



**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  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.

The needs assessment originally performed when our campus was designated with a "D" campus rating in accountability showed that our teachers needed support and development in the area of lesson plan alignment and development. In addition, we identified a need for teachers to apply a systematic way of using real-time student data to inform their teaching. As we proceeded through the ESF process and learned about the framework, we began to formulate a plan for increasing teacher capacity in the areas of lesson alignment and data-driven instruction. Furthermore, the ESC-performed ESF diagnostic confirmed that our greatest needs were ESF essential actions 4.1 - Curriculum and Assessment Alignment, 5.1 - Objective-Driven Lesson Plans, and 5.3 - Data-Driven Instruction. Over the past year, we have worked to improve in these areas despite dealing with the Covid-19 pandemic and online instruction, but we have not made as much progress as we had hoped. In particular, we found it very difficult to create new systems and processes while trying to simultaneously manage oversight and adjustment. For this reason, we would like to take advantage of the training that this grant would provide in the areas of leading instructional change using the Texas Instructional Leadership program and using the web-based improvement planning process to help us monitor progress and guide the continuous improvement of our efforts. Our existing efforts have been focused on giving teachers the training and opportunity to develop a reflective method of teaching. Our district will support our campus by providing a planning period that allows teachers the opportunity to work collectively with a grant-funded instructional coach to ensure alignment to TEKS/SEs and appropriate rigor through lesson delivery and assessment. This will also allow for timely feedback and corrections. Support will also include specific subject matter professional development and training on subject matter programs made available for mastery instruction. Instructional coach will also be available for modeling lessons and delivery of content. Administration will follow up with support by making sure to visit classrooms and make sure that delivery is mirrored to the lesson plans. Administration will provide feedback when necessary, in a timely manner. We anticipate using our campus technology liaison, a currently-funded position, to develop a web-based site where all pertinent teacher support will be available, including progress monitoring of both teacher and student growth.

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.

Subject to ongoing counsel from our VIP partner, our district principal supervisor, campus principal, and instructional coach will monitor implementation of our plan through data acquisition at least every 3-6 weeks along with benchmarks twice a year. Data disaggregation training and analysis will be mandatory every six weeks. A pre-assessment and post-assessment will be required by teachers every six weeks. This will ensure that content mastery and follow up reteach is being addressed. It is anticipated that progress monitoring will be greatly facilitated by our web-based improvement plan software. If there are any unsuccessful areas of implementation the first year, administration will seek input from both VIP partners and front-line teachers to determine what adjustments should be made. These adjustments should primarily arise through the process of comparing our performance with our expectations created using our planning software. This gap analysis will allow us to monitor real-time progress and make nearly real-time adjustments of corrective measures. Encouraging this reflective approach in teachers and administrators will enable us to make the necessary changes quickly and efficiently. We will make sure to keep an open line of communication with our VIP so that we can collaboratively become successful.

**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.

In order for our district to meet the needs outlined in our diagnostic, it is imperative that we develop and support reflective teaching practices and build teacher capacity. To that end we will allocate the following resources. Our goals for campus improvement include the following corrective measures:

- a. Curriculum and assessment alignment to the TEKS with a year-long scope and sequence
- b. Objective driven lesson plans with formative assessments
- c. Data driven instruction

Although our district has access to the TEKS resource system, our teachers will be given the autonomy to create their own scope and sequence using approved resources that are aligned to the TEKS vertical alignment, student expectation specificity, key concepts and vocabulary, essential questions, performance assessments, and STAAR analysis. Our district will partner with our local service center to provide added support to our specific content subjects for mastery learning.

Our district will encourage teachers to submit lesson plans a week ahead so that administration has enough time to review and provide timely feedback should corrections be needed. Teachers will be provided training on SLOs in order to ensure that objective driven lesson plans with formative assessments are formulated. Our partnership with our service center will encompass such trainings and professional development along with follow-up feedback.

Bruni Middle School has built in a protected time in the master schedule where teachers are expected to use corrective instruction action planning process, individually or in a PLC to analyze data, identify trends in student misconceptions, determine root cause analysis and create plans for reteaching. The district will continue to provide allotted time in the master schedule in order to provide opportunities for teacher and student success. Our district assesses every three and six weeks. We will continue to do this so that we may monitor student success, along with teacher growth and implementation of learned outcomes.

Performance success will be evaluated every six weeks according to student mastery. Evaluations will contribute to continued teacher support in areas of need. Progress monitoring will be analyzed and addressed in a timely manner. Teachers will keep their own progress monitoring instrument to address growth with their students and to reflect on needs.

Our district will proactively monitor all policies and procedures under the guidance of our VIP.



**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.

Due to the fact that we are in a rural area far away from many common necessities (from broadband to libraries), our district has to provide extra materials to both our teachers and students just so that they may be able to participate in all educational facets. It is imperative to continue building our teacher capacity since most of them are between 0 – 2 years of experience only. We estimate that we may lose some of our teachers who have come from out of state and, as a result, we project continued staffing issues and the need for professional development.

We also project that our continued partnership with our service center will be necessary, specifically in the content areas. Because of this foresight, the cost of travel both for specialists and our teachers is greater than expected.

Due to COVID 19 issues, we found ourselves in need of technology that was not available for either our teachers or students. This caused extreme growing pains which we feel are still in need of correction. As stated before, since we are in such a rural area, extra provisions have to be made when addressing technology issues.

Materials and supply resources for our campus are slowly being purchased. Our district is making sure that all materials and supply resources are within the scope of the new TEKS/SEs and testing changes which will be occurring.

As we work with vendors for materials and professional development, our district will provide appropriate oversight to ensure that follow-ups and monitoring occur in a timely manner to empower our teachers for success. At this time, our district feels that building teacher capacity in our campus goals is absolutely vital. We intend to reinforce teacher knowledge and growth in their subject matter and delivery strategies. This can only be achieved by investing in the time and resources previously mentioned.

**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.

At this time, the majority of federal, state and local monies are minimal when it comes to administration professional development. As mentioned, our priority continues to be student support (especially technology devices and infrastructure) and teacher capacity building. As a result, there are few budgetary sources remaining to fund the development of campus leaders through coaching and expert programs such as the Texas Instructional Leadership Program. As a result, our implementation of ESF at our campuses has been slowed. While we remain committed to the establishment of the ESF program at Webb CISD, we also recognize that the learning curve of our campus leaders remains a chokepoint for campus improvement. Current budget sources have been prioritized to meet teacher and student resource needs due to COVID 19. Much of what we have at this time will be used for continues infrastructure necessities. Webb CISD will periodically monitor goals and actions to ensure coordination and measure the needs in order to support budget alignment across all funding sources.

**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**