



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 Digitally signed by Dr. Jessie Cline
DN: cn=Dr. Jessie Cline, o=Clint ISD, ou, email=jessie.cline@clint.net, c=US
Date: 2021.04.21 13:45:03 -06'00' Date

RFA # SAS #

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="0"/>
Pathway 2	<input type="text" value="5"/>

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.

A targeted campus improvement plan has been developed for each of the five eligible campuses in Clint ISD. The campuses are Red Sands Elementary School, William David Surratt Elementary School, East Montana Middle School, Horizon Middle School, and Horizon High School.

Each of the five eligible campuses participated and completed the Effective Schools Framework (ESF) self-assessment process. With data and information taken from each campus self-assessment tool, each campus formulated a targeted campus improvement plan that was based on the ESF Essential Actions and commitments. After meeting with all campus principals and examining data as listed in the last review of each school's ESF targeted improvement plan, all five campuses have identified 5.1, "Objective-driven daily lesson plans with formative assessments," as an area of focus and essential action to promote efficacy at each of these campuses.

Beginning in the 2021-2022 school year, all campuses will receive refreshed training and follow-up on Professional Learning Communities (PLCs), where part of the focus will be on specific activities in disaggregating formative assessment data (4 & 9 week checkpoints) and TEKS objective review in order to develop lessons targeted to the needs identified in the data. PLCs will become an integral part of using formative assessment data to create objective-driven daily lesson plans that will impact classroom instruction to promote student learning and growth.

In conjunction with PLCs and through this grant, it is our goal to work with the Vetted Improvement Program partner, The New Teacher Center (NTC) for specific support in the ESF Essential Action of 5.1. NTC will be assisting our five campuses by creating a tailored plan that includes focus on objective-driven lesson plans using formative assessments, while assisting campus and district leaders with the execution of the support plan, coaching through feedback along with, tracking data points to measure progress and student growth. During PLC meetings, campus administration will lead teachers to engage in purposeful discussion using formative assessment data to generate objective-driven daily lessons. With the support of the NTC, our district Accountability Team will be able to collaborate with each campus and participate in PLC meetings, conduct campus and classroom visits to be able to be able to target areas of need, provide support, and monitor progress at each campus.

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 District Coordinator of School Improvement (DCSI) will collect the updated campus targeted improvement plans.

(a) The DCSI will coordinate cycled meetings every 90 days to monitor improvement plans upon submission. The following points will be discussed at each meeting to progress monitor.

- Milestones
- Timelines
- Resources
- Person(s) Responsible
- Evidence used to determine progress
- Evidence collection date

(b) After reviewing the information listed above, the DCSI, along with the campus leadership team which will include campus principal, assistant principals, curriculum coaches, and lead teachers, will determine if progress was met toward each milestone. In the case not, the committee will determine the necessary adjustments and next steps to ensure the success of the action plan. Lead teachers and curriculum coaches will be compensated for their participation and involvement through extra-duty pay; this will assist with encouraging their full commitment to these progress monitoring meetings.

There will be reflection and planning for the next 90-day cycle that will analyze the outcome, review or adjust next steps to include carryover milestones and planning for new milestones.

At the end of the school year, an end of year reflection will occur that will analyze the desired annual outcome and whether or not the campus achieved the desired annual outcome and supporting evidence. Once the outcome and evidence is discussed, we will use the findings to formulate our plan for the next school 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.

The district will engage in activities such as instructional rounds with an observational focus on effective instruction to engage in the ESF process and identify campus needs, plan, and then implement and continue to monitor.

NTC will support ongoing professional learning for school leaders through: problem of practice forums, in-field network meetings, and in-field coaching meetings for each of the five campuses. The NTC program assists in building leadership teams around the Effective Schools Framework. They align the framework components around systems, leadership, culture and instruction.

Campus leaders will provide adequate support and resources to their team of lead teachers and campus curriculum coaches to engage and focus on the ESF targeted improvement plan. Members of the leadership team (lead teachers and curriculum coaches) will be provided time with extra duty pay to engage in all the necessary actions and discussions to be able to fully commit to the effective implementation of the ESF essential actions through each of the four school year cycled meetings.

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 proposed budget included in our application for the Title I ESF Focused Support Grant, includes a partnership with the New Teacher Center (NTC) and is a detailed, comprehensive program to provide professional support and learning for all 5 schools indicated on our application.

The proposed budget items included in our application will be applied to support the specific action steps we will take to achieve the campus goals. It not only includes contracted services for our selected Veted Improvement Program partner, but extra-duty pay for teachers and campus coaches to support additional professional learning time and activities. It also includes substitute costs to cover teachers during in-field site visits from the VIP and coaching and feedback sessions. The proposed budget also includes instructional, research-based supplies and materials to support the goals of the program.

Since the Essential Action from the ESF self-assessment data of our campuses concluded consistent need in the area of 5.1, we believe the program outline and the budget package we created will support the needs and goals for our campuses to strengthen campus systems and build staff capacity and most importantly, continue implementation to support improvement efforts.

For the last 4 years, Clint ISD has partnered with the New Teacher Center on developing a comprehensive coaching program for all campus curriculum coaches which helps to service teachers through feedback, modeling, and progress monitoring, to name a few. We have also contracted with NTC to support new and novice teachers in order to build a strong program of retention for those new to the teaching profession for the first 3 years of their career. NTC also partnered with leadership teams during 2019 to assist with building a focused approach centered around developing systems, culture, focusing on instruction, and having the leadership components align to the framework.

We have utilized a portion of funding from Title II, Part A to support this program and initiatives. We believe that partnering with NTC on a tailored program for school improvement through teacher efficacy, the ESF grant funds will only supplement what we have been able to achieve with Title II, Part A funds.

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.

Clint ISD receives funding from ESSA, Title I, Title II, Title III and Title IV, which benefit our campuses and students greatly. These funds, which are a large portion of funding for many educational programs that are used directly in the classroom, are designed to support the basic instructional program and improve student achievement.

In partnership with this grant opportunity, the program elements and activities of the 2-year ESF grant will help to build systemic capacity in our campus and district leadership teams, which would be supported not only with federal funds, but also with state and local funds, after the grant expires.

Our district has longterm plans and is committed to focus on developing strong Professional Learning Communities (PLC), strong systems of Response to Intervention (RTI) to support students when data from assessments and other factors indicate intervention needs and the action plans of the identified Essential Actions of the ESF for all our schools. The goal is to improve our schools for the betterment of our students and community, and with the help of this grant opportunity, our leaders, teachers and staff will be one step closer to ensure we reach it.

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