



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="0"/>
Pathway 2	<input type="text" value="1"/>

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.

Sinton Independent School District (SISD) has a long history of supporting E. Merle Smith Middle School (Smith Middle) with an appropriate balance of oversight, support, accountability, and freedom to experiment and innovate. Most recently, SISD has worked closely with Smith Middle to implement the Effective School Framework for School Improvement (ESF) through a web-based plan and will continue this practice in earnest during the period of the grant.

The specific domains for improvement identified within the ESF for focus at Smith Middle include:

- Essential Action 1.1: Campus instructional leaders with clear roles and responsibilities.
- Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations.
- Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

SISD will align current programs, requirements, and resources to enable Smith Middle to make excellent progress in the identified ESF domains, which will lead to excellent progress in student achievement.

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.

SISD will monitor Smith Middle through three mechanisms:

- Annual review, including at submission. Each year during the course of the grant, SISD will review the annual web-based plan and provide feedback to ensure the actions are commensurate with the goals. SISD will also use this annual review as an opportunity to ensure all programs, requirements, and resources are aligned to best support Smith Middle.
- 90 day improvement cycles. 90 day improvement cycles will provide the continuous improvement structures requires for effective LEA oversight of the implementation of the improvement plans. Supported by the Vetted Improvement Provider (VIP), the 90 day cycles will include a review of available data and mid-course adjustments necessary to continue progress toward stated goals.
- Twice monthly support meetings. Assigned SISD supervisors will meet with Smith Middle principal twice monthly to provide ongoing support and opportunities to align resources to the needs identified in the improvement plan.

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.

As a small LEA, SISD already provides significant operational flexibility to Smith Middle. In addition to the ongoing flexibility provided, SISD commits to enable Smith Middle to plan and conduct its own PD (in collaboration with the VIP) and make adjustments to PD schedules to enable all teachers to participate (this has been a challenge in the past). SISD commits to provide flexibility in policies and practices as needed throughout the life of the grant.

Smith Middle has created an impactful culture that is uniquely open to classroom observation, feedback, and improvement. Given the operational flexibility from SISD, and the special culture we've developed, we are poised to leverage state and federal resources to deepen our school improvement work and make a major impact on student achievement.

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.

SISD has invested significant resources in Smith Middle school, including a new building, state of the art technology, evidence-based curricular resources, and staffing at class sizes below state averages in ELA, Math, Science, Social Studies, and Foreign Languages). In addition, we are implementing AVID and are a STEM academy.

Therefore, we are explicitly applying for this grant to acquire expertise, professional development, and individual leader, PLC, and teacher coaching. Given the needs identified in the assessment, the prior investments at Smith Middle, we believe that enhancing the capacity of our staff will not only provide the most immediate impact but also the most sustainable impact on student learning.

We have several existing efforts (long term investments) that are ongoing and will be well served by the additional capacity building. These include lesson plan submission, PLC training and facilitation, data driven instruction, intervention periods, common planning time, and several more.

Therefore, the intent of our work with our VIP is to create and implement a holistic school improvement plan that incorporates what we've been doing, and helps us implement all of it as one plan, with more depth and fidelity than we are currently implementing.

Contracts: \$130,000. The proposed budget for our Vetted Improvement Partner (Ed Direction) includes the following:

- Comprehensive Appraisal and Root Cause Analysis
 - o Survey, interviews, and focus groups
 - o Classroom observations
 - o Facilitated root cause analysis
 - o Analysis, key findings, report
- Professional Learning, Full Staff
- Leadership Coaching for Principal
- Leadership Coaching for School Leadership Team
- Individual Teacher Coaching
- Collaborative Coaching for PLCs.
- 90 Day planning
 - o Implementation Planning
 - o Performance Management

Summer Stipends and Substitute Expenses for summer planning and in-service training and coaching: \$20,000

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.

Sinton ISD fully commits to support Smith Middle’s continuous improvement efforts using available federal, state and local resources and activities. SISD has a history of coordinating funds to better serve the needs of each campus’s instructional program and enhance services. By using the ESF framework district-wide, we are able to align district-level professional development, leadership coaching, assessment protocols, selection of instructional resources, and PLC protocols seamlessly across the district. Further, the district commits to supporting the campus’s participation in the improvement program by engaging in activities supported by the VIP to help with implementation during and beyond the grant period.

Below are several examples of how SISD will leverage federal, state, and local funds to implement and support programs and initiatives that align with the ESF-Focused Support Grant objectives.

- Through ESSA, various Title funds are used to provide supplemental resources and services within SISD. Smith Middle School receives funds to attain research-based instructional supplies and materials, digital teaching and learning tools, and high quality professional development that are aligned with campus and district initiatives.
- SISD utilizes State Compensatory Education funds to implement AVID district-wide. Through the funding allocations, Smith Middle School is provided a FTE to instruct the AVID Elective classes, and serve as a site coordinator for school-wide implementation. In addition, a college-tutor is funded to facilitate inquiry-based core subject tutorials within the AVID Elective classes. The AVID College Readiness Framework includes four domains: instruction, system, leadership, and culture.
- Historically, SISD has been awarded and implemented numerous competitive grants to strengthen the STEM Academy activities in order to provide relevant, engaging, and well-rounded educational experiences for our students and professional development opportunities for educators.
- The SISD GEAR-UP grant activities compliment district and campus goals aligned with college and career readiness. Through this grant, students are offered experiential learning opportunities and educators are impacted through professional development.

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