,000
OTHER OPERATING COSTS (6400)	
Communication and planning support	\$6,000
Supplies and materials for school culture and branding	\$35,000
Travel	\$10,000
CAPITAL OUTLAY (6600)	
School community engagement events	\$9,000

TOTAL BUDGET REQUEST

\$800,000

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.

FOR TEA USE ONLY

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

FOR TEA USE ONLY

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

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.