



**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 [Redacted]

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 **June 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): [Redacted]

Applicant Information

Organization **Kingsville Independent School District** CDN **137901** Campus [Redacted] ESC **2** DUNS **010545770**

Address **207 N. 3rd Street** City **Kingsville** ZIP **78363** Vendor ID **746001521**

Primary Contact **Dr. Cissy Reynolds-Perez** Email **drcissyperez@kingsvilleisd.com** Phone **361-592-3387**

Secondary Contact **Mrs. Angie Ramirez** Email **aramirez@kingsvilleisd.com** Phone **361-592-3387**

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 **Dr. Cissy Reynolds-Perez** Title **Superintendent**

Email **drcissyperez@kingsvilleisd.com** Phone **361-592-3387**

Signature *Dr. C. Perez* Date **4/20/2021**

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="2"/>

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.

Kingsville Independent School District will continue to support campuses with the Effective Schools Framework aligned improvement strategies. Throughout the 2020-2021 school year, the district and campuses have worked together to align protocols for lesson plan design, data analysis, and professional development. The Kingsville ISD will continue to strengthen strategies by ensuring campuses have access to a standards-aligned curriculum, scope and sequence, and rigorous assessments. The adopted academic calendar has days embedded for District Common Assessments, data analysis, reflection on curriculum and scope and sequence, lesson plan alignment, and professional development. The District will continue to use a data platform and provide professional development on utilizing the platform. Kingsville will continue to use the Data Driven Instructional model, diagnostic data, and informal assessment data to identify struggling learners and support students.

To identify two to three Prioritized Focus Areas for each campus, the district collaborated with campus leadership teams to collect artifacts and evidence for the ESF Self-Assessment and diagnostic. Upon grant award, the district will work with the Education Service Center, Region 2 to assist with developing a web-based improvement plan aligned with their identified Prioritized Focus Areas. To ensure campuses make progress, the district will meet with campus leaders every 90-days to review new artifacts and evidence and determine if at least 75% of the action steps were achieved and showed improvement in the adult-led systems on the campus. If evidence indicates that the campus has made some or no progress, the district will oversee the adjustments to the web-based improvement plan for the next cycle.

Kingsville ISD District Improvement Plan addresses each campus's needs including providing standards-aligned curriculum, professional development, job-embedded support and coaching, and planning time to improve instructional delivery, student growth, and closing achievement gaps. The district will continue to support all campuses to strengthen instructional practices.

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.

Kingsville ISD will use a web-based platform to house and monitor improvement plans. Throughout the ninety-day cycles, the district will schedule monthly meetings with campus leadership teams to monitor progress towards implementing of each Essential Action. The monthly meetings will include coaching conversations and immediate feedback to campus teams on timelines, resources needed, persons responsible, evidence collection dates, artifacts, and next steps. The district will create a schedule and send calendar reminders to the campus leadership teams. Meeting agendas, minutes, and other artifacts will be uploaded to the web-based platform for each scheduled meeting.

Upon submission and implementation, the team will review and analyze data and artifacts to determine if 75% of action steps have been met or achieved significant progress. If action steps are not being met or minimal progress is being made, the district will add supports to campuses by increasing the number of opportunities for principal coaching, teacher walk-throughs, and feedback meetings with a more detailed turn-around implementation plan and action steps to address identified barriers.

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.

Kingsville ISD will work with campuses to ensure the Effective Schools Framework Essential Actions are fully and effectively implemented and aligned to the web-based improvement plan by removing barriers and providing operational flexibility as appropriate. In March of 2020, two campuses completed Effective Schools diagnostics and determined Essential Action 4.1: Curriculum and Assessments Aligned to the TEKS and 5.3: Data Driven Instruction were priorities. To address the prioritized essential actions, the district has aligned curriculum and assessments to the TEKS, provided professional development on a data protocol, and introduced a lesson plan template. When the district completed an ESF Self-Assessment at Gillett Middle School and end of year reflection from Harrel Elementary, both qualifying campuses, it noted that Essential 5.1: Objective-driven daily lesson plans with formative assessments and 5.3: Data-Driven Instruction are areas need that will impact instructional planning and delivery and student achievement.

In collaboration with ESC2, E3 Alliance, and the campus teams, Kingsville ISD will address ineffective practice and support leadership and professional growth. The District will also reduce the potential barriers such as time, instructional resources, horizontal and vertical alignment, and knowledge of curriculum by allowing operational flexibility in scheduling, vetting instructional resources, and providing job-embedded professional development, and follow through on the observation and feedback cycle on lesson plans to ensure alignment with instructional strategies learned. Campuses may need to adjust schedules to include accelerated learning to close learning loss gaps, address high priority standards missed on common assessments, and hold PLC meetings with staff.

Campuses also have personnel such as Instructional Teacher Coaches that can provide job-embedded training to teachers and model best practices in the classrooms. Campuses may also need to contract vetted services to provide additional instructional support based on data. Kingsville ISD will reach out to stakeholders through the District Education Improvement Committee and the Campus Education Improvement Committee to provide input on the improvement plan and outcomes by monitoring progress of the improvement plan with stakeholders.

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.

Kingsville ISD will utilize grant funds to continue implementation of the Effective Schools Frameworks essential action steps by using a combination of pathway 1, Texas Instructional Leadership, and pathway 2, E3Alliance - RAISE Up Texas, vetted programs. Thirty percent of the budget will be utilized to vertically align instructional leadership practices among feeder three campuses. The budget will include contracted services of approximately \$180,000.00 over two years to be used for leadership coaching, teacher coaching, and implementing best practices that will increase student achievement and align to the prioritized essential actions. Feeder campuses will be included in capacity building with VIP partners to the extent that the final grant award amount will allow. The District will continue to support feeder campuses in lesson planning and data analysis to improve student achievement.

The budget also includes \$2,500.00 for supplies and materials over two years. This amount will be used for expenses incurred while implementing the instructional leadership program such as books and other supplies. Staff may also need instructional technology software and manipulatives.

Payroll costs of \$10,000.00 for two years will be allocated for extra duty pay and substitutes for teachers while attending professional development and coaching. The cost for substitutes is approximately \$95.00 per day and staff receives \$22.00 per hour to attend professional development outside of their contract day.

Other operating expenses in the amount of \$5,500.00 were allocated for registration costs, travel expenses, or contracted services that build capacity and align to Essential Actions 5.1 and 5.3. Attending professional development will broaden the scope of leadership and allow leaders to learn best practices, gain content knowledge to provide feedback to staff, and dive into data.

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.

Kingsville ISD reviews the needs of the district and campuses' comprehensive needs assessments to develop a budget. The budget includes local, state, and federal allocations. Funds are disbursed based on the needs assessment to prevent duplication of services or materials. The district reviews programs for effectiveness and alignment to the needs assessment and determines professional development and coaching needs.

Kingsville ISD does not have sufficient Title I, Part A Schoolwide Program funds to implement the Texas Instructional Leadership model fully; therefore, Title I, ESF Focus Supports funds will be utilized to pay for Texas Instructional Leadership and E3 Alliance RAISE Up Texas content at Harrel Elementary, Gillett Middle School, and three feeder campuses within 1-level. The district will utilize local funds to support instructional leadership and coaching. Campuses will use local and Title I, Part A funds to purchase additional vetted resources. Title I, Part A Schoolwide funds and Title II funds will be used to sustain grant activities such as professional development and additional coaching resources. The district will use the grant to fully fund the instructional leadership program and coaching.

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