



**2021-2023 School Action Fund-Implementation**  
**COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 13, 2021**

NOGA ID

Authorizing Legislation **P.L. 114-95, Section 1003 [20 U.S.C. 6303] School Improvement**

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, 2023**

Pre-award costs are not permitted.

**Required Attachments**

Applicants must submit the TEA-supplied attachment that corresponds to the selected school action. See pg. 15 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
On the 2019 STAAR Reading assessment, only 15% of Black students at Jacquet met GL or above; only 19% of economically disadvantaged students at Jacquet met GL or above; and only 16% of EL students at Jacquet met GL or above.	Restart J.M. Jacquet Middle School (Jacquet) as a partner-managed campus to create a new and improved learning environment and increase student achievement by implementing the Phalen Leadership Academy (PLA) evidence-based, holistic educational model that transformed six F-rated schools to A-rated.
On the 2019 STAAR Math assessment, only 14% of Black students at Jacquet met GL or above; only 16% of economically disadvantaged students met GL or above; and only 14% of EL students met GL or above.	Implement PLA's evidence-based educational model through Comprehensive Assessments to inform data-driven small-group instruction; ongoing professional development with training institutes, the PLA Coaching Cycle, and Professional Learning Communities (PLCs); and family and community engagement.
On the 2019 STAAR Writing assessment, only 7% of Black students at Jacquet met GL or above; only 8% of econ. disadv. students at Jacquet met GL or above; and only 7% of EL students met GL or above.	Implement PLA's evidence-based educational model through Comprehensive Assessments to inform data-driven small-group instruction; ongoing professional development with training institutes, the PLA Coaching Cycle, and PLCs; and family and community engagement.

**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 31 2023, Jacquet's 732 scholars will increase their overall proficiency on the STAAR assessment from 16% to 36% by improving their ELA and Math mastery on the state accountability test by a minimum of 10% each year, made possible through the autonomies and accountability of a Subchapter C charter school managed by PLA and through robust implementation of PLA's evidence-based educational model.

**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

PLA's evidence-based educational model emphasizes the frequent use of assessments in core subjects to inform daily differentiated instruction, including standards-aligned common formative assessments and nationally normed benchmark assessments. By the end of Q1: PLA will conduct CFA assessments in Reading and Math on a weekly basis; 90% of students will be given NWEA benchmark assessments in Reading and Math at three points in the school year, Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY); and PLA will provide Summary Reports to the District for weekly CFA and BOY, MOY and EOY NWEA benchmark assessments. PLA will also conduct PLCs on a weekly basis to support educators in improving their data-driven instruction. To measure progress in strengthening school climate and culture, by the end of Q1, 100% of teachers will have a 50% positivity percentage recorded in the school's Behavior Management tracking system.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

With strong implementation of the PLA educational model, by the end of Q2, Jacquet scholars will make on average 100% of their projected RIT growth for this period of time as measured by nationally normed NWEA assessments in Reading and Math. As part of PLA's data-driven professional development framework, in addition to conducting weekly PLCs, instructional leadership will conduct observational walkthroughs of the PLA Coaching Cycle process on a biweekly basis. The number of discipline referrals will decrease by 25% from this point in the previous year and 100% of teachers will have a 60% positivity percentage recorded in the school's Behavior Management tracking system. The rate of scholar attendance will increase by 1 percentage point from this point in the previous year.

Third-Quarter Benchmark

By Q3, Jacquet scholars will continue to experience academic growth in core-subject skills and standards. On average, scholars will achieve 100% of their projected RIT growth for this period of time in Reading and Math as measured by the nationally normed NWEA assessment. Discipline referrals will be down by 35% from the same time last year and 100% of teachers will have a 75% positivity percentage recorded in the school's Behavior Management tracking system. Scholar attendance will improve by 2 percentage points from this point in the previous year. Through the strong implementation of PLA's data-driven professional development framework including weekly PLCs and biweekly observational walkthroughs as part of the PLA Coaching Cycle process, PLA will retain more than 85% of high-performing teachers (highly effective or effective).

**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.

Data-driven evaluation and decision-making is at the core of PLA's evidence-based educational model. Through the implementation of the proposed project, PLA will establish a broad continuous improvement strategy that frequently evaluates student performance and instructional effectiveness in addition to annually measuring school quality and parent satisfaction to take strategic actions that improve the school and provide parents with the programs and services that meet their needs. Jacquet will measure scholar academic progress against the project summative SMART goal on a daily, weekly, biweekly, monthly and quarterly basis using a strategic mix of diagnostic, interim, formative and summative assessments. These academic performance assessments help inform daily differentiated, small-group instruction, and also help leadership design and deliver interventions if benchmark measures do not show adequate progress toward the summative SMART goal. In order to ensure high-quality program implementation that results in positive school transformation and overall project sustainability, PLA will utilize the following measures to monitor progress and modify the proposed program: 1) Staff development controls: these include daily staff huddles, weekly PLCs, bi-weekly observations of the PLA Coaching Cycle, quarterly stepbacks, annual teacher training institutes, and self-paced modules of the PLA Learning Institute which collectively allow the school leaders to work in partnership with PLA to assess staff success with the implementation of the evidence-based PLA educational model. 2) Leadership effectiveness controls: these include weekly calls with PLA's Academic team; biweekly Instructional Reviews to provide data analysis and reporting to measure growth; biweekly onsite reviews with leadership to monitor progress against PLA's Academic Priorities for Success; BOY/MOY/EOY Leadership Coaching Reviews; PLA Leadership Professional Learning Communities; and the PLA Teacher and Leadership Institutes. 3) Climate and culture controls: these include weekly site visits and BOY, MOY and EOY climate and culture audits to determine each school's success with implementing PLA's framework of Positive Behavioral Interventions and Supports (PBIS); Kickboard (PLA's recommended real-time Behavior Management tracking system); structured recognition of student progress in daily small-group instruction and biweekly check-ins; and a scientifically validated parent engagement framework which includes key touchpoints such as weekly academic progress phone calls to families, monthly newsletters, scholar- and family-focused events, administering Parent forums to increase parent involvement, and more.

**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 2021–2023 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 15% 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, 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 must commit to TEA-identified board training.
- 13. 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).

By restarting Jacquet as a partner-managed campus in the 2021-2022 school year, the school will gain the autonomies of an independent charter school while retaining many of the high-quality services and supports offered by Fort Worth Independent School District (FWISD). The Subchapter C performance contract with FWISD provides PLA authority over instructional programming, including developing the school improvement plan and carrying out aligned support and activities. FWISD will support these efforts through its Office of Innovation, which follows national and state best practices for use of school improvement funds and is a leader in managing and monitoring the effective use of Title 1 – Part A funds.

FWISD will provide support to Jacquet school leadership for the development of the school improvement, including: specific guidance and regular updates; monitoring on spending plans during regular site visits to ensure alignment with school improvement plans; and frequent professional learning events covering the FWISD-established Title 1 protocol, timeline, guidance and support for monitoring school improvement plans. For example, the comprehensive needs assessment or SWOT analysis is the driving force most impacting the school improvement plan. The FWISD-established protocol recommends examining data sources including BOY, MOY, and EOY MAP assessments; EOC results; STAAR results; College, Career, and Military Readiness (CCMR) measures; feedback from data walks; attendance records; discipline records; and survey results from students, parents, and staff.

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.

FWISD will monitor to ensure that funds requested under Title I, Part A are aligned to the school improvement plan and that expenditures are documented as required. Office leadership including the Senior Officer, the Project Development Specialist, and Chief leadership roles will regularly review web-based improvement plans and evaluate progress. Based on training received from ESC Region 11, the Executive Director will ensure that school leadership reviews school data carefully during the development of the improvement plan (please see above for FWISD's recommended data sources). The Executive Directors and Chief Innovation Officer will work with school leadership to ensure that the school improvement plan is clear and actionable, and the Project Development Specialists will ensure alignment between the school improvement plan and budget allocations. Office of Innovation Executive Directors, Chief Innovation Officer, and Project Development Specialists will closely monitor program implementation. The school improvement plan will be reviewed at MOY and EOY to measure progress and ensure compliance. Evidence of unsuccessful implementation at MOY and EOY will trigger close root-cause analysis and additional action, which could include adjusting the plan to reflect unexpected barriers to implementation, additional training of school leadership or staff, and closer or more frequent monitoring.

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.

FWISD engaged in a proactive, rigorous Call for Great Schools review process in 2020 to recruit, screen, and select "Qualified Partners" for potential innovation and turnaround partnerships to support Comprehensive or Targeted schools for school year 2021-2022 and beyond. The process followed the district's ELA(LOCAL) policy and was grounded in best authorizing practices, while incorporating specific elements targeted to FWISD's context and needs. The district developed a "Qualified Partner" Phase 1 application requesting comprehensive descriptions of the partner's educational model, organizational capacity, and performance track record. Applicants were required to develop a complete academic plan, including the plan for meeting the needs of special populations; a financial plan; proposed governing body and campus leadership; and contingency planning for remote learning (Please see "FWISD-Partnership Application" linked in the Priority Points Program Attachment). Applications were scored against a structured, rigorous rubric by a team of 5-6 FWISD employees and national evaluators. Phase 2 included high-rigor capacity interviews with a team of FWISD staff, national authorizing experts, and additional third-party reviewers. Interview questions were focused on any application subsection that did not achieve an overall rating of "meets standard." Review teams produced comprehensive reports on each applicant and developed final recommendation reports that identified strengths and weaknesses that were shared with applicants.

**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.

FWISD will work collaboratively with PLA to ensure strong, sustainable resource allocation that optimizes support for student achievement. SAF Grant funds will be used to supplement funding provided by federal, state and local resources to support robust implementation of the PLA educational model. SAF funds will directly support supplemental academic programming such as PLA's Reading Advantage program. This evidence-based blended learning model provides data-driven Tier II and Tier III intervention during the regular school day to support scholars in achieving grade-level reading standards using high-quality, rigorous, standards-aligned curriculum. FWISD will act as the fiscal agent for SAF grant funds. According to the performance contract, these funds constitute the "OP Allotment" which will be spent "for the betterment of the school." Therefore, FWISD will require evidence from PLA that the funds have been used to support work aligned to the school restart. FWISD will also ensure compliance with documentation and reporting compliance.

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.

Jacquet has shown progress over the last few years under FWISD's school improvement interventions but the school continues to struggle. Based on this demonstrated need for an innovative approach, the district selected to restart Jacquet as a partner-managed campus with the full autonomies of an independent charter school. FWISD has developed a performance contract which grants PLA autonomy to determine the school's curriculum, calendar, budget, and daily operations, limited only by guidelines in federal and state law per Subchapter C and local requirements identified in the performance contract. The FWISD Board recognizes 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. In support of this and other Subchapter C charter schools already in operation in partnership with FWISD, the district has modified its policies and practices which enable our management partners to govern autonomously. These significant autonomies and the support of SAF grant funds enable the full and effective implementation of the PLA educational model. Given this flexibility, PLA will implement data-driven, small-group instruction; year-round personalized professional development for educators; and ongoing collaboration with the school's families and community partners using a scientifically validated engagement framework.

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

SAF grant funds will support the implementation of PLA's evidence-based educational model to increase student achievement at Jacquet. Methods such as differentiated instruction, weekly standards-based assessments, growth mindset interventions, and intentional family engagement are at the core of PLA's approach. Please see "FWISD-Partnership Application" linked in the Priority Points Program Attachment, which provides the full research basis for PLA's model on pages 8-9. In brief: a study of third grade students receiving differentiated instruction, researchers found that these students' scores on the state exam increased by a statistically significant margin (Parsons, 2004; McAdamis, 2001); when compared to other educational interventions, the impact of formative assessments on underperforming students is larger (Arter, 2003); providing students with clear learning goals, and assessment practices that provide regular feedback on their progress toward those goals, are essential for impacting academic mindsets (Grant & Dweck, 2003); and family participation in education is twice as predictive of students' academic success as family socioeconomic status (Walberg, 1984).

**Program Requirements**

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

Restart a struggling school as a partner-managed campus
  Create a new school as a district-managed campus  
 Restart a struggling school as a district-managed, ACE campus
  Redesign a rural school with 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.

To sustain long-term positive outcomes for students at struggling campuses and create new and improved learning environments that substantially increase student achievement, FWISD’s Superintendent and Chief Innovation Officer lead the district’s cabinet in a cyclical analysis of the district’s quality seats. From this Quality Seats Analysis, district leaders plan for support or School Actions at selected campuses. The supports and actions are implemented using a cross-departmental project team approach, led by the Chief Innovation Officer. In the analysis of over 5 years of quality improvement efforts at Jacquet, it was clear that in-district efforts had not been able to stabilize the campus or drive sufficient academic growth. The district tried for years to find a solution for Jacquet, including strategic staffing initiatives and leadership changes, but the school continued to struggle. The district cabinet reviewed School Action possibilities and determined that seeking an outside partner to lead the school was the best option for dynamic change. Charter partnership was in part selected as the best school action to allow the district to strengthen the school pipeline that leads into Dunbar High School. Dunbar HS has seen strong progress recently. By strengthening Jacquet and continuing to support the elementary schools that feed into it, the district can give students in the Dunbar area a higher quality education from beginning to end. PLA’s programs fit well with many of the tenets of the existing FWISD Leadership Academy Network, including an extended school day, enhanced after-school activities and efforts to make parents a part of the school community.

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 FWISD Office of Innovation’s strategy is guided by the shared philosophies of the FWISD Mission, System of Great Schools, and Lone Star Governance. The System of Great Schools forms the foundation of the district’s Theory of Action to significantly increase student achievement by supporting a system of autonomy and accountability and taking strategic school actions to increase access to quality options. Additionally, our Innovation Plan includes five components which are modeled from the System of Great Schools, one of which is transforming state-identified, Improvement Required campuses. Based on FWISD’s portfolio of schools, one of the district’s key priorities for the 2020 Call for Great Schools (CGS) was selecting Turnaround partners to operate within its D- or F-rated campuses. PLA was chosen due to its strong track record of transforming six F-rated schools to A-rated through the implementation of its evidence-based educational model. As part of the second phase of CGS, the district elected to conduct a school action at Jacquet to improve students’ core subject standards achievement. With the support of SAF grant funds, Jacquet will implement key pillars of the PLA educational model such as small-group instruction, personalized learning, and its research-based parent engagement framework, ensuring that the 723 students attending Jacquet will have access to high-quality data-driven instruction that meets their needs and bolsters their academic achievement. Restarting Jacquet as a partner-managed campus is fully aligned with FWISD’s strategic intent to intervene in low-performing schools and will also support its goal of expanding scholar access to high-quality school choices. Jacquet received a TEA Accountability Rating of F in 2019, identifying it as an ‘Improvement Required’ campus. The district’s chosen partner, PLA, leverages a data-driven, holistic approach to school transformation which will allow the district to preserve and enhance what is currently working at the school, address the challenges that stand in the way of student success by delivering immediate and targeted supports to Jacquet scholars, and substantially increase academic achievement and overall well-being for scholars.

**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.

The School Action Fund Planning process is led by cabinet member and Chief Innovation Officer David Saenz. Dr. Saenz has regularly engaged the Superintendent and senior district leaders in a cycle of data analysis, review and decision-making. An example is FWISD’s Quality Seats Analysis process. This involves compiling a full listing of all district schools and their rating for the past 3-4 years in the areas of academics, enrollment, attendance, and staffing, aligned to the School Performance Framework. During this review, Senior leadership staff closely analyzed Comprehensive and Targeted Support campuses such as Jacquet that continued to experience issues despite district interventions. They concluded that out-of-district options such as restart partnership would be appropriate given the lack of progress through district support, and launched a Call for Great Schools. Leadership in Dr. Saenz’ Office of Innovation were active in the decision to apply for the School Action Fund Grant, understanding that robust implementation support for the selected school action would help increase student achievement for Jacquet scholars who have experienced years of academic underperformance.

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.

The district is committed to soliciting input from the school community and has frequently hosted events to discuss future plans for the school. FWISD has worked to ensure that the community is informed and included in the partnership process so that it is inclusive of all community voices and perspectives. Toward this goal, the district held three parent meetings in March to discuss the options for the school and the charter process. Information was also shared through the “Parent Link” system which sends emails, texts, and phone calls. FWISD-- and PLA, once they were selected-- posted information and ads on social media platforms including Facebook, Twitter, Instagram, and PLA’s YouTube Channel. A recent Community Meeting in April hosted panelists FWISD Superintendent Dr. Kent Scribner, PLA founder and CEO Earl Martin Phalen, FWISD Board Member Quinton Phillips, Chief of Innovation Dr. David Saenz and other leadership from FWISD and PLA. The panelists introduced themselves, shared their backgrounds, and responded to questions from families and community members to underscore their commitment to the community. FWISD’s Family Communications Department plays a key role in promoting family and community engagement at the schools, and their staff have been on the ground in the Jacquet community answering questions at various local events to ensure that families have a personal touchpoint with district personnel. For example, the FWISD Bookmobile circulated around Jacquet and the surrounding neighborhoods this month. While handing out books and engaging with children and families, Bookmobile staff have been able to answer questions about PLA and reinforce community engagement in the school. By strengthening communication and outreach, the Family Communications Department strives to empower families to ensure that their children receive the best education possible.

Leveraging SAF funds, FWISD and PLA will continue to deepen engagement with Jacquet families and community members to gather input on the school. For example, the PLA model uses a scientifically validated parent and community engagement framework to create a welcoming environment for families and build an understanding of what they are looking for in their child's school. This includes training teachers to effectively partner with parents; creating a welcoming environment for families; holding an orientation that outlines expectations of parents and what they can expect from the school; regularly communicating with parents about their child’s performance; and hosting events throughout the year that celebrate their children.

**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 effectively implement the SB1882 partnership at Jacquet Middle School, the district hopes to leverage the ongoing System of Great Schools Executive Advisor support provided by Empower Schools. The Empower Schools team has supported Fort Worth ISD since our first partnership launch with the Leadership Academy Network. Through this continued technical assistance, Empower will build the capacity of the Office of Innovation team to continuously improve our partnership monitoring practices and systems as we expand the scope from one partnership to two, operationalize our updated ELA(LOCAL) policy, and create sustainable, codified systems in our Office of Innovation Playbook. In addition, we will utilize Empower Schools’ support to address any partnership obstacles that arise as we build buy-in and understanding of partnership operating procedures across all of the district's departments.

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

FWISD’s Chief Innovation Officer David Saenz will provide leadership and management for the SAF Implementation grant. David Saenz is a visionary leader with more than 17 years of experience in public education as a successful problem solver, strategic planner, and school leader at both the campus and district levels. Dr. Saenz is an experienced school administrator with a successful history of working in Title 1 districts. Dr. Saenz’ team of administrators at Irving ISD’s dynamic Austin Middle School earned several recognitions during his tenure including distinction as one of the Best Middle Schools in Texas for 3 years in a row by Texas Monthly. During his time as Principal of Singley Academy, the highly collaborative campus merited numerous awards for academic performance and CTE programming from U.S. News and World Report, Newsweek, Advance CTE, College Board, and ACT. Since 2019, Dr. Saenz has been leading FWISD’s Office of Innovation driving the design and development of partnerships focused on ensuring quality educational opportunities for the district’s students and families. In addition to overseeing six SB 1882 campuses, Dr. Saenz’ Innovation team has managed \$47 million in grant funds. He has degrees from the University of Texas- Austin and The University of North Texas in Education and has completed the Texas Authorizing Leadership Academy.

**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**

Fort Worth ISD District Administrator / Innovation Officer Position	\$150,000
Tier II Reading Interventionist	\$68,250
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Technical Assistance Matched Provider	\$150,000
Third Party School Quality Reviews	\$30,000
Partner Organization Funding (Prof Dev/Data Analysis/Program Implementation Guidance)	\$500,000

**SUPPLIES AND MATERIALS (6300)**

High Quality Tier II adaptive learning program aligned to TEKS standards and rigor of state assessments	\$33,000
High Quality supplemental literacy resources for Tier II reading intvsn. aligned to state standards / assess.	\$58,750
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Travel for TEA required events	\$2,500
Communications planning and support & school community engagement events	\$7,500
<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](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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