



**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 **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](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

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.

Gorman ISD will continue to support Maxfield Elementary in its school improvement activities by assisting in the development and implementation of the Effective Schools Framework (ESF). In addition, Gorman ISD has made improvement efforts a district priority by requiring all campus administrators in the district to participate in the Texas Instructional Leadership (TIL) process. With guidance and support from ESC 14, Gorman ISD is currently participating in the TIL process; the District plans to continue this participation in TIL as its vetted improvement program for the upcoming 21-22 school year. The District superintendent will continue to serve as the DCSI for Maxfield Elementary as well as the Principal Supervisor for TIL in order to fully support school improvement efforts not only on the Maxfield campus but across the district. The DCSI, along with the campus principals, will continue to attend all required ESF and TIL trainings at ESC 14 as well as hosting the ESC 14 TIL coach for monthly on-site coaching and progress monitoring in order to build district wide capacity in lesson alignment and data driven instruction.

Maxfield Elementary had its first ESF diagnostic in SY 2020 and has used the results to guide its school improvement efforts; the campus will continue to use the ESF Targeted Improvement Plan (TIP) template throughout the duration of the school improvement process and this grant cycle. The District DCSI and Maxfield Elementary administrators will attend necessary training at ESC 14 on the new web-based platform provided by TEA; this web-based platform will be used for all future submissions. Using the ESF TIP template, the DCSI, Maxfield Elementary administration, and campus staff will continue to participate in the continuous improvement process through the development of this guiding document. Student data will continue to be analyzed and essential action steps identified for prioritized improvement efforts. Administration and staff will then continue to develop the desired outcomes and potential barriers to each lever. The DCSI, Maxfield Elementary administration, and campus staff will continue to assist in developing the district level actions for each 90-day cycle as well as the District Commitment/Theory of Action. Once this document is developed, it will be submitted via the TEA provided web-based platform as well as published on the Gorman ISD website. The campus principal and all campus staff will have a classroom copy of the TIP for frequent reference and guidance. The TIP will also be available upon request at the main campus office.

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 Gorman ISD Superintendent/DCSI is the primary campus contact for the School Improvement Grant and will be responsible for entering improvement plan information in the TEA provided on-line platform; Gorman ISD's business manager is the secondary contact for the grant. The Campus Leadership Team (CLT) will consist of the District Superintendent/ DCSI, Maxfield Elementary administration, and campus staff representatives. The CLT will continue to meet weekly to monitor the campus' progress on the ESF TIP. In addition, ESC 14 consultants will continue to meet with the CLT quarterly to review student data and campus progress to ensure the district is following the ESF TIP. Student data will be gathered, reviewed, and disaggregated from campus level CBA benchmarks given each six weeks, STAAR Benchmarks, TEA Interim Assessments, campus level MAP RTI mathematics data, and campus level I-Station reading data. The DCSI will continue to meet one-on-one with Maxfield Elementary administration and classroom teachers to discuss data gained from these regularly scheduled assessments and determine if individual student progress was made and plan necessary adjustments for re-teaching and future instruction. Furthermore, the CLT and ESC 14 consultants will continue to meet with the TEA School Improvement Specialist for quarterly progress monitoring.

Furthermore, the District TIL team will continue to work on prior action steps aligned to lesson planning and formative assessment. The TIL team will also attend training at ESC 14 in the summer of 2021 for Data Driven Instruction. The ESC 14 TIL coach, Superintendent/ Principal Supervisor, and campus administration will continue to meet monthly to discuss progress toward mastery of the TIL Action Steps.

During the summer of 2022 the CLT will convene to analyze available campus data to determine if the implementation of the TIP in the first year of the grant cycle was successful and articulate what adjustments and next steps should be made to the campus TIP for the upcoming school year. Subsequently, during our August 2022-2023 convocation, this revised plan will be shared with the rest of the Maxfield Elementary staff.

**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.

Our District Commitment Theory of Action in our TIP for Essential Action 1.1 states, "If the district places its most effective school leaders in its highest need schools and the district provides opportunities for ongoing support and coaching the campus leader, then the principal will have the tools and support to become a stronger instructional leader. This will result in teachers becoming more effective and increased academic success for students." As a result of our District commitment, Gorman ISD has already been participating in the ESF Framework for the past two years and the Texas Instructional Leadership process for the past year. As a result, the District is already accustomed to operational flexibility and has established procedures for communication and review of progress. For both the ESF and TIL frameworks, the Superintendent/DCSI and campus administration communicate daily on progress and meet weekly to discuss progress in a formal manner. In addition, the CLT meets with ESC personnel and TIL coach monthly to review action steps and levers that have been identified as areas of need in the ESF Diagnostic to discuss progress and status of improvement. The district will continue to follow this schedule for the duration of this grant cycle with the understanding that flexibility may be needed. The Superintendent has prioritized and scheduled time to be the principal supervisor and DCSI to ensure each campus administrator is developing as a campus leader and instructional coach. TIL implementation is one of the top district priorities. As such, not only is the administrator from the low performing campus in the district required to participate in TIL, but the administrator from the high performing campus is also required to participate in TIL.



**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.

If awarded the grant, Maxfield Elementary will use 60% of the grant funds for personnel. With the previous SIG grant personnel allocation, the district has employed two RTI reading interventionists for the Maxfield campus to help struggling readers. The teachers have developed a successful and effective pull out program for RTI reading that is showing good progress and results for students. This grant will provide the funds needed to continue the employment of these two interventionists.

With the remaining grant funds, the district will continue to pay for the CLT's participation in subsequent TIL cycles. The district will pay for the administrator on the low performing campus to participate in TIL using funds from this grant if awarded; the participation of the administrator from the high performing campus will be paid for out of local funds. Maxfield Elementary will be allowed the flexibility to spend the remainder of the grant funds according to needs identified by the administration and staff of the campus in their Needs Assessment. Appropriate EDGAR purchasing guidelines will be followed relating to all purchasing, and all budget amendment guidelines and requirements will be followed should it be necessary to move funds within the grant.

**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.

Gorman ISD will align Federal, State, and Local funds with this grant to ensure that all money is being spent effectively and with the goal that continuous improvement is taking place. Local funds will be used to pay the TIL costs for secondary administration in the upcoming TIL cycles. Title 2 funds will be coordinated with grant funds to pay for any professional development for Maxfield elementary staff as identified in the campus needs assessment and/or ESF TIP. Title I funds are currently used to finance the payroll of an RTI math interventionist for the Maxfield campus, and we have used previously awarded SIG grant funds to purchase the MAP screener and program subscription. REAP funds are used to purchase technology for the students on the Maxfield campus and existing SIG grant funds and Title 2 funds are used to provided teacher training on this new technology.

Gorman ISD will apply for the foundation SIG grant when it becomes available for additional grant funds for Maxfield Elementary. These funds will be allocated in a similar manner as this grant funds and will be spent in a similar manner and in coordination.

**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**

