



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
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.

After completing these foundational steps to identify ESF priority areas, stakeholders will then be able to identify critical needs at the campus level and ensure that these are student focused and embedded in the campuses TIP. Throughout this process clear communication and feedback from all stakeholders will need to be ensured through various meetings and platforms. Committees will be composed of a diverse representation from campus and district levels, along with community members and parents. In doing so, these members will be able to have assigned roles and responsibilities that allow for them to voice their concerns and ideas, while reviewing the various data sources provided from the multiple feedback platforms. Once this committee has collected and reviewed the data and identified the priority areas they then will be able to develop a web-based improvement plan that incorporates goals and strategies for implementation.

By maintaining clear communication and providing professional development to campus leaders and teachers, we will empower staff and eliminate barriers that would hinder improvement. Communicating a clear, focused vision that is aligned to the ESF Framework and TIP ensures that purposeful decisions are made and actionable items support our overall goal. A district assigned principal supervisor will provide coaching and implementation support and monitoring of improvement efforts.

Taylor ISD will commit to allowing each campus with operational flexibility, but will maintain strong communication to promote best practices and ensure vertical alignment across multiple campuses. This operational flexibility will include the shifting of resources, processes and practices in response to identified actionable items. Standard practices may be deviated from in order to meet the needs of each campus and allow for creativity that prioritizes a successful learning environment for all students.

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.

Taylor ISD will designate district and campus level personnel to ensure our web-based improvement plan is implemented with fidelity across the district. Principal supervision and coaching will be a critical first step in leading the change and conveying the vision to campus level stakeholders. Once a clear, focused vision aligned to the ESF Framework and TIP is communicated, training and professional development of all stakeholders would take place. Through quarterly check-ins, campus visits and observations focused on targeted areas, feedback will be provided and a plan for direct coaching in areas of identified weaknesses established. Routine direct coaching cycles will be conducted to ensure implementation of best practices is done with fidelity across various campuses and classrooms. This can be accomplished with onsite observations and immediate feedback for teachers and campus level leaders. If campuses are unsuccessful, TISD will use data analysis to facilitate a root cause analysis to develop strategies for corrective actions.

TISD utilizes various formative and summative assessments to drive decision making processes impacting student achievement and the learning environment. Data is reviewed vertically and horizontally across the district and individual campuses to ensure every student is viewed through an instructional lens down to the TEKS-specific level. Campuses utilize benchmarks CBAs, State interim assessments and semester exams as indicators to provide data to the teachers on each student's proficiency level with each TEK. NWEA Map, Education Galaxy, and Eduphoria are used to track the student data and proficiency levels along with other formative assessments on a weekly basis. Students are required to keep a goal and TEK tracker to monitor their growth on specific TEKS. Students are given an assessment, then grouped based on TEK success criteria and placed in a small group intervention within the regular classroom setting. These TEKS are continually spiraled throughout lessons and formative assessment to determine growth and mastery.

The district places a focus on students achieving at 'Meets' and 'Masters' levels of STAAR and communicates to educators, parents, and students that 'Meets Standard' is an early indicator of college readiness. Interventions are planned to ensure that 'Meets Standard' performance is the minimum expectation for all students.

TISD will provide timely feedback and identify improvement areas if targets are unmet by a campus. In identifying the areas of need, the district will provide recommendations for action steps to be adjusted that meet needs and create desired outcomes. The district will identify evidence that reflects campus practices that go beyond compliance and have positive effects on student outcomes.

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.

Taylor ISD will provide clear communication in conveying the vision and goals of ESF web-based improvement plan with district wide stakeholders. In doing so this will reflect a change in ineffective practices and processes that have routinely hindered student success. The LEA will strategically modify the implementation of the ESF to ensure that critical areas of need are prioritized and stakeholders fully understand the importance of implementing with fidelity. Explicit and rigorous standards will be the expectation for every student, in every classroom, on every campus in Taylor ISD. By ensuring we are continually monitoring growth, Taylor ISD commits to responding and adjusting goals accordingly when they are not met in a timely manner or have surpassed expectations. When we have identified these areas, Taylor ISD will provide support based on the needs of personnel. When systems and processes are in place at a foundational level, regardless of personnel change, student outcomes will continue to improve through this continuous improvement cycle. TISD is committed to providing campuses with operational flexibility to ensure that campuses are able to reach the needs of each and every student. Operational flexibility would include campuses having the autonomy to determine course offerings that fit the needs of their students, and a master schedule that reflects the mission, vision and goals of the campus and district. These may include campus specific intervention and enrichment classes that address literacy needs, or bell schedules that provide an intervention time for all students during the day and an extended ELAR double block.

The campus leadership will continue to support and control staffing by focusing on building a positive and supportive culture and climate to allow for teachers to continue to grow in their fields. The LEA will reduce potential barriers by providing support in the planning of curriculum and instructional delivery, ensuring that students are receiving the same high quality of instruction in every classroom. The uniformity of instructional planning is imperative to reducing the number of variables when disaggregating data. LEA and campus leaders, with the support of District Instructional Specialists, will assist teachers in these curriculum decisions.

We will evaluate the effectiveness of our web-based improvement plan using CBAs, State interim assessments and semester exams as indicators to provide data to the teachers on where each student's proficiency level stands with each TEK. NWEA Map, Education Galaxy, and Eduphoria are used to track the student data and proficiency levels along with other formative assessments on a weekly basis. These assessment tools will allow stakeholders to make adjustments to instruction with the advice of the LEA and campus leaders.

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 primary expenditure for the proposed budget will be within the 6200 object code for contracted services to work in strategic partnership with Raise Up Texas with focus in the areas of leadership, effective instruction and data analysis. These activities will include but are not limited to; coaching sessions, professional learning, transformative work, connecting to the Effective School Framework, enhancing strategic plans, instructional models, data to drive best practices, and building capacity of campus leadership within our PLC processes. Raise Up Texas is also committed to working collaboratively with Engage2Learn at Taylor Middle School in the area of 1.1. Both companies have committed to support one another's efforts to align and accelerate our Blended Learning implementation.

To ensure the highest quality of implementation and improvement at TMS, personnel costs (6100 object) will be targeted for teacher leaders, who are selected and vetted through a detailed process, to receive professional development and support on being effective teacher leaders. These positions will receive a supplemental stipend to carry out extra duty pay activities as Master Teachers and for additional days/hours of work to support school wide improvements during summer months and the 2021 school year. This budget also includes substitute teachers costs to cover classroom instruction as teachers attend professional learning opportunities throughout the year.

Supplies/materials (object 6300) will include, but not limited to: instructional manipulatives, technology hardware/software, supplemental instructional materials, books for professional development, student texts, supplies to enhance culture/climate, etc.

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 proposed budget was created collectively and collaboratively by leaders at the campus and district levels to meet the prioritized needs of the students and staff as identified in the comprehensive needs assessment process. To ensure that the implementation of the program will be highly effective and reduce the risk of duplication and fragmentation of instructional programs, the district will coordinate these supplemental funds with federal, state and local funds to ensure appropriate programs, instruction and services to all students, while maximizing the impact of available resources.

TISD is committed subsidizing salaries/stipends with Title 1 funds and providing professional development through the use of Title II funds. Specialized services and or resources for our English Learners will receive funding through Title III.

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