



**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](mailto: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="8"/>
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.

By focusing on lever 1.1 the district will be able to also address all other levers embedded in the ESF through CCP. Ultimately, CCP supports the Title I, 1003 Effective Schools Framework-Focused Support Grant is designed to support the awarded schools with efforts to strengthen campus systems, build staff capacity, improve school outcomes and continue implementation and/or support of their improvement efforts, one of the key elements will be on building the staff capacity to ensure comprehensive and sustainable practices. Research has proven that training and follow-up coaching is the most effective means to build the capacity and shift culture that will provide sustainability. e2L will work directly with campuses to provide the training and coaching, assist with program management responsibilities, and provide support for grant requirements (will be your heavy-lifting partner). Principal Supervisor Training and Coaching Principal Supervisors receive training and coaching on specific critical moves for supporting campus leaders related to each of the Prioritized Focus Areas listed in Target Improvement Plans. Executive Training and Coaching for Campus Implementation support to help campus leaders design systems for securing the best possible teaching faculty, transforming campus culture, and increasing elements of effective instruction in every classroom. Teacher Training and Coaching e2Ls certified coaches provide teachers targeted, intensive support through personalized coaching focused on effective instruction and instructional strategies that improve both objective-driven daily lesson plans and data-driven instruction.

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.

Student Learning Summary  
Given the impact of COVID-19, all Texas districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Data included here reflects prior years accountability outcomes.  
For the 2018-2019 school year, Southside ISD received a "C" rating on the district report card, improving from a 73 the prior year to a 78 overall score. This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades students receive in class, we can use these grades to identify ways to help schools improve over time. the overall grade is based on performance in three different domains, noted below:  
Domain I: Student Achievement shows how much students know and are able to do at the end of the school year. It measures whether students have met grade-level expectations as measured by the STAAR test. It also considers graduation rates and how prepared students are for life after high school. Southside ISD/s score in this domain is a 73 out of a possible 100, an increase from the prior year score of 69 for the Domain.  
Domain II: School Progress shows how students perform over time and how that growth compares to similar schools. Districts earn a B (80-89) for recognized progress when 70% or more of students have made a year's worth of academic gains OR the district's achievement is above average compared to similar districts. The state determines the better score of academic growth or relative performance and the higher of the two becomes the overall School Progress grade.

## 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 2020-2021 school year brings a new Superintendent to Southside ISD, Mr. Rolando Ramirez. As a result, and in conjunction with the impact of the Covid 19 global pandemic, organizational changes are being made to meet the changing needs of the district. The Covid-19 pandemic disrupted the 2019-2020 school year and significantly impacted district programs and processes. Student and staff health and safety became the priority as the school year ended and remains a primary focus for the 2020-2021 school year. The district quickly adapted to remote instruction and offered online and paper packet options for student learning. The challenge of providing equitable learning experiences to students and teachers without electronic devices or internet connectivity quickly became a focus. The District responded with the purchase of devices and hot spots and worked to improve connectivity.

The Curriculum and Instruction Division support district faculty and staff in a mission to promote student achievement by providing research-based curriculum, along with best practices and strategies. To accomplish the District goals and objectives, the department has adopted the TEKS Resource System for the core curriculum, which follows the state TEKS. The Year at a Glance (YAG) documents serve as the scope and sequence and the Instructional Focus Documents (IFDs) help teachers see the depth to which a student expectation should be taught. These tools, along with the ongoing coordination of the written lessons and the taught and tested curriculum, enable the department to ensure quality, consistency, and equity in instruction across the district.

Southside is a Dual Language District. Our Two Way Dual Language Program is at Menchaca Early Childhood Center (PK/K) as well as our four elementary schools. In addition we have a Two Way Dual Language strand at each of our Middle Schools. Southside English Learner population is at 18.5%. (Bilingual and ESL).

The Southside Bilingual Department has worked closely with all stakeholders to offer parent trainings including information sessions on TELPAS, A to Z Learning, Rosetta Stone

and Parent Homework Dictionaries. Additional sessions this school year will cover remote learning topics including support with virtual instruction, technology needs, virtual

resources and strategic supports. In addition, the Bilingual Department has had a very successful annual Parent Symposium Night. This Spring event allows students to showcase

their language acquisition and parents select information sessions to attend. District teachers, directors, Specialists and vendors conduct sessions. In order to better support our

English Learners and grow our Bilingual Program Southside ISD has asked that all core content teachers at the secondary level have their ESL certification. In addition to offering

training/preparation, teachers are offered a \$200 stipend upon completion of passing and posting their ESL certification.

The Southside Independent School District Child Nutrition Department embraces the vision to lead educational excellence by providing innovative programs. We supply a basic

need to fuel their bodies with nutrition, but for many, we are the smile they need every morning. We promote healthy, nutritious menu items each day to all our students while

promoting good health and good eating habits. All students are encouraged to participate in the breakfast and lunch program that operates under the guidelines of the National

School Breakfast and Lunch Programs. Given geographic diversity and variation in Covid-19 prevalence, solutions for feeding children who usually participate in federal

nutrition programs will need to be flexible, tailored, and thoughtful — Our department is providing meals to all our virtual learners via bus routes, curb site, and for those students

present we deliver meals to classrooms and in the cafeteria.

The care and development of our employees, from bus drivers and support personnel to classroom teachers — is essential to the success of our students. The Southside ISD Human

**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 proposed budget is being built based on the district and campus improvement goals. The general operating budget is designed to meet the wholistic needs of the student, instruction and CCMR needs of the students.

The budgeting and staffing component is proactive, reflective, and responsive to the Site Based Decision Committees, student engagement, and Community Parent Engagement.

**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 LEA has DEIC, SBDC, and Finance/Business Organization/departments has developed compliance, internal audit controls and monthly analysis to review expenditures and analysis of resources.

**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**

