



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

TEA
Texas Education Agency

NOGA ID

Authorizing legislation

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

Pre-award costs permitted from

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):

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.

Grape Creek Intermediate: (5.1; 1.1) ESF Self-Assessment

The Grape Creek Intermediate School, along with district-level administration, will complete the ESF Self-Assessment process and work with ESC 15 to develop a comprehensive and targeted improvement plan based on evidence from gathered artifacts. Instructional leaders from this campus, specifically the Principal and grade-level team leaders, will be pivotal members in creating the web-based targeted improvement plan. The District Leadership Team, including the DCSI and Data Specialist, will monitor implementation and compliance. GOALS: Increase alignment between instruction and formative assessments to develop the foundation for an effective RtI program; Train teachers and principals on effective use of TEKS analysis software programs; Increase hands-on manipulatives for students; Increase curricular alignment. OBJECTIVES: Develop lesson plans based on formative assessments for an in-school and after school RtI program focusing on data driven instruction from TEKS analysis; Provide instructional materials based on meeting the needs of all students, including those who have a disability and are English language learners; Consult with ESC 15 and other contractors to train teachers and principals on effective use of TEKS analysis software programs (TEKSResource and DMAC); Ensure curricular alignment among all grade levels from second grade to fifth grade; Discover and ameliorate discrepancies between second grade instruction and third grade instruction; Frequent meetings with the District Data Specialist to discuss student trends; Develop a Principal Calendar that includes observation and feedback cycles with weekly leadership meetings.

Grape Creek Middle School: (5.1; 5.3; 3.1) ESF Diagnostic

The Grape Creek Middle School will continue to follow the goals established from the completed ESF Diagnostic, following the guidelines set forth in the Texas Instructional Leaders platform. The District Leadership Team, including the DCSI, Data Specialist, and the representatives from the ESC-Supported VIP program, will monitor implementation and compliance. Because an ESF Diagnostic has been completed for this campus, the Campus Leadership Team will focus on activities stated in need of improvement. GOALS: Produce lesson plans more aligned with TEKS ; Increase data driven instruction; Provide more meaningful observations; Increase awareness of campus vision and goals. OBJECTIVES: Provide training to 6-8 core teachers to increase curricular alignment and to develop TEKS aligned instruction; Consult with ESC 15 staff and the District Data Specialist to align teachers with goals established in data-driven instruction program; Aligning technology access in accordance with campus vision and goals; Increase student growth by using Curriculum Based Assessments to guide instruction and provide remediation where needed; Develop a Principal Calendar that includes observation and feedback cycles with weekly leadership meetings.

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.

Grape Creek ISD will monitor the web-based improvement plans for both Grape Creek Intermediate and Grape Creek Middle School by close observations by the District Leadership Team composed of the DCSI, Data Specialist, Superintendent, and Director of Special Populations. The District Leadership Team will meet with each campus' Leadership Team at least once a grading cycle (9 Weeks Grading Cycles) to ensure implementation of the targeted improvement plan and progression towards meeting the goals. Unsuccessful implementation will be minimal due to close observations and frequent District Leadership Team meetings. A summation meeting will be held at the end of each school year for each campus to determine if implementation of the plans was successful or unsuccessful. Goals will be assessed and changed based on Curriculum Based Assessments (CBAs), STAAR results, and other data gained from data driven instruction.

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.

Grape Creek ISD believes in empowering its instructional leaders with the flexibility to manage budgeted funds according to EDGAR guidelines and goals established in the District/Campus Improvement Plans. Most practices and policies associated with operational flexibility will not need modification to enable both the Grape Creek Intermediate and Grape Creek Middle School campuses to implement chosen Effective Schools Framework Essential Actions needed to improve student outcomes. The District Leadership Team will help guide and monitor expenditures needed for each campus as needed.

Staff development days have been built into the 2021-2022 school calendar in anticipation of needed training and to allow for curriculum alignment at both the Intermediate and Middle School campuses. Additionally, the District will continue to employ the District Data Specialist to help campus leaders analyze CBAs and other student data.

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.

Grape Creek Intermediate

Prioritized Areas: 5.1; 1.1 (ESF Self-Assessment)

Currently Allocated Funds: The LEA designates local and State funds to support the current district-wide Rtl program, but ESF Competitive Grant funds are needed to supplement in order to provide a more intense program. Trainings are funded through local, State, and Federal funds, and ESF Competitive Grand funds will be used to contract with more effective professional development and to send more teachers to these trainings.

Proposed ESF Competitive Grant Budget (Approximate):

- 10% for salaries and stipend
- 40% for trainings (ESC and other contractors)
- 30% for instructional supplies
- 20% for instructional leadership trainings

In order to sustain the goals of the ESF Grant, funds will be reallocated from local, state, and Federal budgets in order to continue the work of the ESF grant goals.

Grape Creek Middle School

Prioritized Areas: 5.1, 5.3, 3.1 (ESF Diagnostic)

Currently Allocated Funds: The LEA currently designates local and State funds to support the current Rtl program, but ESF Competitive Grant funds are needed to supplement in order to provide a more intense program. Trainings are funded through local, State, and Federal funds, and ESF Competitive Grand funds will be used to contract with more effective professional development and to send more teachers to these trainings.

Proposed ESF Competitive Grant Budget (Approximate):

- 10% for salaries and stipend
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- 30% for instructional supplies
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In order to sustain the goals of the ESF Grant, funds will be reallocated from local, state, and Federal budgets in order to continue the work of the ESF grant goals.

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.

Federal, State, and local funds will be allocated according to District and Campus Improvement Plans for both the Intermediate and Middle School Campuses. ESF goals drive DIP/CIP action plans, and monies from all areas will be used to support any expenditures needed to ensure these plans' success.

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 Barrier

Group Barrier

Group Barrier

Group Barrier

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