



**2021–2022 School Action Fund- Planning**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021**

NOGA ID

Authorizing Legislation **ESEA of 1965 as amended by ESSA, Title I, Part A, Section 1003**

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 **August 12, 2021 – 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. 33 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  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  Digitally signed by Jorge L. Arredondo  
Date: 2021.05.13 16:44:41 -05'00' Date

Grant Writer Name  Signature  Digitally signed by Georgia P. Montoya  
Date: 2021.05.13 14:26:59 -05'00' 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
Middle school students attend schools with the lowest performance of any grade level in the district, with only 36% of students attending an A or B-rated school.	The new school will add a high quality middle school option that is open enrollment. Rising sixth graders zoned to one of PSJA ISD's Comprehensive or Targeted middle schools (based on 2019 ratings) will have priority to attend this new middle school.
Although performance has remained steady, middle school enrollment in some schools has declined as families leave PSJA ISD for higher quality options in neighboring districts.	Providing families with a new, high quality secondary school will result in more middle school families choosing to stay in PSJA ISD.
Need to address the comprehensive needs of students through a shared responsibility and mutual partnership between students, families, district and community.	Plan to design sustainable community partnerships to support students and families with community events to solicit input and communicate plans related to the new school.

**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.

During the 2021-2022 school year: Based upon input gathered through community engagement initiatives, establish a new school model that is both inclusive of the Effective School Framework principles and responsive to the needs and desires of PSJA ISD families; Establish school-wide academic performance goals for the 2022-2023 school year based upon district-wide baseline data, as well as academic performance data for economically disadvantaged students in the district; Generate potential partnerships in the local business community, and partnerships with institutes of higher education (IHE) in preparation for the submission of the early college paperwork.

**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

1. District identifies the school leader to participate in the TEA-approved new school design fellowship by 7/31/21.
2. District determines staffing plan to allow the identified leader to be released of campus duties as required to participate fully in the new school design fellowship.
3. District develops communications plan for school action planning and implementation.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

1. School leader develops their initial school design plan inclusive of: educational model, curriculum, and preferred staffing model. School leader ensures that their initial school design plan meets all of the TEA requirements for ESF-alignment.
2. In consultation with the district, school leader develops their student recruitment plan. The school will participate in the District's application and choice process.
3. In consultation with the district, school leader develops their staff recruitment plan.
4. Finalize school model and partnerships.

Third-Quarter Benchmark

1. TEA review and approves complete school design plan.
2. In consultation with the district, school leader finalizes the campus enrollment projections and budget for the 2022-23 school year.
3. School leaders completes staff recruitment and establishes professional development plan aligned with chosen high quality curricular materials.
4. Meet eligibility requirements for continuation funding and submit required application.

**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.

- Periodically during the planning year and launch year of the new school, PSJA ISD will gather survey data from families to assess the degree to which the new school model is responsive to the needs and desired voiced by the community during community engagement activities. In the event that survey data reveals that the school is not responsive, the district will engage focus groups in the community to gather input on how the school should course-correct.
- During the planning year, the new school leadership team will use benchmark data from all PSJA ISD 6th and 9th grade students to establish school-wide academic performance goals for the first year of the new school's operation. During the first school year of the new school, academic staff will utilize quarterly, interim assessment data to track progress towards individual student goals, adjusting interventions and supports as needed in order to meet school-wide academic performance goals established during the planning year. This assessment will be disaggregated to look specifically at performance of economically disadvantaged students. In the event that student data reveals that the school is not on track to meet its academic goals, school leadership will determine interventions necessary to support individual students who are not on pace with their respective growth goals.
- PSJA ISD will utilize partnership letters and MOUs to monitor partnership development during the planning year. In the event that partnerships are not solidified during the planning year, PSJA will expand partner conversations to initiate possible new partnerships with entities outside of the original planning scope.

**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 2021–2022 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) and any other action specific technical assistance. 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, 2021.
- 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, 2022.
- 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.

During the planning year, the new school leadership team will use benchmark data from all PSJA ISD 6th and 9th grade students to establish school-wide academic performance goals for the first year of the new school's operation. During the first school year of the new school, academic staff will utilize quarterly, interim assessment data to track progress towards individual student goals, adjusting interventions and supports as needed in order to meet school-wide academic performance goals established during the planning year.

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.

- Prior to implementation, PSJA ISD will use the planning year to establish a school model and time-bound academic performance goals. This planning and these goals will ensure that the launch of this new school will offer higher-quality, unique seats within the context of our district.
- Deviation from goals will require a reevaluation including intervention, schedule overruns and/or modification of the project. Recommendations from the assigned TEA-vetted technical provider will be incorporated to maintain the quality of the program.

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.

PSJA ISD local policy follows a very rigorous process to recruit, screen, select, and evaluate external organizations approved to provide goods or services. In particular, the school district has established high standards for efficient and effective purchasing services, including the selection of material providers, products, consultant services from appropriate sources at the lowest practical prices while ensuring the best overall value. The selection of the above follows the highest ethical standards following policies and procedures established by local, state, and federal regulators. All interested vendors must complete the online bidding system process, including the submission of all required forms (Texas Ethics Commission Form 1295, W-9 Form, Written Quotation Form, Consultant Package, Conflict of Interest Form). Contracts for the purchase of goods or services greater than \$50,000 require additional School Board Approval. Prior to Board Approval, all consulting services offered by external individuals or organizations are examined by the school district Leadership Team (Chiefs, assistant superintendents, executive officers, senior administrators) who determine the need, qualifications, student achievement impact, etc.

**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.

PSJA ISD 2021-2022 Budget must be adopted by the School Board of Trustees before August 31, 2021. This implies that the General Operating fund to account for all transactions associated with the administration and daily operations of school will be in place before the actual start-date of the planning grant (Aug. 12, 2021). The 2021-2022 allocated funds for direct classroom instruction, delivery of learning situations, educational resources, aid instructional staff in planning, developing and evaluating the process of providing learning experiences to students, etc., will be independent and will not supplant any of the budgeted activities of the grant. However, if the 2021-2022 School Action Fund -Planning is funded, the school district will align and supplement up to: (1) Up to \$25,000 towards personnel expenses for a district administrator/ innovation officer position; (2) up to \$75,000 for School Leader release/planning time; (3) up to \$5,000 for communications planning and support ; (4) up to \$45,000 for instructional materials; (5) up to \$75,000 for facilities and infrastructure upgrades; (6) up to \$25,000 for summer professional development; (7) up to \$5,000 for LSG training expenses for board members; (8) up to \$10,000 for travel expenses; and (9) up to \$10,000 for school community engagement events. We will also coordinate with experts from entities such as the School Empowerment Network to utilize these funds.

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.

New practices and policies will be adopted to implement the new school’s model and vision for instruction, including ongoing funding for professional development to help teachers and administrators master instructional techniques identified during the planning year. Funds from the planning period will be directed to teachers and instructional coaches to align their pedagogical beliefs and practices with an approach that supports learners in a new environment. Experts and the TEA Technical provider will assist in creating an operational flexibility framework to address teachers and student-related challenges as the new school design adds complexity to course development and learning expectations. Professional development will be targeted to provide operational flexibility for teachers to integrate technological, pedagogical and content knowledge.

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

The decision to slow-grow the school rather than launch at full scale/full grade configuration is itself an evidenced-based strategy. Slow growth allows the school to grow and adjust practices based upon student data in real time, meaning that by the time the school reaches full scale, the school will be supported by its own tested and proven practices. Second, it is both more efficient and more effective in improving student performance to launch a new school rather than attempt to turn around an existing school. For these reasons, PSJA-ISD is proposing to launch a new, slow-growth school. Finally, the school will implement the district commitments of the Effective Schools Framework (ESF), all of which are best practices vetted by the TEA.

**Program Requirements**

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

- |   |   |
|---|---|
| <input type="radio"/> Restart a struggling school as an ACE campus                | <input type="radio"/> Create a new school as a partner-managed campus                         |
| <input type="radio"/> Restart a struggling school as a partner-managed campus     | <input type="radio"/> Reassign students from a struggling school to higher performing schools |
| <input checked="" type="radio"/> Create a new school as a district-managed campus | <input type="radio"/> Redesign a campus with a district-designed blended learning model       |
| <input type="radio"/> Create a new school as a School Empowerment Network campus  | <input type="radio"/> Redesign a rural campus with a P-20 system model                        |

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.

PSJA ISD takes a problem-solving approach to planning that begins with analyzing school performance, assessing community demand, and subsequently delivering options that families both need and want. Proposing this new school follows the process of analyzing our schools’ performance, which revealed the need for new middle school seats. The planning year will provide us with the opportunity for deeper community engagement, allowing us to tailor the school design to respond to the wants of families in our district. In doing all of this, we are taking a strategic approach to delivering higher quality options to the students of our district. Finally, the school will implement the district commitments of the Effective Schools Framework, all of which are best practices vetted and promoted by the TEA.

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.

PSJA ISD's mission is to engage and empower to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success. The district vision is to have all PSJA ISD students prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

The overall strategy that district leadership has for low-performing schools has been to aggressively compete for external funding to support all pathways. Recently the school district has been funded through several TEA grants to support several pathways, securing long-term commitments, and providing best expertise practices to students through rigorous and hands-on academic, technical and workplace experiences. These funded grant programs have allowed the school district to create processes for assessing and improving quality for schools. Funds have helped schools diagnose needs for investment in leadership and staffing, professional development, curriculum, and community school models that provide wraparound health and social services where students need them. Applying to the 2021–2022 School Action Fund- Planning grant opportunity will allow the school district to continue aligning and supporting comprehensive school choices for students and families that otherwise would not have the opportunity to be prepared to participate, compete, and excel in a global society for foster multi-generational prosperity.

Finally, the school will implement the district commitments of the Effective Schools Framework, all of which are best practices vetted and promoted by the TEA.

**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.

Senior district leaders, including the district superintendent and Chief Academic Officer, were involved in conducting a Quality Seats Analysis. This process evaluated and identified the district’s greatest needs and opportunities. It was through this process that senior district leaders selected the action of launching a new school. Second, PSJA ISD has coordinated with Executive Advisors as part of the System of Great Schools network to conduct the analysis that led the district to propose a new school planning process.

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 designated school administrator will establish a stakeholder engagement committee that will conduct an input-gathering process to allow students, families and the community-at-large to participate with their opinion regarding the planning of and implementation of a new school. The framework is to develop a comprehensive community-based process with the primary objective to establish a permanent, significant and sustainable stakeholder engagement process and strengthen the district's relationship with these stakeholders. The plan is to dedicate enough effort and initiate a quality information-gathering phase to ensure that all decisions are made based on accurate understanding of the needs and desires of PSJA ISD families. Data needs to be collected regarding the role of the school in the community, current strengths and weaknesses of the district, and challenges to be transformed into ideas for improvement and educational success. The plan includes holding several community events -including school board members, parents, community representatives, school administrators, and school staff to review all information collected. Using a focus-group methodology stakeholders will develop consensus on the implementation and priority goals of the blended learning model, defining progress measures and future communication strategies.

**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.

The school leader responsible for creating a new school process will be Mrs. Linda Uribe. Mrs. Uribe will serve as co-chair of the School Action Fund Committee and will oversee activities related to the creation of a new school. Mrs. Uribe is identified to lead this process due to her experience at the campus and district level. Currently, Mrs. Uribe is the Executive Officer for College Readiness and leads the district's college and career readiness programs and services to support the district's goals of every student graduating from high school college and career ready. Mrs. Uribe has served in education for over 20 years as a High School Principal, Assistant Principal, Early College Director, Counselor, and teacher at all levels.

Mrs. Uribe supports school administrators and stakeholders in district wide college readiness initiatives. In addition to the nationally recognized implementation of the TEA designated Early College High School Program and P-Tech Program. The early college program initiatives have led thousands of students to dual enrollment success and afforded them an opportunity to graduate with a STC Associate Degree, STC College Certificate, or up to sixty college hours.

Mrs. Linda Uribe has been recognized at the regional, state, and national level. Her awards and recognitions include being named the 2014 AASA National Women in Leadership Award Recipient, AASA 2014 National Women in School Leadership Award Finalist, 2014-2015 Principal of the year State Finalist, and 2014-2015 Region One Secondary Principal of the Year.

**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. 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**

District administrator / Innovation officer position (up to 10% of grant funds) to manage grant	\$25,000
School Leader responsible for designing the school-dedicated release/planning time @least 20 hrs. per wk.	\$25,000
Supplemental Pay for participation in Professional Development (Summer PD \$15,000)	\$15,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Technical Assistance Matched Provider- TEA Consultants (required)	\$75,000
Technical Assistance Training for District Administrator (required)	\$20,000
PD Trng. T/A (Summer PD \$5,000) + LSG Training & ongoing support expenses for board members (\$5,000)	\$10,000

**SUPPLIES AND MATERIALS (6300)**

Instructional Materials	\$20,665
Communications Planning and Support	\$3,000
School Community Engagement events expenses	\$2,000

**OTHER OPERATING COSTS (6400)**

Travel: TEA required events & required site visits to model schools, to attend Fellowship convenings	\$5,000
*****INDIRECT COST RATE @ PSJA ISD 3.879% (budget of \$250,000 x 3.879% rate = \$9,335)	\$9,335

**CAPITAL OUTLAY (6600)**

Facilities & Infrastructure Upgrade: furniture, connectivity, other cosmetic improvements	\$40,000

**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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