



## Special Revenue Expenditure Request Form

Department/Campus: Curriculum, Instruction, & Date: 9-14-26 Grant Source: Title III

Vendor: ImmSchools Purchasing method: ☐ PO ☐ P-card – Cardholder: \_\_\_\_\_

Total Amount: \$ \$50,000 Account Code: 263 E 18 6299 00 913 625 000 Amount: \$ \$50,000

Account Code: \_\_\_\_\_ Amount: \$ \_\_\_\_\_

Account Code: \_\_\_\_\_ Amount: \$ \_\_\_\_\_

Anticipated Impact: \_\_\_\_\_ # of Students \_\_\_\_\_ # of Teachers \_\_\_\_\_ Others: \_\_\_\_\_

You must answer the following questions in the space provided before your request can be considered:

|                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>                                                                                                                                                                                                                                                                                                                                                    | Describe what is being purchased, including but not limited to brand, item type, how many units, cost per unit, etc.?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Purchase of professional services from ImmSchools to provide dual language curriculum support, professional development for staff serving Emergent Bilingual students, and multilingual family and community engagement services.                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>2</b>                                                                                                                                                                                                                                                                                                                                                    | Explain how the expenditure is reasonable and necessary to carry out the intent and purpose of the program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| This expenditure is reasonable and necessary to support the district's dual language program, build staff capacity to effectively serve Emergent Bilingual students, and strengthen engagement with multilingual families and the community. The services directly support improved instructional practices and student outcomes for multilingual learners. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>3</b>                                                                                                                                                                                                                                                                                                                                                    | Add a screenshot of the related Goal, Objective, and Strategy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>4</b>                                                                                                                                                                                                                                                                                                                                                    | Please make sure to attach supporting documents – ie: vendor order form, quote(s), contract, or other applicable vendor info.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>5</b>                                                                                                                                                                                                                                                                                                                                                    | <p>The “supplement, not supplant” provision is to help ensure grant funds are expended to benefit the intended population, rather than being diverted to cover expenses the LEA would have paid out of other funds in the event the grant funds were not available. Please check to ensure the following:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> • This expenditure is an addition(extra) to the basic/required instructional program</li> <li><input checked="" type="checkbox"/> • This is not a requirement by state law or Board Policy</li> <li><input checked="" type="checkbox"/> • This was not previously funded with local funds</li> </ul> |

**\*\*\*By signing my name, I acknowledge I have reviewed all of the above for accuracy. I further acknowledge I may be held liable for items purchased that are not in compliance under the grant guidelines\*\*\***

|                                                               |                               |                      |
|---------------------------------------------------------------|-------------------------------|----------------------|
| Requestor: <u>Dr. Kendra Doyle</u>                            | Signature: <u>[Signature]</u> | Date: <u>9-14-26</u> |
| Division Chief (if over \$5,000): <u>Dr. Tamey Williams-H</u> | Signature: <u>[Signature]</u> | Date: <u>9-14-26</u> |
| Federal & State Programs: <u>Ricardo Venegas</u>              | Signature: <u>[Signature]</u> | Date: <u>9-14-26</u> |
| CFO (if over \$5,000): <u>Moises Hernandez Santiago</u>       | Signature: <u>[Signature]</u> | Date: <u>9-14-26</u> |

NOTE: This form is to be submitted prior to all special revenue expenditures. Failure to receive prior approval may result in personal liability. All services must be rendered between the beginning and ending dates of the grant. All materials and equipment must be delivered before the ending date of the grant and must be ordered and delivered in time to substantially benefit the current grant period and in no case after the ending date of the grant. All travel must occur by the ending date of the grant. In most instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the current grant program and TEA may disallow the expenditures.

**Expenditures without a detail description clearly connecting to the purposes outlined in the funding source application, will be denied.**

**Revised 11/2023**

Approved ☒ Denied ☐ Comments (if any) \_\_\_\_\_

# Goal 1

By 2032, 95% of Manor ISD scholars will graduate prepared for college, career, and/or military services based upon their individual goals.

## Performance Objective 1 ☒ High Priority ☒ HB3 Goal

The percentage of students who read at or above grade level (Meets) as measured by STAAR in 3rd grade will be 39% in Spring 2026 and 53% by 2028.

**Evaluation Data Source:** STAAR, District-Based Assessments, Amira Diagnostic Assessments

### Strategy 1

Teachers will utilize High-Quality Instructional Materials (HQIM) provided by the district for Tier 1 instruction in all K-5 classrooms.

**Strategy's Expected Result/Impact:** All K-5 reading-language arts teachers will consistently implement the district-adopted High-Quality Instructional Materials (HQIM) as the primary Tier 1 resource to provide standards-aligned, grade-level instruction in reading and writing. Consistent implementation of the HQIM will increase instructional coherence across classrooms and ensure that students have access to rigorous, standards-aligned learning experiences.

**Staff Responsible for Monitoring:** Chiefs Schools Officers, Executive Director of Academics

**Problem Statements:** Student Learning 1, 6

**Funding Sources:** TIMA, \$230,337.76

### Formative Reviews

October

January

March

June

### Strategy 2

Teachers in grades K - 3 will utilize supplemental High-Quality Instructional Materials (HQIM) that provides fully scripted, progressive, and direct instruction on foundational skills.

**Strategy's Expected Result/Impact:** All K-3 reading-language arts teachers will consistently implement the district-adopted supplemental High-Quality Instructional Materials for foundational skills instruction as part of daily Tier 1 instruction. Consistent use of the progressive, systematic, and explicit instructional approach will strengthen the delivery of foundational skills instruction and provide students with a coherent progression of skills aligned to grade-level expectations.

**Staff Responsible for Monitoring:** Chiefs of Schools, Executive Director of Academics

**Problem Statements:** Student Learning 1, 6

**Funding Sources:** TIMA, LASO 4, \$3,500

## Formative Reviews

October

January

March

June

### Strategy 3

All new teachers and K-2 reading-language arts teachers will attend a full day of training from Region 13 on Research-Based Instructional Practice in Literacy/Biliteracy during the January staff development day.

**Strategy's Expected Result/Impact:** New teachers and K-2 reading-language arts teachers will apply research-based literacy and biliteracy instructional practices during lesson internalization, planning, and delivery. Consistent application of these practices will strengthen the quality and effectiveness of literacy instruction and support students' development of foundational reading skills and grade-level literacy outcomes.

**Staff Responsible for Monitoring:** Executive Director of Academics

**Problem Statements:** Student Learning 1

**Funding Sources:** TIMA, LASO 4, \$7,000

## Formative Reviews

October

January

March

June

### Strategy 4

Elementary and secondary students will utilize digital platforms that screen and provide adaptive literacy practice for scholars. Elementary students will utilize AMIRA learning suite, with training for teachers, campus leaders during Back-To-School professional development and ongoing throughout the first semester, as needed. Secondary students will utilize IXL.

**Strategy's Expected Result/Impact:** Students will demonstrate expected or exceeded growth from the BOY diagnostic to the EOY diagnostic. Student platform usage will reach 80% by the end of the school year.

**Staff Responsible for Monitoring:** Chiefs Schools Officers, Executive Director of Academics

**Problem Statements:** Student Learning 1

**Funding Sources:** TIMA, \$153,000

## Formative Reviews

October

January

March

June

## Strategy 5

Ensure that 100% of Kindergarten through third-grade teachers participate in the HB3 Reading and Biliteracy Academies.

**Strategy's Expected Result/Impact:** All teachers will meet 90% of the module deadlines on time, aiming for a 90% completion rate of all training modules by the end of the cohort deadline.

**Staff Responsible for Monitoring:** Executive Director of Academics

**Problem Statements:** Student Learning 1, 6

**Funding Sources:** Local Funds, \$136,000

**Formative Reviews**

October

January

March

June

## Strategy 6

Provide continuous professional development and training to support the implementation of Manor ISD's Dual Language programs through partnerships with ImmSchools and The New Teacher Project (TNTP) to develop culturally responsive bilingual programming and bi-literacy strategies for our dual language teachers and the campus leadership team.

**Strategy's Expected Result/Impact:** Increased Emergent Bilingual academic achievement by 30%.

**Staff Responsible for Monitoring:** Executive Director of Academics, Director for Multilingual Education

**Problem Statements:** Student Learning 1

**Funding Sources:** Title III, Part A, \$100,000

**Formative Reviews**

October

January

March

June

## Strategy 7

Expand two-way dual language programs starting with the Prekindergarten and kindergarten student cohorts at 7 campuses which currently provide one-way dual language. Fidelity to the dual language model will provide students with the opportunity to participate in a program that is proven to have best academic outcomes in longevity studies. Campuses will actively recruit and support families of both Emergent Bilingual and non-Emergent Bilingual students to participate.

**Strategy's Expected Result/Impact:** Increase the number of students participating in dual language for both Emergent Bilingual and non-Emergent Bilingual students. Increase student academic achievement in bilingualism, biliteracy, and biculturalism as measured by Amira diagnostic assessments, classroom observations, and program persistence.

## Euna (Bonfire) Intake Checklist

Non-bond-related contracts/projects must be submitted in Euna 8 weeks prior to the start of service. The campus or department is responsible for completing the information below. This contract will be reviewed and signed by the authorized signer or designee for the District. An electronic copy of the signed and approved contract will be uploaded into Euna. Once the approved contract has been uploaded into Euna the contract owner/s will receive an email from Euna notifying them of the contract completion status. The contract owner/s will have access to the contract in which they are responsible for forwarding it to the contractor.

Contract Name: ImmSchools

Campus/Department: Curriculum, Instruction, and Assessment

Contact Name: Dr. Kendra Doyle

Budget Code: \_\_\_\_\_

Requisition #: Pending

### Prior to submitting to Euna please verify the following:

- ☐ Vendor is a current vendor on Skyward - (If not, the vendor will need to submit a vendor application)
- ☐ Vendor has signed the contract
- ☐ Does the vendor require WiFi Access?
- ☐ Will the vendor need access to Student Data? (If yes, a DPA will need to be filled out and signed )
- ☐ Will the vendor require software installation on any devices or systems?
- ☐ Does the contract need Legal Review?

Please see the Purchase Threshold table below to to know what additional documents need to be attached to your Euna Intake:

| Local Funds                            |                    |                                                     |                                                         |                                              |                                                  | Federal Funds      |                                       |                                              |                                                  |
|----------------------------------------|--------------------|-----------------------------------------------------|---------------------------------------------------------|----------------------------------------------|--------------------------------------------------|--------------------|---------------------------------------|----------------------------------------------|--------------------------------------------------|
|                                        | Less than \$10,000 | \$10,000 to \$99,999<br>(Vendor is part of a CO-OP) | \$10,000 to \$99,999<br>(Vendor is NOT part of a CO-OP) | Over \$50,000<br>(Vendor is part of a CO-OP) | Over \$50,000<br>(Vendor is NOT part of a CO-OP) | Less than \$10,000 | \$10,000 to \$99,999                  | Over \$50,000<br>(Vendor is part of a CO-OP) | Over \$50,000<br>(Vendor is NOT part of a CO-OP) |
| Support Required                       | 1 Quote            | 1 Quote                                             | 3 Quotes                                                | Competitive Procurement                      | Competitive Procurement                          | 1 Quote            | 3 Quotes                              | Competitive Procurement                      | Competitive Procurement                          |
| Additional Forms                       | No                 | No                                                  | <u>Quote Summary</u>                                    | CO-OP Award info                             | BID or Proposal Tabulation Form                  | <u>SRFR</u>        | <u>Quote Summary</u> ,<br><u>SRFR</u> | <u>SRFR</u> , CO-OP Award Info               | <u>SRFR</u> , BID or Proposal Tabulation Form    |
| RFP/RFQ                                | No                 | No                                                  | No                                                      | No                                           | Yes                                              | No                 | No                                    | No                                           | Yes                                              |
| Board Approval                         | No                 | No                                                  | No                                                      | Yes                                          | Yes                                              | No                 | No                                    | Yes                                          | Yes                                              |
| Advertising<br>(two consecutive weeks) | No                 | No                                                  | No                                                      | No                                           | Yes                                              | No                 | No                                    | No                                           | Yes                                              |

By signing below, I confirm that I have reviewed the contract information and ensured that all required documentation has been provided.

Principal/Director Name: Dr. Kendra Doyle

Signature: \_\_\_\_\_

Date: 9-14-26

Department's Chief Name: Dr. Tamey Williams-Hill

Signature: \_\_\_\_\_

Date: 9/24/26

# Manor ISD Quote Summary

The MISD Quote Summary sheet is to be used for purchases that require more than one quote. In the shaded spaces below, the end user is to provide all applicable information necessary for the MISD Purchasing Office to review. A minimum of two (2) vendors must be contacted when two or more are available.

**NOTE:** The end user must attach this Quote Summary Sheet and quotes documentation with purchase requisition when more than 1 quote is required.

## Quote Information

DESCRIPTION: Literacy, Biliency, and HQImplementation Professional Development

CAMPUS/DEPT: Multilingual

## Supplier Information

Vendor #1

Company Name TNTP  
City/State NY, New York  
Contact Person Dr. Olivia Hernandez  
Phone 956-369-2762  
Email olivia.hernandez@tntp.org  
Response Type Cooperative  
Quote # \_\_\_\_\_

Vendor #2

Company Name InnSchools  
City/State Dallas, Texas  
Contact Person Esther Aldey  
Phone \_\_\_\_\_  
Email \_\_\_\_\_  
Response Type Cooperative  
Quote # \_\_\_\_\_

Vendor #3

Company Name Ensemble  
City/State Austin, Texas  
Contact Person Julie Lara  
Phone \_\_\_\_\_  
Email \_\_\_\_\_  
Response Type Cooperative  
Quote # \_\_\_\_\_

Vendor #4 (if applicable)

Company Name \_\_\_\_\_  
City/State \_\_\_\_\_  
Contact Person \_\_\_\_\_  
Phone \_\_\_\_\_  
Email \_\_\_\_\_  
Response Type \_\_\_\_\_  
Cooperative \_\_\_\_\_  
Quote # \_\_\_\_\_

| Using Local Funds   |                                          | Using Grant Funds    |                                             |
|---------------------|------------------------------------------|----------------------|---------------------------------------------|
| Purchase Price      | Quote(s) Required                        | Purchase Price       | Quote(s) Required                           |
| \$1 - \$9,999       | 1 Quote                                  | \$1 - \$9,999        | 1 Quote                                     |
| \$10,000 - \$49,999 | 1 Quote from Coop or 3 Quotes (Non-Coop) | \$10,000 - \$250,000 | 3 Quotes & Quote Summary (Coop or Non-Coop) |
| ≥ \$50,000          | BOARD APPROVAL                           | ≥ \$50,000           | BOARD APPROVAL                              |
| 50,000 or greater   | Formal Bid Required                      | 250,000 or greater   | Formal Bid Required                         |

DATE: \_\_\_\_\_

PHONE: \_\_\_\_\_

CONTACT: Dinorah De La Torre

## Quote Responses

| Item / Service Description                 | Qty | Unit | Vendor #1    |           | Vendor #2    |           | Vendor #3    |           | Vendor #4  |           |
|--------------------------------------------|-----|------|--------------|-----------|--------------|-----------|--------------|-----------|------------|-----------|
|                                            |     |      | Unit Price   | Extension | Unit Price   | Extension | Unit Price   | Extension | Unit Price | Extension |
| 1 Professional Development for DL Teachers |     |      | \$ 20,000.00 | \$ -      | \$ 30,000.00 | \$ -      | \$ 49,280.00 | \$ -      |            |           |
| 2                                          |     |      |              |           |              |           |              |           |            |           |
| 3                                          |     |      |              |           |              |           |              |           |            |           |
| 4                                          |     |      |              |           |              |           |              |           |            |           |
| 5                                          |     |      |              |           |              |           |              |           |            |           |
| 6                                          |     |      |              |           |              |           |              |           |            |           |
| 7                                          |     |      |              |           |              |           |              |           |            |           |
| 8                                          |     |      |              |           |              |           |              |           |            |           |
| 9                                          |     |      |              |           |              |           |              |           |            |           |
| 10                                         |     |      |              |           |              |           |              |           |            |           |
| Total                                      |     |      | \$ -         | \$ -      | \$ -         | \$ -      | \$ -         | \$ -      | \$ -       | \$ -      |

\*All shipping / freight cost must be included in the total

## COMMENTS:

## Award Information

Recommended Vendor: Implementation

Award Amount: \$ 50,000.00

Reason for Award: They were more cost effective and are familiar with current curriculum and proven success with neighboring districts



**Partnership Proposal for Manor Independent School District  
Fall 2026- Spring 2027**

#### About ImmSchools

ImmSchools is a non-profit organization that supports teachers, instructional coaches, and school and district leaders in creating school environments that support Emergent Bilingual students and their parents/caregivers so that students are academically successful and families are meaningfully engaged in the education of their children. ImmSchools has a strong history of partnering with districts across Texas and nationally to strengthen educator knowledge and create engaging and supportive school communities for multilingual families. Through research-based practices, our work helps ensure that schools become places where students thrive academically, socially, and emotionally.

ImmSchools offers Texas school districts support with multilingual program design, rollout, implementation, and alignment in accordance with TEA-approved program models for serving Emergent Bilingual students. ImmSchools is proposing to partner with Manor Independent School by leveraging our team's expertise in bilingual/dual language program implementation and family and community engagement to support a successful and sustainable 2-way dual language program rollout across nine dual language campuses.

#### Description of Program Offerings & Costs

##### Services Recommended

| Proposed Scope of Services                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Cost per hour                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>Program Implementation Support:</b><br>Support with Dual Language and ESL Program implementation in grades Prek-12 with focus on program fidelity, language allocation, content-based language instruction practices and family engagement for program success.                                                                                                                                                                                                             | <b>\$80/hr virtual<br/>\$160/hr in person*</b> |
| <b>Curriculum Enhancement Support:</b><br>Curriculum enhancing and upgrading district elementary Spanish Language Arts and ESL curricula: This can involve upgrading instructional materials, integrating evidence-based instructional strategies, and providing resources for intensified instruction: biliteracy units aligned to TEKS, ELPS, and district reading language arts and 90-10 dual language frameworks                                                          |                                                |
| <b>Dual Language Advisory Council (DLAC) Support:</b><br>Provide ongoing support for the Dual Language Advisory Council (DLAC) through collaborative planning and co-facilitation of meetings. ImmSchools will help the Council identify priorities, ask strategic questions, share best practices, develop informed recommendations, and align program planning with district goals and the Superintendent's vision, while keeping student and community needs at the center. |                                                |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>\$50,000</b>                                |

**Literacy & Biliteracy and Dual Language Implementation Support Options**

| Manor ISD Proposal Deliverables<br><b>Option A:</b><br>July 2026 - December 31, 2026                                                                                                                                                                                             | Manor ISD Proposal Deliverables<br><b>Option B:</b><br>July 2026 - March 31, 2027                                                                                                                                                                                                             | Manor ISD Proposal Deliverables<br><b>Option C:</b><br>July 2026 - May, 2027                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>\$79,579</b>                                                                                                                                                                                                                                                                  | <b>\$198,512</b>                                                                                                                                                                                                                                                                              | <b>\$259,639</b>                                                                                                                                                                                                                                                                              |
| <b>TNTP Staff</b> <ul style="list-style-type: none"> <li>● 1 Partner (ELAR/SLAR)</li> <li>● 1 Director (ELAR/SLAR)</li> </ul>                                                                                                                                                    | <b>TNTP Staff</b> <ul style="list-style-type: none"> <li>● 1 Partner (ELAR/SLAR)</li> <li>● 1 Director (ELAR/SLAR)</li> <li>● 1 Senior Manager (ELAR)</li> </ul>                                                                                                                              | <b>TNTP Staff</b> <ul style="list-style-type: none"> <li>● 1 Partner (ELAR/SLAR) and</li> <li>● 1 Director (ELAR/SLAR)</li> <li>● 1 Senior Manager (ELAR)</li> </ul>                                                                                                                          |
| <b>Professional Development</b> <ul style="list-style-type: none"> <li>● 1-day Leadership Institute</li> <li>● 2-Day Teacher Training August 5-6, 2026</li> </ul>                                                                                                                | <b>Professional Development</b> <ul style="list-style-type: none"> <li>● 1-day Leadership Institute</li> <li>● 2-Day Teacher Training August 5-6, 2026</li> <li>● Mid-Year PD</li> </ul>                                                                                                      | <b>Professional Development</b> <ul style="list-style-type: none"> <li>● 1-day Leadership Institute</li> <li>● 2-Day Teacher Training August 5-6, 2026</li> <li>● Mid-Year PD</li> </ul>                                                                                                      |
| <b>Learning Walks</b><br><b>Fall Leadership</b> Learning Walk to set a baseline. This learning walk can serve as a Landscape Analysis /Audit to determine next steps for ELAR instruction aligned to HQIM and the Science of Reading and Biliteracy in Dual Language classrooms. | <b>Learning Walks</b><br><b>A Fall and Spring Leadership</b> Learning Walk to set a baseline. This learning walk can serve as a Landscape Analysis /Audit to determine next steps for ELAR instruction aligned to HQIM and the Science of Reading and Biliteracy in Dual Language classrooms. | <b>Learning Walks</b><br><b>A Fall and Spring Leadership</b> Learning Walk to set a baseline. This learning walk can serve as a Landscape Analysis /Audit to determine next steps for ELAR instruction aligned to HQIM and the Science of Reading and Biliteracy in Dual Language classrooms. |
| <b>Coaching Sessions</b><br>N/A                                                                                                                                                                                                                                                  | <b>4 - Coaching Sessions per Campus</b><br>Each of the 9 campuses assigned a TNTP coach with four (4) coaching visits per campus. Pending # of Teachers                                                                                                                                       | <b>8 - Coaching Sessions per Campus</b><br>Each of the 9 campuses assigned a TNTP coach with eight(8 ) coaching visits per campus. Pending # of Teachers                                                                                                                                      |
| <b>Check-in Meetings</b><br>Collaborative Planning to review and enhance exiting legacy documents and literacy & Biliteracy practices in both general instruction and dual language classrooms.                                                                                  | <b>Check-in Meetings</b><br>Collaborative Planning to review and enhance exiting legacy documents and literacy & Biliteracy practices in both general instruction and dual language classrooms.                                                                                               | <b>Check-in Meetings</b><br>Collaborative Planning to review and enhance exiting legacy documents and literacy & Biliteracy practices in both general instruction and dual language classrooms.                                                                                               |



## Proposal for Manor ISD

2026-2027

**To:** Kendra Doyle, Manor ISD

**From:** Dr. Julie Lara, Director of Multilingual Learner Services, [jlara@ensemblelearning.org](mailto:jlara@ensemblelearning.org)  
Davis Turner, Director of Growth and Business Development, [dturner@ensemblelearning.org](mailto:dturner@ensemblelearning.org)  
Dr. Daniel Velasco, Chief Executive Officer, [dvelasco@ensemblelearning.org](mailto:dvelasco@ensemblelearning.org)

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**Ensemble Learning** is a national not-for-profit organization committed to equity for all multilingual and emergent bilingual learners. We focus on working closely with existing school teams to enhance the experience and achievement of emergent bilingual learners/multilingual learners.

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**Quote Number:** 6372676000016001058

**Demonstrated Need:** The district is in the process of expanding and strengthening dual language programming, which requires coherent implementation of a clear model across multiple campuses and grade levels.

A significant percentage of students are emergent bilinguals, many of whom are also economically disadvantaged, which increases the need for consistent, high quality biliteracy instruction and language rich learning environments.

State policy and dual language frameworks have raised expectations for program quality, creating urgency for aligned coaching, walkthroughs, and professional learning that move dual language practice

from compliance to effective implementation.

Early data and feedback from prior dual language initiatives indicate that targeted support for teachers and leaders can improve instruction and student outcomes, highlighting the need to scale and systematize this support districtwide.

**Project Goals:**

Establish a cohesive vision and set of expectations for dual language instruction that are clearly understood and used by teachers, campus leaders, and central office staff across the district.

Build educator expertise in high-leverage biliteracy and oracy strategies so that emergent bilinguals experience consistent, language-rich instruction in both languages of the program.

Implement a districtwide coaching and walkthrough structure that uses common tools, data, and feedback cycles to monitor dual language implementation and inform instructional decisions.

Strengthen leadership capacity to design, support, and sustain dual language implementation through leadership coaching, strategic planning, and alignment of systems and PD.

**Expected Outcomes:**

Increased implementation of research-based dual language practices such as strategic separation of languages, bridging, structured student talk, and other biliteracy routines, observed consistently during walkthroughs and demo lessons.

Teachers and leaders report greater confidence and clarity in their roles supporting emergent bilinguals, as well as stronger alignment between district expectations, campus systems, and classroom practice.

Participating campuses show improved instructional indicators for emergent bilinguals and positive trends in student outcomes over time, including academic growth and engagement measures identified by the district.

The district has a sustainable DLI support structure that includes ongoing leadership coaching, campus-based professional learning, progress monitoring walkthroughs, and shared tools that can be maintained and expanded beyond the scope of this project.

**Overview and Pricing:**

|   | Product                                                                | Quantity | List Price (\$) | Amount       | Discount    | Total        |
|---|------------------------------------------------------------------------|----------|-----------------|--------------|-------------|--------------|
| 1 | Half Day Walkthrough HW1                                               | 12       | \$ 1,250.00     | \$ 15,000.00 | \$ 1,800.00 | \$ 13,200.00 |
|   | Half day classroom walkthrough per campus; in-person with local travel |          |                 |              |             |              |
| 2 | Half Day Coaching Day HCD1                                             | 12       | \$ 900.00       | \$ 10,800.00 | \$ 1,296.00 | \$ 9,504.00  |
|   | Half day coaching day; in-person with local travel                     |          |                 |              |             |              |
| 3 | Demo Lesson DL1                                                        | 12       | \$ 1,250.00     | \$ 15,000.00 | \$ 1,800.00 | \$ 13,200.00 |
|   | Demo lesson; in-person with local travel; 3x/campus - 12 total         |          |                 |              |             |              |
| 4 | Leadership Coaching Hour LC1                                           | 12       | \$ 375.00       | \$ 4,500.00  | \$ 540.00   | \$ 3,960.00  |
|   | Leadership Coaching Hour; in-person with local travel 3x hrs/campus    |          |                 |              |             |              |
| 5 | 4 Hour Professional Development 4PD1                                   | 8        | \$ 7,000.00     | \$ 56,000.00 | \$ 6,720.00 | \$ 49,280.00 |

4 hour Professional  
Development session;  
in-person with local  
travel 2x/campus

Subtotal: \$ 101,300.00

Discounts: \$ 12,156.00

Grand Total: \$ 89,144.00

**Approval:**

I, **Kendra Doyle**, accept the description of work laid out in this quote and would like to proceed to the next step in the process, contract drafting and negotiations. I understand that this quote is for informational purposes only and does not constitute a legally binding agreement.

I approve; please prepare a contract based on this quote

**Send contract for Signature to**

This quote needs revisions, please schedule a follow up meeting with me



## Description of Ensemble Services

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Audit of Current Practices</b>   | <p>Ensemble Learning conducts mixed-methods school audits to identify strengths and areas for improvement and tailor our programming to the methods and pedagogical techniques that will provide the greatest impact. At the end of the audit process, Ensemble staff will provide a comprehensive analysis and recommendations for services and activities that will best support the school or district's goals.</p> <p>Ensemble Learning has two versions of a school audit:</p> <p><u>Lite (recommended for returning partners)</u></p> <ul style="list-style-type: none"> <li>• 1 hour kick off meeting to discuss district and school goals, provide context, and establish norms for the process</li> <li>• A half-day school walkthrough to observe classroom practices and school culture, providing baseline data for observations of instructional practices moving forward</li> <li>• 5 teacher empathy interviews using a standard set of questions to understand current practices, mindsets, and needs</li> <li>• Review of school or district-provided school-level data summaries to get a high-level understanding of student academic progress and gaps in student learning</li> <li>• Report summarizing findings and recommending programming</li> <li>• 1 hour meeting to discuss findings and next steps with school and district staff</li> </ul> <p><u>Full (recommended for new partners or partners with significant turnover)</u></p> <ul style="list-style-type: none"> <li>• 2 hour kick off meeting to discuss district and school goals, provide context, and establish norms for the process</li> <li>• A half-day school walkthrough using a research-based rubric to observe classroom practices and school culture, providing baseline data for observations of instructional practices moving forward</li> <li>• 10 teacher empathy interviews tailored to the specific goals of the school or district to understand current practices, mindsets, and needs</li> <li>• 10 student empathy interviews tailored to the specific goals of the school or district to understand student successes, needs, and perspectives</li> <li>• Quantitative student-level data analysis with de-identified school or district provided assessment data to identify trends and gaps in student learning</li> <li>• Report summarizing findings and recommending programming</li> <li>• A half day leadership summit to discuss findings and next steps with school and district staff</li> </ul> |
| <b>Instructional Coaching (1:1)</b> | <p>Ensemble Learning instructional coaching sessions are one on one sessions for teachers. A coaching session is tailored to the specific needs of each teacher and aligned with supporting implementation of the techniques learned during PD sessions. Coaches will provide research-based instructional coaching, set aligned goals with each teacher, provide observations,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                       | <p>and debrief with teachers to guide them towards achieving coaching goals. Ensemble Learning provides a summary of coaching to the school leaders and discusses next steps as a result of coaching with leaders.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Leadership Coaching (1:1)</b>                      | <p>Ensemble Learning leadership coaching sessions are provided one on one to leaders to follow-up on audit findings and support planning for leadership implementation of recommendations. We focus on research-based coaching to help leaders manage systems, manage change, and support their instructional staff.</p> <p>Leaders include district leaders, central office staff, school principals, assistant principals, instructional coaches, and co-teachers or coordinators, among others</p>                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Professional Development</b>                       | <p>Ensemble Learning's approach to professional development is centered around repeated Learning and Implementation Cycles. Each cycle begins with a professional development session focused on learning a new pedagogical technique with a strong bent towards enabling implementation. Ensemble Learning professional development (PD) sessions are designed to further teacher practice in alignment with the agreed upon school and district goals. They are research-based, focused on actionable classroom practices, hands-on, and engaging.</p> <p>Professional development services are not packaged as a single item. They must be paired with coaching and walkthroughs to ensure new pedagogical techniques are implemented and supported.</p> <p>Ensemble Learning has three lengths of professional development sessions: 2 hour, 4 hour, and full-day.</p> |
| <b>Progress-Monitoring Instructional Walkthroughs</b> | <p>Ensemble Learning facilitates walkthroughs to monitor implementation of professional development strategies and provide tools for leaders to monitor progress. Ensemble Learning will provide goal-aligned, research-based walkthrough tools and facilitate the experience for school and district staff.</p> <p>Ensemble Learning offers either a half day or full day walkthrough</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Demo Lesson</b>                                    | <p>Ensemble Learning provides demonstrations of PD strategies to allow teachers an opportunity to see them in action in a real classroom, ask questions, and fine-tune their approach to using the strategy.</p> <p>Each demo includes one demonstration lesson as well as a planning call with the host teacher and a debrief with staff that are observing the demonstration and any tools created as part of the demo lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Half-Day Leadership Summits</b>                    | <p>Ensemble Learning will facilitate half-day leadership summits that provide the opportunity for School leadership to unpack data, add perspective, and formulate next steps. The summits will include the principal, APs, and co-teachers, other district staff as designated by the school, and serve up to 15 participants.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## **Ensemble Learning Program Team:**

**Dr. Julie Lara:** Julie is the Multilingual Programs Director at Ensemble Learning, leading initiatives to enhance educational opportunities for multilingual learners. Previously, she was the Director of the Emergent Bilingual Support Division at the Texas Education Agency (TEA), where she oversaw the development of policies and resources for 1.3 million emergent bilingual students. During her five years as director, she led efforts such as the Texas Effective Dual Language Immersion Framework (TxEDLIF) and the state's first strategic plan to improve bilingual education, as well as other key initiatives. She holds a Doctorate in Multicultural Special Education from the University of Texas at Austin, where her research explored cultural identity and learning differences in bilingual classrooms. She also earned a Master's in Educational Administration and a Bachelor's in Psychology, grounding her leadership in both human development and educational systems.

**Sarah Molfese:** Sarah is an Instructional Coach for the Los Angeles Area supporting educators with implementing multilingual learner programming, providing coaching, and delivering professional development. Previously, Sarah served as an Instructional Coach and Academic Program Manager at Aspire Public Schools where she supported teachers and leaders develop science programming and multilingual learner supports. She also has over 20 years of teaching experience in multiple states.

**Aracely Suarez:** Aracely is a leadership coach for Ensemble Learning. She holds a master's degree in educational administration from Lamar University. Previously, Ms. Suarez served as Director of Academic Programs and Instructional Fidelity for Del Valle ISD and Principal, Assistant Principal, Dual Language Instructional Coach, and Dual Language Teacher for Pflugerville ISD. Aracely is fluent in Spanish and specializes in the needs of emergent bilinguals. Her leadership is categorized by a commitment to student success and continuous improvement. Her strengths include relationship building with all stakeholders, mentoring, and cultivating environments through collaborative leadership, and fostering growth mindsets and rigorous learning for students and educators.

**Eileen Salinas:** Eileen Salinas is an experienced Multilingual Learner Specialist with over 16 years of experience in bilingual education. She holds a master's degree in special education from Concordia University, TX, providing her with expertise in supporting culturally and linguistically diverse students, particularly in dual language settings. Eileen's career includes roles such as district multilingual specialist for Austin ISD, district language arts specialist, and master dual language educator. Fluent in both Spanish and English, she excels in developing curricula and instructional strategies that meet the diverse linguistic needs of students.

**Edgar Ibarra:** Edgar Ibarra has dedicated his 20-year career to the field of bilingual education and serves as a Multilingual Instructional Coach for Ensemble Learning. Edgar is skilled in dual language program design, designing and facilitating professional development sessions for educators, and focusing on native language instruction as a foundation for biliteracy and the advancement of multilingualism. His extensive professional background includes positions as an instructional assistant for a newcomer program, middle school and elementary teacher, bilingual and ESL teacher strategist, specialist, and bilingual program director. These diverse experiences equip him with valuable insights that he aims to contribute to Ensemble Learning and its partners to enhance the execution of Dual Language education. Currently, he is pursuing a Doctorate in Education with a concentration in Curriculum and Instruction, emphasizing bilingual education.

**Gerri Swift:** Gerri Swift is a Multilingual Learner Instructional Coach at Ensemble Learning, where she partners with school sites to transform outcomes for multilingual learners. With over 8 years of experience in English-language education, Gerri has worked in a wide variety of contexts, including abroad, in elementary and secondary schools, and with adult learners. Gerri leverages her diverse range of experiences in her work: She specializes in programmatic development, systems implementation, teacher training, and instructional coaching. She holds a Master's degree in TESOL from Middlebury Institute of International Studies, with a specialization in language program administration.