



**2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

NOGA ID

Authorizing legislation

Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 21, 2021**.

Grant period from

July 8, 2021-September 30, 2023

Pre-award costs permitted from

Award Date

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Pathway 1: Pathway 1 Supplemental Pathway Attachment
3. Pathway 2: Pathway 2 Supplemental Pathway Attachment

NOTE: All applicants MUST submit an appropriate Supplemental Pathway Attachment for EACH CAMPUS on behalf of which the applicant is applying.

Amendment Number

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

N/A

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1	<input type="text" value="2"/>
Pathway 2	<input type="text" value="0"/>

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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 the Statutory and TEA Program requirements as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with the requirements of Every Student Succeeds Act Provisions and Assurances.
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. Title I served Federally Identified campuses awarded this grant will engage in the Effective Schools Framework (ESF) continuous improvement process and create a plan to be submitted to TEA that addresses the selected pathway aligned to the Essential Actions (EA) from the ESF.
- 8. The applicant ensures it will notify the Vetted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vetted Improvement Program.
- 9. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. 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.
- 13. The applicant provides assurance it will participate in all grant requirements including but not limited to an ESF Self-Assessment, and ESF Diagnostic, developing a web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

Our district, for the past two years, has supported both of our school improvement campuses through our partnership with our education service center by implementing the practices learned through the Texas Instructional Leadership training through face-to-face professional development, implementation support and one-on-one coaching. Due to the pandemic, we were not able to continue the system changes we were beginning to put in place to impact student achievement. However, we are determined to make the necessary system changes to grow our students by implementing the practices we have learned. The district plans on supporting our campuses in carrying out school support and improvement activities by continuing to partner with our education service center. The district believes this union will allow us to continue to build capacity of our campuses and district instructional leaders on our ability to improve instruction and instructional leadership. Our district has supported our campuses by arranging training on Data-Driven Instruction and lesson planning with formative assessments. Along with lesson planning, our teachers have received training on Aggressive Monitoring, Modeling, and Guided Discourse. The district is, with a focus on Levers 1.1, 5.1, and 5.3, planning on providing more support from the service center for "coaching" on these strategies, as well as, engaging with content specialist to improve teacher skillsets and content knowledge. The district would also utilize funds by hiring an interventionist and a paraprofessional at both campuses to help with struggling students to provide high-quality intervention utilizing information from our classroom data-driven instruction. Currently, we have two Targeted Improvement Plans we have developed and maintained. In February, School Improvement Specialists from the education service center visited our campuses to conduct an ESF Diagnostic. In March 2020, each campus met with a School Improvement Specialist to go over results of the diagnostic. The plan was to make adjustments and continue with the improvement process, then we were shut down due to COVID-19. In June, the DCSI and campus administration were trained and began the Reflective Prioritization Activity process. Through all these hurdles we were able to develop two well-developed Targeted Improvement Plans. The district plan will be to continue these successful processes, in some way, to develop a web-based improvement plan for the eligible campuses selected for this grant.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

At this time, the district is supporting two Targeted Improvement Plans. Our administrative team meets regularly to analyze and update these plans as well as discuss next steps needed to positively impact instructional practices and student achievement. Along with these meetings, our district also conducts monthly administrator meetings. This allows the team to communicate needs and concerns while also providing time for necessary conversations. If our district receives the grant, along with the above meetings, the plan would be to set up weekly or bi-weekly meetings with superintendent and/or DCSI to monitor progress and implementation of strategies. Through our school improvement process, we understand that sometimes it is necessary to make adjustments. Ultimately, our goal is to do what is best to grow our students. Hopefully, through our weekly/bi-weekly meetings with the superintendent and/or DCSI, we will address necessary changes as we are working through our strategies and action steps. If it is found that Data-Driven practices are not in line with the ESF one-pager, ESC staff will be used for micro-training on the lacking steps. If it is found that lesson plan alignment with formative assessments is misaligned or shallow, campus leadership or ESC staff will retrain those processes. Reflection activities at the end of year one along with observation during the year will drive planning in year two.

Goals, Objectives, and Strategies, Performance and Evaluation

1. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan.

The district will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan by offering support and partnering with the education service center to further enhance face-to-face professional development, implementation support, and one-on-one coaching. First, the district will provide training in Breakthrough Coaching to our campus principals to allow them the flexibility to be in classrooms for monitoring and instructional coaching. Second, the district will design a calendar that will provide embedded professional development for teachers, including time to develop Professional Learning Communities for content specific teams. Next, the district will continue to support and provide training for the development and implementation of objective driven daily lesson plans with formative assessments while supporting school leaders with training on providing quality lesson plan feedback. The district will use operational flexibility in creating assessment calendars, master schedules, and embedded intervention to support our data driven instruction. The district will continue to support the education service center contracts so that content specialist can be in the district at least monthly to work with teachers on content knowledge, teacher skillset and disaggregate data to plan quality instruction. The district also sees the need for additional help at the campuses and would like to hire an interventionist and a paraprofessional to positively impact struggling students by filling in missing gaps due to the pandemic.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Ralls is a small, rural school located thirty-five miles east of Lubbock. We educate approximately 470 students, Prekindergarten 3-year-olds through 12th grade, who mostly qualify for free/reduced (84% Economically Disadvantage) breakfasts and lunches. Our administrative team consists of five people with two of those being central office staff. Our principals are not just principals, they take on the roles of instructional coaches, curriculum directors, counselors, disciplinarians among other hats that pop up. With our current staff, we struggle to have the people necessary to implement all of the growing systems to make our district successful. We need people, so with this grant we hope that we will be able to provide that for our campuses.

In order to continue and enhance our Texas Instructional Leadership training, we would like to partner with our education service center to identify specific needs that help the campus build capacity by fine tuning systems that are already in place, and to provide weekly coaching sessions with ESC 17 staff at our campuses that will improve instruction and instructional leadership. By providing us an extra staff member, we would be able to make those necessary changes. Our partnership with the education service center will also be continued through face-to-face professional development, implementation support, and one-on-one coaching. The district would also like to be able to contract with content specialists from the education service center by providing struggling teachers with content knowledge, missing skillsets, and disaggregation of data to provide meaningful instruction. The district also sees the need for additional help at both campuses and would like to hire an interventionist and a paraprofessional to positively impact struggling students by filling in missing gaps, especially the ones due to the pandemic.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

The district utilized comprehensive funds in the beginning implementation of Texas Instructional Leadership. With the funds received under this grant, we would be able to enhance building capacity and strengthening our systems we have learned through our training, from the education service center, which include the implementation of Data-Driven Instruction, lesson plans with formative assessments, and reteach strategies. The district would also likely expand our learning under the TIL by exploring schoolwide culture routines. The grant would allow us to continue the initiatives we already have in place that we believe are making a positive impact on student achievement. In order to impact student achievement, the district would like to provide an interventionist and a paraprofessional at both campuses to help struggling students fill missing gaps especially the ones due to the pandemic. Our district has also taken advantage of the Texas Home Learning CRIMSI Spring Pilot. We are currently piloting the Prekindergarten recommended unit on Water. We also just got accepted for the Texas Home Learning CRIMSI Summer Pilot. Our plan is to pilot Amplify ELAR (3rd-8th), Carnegie Math (6th-8th), and Zearn/Eureka Math (3rd-5th) during our upcoming Summer School in June. Our district also submitted a plan/application for Texas Teacher Incentive Allotment with an addition of a local designation system that will use local funds. At our high school, we are partnering with MAYA consulting to provide postsecondary improvement by developing our students who graduate under CCMR.

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 program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- 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"/>

Appendix I: Amendment Description and Purpose (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment