



**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 **July 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 **Graham ISD** CDN **252901** Campus **Graham JH** ESC **9** DUNS **039031737**

Address **400 Third St** City **Graham** ZIP **76450** Vendor ID **75-6001692**

Primary Contact **Sonny Cruse** Email **sonny.cruse@grahamisd.com** Phone **940-549-0595**

Secondary Contact **Gary Browning** Email **gary.browning@grahamisd.com** Phone **940-549-3399**

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 **Sonny Cruse** Title **Superintendent**

Email **sonny.cruse@grahamisd.com** Phone **940-549-0595**

Signature  Date **4-19-21**

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1

2

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.

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 DCSI, Principal Supervisor, and Campus Leadership Team will meet to review the Spring 2019 Graham Junior High School ESF Diagnostic report, Graham Elementary ESF Self-Assessment, as well as 2020-21 artifacts and data to guide the development of a strong year one Targeted Improvement Plan (TIP) and inform the year two TIP. This plan includes goals, objectives, and school improvement activities for improved student outcomes. In addition, action steps will be included to address identified barriers, and district commitments will be identified to support campus implementation of the TIP. This process will create a timeline for school improvement activities and a structure to monitor the implementation and effectiveness of the TIP. The LEA will perform an ESF Diagnostic for Graham Elementary in the spring of 2022. The results of this diagnostic will be utilized to guide improvement efforts into year two of the grant.

The LEA will coordinate professional development services with the TIL VIP (Region 9) intended to increase the instructional leadership skills at the district and campus level to support effective lesson planning and alignment, formative assessment, and Data Driven Instruction which are the focus areas identified in each campus' ESF diagnostic report. The LEA and Campus leadership will participate in all implementation support activities and coaching.

The LEA will engage with the Division of School Improvement to receive ongoing feedback, coaching, and implementation support to build capacity that aligns pathway one. The LEA will participate in all ESF-aligned differentiated trainings provided by the Division of School Improvement to help build the capacity to support improvement in the district.

The LEA will ensure monetary resources in addition to grant funding will be provided to support TIP implementation. A district level staff member will work closely with campus level administration to eliminate barriers. During the first year in school improvement (2019), Graham ISD saw the need for the development of a curriculum management plan to sustain improvement efforts and provide leaders the structure to support effective instruction and a data-driven culture. Graham ISD has developed a Curriculum Management Plan (CMP) that will serve as the framework for planning, instruction, and student assessment. The CMP outlines clear responsibilities for all stakeholders, creating an efficient DDI implementation where each stakeholder understands their role. The DCSI and Principal Supervisor will coach campus administration, connecting their daily actions to these responsibilities while at the same time building the campus administrator's ability to transfer this process to their staff. By working collaboratively with campus administration and teachers, the LEA will ensure that the three components of lesson alignment and formative assessment (written, taught, and tested curriculum) are in alignment across all grade levels and classrooms.

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 LEA will monitor schools receiving the ESF grants in order to make sure all efforts are aligned to school improvement goals. The LEA will monitor schools in the following ways:

- The DCSI (campus grant contact) will ensure grant expenditures are aligned with school improvement goals and grant budget.
- The DCSI, Principal Supervisor, and Instructional Leadership Team (ILT) will engage in coordinated bi-weekly walkthroughs to gather evidence of action step implementation.
- The DCSI and ILT will meet weekly to review data and artifacts and discuss processes that affect upcoming school improvement related action steps. In addition, the LEA will engage in ongoing review of data to identify barriers and make appropriate adjustments to ensure successful implementation throughout year one.
- The ILT will develop a calendar that outlines school improvement activities that includes dates for the following: TIP submissions, ILT meetings, checkpoints, data meetings, PLC's, and coordinated campus and classroom walkthroughs.
- The Principal Supervisor will provide support, one-on-one coaching to campus administration to build their capacity to implement TIL.
- DCSI and Principal Supervisor will hold campus administration accountable for the monitoring of lesson alignment, lesson plan feedback, and formative assessment through artifacts such as lesson plans and walkthrough data.
- Campus grant contact will monitor ESF focus grant activities and expenditures to ensure alignment with grant budget and TIP. Based on evidence from gathered data, the ILT will adjust the TIP as necessary.

If, after year one of the grant cycle while monitoring and adjusting the TIP, the school improvement efforts are unsuccessful the LEA will:

- The DCSI will survey all stakeholders to gather input regarding school improvement efforts.
- The DCSI, Principal Supervisor, and ILT will determine barriers to implementation and identify course corrections needed to move school improvement efforts forward and improve student outcomes.
- The DCSI and Principal Supervisor will coordinate with the VIP to determine if change management training is needed to build the capacity of district/campus leaders in leading school improvement efforts.

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.

While the LEA has developed a CMP to create consistency in planning curriculum, instruction, and assessment, the campus has operational flexibility regarding it's unique needs in areas such as staffing, student management, instructional resources, scheduling, and facility use.

The LEA will provide guiding resources to create valid assessments. These resources will provide access to rigorous, aligned assessment item banks, guidelines for the development of valid and reliable assessments, and guidance for the length and content of assessments. Campuses have operational flexibility in choosing items for building assessments and aligning those assessments with their scope and sequence. This allows transparency and is conducive to the backward design process. Also, the LEA will work with each campus to develop an assessment calendar that aligns with the district calendar and outlines all the DDI activities throughout the year.

The district will limit the number of initiatives placed on each campus in order to focus efforts on high yield school improvement activities that align with the ESF framework.

As barriers arise in implementation, the LEA and campus will evaluate campus data, district policies, and practices to readily adjust and give campuses flexibility to meet goals that align with the ESF framework and overcome those barriers.

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 LEA has collaborated with the campuses, reviewing the Graham Junior High School ESF diagnostic results and Graham Elementary ESF self assessment, to identify resources that will assist with implementing prioritized focus areas within school improvement.

The LEA will designate 10% of the school improvement grant funds in contracted services for TIL VIP services (Region 9). Both Graham Elementary and Graham Junior High will engage in TIL Lesson Alignment and Formative Assessment and continue Data-Driven Instruction from previous school improvement efforts. Graham ISD will use local funds at the conclusion of the grant to continue their partnership with Region 9 to provide VIP services to support implementation and build the capacity of leaders to sustain these efforts.

The LEA will designate 60% of grant funds for payroll costs to continue to provide a reading interventionist at Graham Junior High. The reading interventionist position is a continuation from previous school improvement activities and has been funded through the school improvement grant. The reading interventionist provides additional tiered support to students identified as needing intervention indicated by data from campus-wide screeners, interim assessments, and weekly assessments targeted toward specific skills to track student progress. The reading interventionist position is a priority for Graham Junior High and will continue to be funded at the end of the grant through local funding.

The LEA will designate 30% of grant funds for contracted services to strengthen tracking of student progress and provide customized learning support for student needs.

The first contracted service will provide a nationally normed assessment tool to identify gaps in individual student learning. The data provided through this assessment program will be used by the LEA and campus administrators to track student progress throughout the year and predict student success on STAAR. Campus administrators and teachers will use this data to identify students in need of intervention. The data provided through this assessment program will integrate into a second party product that creates a targeted, individualized intervention plan for each student.

The second contracted service interfaces with the assessment program described above to provide a targeted, individualized intervention plan for each student. This individualized plan includes instructional targeted skill support for student mastery with both online and teacher directed instruction. This program will provide system wide support to close achievement gaps created by learning disruptions in Spring 2020 and the current school year.

Professional development for district and campus administration as well as teachers and support staff is included in the contracted services to ensure all parties learn how to navigate each product, utilize data efficiently, and implement the products as designed with fidelity.

Each of these contracted services will be funded beyond the timeline of the school improvement grant using local and federal funds.

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 will utilize additional funding sources to supplement the funds included in this grant. Those funding sources include state compensatory funds, local funds, and federal funds.

A focus of DDI is to close the achievement gaps between students in varying student groups. Federal funds are used to provide necessary supplies and materials needed to enhance intervention for students not being successful in tier I learning environments. In addition, rural and low income funds are being used to provide accelerated instruction for students not mastering course content. Title III funds are being used to provide supplemental programs and materials to meet student needs in bilingual and ESL classrooms.

Federal funds are also being used to provide leadership training for current district and campus administrators as well as teacher leaders and other campus leaders. This training is designed to help leaders understand their current strengths and how to use those strengths to compliment weaknesses and enhance their overall leadership skills.

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