



**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

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.

WISD plans to provide on-site targeted Professional Development and ongoing coaching at Fred and Warren Elementary throughout the school year. WISD will hire job coaches and RTI teachers for both Fred and Warren during the 2021-22 School year which we believe will have a positive impact on student outcomes. Job Coaches will ensure that teachers are equipped to deliver strong instruction that uses research based strategies, formative assessment, and that is aligned to the rigor of the TEKS. Response to Intervention teachers will provide targeted remediation for students who have been identified with Tier II/III achievement gaps. RTI teachers will provide ongoing support using pull-out and push-in methodology to target student's greatest needs for support.

Administration, Teachers, and student will data track throughout the school year as part of our interventions plans. Data will be used to target specific needs of individual students. Accelerated instruction and/or intervention will occur for students based on information yielded from various data. (i.e. Renaissance, Screener, Student Work, Discipline) Campus Administration and teachers will progress monitor at the beginning of each month to make informed decision based on data disaggregation. District Data Reviews will be scheduled and include Principals and Teachers after each benchmark assessment across the district. Guiding questions will be provided for each data review to establish protocols for campus sessions.

WISD currently utilizes Plan for Learning for all Campus/District Improvement plans and looks forward to expanding the use of this web-based system to include the improvement plans for this grant.

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.

BOY, MOY, and EOY Assessment Data will be used to determine if initiatives are resulting in student progress We believe in providing opportunities for ongoing support and coaching of the campus leaders. In response, Principals will have monthly meetings with central administrations where we will facilitate training/development of their capacity to grow as instructional leaders. Principals will hold campus PLC meetings with established protocols they learn through TIL support. Monthly staff meetings will support progress monitoring and provide campus training in areas identified as deficient.

WISD will also progress monitor CIP goals a minimum of 4 times per year to determine if support is needed and to celebrate forward momentum among staff.

WISD commits to providing ongoing teacher training and development annually to ensure ongoing support of district initiatives and to provide support in teacher identified areas of need. Teacher PD days will be provided throughout the calendar year and will also be embedded when assessment data and walk-through data identify concerns. WISD will contract services with Region 5 in content areas that show significant signs of regression or lack of adequate progress.

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.

Teachers will use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. Campus Administration and Staff will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. WISD would provide full-time Response To Intervention(RTI) teachers to campuses to assist with ongoing intervention for TIER II/ III students identified by teachers in math and reading. Additional staffing would allow more flexibility providing opportunities for accelerated enrichment and opportunities for staff to have PLC time for planning and alignment on a more regular basis. It would also provide opportunities for the campus /district to embed professional development throughout the day.

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) will be visible in each and every classroom and throughout the school to foster student ownership and goal setting. Campuses will celebrate student success with progress monthly to motivate and create buy-in.

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.

WISD would use the budget to support staffing in the form of RTI, job coaches, and/or specialist. In addition, we would provide teachers with the materials and/or technology to support math and reading instruction across all grade levels.

Data-Driven Instruction is a highly effective, research-based training that guides teachers and administrators to spend less time teaching their students what they already know and more time on what their students need. WISD would contract service with the Region V service center to facilitate developing the Texas Instructional Leader mindset for data-driven instruction. TIL support will build leadership capacity in campus Administration, job coaches, teacher leaders and/or Specialist so that they can help teachers develop content knowledge. Teachers will learn how to unpack their standards and analyze aligned assessment items. Our goals is to see effective instruction that aligns to the intended learning outcomes.

TIL support will provide campus and district leaders opportunities to develop proficiency in establishing and coaching toward effective instructional practices in every classroom. Ongoing Data Analysis and observational data will be gathered to determine if there is effective implementation of materials/assessment in the classroom. Timely feedback and specific coaching support for teachers will be provided when deficiencies are identified.

RTI teachers will be provided with materials/resources needed to target specific learning needs of students. A high impact tutoring program will be established to support individual needs of student with significant achievement gaps. In addition, Math or Reading Specialist will be hired to support RTI and/or teacher development throughout the school year. Both RTI and Specialist will help to support the individualize learning needs of students.

Campus resources and materials will support and align to identified areas of weakness. According to our current data, Math continues to fall below in performance across most grade levels. Vertical alignment and a curriculum audit will be performed in elementary Math. Math resources will be review and/or replaced/supplemented with new materials that support learning in the classroom.

The district will consider, if the budget allows, the purchase of decodable readers to assist with Early childhood balanced literacy and possible programing for Special Education students identified as performing significantly below grade level.

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.

WISD will align and continue to closely monitor low socio-economic and special education subpopulations of students to determine if we are growing in these identified target areas. Training and support will be provided for implementing modified curriculum, tiered support through pull-out or push-in methodology, and by providing a strong social-emotional curriculum for our students. This coupled with a strong TEKS Resource Curriculum will result in positive outcomes for our students.

RTI support will continue to be provided for students whose data reflects a need for intervention. Ongoing data analysis will occur monthly to progress monitor the need for support in Math and Reading across both campuses.

WISD will continue to promote an inclusion environment for Special Education students by minimizing the number of students receiving services in a Resource setting. Behavior RTI and intervention programs will be established for the 2021-22 School year to include support for ALL students who need RTI for behavior. Social Emotional curriculum will be implemented by campus Counselors on a regular basis to ensure adequate support for the whole child.

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"/>
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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

<input type="text"/>	<input type="text"/>
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