2023-2025 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2023

Texas Education Agency

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.**

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, 2023**.

Grant period from: **July 3, 2023-September 30, 2025**

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 Attachment
3. Pathway 2: Pathway 2 Supplemental Attachment
4. Memo of Discussion

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	Clint ISD	CDN	071901	Campus		ESC	19
UEI	N51LVZGHC8Q8						
Address	14521 Horizon Blvd.	City	El Paso	ZIP	79928	Vendor ID	1746000522
Primary Contact	Dr. Edmond Martinez	Email	edmond.martinez@clint.net	Phone	915.238.8607		
Secondary Contact	Melissa Williams	Email	melissa.williams@clint.net	Phone	915.203.5721		

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
- ☒ General and application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name	Dr. Jessie Cline	Title	Chief Financial Officer
Email	Jessie.cline@clint. net	Phone	915.926.4085
Signature	Dr. Jessie Cline	Date	04/21/2023

Digitally signed by Dr. Jessie Cline
DN: cn=Dr. Jessie Cline, o=Clint ISD, ou, email=jessie.cline@clint.net, c=US
Date: 2023.04.21 12:17:32 -06'00'

CDN 071901 Vendor ID 1746000522 Amendment #

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1	0
Pathway 2	3

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 2023-2025 Title I, ESF-Focused Support Grant Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 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. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.

Statutory/Program Assurances, cont'd.

☒ 10. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.

☒ 11. 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 Targeted Improvement Plan, and submission of funding and pathway progress reports.

☒ 12. The applicant provides assurance it will provide awarded campuses access to grant funding and funding information in a timely manner, so that funding can be used to meet the needs and action steps of the campus during the grant period.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school improvement activities, including how the LEA will help develop a Targeted Improvement Plan for the eligible campus(es) selected for this grant.

Clint ISD received the 2021-2023 Title I ESF-Focused Support Grant for its five targeted schools. For the 2023-2025 ESF grant opportunity, Clint ISD has three schools designated for Targeted Support (TS) that made considerable progress under the previous ESF cycle. Clint ISD wants to continue the growth of these campuses under the 2023-2025 ESF grant. The three schools designated for Targeted Support and participants in the 2021-2023 ESF grant are William David Surratt Elementary School, East Montana Middle School, and Horizon Middle School. Each of these schools participated in an ESF Diagnostic in 2022 as part of the current grant and has TEA-reviewed Targeted Intervention Plans (TIP) to continue if Clint ISD receives the 2023-2025 ESF-Focused Support Grant. The Focused Priority Areas are 5.1 (Effective Instruction) and 5.3 (Data Driven Instruction) for East Montana Middle; 4.1 (High-Quality Instructional Materials) and 5.3 (Data-Driven Instruction) for Horizon Middle; and 1.1 (Strong School Leadership) and 5.3 (Data-Driven Instruction) for William D. Surratt Elementary.

The 2021-2023 ESF grant allowed Clint ISD to systematically launch new Mathematics HQIM, Eureka Math for elementary, and Carnegie Math for secondary campuses while rebooting existing RLA HQIM from K to 12th grade. Emphasizing Essential Action 4.1, we provided training on the HQIM and internalization process while monitoring the faithful execution at the classroom level. The DCSI and instructional leadership guided the campuses to write their TIPs, ensuring that systematic planning considered the necessary steps, resources, and potential obstacles to monitor the schools' progress. The district instructional coordinators and leadership underwent intensive training on math and RLA HQIM that was, in turn, provided to campus content coaches and teachers before classes started in 2022. From here, Clint ISD started conducting targeted instructional observations to assess the use of HQIM in math and RLA classes and whether teachers accomplished the learning standards with fidelity and consistency.

Clint ISD monitored the HQIM use by collecting observation data from schools and grade levels. The district gradually scaled its support for quality implementation of the HQIM in math and RLA by providing training on lesson internalization that changed the purpose and structures of the PLCs on most campuses. Throughout the year, the district and campus leaderships monitor the use and quality implementation of HQIM to achieve a higher quality lesson that can be verified with student growth performance data.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor Targeted Improvement Plans upon submission and during implementation, and (b) Implement additional actions as needed to meet barriers and challenges, after the first year of the grant cycle.

Clint ISD developed systems, a district-wide TIP planning and monitoring process with the district instructional leadership, to review each plan and structure and designate the Accelerated Instruction department to support and monitor the implementation of HQIM and Effective Instruction. The monitoring of HQIM started with district-wide classroom observations by district and campus leadership, a data collection instrument to track the observations and information in Kickup®, and reporting to the district Instructional Cabinet on our progress.

The observation data informed our decision-making regarding the district or campus-level systematic obstacles. Most of the time, the data revealed professional development needs. Because of the district monitoring, we were able to refine the professional learning models for professional development. We found gaps in the campus and district capacity applying to feedback and coaching on the implementation of effective instructional strategies.

This work taught us to refine our monitoring and feedback for the teachers, coaches, and administration. For 2023-2025, we will focus on developing the capacity of the entire instructional staff to make targeted improvements to the use of our HQIM, the internalization process, and differentiation for our special population students. The 2021-2023 ESF grant allowed the Clint DCSI and instructional leadership team to develop our capacity to, in turn, support our schools. We want to leverage our knowledge and urgency to improve significantly next year.

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 and aligned Targeted Improvement Plan.

Clint ISD used the ESF process to investigate the root causes of students' performance on the STAAR. The investigation revealed a need for specific instructional support for principals, instructional teams, and teachers from the district and vetted partners. The data we use informs the systematic support, such as tightly-aligned pacing guides to our HQIM, the district's analysis of district-mandated assessments, and guidance on developing student interventions based on the investigation.

For the 2023-2025 ESF cycle, the district can commit to professional development and structural assistance on intervention resources and implementation, such as identifying students needing acceleration, the specified support through the HQIM or intervention resources, and the scheduling to provide the intervention. Based on data from the current grant-supported schools, Clint ISD has committed to securing the reading intervention resources and scheduling for 2023-2024. The district will support campuses' TIPs with observations, feedback-coaching, data gathering, and professional development to refine the implementation of the intervention resources and structures.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including staffing, supplies and materials, contracts, travel, etc. Include a short narrative describing how adjustments will be made in the future to meet needs.

The 2021-2023 ESF grant provides Clint ISD to begin a monumental shift in our instructional vision, systems, monitoring practices, and capacity. The shift can be felt when teachers speak of the benefits and growth seen in our students. When observing classes, teachers and administrators speak the language of HQIM and the Research-Based Instructional Strategies.

The proposed budget will provide Clint ISD with funding for DCSI and current VIP, The New Teacher Center (NTC), with whom we wish to continue working. Specifically, the DCSI and NTC will conduct the capacity-building organizing the following: the ongoing implementation of the Reading and Math HQIM, the feedback-coaching professional development to enhance the use of HQIM by teachers, creating an assessment framework to improve our data-driven decision processes, and developing the leadership capacity to build the vision and campus systems to ensure cohesive execution of the TIP for W. D. Surratt Elementary.

A portion of the budget will subsidize the teacher substitutes when teachers receive professional development and extra-duty funding to provide Tier 2 interventions for students. Some funding is requested to provide the principals with professional development opportunities.

Improvements to our systems and capacity are apparent, but the work must continue to close the substantial gaps over years. Furthermore, the capacity developed in our teachers and administrators must continue lest we fail to conventionalize our efforts and let the work fade into the trash heap of educational fads.

Budget Narrative, cont'd.

2. Describe how the LEA will ensure campus leaders have direct access to grant funding to ensure alignment to the Targeted Improvement Plan.

Campus leaders will have substitute teachers and extra-duty funding in their campus budgets. The principals have participated in 1:1 meetings and ESF sessions as part of the professional development design with the DCSI, ensuring funding addresses their needs.

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