



**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

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 - Pathway 1: Pathway 1 Supplemental Pathway Attachment
 - 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

CDN 071909

Vendor ID 1746029385

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

8

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.

RFA #

SAS #

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.

Socorro ISD will support its campuses in carrying out school support and improvement activities with a district team consisting of the School Improvement Officer, Assistant Superintendents of the campuses selected for this grant, and Chief Academic Officer, in collaboration with our identified VIP (E3 Alliance). Along with the campus-provided Pathway 2 ESF Prioritized Focus Areas applications, Socorro ISD is using a reflective prioritization exercise based on the ESF Foundational Essential Actions Success Criteria Six-Pager. All SISD Targeted Support/Additional Targeted Support campuses identified two or three of the following ESF Prioritized Focus Areas:

1.1 Strong School Leadership and Planning (7 campuses)

4.1 High-Quality Curriculum (1 campus)

5.1 Effective Instruction EA Objective-driven daily lesson plans (all 8 campuses)

5.3 Effective Instruction EA Data-Driven Instruction (7 campuses)

Our LEA will:

- Allow operational flexibility through the shifting of resources, processes, and practices in response to critical needs identified.
- Customize approaches with expedited resources and departures from standard practice when the need is substantiated.
- Eliminate barriers to improvement and empower staff to be responsive in support of school leadership.
- Utilize internal and external human capital and necessary resources to meet all needs for a successful learning environment.
- Prioritize teaching and learning by implementing systemic protocols.
- Communicate a clear, focused vision for continuous improvement aligned with collaborative efforts for student success.
- Develop an improvement plan using a diverse team with assigned roles and responsibilities.

Our VIP will address the identified areas with professional development aligned to ESF Essential Action Success Criteria, virtual and in-person coaching. Data and artifact collection with a root cause analysis will be conducted with strategic use of data and ongoing documentation of progress. Finally, Socorro ISD will assist awarded schools in all aspects of the continuous improvement process by providing grant management support that will ensure all performance and evaluation measures are completed in a timely manner and will facilitate development of the web-based Improvement plan and progress submissions.

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.

Socorro ISD will monitor schools in the following ways to ensure compliance with the web-based improvement plan:

- Quarterly check-ins for Formative Reviews
- Principal supervision and coaching
- Differentiated training and professional development participation
- Campus visits/observation focused on targeted ESF Prioritized Focus Areas
- Direct coaching
- Implementation and support of VIP practices
- Onsite observation visits and feedback

If the campus is unsuccessful in the implementation of the plan in the first year of the grant cycle, Socorro ISD and the school(s) will:

- Review all sources of data
- Conduct root cause analysis
- Develop strategies for corrective implementation
- Monitor implementation of correction actions and project strategies

Using a project manager overseen by the district School Improvement Officer, our LEA will regularly collect and analyze data to track progress and update the web-based improvement plans. Action steps will be adjusted if targets are not being met by the campus through additional observation, mentoring, coaching, and professional development.

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.

Socorro ISD will modify 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 by:

- Setting a priority to change ineffective practices and processes that hinder student success
- Putting in place explicit and rigorous standards for student learning
- Responding and/or adjusting goals when they are not met in a timely manner
- Interacting with all stakeholders to plan and implement improvement initiatives
- Continuously review systemic, district-wide practices
- Addressing and modifying support based on needs and personnel
- Mentoring

Our LEA will reduce potential barriers to success by utilizing a District Coordinator of School Improvement and an external VIP who will support the campus team in ensuring that the district creates the foundational conditions for campus implementation of best practices and removes impediments that reduce success. During the needs assessment (including diagnostic process), Socorro ISD will reach out to all community stakeholders to obtain feedback for decision making. Existing tools and metrics such as the Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) assessments, Campus Improvement Plans, and other local and state evaluation instruments will be monitored during PLCs and vertical and horizontal campus meetings for evaluating the effectiveness of the ESF aligned web-based Improvement Plan. ESF Prioritized Focused Areas identified by each campus will be addressed at all meetings and documented during planning, implementation and feedback stages.

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 was collaboratively developed by instructional leaders within the school district to meet the prioritized needs of students and staff as identified during a comprehensive needs assessment process. To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, Socorro ISD will coordinate these supplemental funds with Socorro ISD's State and Federal Programs to maximize federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.

The primary expenditure for the proposed budget will be within the 6200 object code for contracted services to work in strategic partnership with E3 Alliance RAISEup Texas towards improvement in focus areas of Leadership, High-Quality Curriculum, and data-driven Effective Instruction (n=\$440,000). Assistant superintendents, principals, campus leaders and instructional staff will engage with E3 Alliance RAISEup Texas facilitators, in activities such as, but not limited to coaching sessions, professional learning, transformative work, connecting to the Effective Schools Framework, enhancing strategic plans, instructional models, the utilization of data to drive best practices, the utilization of a multi-tiered system of support/response for student attendance/engagement/academic performance, and personalized pathways for supporting instructional staff through the cycles of observation, feedback, coaching and continuous improvement.

To ensure the grant is implemented with fidelity across all awarded campuses and to maximize campus and district personnel's focus on critical ESF Priorities, grant project management will be retained upon NOGA to announce and publicize the grant award, collaborate with Financial Services to set up accounts and facilitate approval by school board of budget amendment and VIP contractual arrangements, support campuses with the development of web-based improvement plans, grant spending and coaching, monitor performance measures established by E3 Alliance RAISEup Texas, and assist all campuses with data analysis and ESF Diagnostics and necessary adjustments (n=\$80,000).

Technical assistance is budgeted at \$40,000 for the eight campuses.

To build capacity and ensure deeper implementation and improvement, personnel costs (6100 object) will be budgeted for teacher leaders, to be vetted, selected and provided a supplemental stipend to carry out extra duty pay activities as Master Teachers, and for additional days/hours of work to support school-wide improvement. The budget also includes substitute costs to cover classroom instruction as teachers attend professional learning opportunities at the home campus with E3 Alliance RAISEup Texas (n=\$80,000).

Supplies/materials (object 6300) will include, but are not limited to: instructional manipulatives, technology hardware/software, supplemental instructional materials, books for professional development, student texts, supplies to enhance culture/climate, etc. (n=\$120,000)

Travel costs (object 6400) will be minimal but budgeted for mileage to and from campus/training site, consultant travel, etc. (n=\$32,000).

The two-year grant will allow the district to plan for budgeting for the awarded schools and other districts schools to receive similar supports and providing stipends to teachers for leading the work on their campuses beyond grant dollars. The district will be able to plan for future year's budgets and make priority decisions about spending to ensure we sustain this work and expand to more schools in our district.

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.

The proposed budget was collectively and collaboratively developed by instructional leaders within the school district to meet the prioritized needs of students and staff as identified during a comprehensive needs assessment process. To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate these supplemental funds with federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. Initial planning of schedules, time, available resources will all be taken into consideration prior to the full implementation of services and goods being procured.

Socorro ISD departments such as State and Federal Programs, Bilingual/ESL Education, Special Education, Career and Technology, Child Nutrition Services, Purchasing, Budgeting, and Business Services are responsible at the district level to serve campuses tasked with student learning and achievement, strengthening of parental involvement, and supporting SISD personnel in their endeavor to provide students with quality educational experiences. Campus State Compensatory Education Coaches (SCEI Coaches), At-Risk Instructional Aides/Library Aides, At-Risk Coordinators, Communities in Schools liaisons, Parent and Family Engagement Liaisons, and others will align with grant-awarded funds to utilize federal, state, and local funding sources in the most prudent manner. Through various tasks such as resource acquisition, allocation, and documentation, Socorro ISD is committed to providing a strong foundation for all SISD stakeholders.

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