



**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](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

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

**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.

Through administrative support, JISD staff is afforded concentrated instructional leadership training and staff development from a number of pathways including ESC 15 one-on-one coaching and training to support implementation of quality classroom teaching and student success. Utilizing the ESC Capacity Building will continue to strengthen staff members and provide increasing positive progress. Continual improvement of teaching methods, skills, and student comprehension are areas of focus, which will continue to be supported by administration, leadership, senior staff mentors and ESC. Curriculum alignment from grade to grade will continue to form as staff members develop skills individually and as a whole. Junction ISD will invest funding and personnel to ensure appropriate support is provided to implement programs, address needs, initiatives, and activities to improve student learning and success. With continued improvement in classroom instruction, each student should be fully equipped to embrace the next grade level with adequate knowledge and skills. Developing and utilizing our web-based improvement plan will lend effective, efficient, monitoring and documentation capabilities to address needs and allow progress submissions throughout the year. Web-based improvement plan will be used to document continuous improvement processes, data analysis, and needs assessments. The web-based tool will allow district leaders immediate access to document as well as review program status, and program implementation problems or obstacles.

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.

a) Upon submission the web-based improvement plan will be used as the starting point and gauge progress, growth and areas needing additional resources for success during implementation. JISD will monitor the progress, implementation, and objectives of the ESF Gant through observations, feedback of staff development coaches, assessments of data driven instruction, lesson alignment compliance, and formative assessments. The Web-based improvement plan will be the foundation to monitor and document progress achieved or area of deficiencies. b) JISD may consider staff and responsibility changes in monitoring or implementation duties in the event that there is unsuccessful implementation of such plan after the first 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 aligned web-based Improvement Plan.

Modifications will be implemented as staff meetings are held individually and as a team throughout the ESF Grant to ensure that they are receiving personnel and administrative interaction to their expectations of support in order to meet their growth, alignment to the ESF, as well as, support in student behavior and learning objectives.

JISD will collect data and report performance measures utilizing the web-based improvement plan.

Practices and policies may be modified if assessments reflected in the web-based improvement plan indicate that they are hindering the strengthening of campus systems, staff capacity building, and need modification in order to allow operational flexibility to increase school improvement, outcomes and improve the ability to continue to implement and support the improvement efforts that have been targeted and identified as priorities.

**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.

Proposed budget will allow JISD to employ staff members with expertise in specialty areas of education to overcome identified needs and create enhanced learning environments to support student understanding, learning, comprehension, and educational advancement.

Budget from ESF will allow campuses to engage in capacity building program(s) and take advantage of various aligned, statewide support.

ESF funding will allow for the purchase of supplies and materials that are available to enhance the success of capacity building and contracted support.

In-person training and travel will be a use of funds depending on availability and access due to COVID restraints.

Adjustments will be made as goals and objectives are met or as assessments reveal that variances to the priorities need to be changed to better serve staff and students.

**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.

JISD is currently utilizing Title 1 and Title 1 School Improvement Grant funds to enroll staff members in quality staff development that aligns with Title 1 across the board while maintaining consistent tools, communication, and training for staff members to build upon the same foundation from year to year without losing their objectives for every student to experience success, growth, and advancement.

JISD will be able to continue aligning essential priorities and actions with Federal, State, and local resources with additional funding allowing to target short and long range identified areas needing improvement and concentrated support.

**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**

JES-1

### Pathway 1 – ESC Supported VIP

**Pathway Options:**

**Texas Instructional Leadership (TIL)** is a program through which training and support is provided to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, student culture, and data driven instruction.

**Positive Behavioral Interventions and Support (PBIS)** is the application of evidence based strategies and systems to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.

District Name: Junction ISD CDN: 134-901

Campus Name: Junction Elementary 9-Digit Campus Number: 134-901-101

**Question 1: Identify the Campus Grant Project Contact responsible for managing the implementation of the grant.**

Cheryl Herring

**Question 2: How did the applicant determine the ESF Prioritized Focus Area for the campus?**

ESF Diagnostic

ESF-Self Assessment

**Question 3: What are the two to three ESF Prioritized Focus Area(s) identified by the campus?**

Check all that apply

1.1

2.1

3.1

4.1

5.1

5.3

**Question 4: Which ESC Supported VIP is chosen by the campus? Select all that apply**

Texas Instructional Leaders (TIL)

Positive Behavioral Interventions and Support (PBIS)

**Question 5: If the campus is engaging with TIL, with which cohort will the campus participate?**

Check all that apply

Observation and Feedback

Data-Driven Instruction

Schoolwide Culture Routines

Lesson Alignment and Formative Assessment

**Question 6: Has the Applicant connected with the ESC VIP, at the campus' service region, regarding application of this grant and the intention of collaboration with the VIP? \*This is a requirement of the application**



Yes. ESC Staff Name:

Randy Gartman



No

**Question 7: Has the Applicant received confirmation from the ESC VIP indicating availability to support? \*This is a requirement of the application**



Yes. ESC Staff Name:

Randy Gartman



No

**Question 8: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.**

Data Driven Instruction 5.1, was identified by the Principal and DCSI as the primary target moving forward. As Principal stated of the two (5.1 or 1.1), "This will have the biggest impact on kids!". Some of the lagging criteria in Strong School Leadership and Planning (1.1) will be improved with targeted implementation and focus on the lagging criteria in 5.1.

Currently, the campus is in the beginning stages "Objective-driven Daily Lesson Plans with Formative Assessments", 5.1. Lagging criteria in "Strong School Leadership and Planning", 1.1 directly influences growing staff in understanding and implementation of 5.1 expectations.

As the leadership team blocks observation time and consistently provides planning and instruction feedback the teachers will better understand expectations and gap areas.

As the principal grows in this area she will then be better equipped to coach her leadership team as well.

**Question 9: Describe challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Area(s) that must be addressed by the district/campus over the grant cycle.**

- The response should include action steps to be taken to overcome these challenges.

Barriers stated were: lack of understanding using objective driven template; making lesson plans detailed oriented enough; and, lack of exemplar locally.

The principal would like to revisit lesson plan exemplars with her teachers, revisit the importance of planning, and divide and conquer with her leadership team to consistently give weekly lesson plan feedback to every teacher, K-4.

Campus instructional leaders are to have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings). Performance expectations are clear, written, measurable, and match the job responsibilities. Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. Principal improves campus leaders through regularly scheduled job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Priority Point Information** – If the applicant does not complete this section Priority Points will not be awarded.

1. What was the campus' State Accountability Rating in 2019? <https://txschools.gov/>

- F rating                       D rating                       C rating  
 B rating                       A rating

2. What percentage of the campus was identified as Economically Disadvantaged in the 2019-2020 TAPR Report? <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

- 71% - 85% Eco Dis                       86% - 100% Eco Dis  
 Other

3. How was the campus defined on the 2018-2019 NCES report? <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

- Rural                       Town                       Suburban                       City

**Pathway 1 – ESC Supported VIP**

**Pathway Options:**

**Texas Instructional Leadership (TIL)** is a program through which training and support is provided to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, student culture, and data driven instruction.

**Positive Behavioral Interventions and Support (PBIS)** is the application of evidence based strategies and systems to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.

District Name: Junction ISD CDN: 134-901

Campus Name: Junction Middle School 9-Digit Campus Number: 134-901-041

**Question 1: Identify the Campus Grant Project Contact responsible for managing the implementation of the grant.**

Cheryl Herring

**Question 2: How did the applicant determine the ESF Prioritized Focus Area for the campus?**

- ESF Diagnostic  ESF-Self Assessment

**Question 3: What are the two to three ESF Prioritized Focus Area(s) identified by the campus?**

Check all that apply

- 1.1  2.1  3.1  4.1  5.1  5.3

**Question 4: Which ESC Supported VIP is chosen by the campus? Select all that apply**

- Texas Instructional Leaders (TIL)  Positive Behavioral Interventions and Support (PBIS)

**Question 5: If the campus is engaging with TIL, with which cohort will the campus participate?**

Check all that apply

- Observation and Feedback  Data-Driven Instruction  
 Schoolwide Culture Routines  Lesson Alignment and Formative Assessment



**Question 6: Has the Applicant connected with the ESC VIP, at the campus' service region, regarding application of this grant and the intention of collaboration with the VIP? \*This is a requirement of the application**

Yes. ESC Staff Name:

No

**Question 7: Has the Applicant received confirmation from the ESC VIP indicating availability to support? \*This is a requirement of the application**

Yes. ESC Staff Name:

No

**Question 8: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.**

Data Driven Instruction 5.1, was identified and DCSI as the primary target moving forward. Some of the lagging criteria in Strong School Leadership and Planning (1.1) will be improved with targeted implementation and focus on the lagging criteria in 5.1.

Currently, the campus is in the beginning stages "Objective-driven Daily Lesson Plans with Formative Assessments", 5.1. Lagging criteria in "Strong School Leadership and Planning", 1.1 directly influences growing staff in understanding and implementation of 5.1 expectations.

As the leadership team blocks observation time and consistently provides planning and instruction feedback the teachers will better understand expectations and gap areas.

Teachers should develop content knowledge by unpacking standards and analyzing aligned assessment items. They will look at actual student responses, not just percent mastery, to identify the gap between what students show and what they need to know.

Finally they will create and practice a targeted reteach plan focused solely on their students' gaps.

JMS-3

**Question 9: Describe challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Area(s) that must be addressed by the district/campus over the grant cycle.**

- The response should include action steps to be taken to overcome these challenges.

Barriers stated were: lack of understanding using objective driven template; making lesson plans detailed oriented enough; and, lack of exemplar locally. Administration would like to revisit lesson plan exemplars with JMS teachers, revisit the importance of planning, and divide and conquer with a leadership team to consistently give weekly lesson plan feedback to each teacher.

Campus administration is to have clear, written, and transparent roles and responsibilities, and core leadership tasks scheduled on weekly calendars (observations, debriefs, team meetings). Performance expectations are clear, written, measurable, and match job responsibilities. Campus administration is to use consistent, written protocols and processes to lead the campus and will meet on a weekly basis to focus on student progress and formative data.

Principal will address teaching strategy on a regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, observation and feedback cycles.

**Priority Point Information** – If the applicant does not complete this section Priority Points will not be awarded.

1. What was the campus' State Accountability Rating in 2019? <https://txschools.gov/>

- F rating
- B rating
- D rating
- A rating
- C rating

2. What percentage of the campus was identified as Economically Disadvantaged in the 2019-2020 TAPR Report? <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

- 71% - 85% Eco Dis
- Other
- 86% - 100% Eco Dis

3. How was the campus defined on the 2018-2019 NCES report? <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

- Rural
- Town
- Suburban
- City