



**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 [REDACTED]

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): [REDACTED]

Applicant Information

Organization **TRINITY ISD** CDN **228903** Campus **THS & TJH** ESC **6** DUNS [REDACTED]
 Address **101 WEST JEFFERSON** City **TRINITY** ZIP **75862** Vendor ID [REDACTED]
 Primary Contact **NATALIE BARRETT** Email **NBARRETT@TRINITYISD.NET** Phone **936-661-7961**
 Secondary Contact **LUANN GALLANT** Email **LGALLANT@TRINITYISD.NET** Phone **936-594-3569**

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 **JOHN KAUFMAN** Title **SUPERINTENDENT**

Email **jkaufman@trinityisd.net** Phone **936-594-3569 ext 1001**

Signature *John Kaufman* 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	<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.

The district will support campuses in carrying out school support and improvement activities by:
Dedicating professional development days focused on target areas identified in the campus improvement plans.
Add professional development days to the academic calendar for data analysis after grading period benchmarks and lesson planning time to make adjustments based on data.
At least four weekly PLCs (common planning times) each grading period will be dedicated to lesson planning and assessment building.
Provide stipends for summer workshops/activities for additional teacher work days.
Provide necessary supplies, materials, and support for training.
Continue use of 806 technologies which allows for a web-based improvement plan.

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.

The DCSI will monitor campuses receiving the ESF-Focused Support Grant. Monitoring will include monthly reviews of web-based improvement plans during regularly scheduled administrative team meetings. Ninety-day goals will be reviewed and discussed by the leadership team, and adjustments will be made as necessary. Artifacts will be collected by each campus and shared with the DCSI via Google drive for timely review and adjustments. If the implementation of the improvement plan is not successfully implemented within the first year of the grant cycle, the district leadership team will review the improvement plan, and help campuses make necessary adjustments. These adjustments may include resetting outcome goals, reassignment of personnel, or introducing new policies and procedures.

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 district will provide operational flexibility to each campus by supporting action steps detailed in the ESF-aligned improvement plan. District support staff will work directly with campuses to provide specific training that aligns with the ESF action steps and outcomes described in campus improvement plans. District resources, access to ESC support staff, and other training/activities deemed necessary by campus leadership will be supported, as appropriate, by the district. Control of discretionary funds set aside for supplies and materials will be given to campus leadership. Daily schedules and duties of support staff and the instructional specialist will be determined by campus leadership. Campus leadership will be given the authority to adjust district-adopted scope and sequences to meet students' needs based on outcomes determined by the ESF-aligned improvement plan.

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 designed to support campus improvement efforts by providing additional funding for staff, training for campus leadership and teachers, and supplies/materials.

The ESC's Texas Instructional Leadership program will provide campus leadership the guidance needed to enhance current practices and develop new procedures for continued and sustainable growth. Additionally, ESC content area staff will lead training on objective-aligned exemplars, unpacking TEKS, creating objective-focused lesson plans, and utilizing data to drive instruction.

Stipends and substitute pay for professional development days will incentivize teacher work on plan development, lesson planning, assessment building, and data analysis.

Funds for supplies/materials will be used at the discretion of campus leadership. Examples of supplies/materials will include but are not limited to informational books, binders, colored posters, folders, etc.

At the end of the grant cycle, the district will continue to use the improvement practices, policies, and procedures developed over the two-year grant cycle in ongoing improvement efforts. Campus leadership will continue to have operational flexibility concerning staffing, discretionary funds, and curriculum resources. The DCSI will continue to monitor campus improvement plans and meet with campus leadership to discuss ninety-day outcomes and 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.

The district is committed to supporting campus improvement efforts and will continue to use allocated Federal, State, and local resources to support campus' improvement efforts currently in place. The junior high instructional ELAR specialist will continue to be funded by local resources. Programs such as Mentoring Minds, Dynastudy, and IXL will continue to be funded by Title 1 monies. Capturing Kids' Hearts and CHAMPS training components will continue to be funded by Title 2 monies. ESF grant funds will support campus' current efforts by providing additional training for campus leadership to leverage the resources and practices already being utilized. These funds will also be used to develop necessary resources and implement procedures to further school improvement efforts.

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

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