



**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 **Alvarado ISD** CDN **126901** Campus **Alvarado Interme** ESC **11** DUNS [Redacted]

Address **102 South Bill Jackson** City **Alvarado** ZIP **76009** Vendor ID [Redacted]

Primary Contact **Renee Warner** Email **warnerr@alvaradoisd.net** Phone **817-783-6800**

Secondary Contact **Kim Grant** Email **king@alvaradoisd.net** Phone **817-783-6825**

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 **Renee Warner** Title **Executive Director**

Email **warnerr@alvaradoisd.net** Phone **817-783-6800**

Signature *Renee Warner* Date **04/13/21**

RFA # [Redacted] SAS # [Redacted]

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1

1

Pathway 2

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.

Alvarado ISD will partner with the Education Service Center 11 to provide TIL Data Driven Instruction training and support for the educators at Alvarado Intermediate School. AIS will undergo a grade level realignment due to sixth grade being relocated to Alvarado Junior High starting in August 2021. Third, fourth, and fifth grade students for the entire district will begin attending AIS in August 2021. All current fourth, fifth, and sixth grade educators at AIS have completed TIL DDI training with ESC 11. Currently, teacher leaders facilitate DDI meetings every other week, campus administrators coach facilitators, and ESC11 personnel provide coaching support for campus administrators. Due to the grade level re-configuration, additional educators will need training. AISD plans to expand the utilization of the DDI model to include feeder campuses for AIS including: Alvarado Elementary North, Alvarado Elementary South, Lillian Elementary, and Alvarado Junior High. This expansion would permit all Title I campuses in the district to take part in the DDI process. Training and support from ESC 11 would include initial DDI training for educators new to the district and campus, coaching visits for feeder campus administrators by ESC 11 staff, and coaching visits for the principal manager at AIS by ESC 11 staff. The Instructional Services Team and central office administrators will continue to meet with educators during DDI meetings every other week to ensure implementation of the DDI process.

The Instructional Services Team will continue to conduct lesson plan audits to ensure alignment between TEKS, STAAR rigor, scope & sequence, instructional materials, assessments, lesson plans, and delivery of instruction. A member of the IST will review the lesson plan, check for alignment, evaluate the lesson in the classroom, and provide feedback to the teacher and campus coach.

Campus administrators will continue to conduct coaching observations (Get Better Faster) with teachers. Campus coaches are not assigned a teacher for who they are responsible for conducting a T-TESS evaluation for. The coaching observation visit includes a classroom observation coaching conversation, and follow up visit by the campus coach to ensure implementation of the instructional shift.

The AIS educators and DCSI (District Coordinator of School Improvement) have consistently worked together to create a Targeted Improvement Plan for the campus. Data from prior STAAR assessments, local assessments, student data sheets, educator input, student surveys, staff surveys, ESF diagnostic information, and input from ESC 11 staff have all been utilized to create a plan for success. The campus has consistently completed action steps for each cycle and made needed adjustments to the plan based on identified needs.

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.

The current DCSI will serve as the Campus Grant Project Contact. The DCSI will meet with campus administrators each week to discuss progress towards campus goals. The DCSI will coordinate and conduct meetings with the Campus Leadership Team. The CLT includes campus administrators and teacher leaders from every grade level and content area. During the CLT meetings the group identifies needs for the campus, sets goals, and creates a plan to achieve the goals. A variety of data sources are utilized to determine campus needs, such as: student data, survey data, educator input, ESC 11 guidance and ESF diagnostic information.

The CLT will consistently monitor progress towards goals by evaluating student and staff data during monthly meetings. Adjustments to the plan will be made if needed and action steps will be created to ensure success.

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.

The DCSI also serves as the Executive Director of Administrative Services and Accountability and is a member of the District Leadership Team. The District Leadership Team meets on a weekly basis and the DCSI will have the opportunity to report progress and deficiencies on Essential Actions to district leadership. The Superintendent, Chief Academic Officer, Chief Special Programs Officer, and Executive Director of Administrative Services and Accountability visit numerous classrooms at AIS each Wednesday with campus administrators and meet with campus leaders to provide support for implementation of Essential Actions. The DCSI meets with campus leaders to discuss areas of success or concern on the campus.

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.

\$24,946 was utilized for the purchase of STAAR formatted student instructional materials during the 2020-2021 school year. A teacher survey was conducted during the spring semester to determine how the materials were utilized throughout the school year. Based on the data from the survey, STAAR formatted materials will continue to be utilized to best prepare students for success on the STAAR assessment and a variety of potential resources will be evaluated by teachers to determine the best resource for each grade level on content area. \$35,000 would be designated for the purchase of electronic and paper STAAR formatted student instructional materials during the 2021-2022 and 2022-2023 school years.

\$5000 was utilized during the 2020-2021 school year to compensate teacher leaders, \$500 per teacher leader for their additional responsibilities associated with facilitating DDI meetings. Additional funds will be needed in order to compensate the additional educators who will take part in leading the DDI process during the 2021-2022 and 2022-2023 school years. \$19,980 would be utilized from the grant to provide teacher leaders with an annual stipend of \$500 for their additional duties associated with facilitating DDI meetings on each campus. Local funds will be utilized for the remaining amount needed to fund the stipend.

The current DCSI for Alvarado Intermediate School will also serve as the Campus Grant Project Contact to ensure seamless implementation of the Targeted Improvement Plan and utilization of grant funds. \$25,000 of the grant funds would be used as compensation for the Campus Grant Project Contact to monitor the grant program.

\$24,065 was used during the 2020-2021 school year to partner with ESC 11 to provide training and support for the implementation of the TIL DDI process. The amount of funds needed going forward is less due to the substantial number of teachers who have received the training during the prior and current school years. \$32,280 of the grant would be used to partner with ESC 11 to provide DDI training and support for all Title I campuses in the district.

All educators at Alvarado Intermediate have completed ongoing training for Five Dysfunctions of a Team. The campus has experienced a significant increase in morale and accountability based on results from the staff survey. The campus was also able to meet staff retention goals this year and attributes some of the success to the Five Dysfunctions of a Team training. Summer professional development will be conducted to train new teachers to the campus and provide ongoing support for returning educators to maintain and enhance the positive culture at AIS. \$8000 would be designated for summer professional development to ensure retention of classroom educators and provide professional development for focus areas identified in the Targeted Improvement Plan.

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.

\$7,020 of local funds will be utilized to fund the stipend for the additional responsibilities associated with facilitating DDI meetings. The total stipend per year is \$500, \$370 funded by the grant and \$130 from local funds.

\$15,000 of local funds will be utilized to purchase STAAR formatted instructional student materials.

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