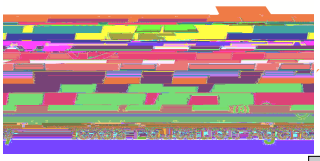

2021 2023 ( )

11 59 20, 2021

NOGA ID

Authorizing Legislation . . 114-95, 12, 100,

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 1, 2021 31, 2023

☐ Pre-award costs are not permitted.

1. Federal Definition of a Public Charter School (All Applicants)
2. Documentation of Authorization to Charter (Subchapter C Applicants)
3. Board of Trustees Approval (Subchapter C Applicants)
4. Narrative Description from Superintendent (Subchapter C Applicants)
5. Priority Points (Subchapter C Applicants)

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

Organization	UvaldeCISD	CDN	232903	Vendor ID	74-6002426	ESC	20	DUNS	034847004
Address	1000N. Getty St.	City	Uvalde	ZIP	78801				(830)278-6655

Dr. Hal Harrell	hharrell1029@uvaldecisd.net	(830)278-6655
Dr. Mario Ferron	mferron9323@uvaldecisd.net	(956)638-6101

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Dr. Hal Harrell — Superintendentof Schools

hharrell1029@uvaldecisd.net — (830)278-6655

Dr. Hal Harrell — Digitally signed by Dr. Hal Harrell Date: 2021.04.20 14:44:12 -05'00' — 04/16/2021

Mario Ferron — 04/16/202:

SSAs are for this grant.

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.

UCISD English learners (ELs) tend to exhibit low outcomes in ELAR & Math academic performance as measured by State assessments (STAAR). In 2019-2020 TAPR School Success Initiative, only 30% of ELs met Approaches on grade 5 Reading and 35% on Math.	The plan is to provide highly effective dual language instruction to our bilingual students. Dual language (DL) has proven highly effective in improving academic
Many rural schools fail to support effective bilingual education, faced by conflicting instruction approaches & practices between mainstream & bilingual. ed. Bilingual teachers feel neglected/unsupported.	
Effective BE requires additional resources & extensive PD to support bi-literacy development, a collaborative, language-rich learning environment, additional books & technology, and specialized learning framework.	Grant funds will be used in three main areas: (1) Learning environment; furniture, equipment & technology that supports collaborative, language-rich instruction (2) Bi-literate classroom & library texts & materials (3) Professional Development in key DLI best practices, bi-literacy development and sheltered instruction.

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.

Goal: Expand opportunities for all students, particularly traditionally under-served students, to attend a public charter school and meet challenging State academic standards by implementing of a high-quality dual language charter academy, focused on improving academic outcomes for educationally disadvantaged, rural English learners by (1) devoting a campus for DL; (2) placing all Pk-6th ELs in such campus, & (3) consolidating local, state, & federal resources to ensure additional materials & PD required to support bi-literacy & knowledge development. SMART GOAL: By May 2022, 60% of all students assessed will achieve Approaches on Reading & Math examinations that are part of State of Texas Assessment of Academic Readiness (STAAR) By May 2023, 65% of all students assessed will achieve Approaches on Reading & Math STAAR.

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

By November 30, 2021: (1) At least 480 students enrolled, including at least 95% of all district's academically disadvantaged ELs. The Academy is the district's elementary bilingual hub & all PK-6 ELs can attend the Academy; Non-EL students are welcomed through lottery if space is available. (2) 95% staff/teachers are bilingual & highly qualified, 3-year PD plan is placed and 95% teachers/staff attended Y1-PD. (3) Classrooms are equipped to facilitate collaborative learning & student-centered instruction. (4) Classroom libraries, texts & materials are available in both languages. (5) Technology is in place and include interactive boards, laptops, IPads & bilingual software. (6) Campus library has abundant texts in both languages. (7) At least two parent meetings & one Advisory Board Meeting have taken place.
By November 30, 2021, at least 70% of students exhibit progress measured by STAR-Renaissance reading & Math screeners.

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7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

In addition to the eight requirements listed above, campus charters established under TEC, Subchapter C, Campus Charter Schools, must also address each of the following requirements (numbers 9-13):

9. Describe the educational program* at the proposed charter school campus, including: a. how the program will enable all students to meet challenging state student academic achievement standards; b. the grade levels or ages of children to be served; and c. the curriculum and instructional practices to be used. *If the district has partnered with an entity to replicate a high-quality charter school model, the description of the educational program should include the name of the high-quality charter school that is being replicated, along with additional pertinent information to demonstrate that the charter school meets the definition of a high-quality charter school.

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit.

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEM5 0 l -568.262 0.5 l -0.5 0.5 l Subchemeat's annual finant8096eformad 5905.5 l 0.4duca68.262 0.r62 048cs.5 -0.5 mc

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New District-Authorized	50		80			80				0					
New District-Authorized	0	0	0	80	80	80	0	0	0	0	0	0	0	0	240
					290			160							1

UvaldeCISD	RobbElementary	232-903-103
	BatesvilleSchool	232-903-108
	Robb Elementary	232-903-103
	Robb Elementary	232-903-103
	Robb Elementary	232-903-103
	Robb Elementary	232-903-103

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.
- ( )

Dual Language Professiona Development

$63,500

$50,000

$319,000