



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

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

RFA # SAS #

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1

Pathway 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.

This is the first year of new leadership in Pecos-Barstow-Toyah ISD, and there is a strong commitment to school improvement. Some activities are underway with additional activities planned for the summer, 2021-2022 school year and beyond. The change process began with the new superintendent contracting with TASA for a curriculum audit conducted in the fall of 2020. Key findings included a lack of curriculum planning and systemic processes for designing, developing, implementing, monitoring, evaluating, and revising an aligned curriculum as well as a lack of written curriculum to sufficiently guide instruction.

The new Chief Academic Officer came to PBTISD in January 2021, and since then the board has approved the addition of the following positions: Director of Instruction and Professional Development, Director of Federal Programs and Special Populations, 4 curriculum coordinators, 12 campus interventionists, a Bilingual/ESL Coordinator and an RtI/MTSS Coordinator. These 20 additional positions are an indication of the district's commitment to building successful schools. Because recruiting personnel to west Texas can present challenges, PBTISD offers several incentives to encourage educators to join our team. We recognize, however, that hiring people, even the right people, is not enough if they are not fully trained and working together to achieve common goals. We believe that building a strong academic support team is essential.

The new directors and coordinators will work closely with campus leadership and teachers to ensure solid instructional practices and an aligned curriculum that is regularly supported and monitored. A comprehensive professional development plan is being built to ensure everyone has the support they need. The new interventionists will work closely with teachers and students to ensure each struggling learner is receiving the specialized instruction they need in a small group setting.

Initial steps will include a continued review of the campus ESF self-assessments to develop and refine targeted improvement plans. Record of activities will be kept in 806 Technology's Plan4Learning. Depending on the area of focus, appropriate academic team members will be assigned to help each school's leadership team develop appropriate goals, measurable objectives and strategies to reach those goals. This team will continue working with the campus team as a layer of support and accountability.

Three of PBT ISD's five schools qualify for the ESF competitive grant. Bessie Haynes and Crockett Middle have been participating in the TIP process this year with a focus on ESF 5.1 and ESF 5.3. Pecos High School has chosen ESF 4.1 as an area of focus. All three of these essential actions focus on curriculum and instruction which is why the new academic team has been put in place.

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.

Ongoing professional development will be needed to develop the academic team as well as campus leadership and classroom teachers. We will contract with E3 Alliance and the RAISEup Texas program for targeted professional development opportunities and ongoing coaching.

The academic team of directors and coordinators will be essential in the day to day activities that support systemic campus growth. The Chief Academic Officer, who also serves as the DCSI, will be responsible for working closely with the academic team and E3 Alliance to monitor plan implementation and suggest changes and additions as needed.

In addition to ongoing professional development and coaching, systems of lesson plan monitoring, regular classroom observations and common formative assessments will be essential to ensure the aligned curriculum is being followed with fidelity and appropriate rigor.

Goals, Objectives and Strategies, Performance and Evaluation:

It will be essential for all stakeholders to understand the end goals and the path to those goals. Clearly outlined improvement plans with measurable performance objectives and appropriate strategies will be essential. Each campus will have a leadership team and Campus Education Improvement Team (CEIC) to review these goals and strategies on a quarterly basis. Both the leadership team and the CEIC will be supported by a trained and qualified member of the academic team. Campus principals and the assigned Academic Team Members will meet with the Chief Academic Officer/DCSI on a more frequent basis to monitor improvement efforts and implement continuous improvement. Goals and strategies will be evaluated regularly for compliance and possibly adjustment. Additionally, E3 Alliance will remain actively engaged with PBTISD through professional development, data and artifact collection, data analysis and in-person and virtual coaching sessions. We anticipate each campus participating in at least 20 opportunities to work with E3 Alliance over the next two years.

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.

All three campuses in PBTISD have chosen to focus on the same three essential elements. The district will drive these practices and support the campuses as appropriate.

4.1 - Curriculum and assessments aligned to TEKS with a year-long scope and sequence

- (1) Instructional units will follow a scope and sequence that ensures adequate time for teaching essential standards.
- (2) Common formative assessments will follow the scope and sequence and be given three to four times a year to determine student learning.
- (3) Remediation opportunities will be built in throughout the year and include an intercession week in the fall and the spring to support struggling learners.
- (4) Teams of lead teachers will work with curriculum coordinators to develop rigorous lessons that include resources to support both teachers and learners.
- (5) All teachers will be trained in instructional strategies that support English learners and students with disabilities.

5.1 - Objective-driven daily lesson plans with formative assessments

- (1) Lead teachers will work with curriculum coordinators and teams of teachers to develop daily lesson plans that include clear objectives, appropriate timing and step by step lessons and activities with multiple options for differentiation.
- (2) Campus leadership and the district Academic Team will regularly review lessons for alignment, rigor and differentiation and provide feedback to teachers.

5.3 - Data-driven instruction

- (1) Campus leadership team members and interventionists will work with the District Academic Team to review data and monitor the progress of all students.
- (2) Areas of teacher strength and weakness will be explored and supported through a collaborative culture of professional learning communities.
- (3) Teachers will be trained to analyze their own data and work collaboratively to adjust instruction as needed.
- (4) Time will be built into the master schedule for teachers to work collaboratively exploring root causes, discussing instructional strategies and developing plans for remediation.
- (5) Progress will be discussed with each student, and parents will receive regular communication regarding the performance level and progress of their child.

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.

Each school chosen to participate in the grant will contract with E3 Alliance's RAISEup Texas program for ongoing professional development, coaching and data analysis. This will require \$55,000 - \$70,000 per school.

Additional grant funds will be used as follows:

- (1) hire substitutes allowing teachers to fully participate in trainings, coaching sessions, collaboration opportunities and parent conferences,
- (2) provide on-going professional development in the area of instructional strategies,
- (3) provide funding for teachers to work with curriculum coordinators outside of contract hours to develop aligned curriculum, write lesson plans and design common formative assessments.

It is anticipated that most grant funds will be used for payroll (6100) and professional and contracted services to our Vetted Improvement Program (6200).

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 are being used to fund salaries of the 20 new members of the District Academic Team. The primary focus of the team will be to align curriculum, create quarterly curriculum based assessments, and train and monitor teachers in the areas of lesson planning, differentiated instruction, data analysis, and strong instructional practices.

During the summer of 2021, federal funds will be used to train 70% of the district's teachers through Solution Tree to build collaborative Professional Learning Communities on each campus. Additional federal and school improvement funds will be used to train teachers and administrators in strong instructional practices using the Fundamental Five as a primary guide. Additionally, the district recently purchased MAP Growth through NWEA to have a research based and consistent way to measure student growth. We will use this data as another means to track student progress and improvement efforts.

This comprehensive plan covers many aspects of education including curriculum alignment, lesson planning, differentiation, assessment, and instructional practices. Funds from this grant would ensure that teachers as well as campus and district administrators have the training and collaboration time necessary to implement the plan with fidelity to accelerate the district towards our improvement and transformation effort.

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