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

Texas Education Agency ®

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	**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):

Applicant Information

Organization	Edna ISD	CDN	120901	Campus	Edna JH	ESC	3	DUNS	040330755

Address	601 North Wells St	City	Edna	ZIP	77957	Vendor ID	7460000724

Primary Contact	Robert O'Connor	Email	roconnor@ednaisd.org	Phone	361-782-3573

Secondary Contact	Brandie Roe	Email	broe@ednaisd.org	Phone	361-782-3573

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	Robert O'Connor	Title	Superintendent

Email	roconnor@ednaisd.org	Phone	361-782-3573

Signature	*Robert O'Connor*	Date	04-21-2021

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1   1

Pathway 2   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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 5. The applicant provides assurance that they accept and will comply with the requirements of Every Student Succeeds Act Provisions and Assurances.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

In collaboration, district and campus leaders will work with classroom teachers that are in prioritized focus areas to implement a framework that will target areas requiring additional support as identified by current local data and state accountability reports. This developed framework would require objective driven lessons based on data derived from effectively aligned scope and sequences, formative assessments and data meetings that would focus on evaluating strategies, lessons and data disaggregation to determine necessary interventions. This developed framework would be a component of a performance-based incentive program for teachers to increase accountability in those targeted areas of need.

Teachers who are identified to participate in this program based on the area of focus will be required to meet specific student growth objectives that would include but are not limited to: use formative assessments to gauge student learning, determine what instructional adjustments need to be made, realign curriculum to meet student needs, increase use of technology to support student engagement, participate in professional development, engage in data meetings with curriculum leaders, and be receptive to constructive feedback from Vetted Instructional Programs, campus administrators, district leaders, and colleagues.

Using data from the current Campus Improvement Plan and Targeted Improvement Plan, a new Web-Based plan will be created to reflect the greatest needs of the campus and the necessary actions needed to support improvement. Teachers' scope and sequence and lesson plan documents will be linked to the web-based plan indicating where teachers implement differentiating instruction to meet the goals addressed within the plan. Progress monitoring will also be a piece of the plan to provide visual indicators where cyclical data adjustments are made.

A data based decision model will drive team planning sessions that will target TEKS based lessons shown to need remediation and targeted interventions. Student groups will have lessons that address their individual and group skill gaps. Team planning will use the data from benchmarks and assessments to devise a lesson delivering a model which seeks to not only cover the required TEKS but do so in a targeted improvement cycle that addresses individual and group deficiencies. Skill based grouping of students for remediation and enrichment will facilitate delivery of curriculum at a level that addresses deficits and strives for mastery.

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.

District curriculum leaders will use data from local assessments to create a baseline in the ESF Focused web based plan. Using the performance data from the 2020-2021 beginning, middle and end of year assessments, an action plan will be developed focusing on areas of need and support. Built in indicators will mark achievement of set goals or note a decline. Throughout the implementation the plan will be updated in cycles to monitor focused areas. If an area of focus proves to be unsuccessful during implementation, district and campus leadership in collaboration with participating teachers will determine the reason for failure. Depending on the reason for failure, the team will adjust the plan to provide additional support or develop a new plan of action using research based methods to address the deficits created.

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.

Instructional leaders at the campus awarded will have roles and responsibilities that are clear, measureable and transparent during the implementation and progression of the project. These individuals, along with campus administration, will be given the flexibility to modify practices as necessary. When the team reviews data and sets the goals for each of the focus areas identified, they will determine the activities necessary to accomplish the set objectives for successful implementation. Team leaders, which will be appointed by the district, will develop strategies in line with the goals set by the campus and ESF-focused web based improvement plan.

Using the Effective Schools Framework, strategies will be developed that focus on instructional planning and high-quality professional development that is job-embedded to further support the prioritized focus areas. Campus leaders will be responsible for creating a coherent structure that embraces a mutually respective and effective learning environment. At the district level participation in instructional rounds will allow for monitoring of effectiveness on the campus. Part of this structure will be based on teacher observations and the constructive coaching that occurs after them so that campus leadership and team leaders can assist classroom teachers in modifying teaching practices that may not fully align with the goals of the web based improvement plan.

Furthermore, the campus administration and the team leaders will provide additional input as to the overall function and implementation of interventions that would be most effective when used with identified students, providing the campus with additional flexibility in operational practices. Through regular collaboration during data-driven improvement cycles, campus and team leaders will be more in-tune with the needs of the teachers and students.

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.

The funds will be used to incentivize a new level of planning in terms of curriculum development and skill building initiatives for students and staff. The stipend incentive portion of the grant will total $20,000 over the two year development. Two lead teacher positions will be added at the identified campus and two lead teacher positions will be added at the one feeder campus. Stipends in the amount of $1,000 per lead teacher a year and $250 per participating teacher per year will be offered for the additional time required for planning and development of data driven lessons targeted to students with identified deficits. This will be implemented during additional intervention provided during and after regular school hours. An Educational Aide will also be funded to assist teachers in planning, instructional support and creating of lessons. The added support program will be based on producing lessons that are targeted and group developed for increased buy-in and uniform deployment. Adjustments will be made quarterly by data team members with oversight provided by district and campus administration. Areas in need of intervention will be identified and strategies put in place to address skill deficits. Using the funds to compensate teachers for their additional time dedicated to targeted planning will allow them to be used as resources to meet the goal of providing data driven instruction to areas of greatest need.

With support from our Education Service Center lead teachers and involved administrators will participate in Instructional Lesson Alignment training and Data Driven Decision Making training. In addition to the trainings the ESC will visit the campuses and provide feedback on progress at an approximate cost of $26,000. The process will drive our school improvement model while at the same time determining allocation of resources used to address the identified student performance gaps. Supplies and materials such as technology devices and software necessary to individualize remedial instruction will be allocated by need and targeted strategy at an additional cost of $13,600. In-school supports in terms of pull outs and remedial classes that are in addition to regular on level TEKS driven instruction will be scheduled by a skill based need analysis. After school tutorials will be an option to address tier III skill deficits not able to be addressed through normal scheduled interventions.

Currently, a portion of title funds are allocated to payroll for tutoring and support staff. Combining existing funds with grant funds we project an approximated cost of $4,000 to cover teachers for trainings, data meetings and to also provide additional help to students during intervention sessions.

If implementation proves to be effective in meeting campus and district goals, current funds available will be appropriately reallocated to continue further development of this program. If the program proves to be not as effective as anticipated, then adjustments in funding will be made to provide additional training and support to teachers and campus leaders.

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.

Edna ISD utilizes a school wide Title I distribution of federal funds. As a result, the majority of the Title funds are used to fund teacher and staff salaries who deal with interventions needed to address at risk students. Funding from federal sources is also utilized in the areas of school safety and allocation of purchased technology resources. These funding streams would continue to be utilized in this function. Additional resources would increase the campus' ability to spend more time on planning and research to more effectively provide data driven instruction to the students most at risk.

 If EISD were to receive these funds, they would be utilized to encourage and incentivize teacher development in terms of leadership development in the areas of instruction and delivery of targeted interventions. This would be a level of teacher involvement and pedagogy not currently implemented at the campus level. Teacher development of instructional leadership would be a new direction and one that has the potential to improve teacher-student relationships and outcomes.

With additional funds, intervention programs that are already in place could be further developed and expanded to offer more specific and targeted intervention. Aligning resources to increase teacher development in areas pertaining to an in depth understanding of TEKS alingment and coverage and planning for data driven instruction would be provided with additional support from any received grant funds.

CDN [ ] Vendor ID [ ] Amendment # [ ]

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