



**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 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.

School Improvement is a systematic, data-driven process for planning and evaluating improvement over time. It aims to close the gap between a school's current reality and its desired state. In its optimal form, the School Improvement process equally engages data and people. In other words, the level of engagement of the participants with regard to the improvement planning processes is just as important as the outcomes of the improvement plan. Therefore, eligible campuses, in Port Arthur ISD (Memorial High School, Lincoln Middle School, Lakeview Elementary, Travis Elementary, and Adams Elementary), will use the ESF-aligned Self-Assessment to develop its web-based improvement plan. As a result, areas of need will be uncovered; an improvement culture will be established; support structures will be constructed; and essential actions will be taken. The District will provide or facilitate all necessary support mechanisms for realistic goals, rigorous preparation, and real or authentic participation in order to ensure the successful implementation of the ESF-focused School Improvement Plan, at each eligible school. Qualitative and quantitative measures will be used to validate results. The primary purpose of each ESF-focused school improvement plan is to enhance the teaching and learning process so that, ultimately, greater percentages of students meet or exceed the standards for proficiency in their core subject areas. More specifically, each school improvement plan provides a framework or process for clearly defining problems, setting annual performance goals, identifying root causes, and selecting research-based strategies that when executed widely, consistently, and accurately, make a profound school-wide impact on instructional planning, pedagogy, and assessment practices, as well as, the students' academic performance outcomes and their lives.

Finally, it is important to note that school improvement plans are not a panacea for educational reform nor do they always produce immediate results. Instead, school improvement plans enable us, as educators, to create a concrete tool for building capacity and a contextualized route to improvement over time (Duke, Carr & Sterrett, 2013).

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.

Monitoring mechanisms are critically important for added assurance of effective implementation and for timely adjustments or responses, based upon reliable and valid performance, perception, and/or process data. The goals and strategies of the ESF-focused school improvement grant will be continually monitored by district-level leaders, campus-level leaders, teacher leaders, and external "vetted" improvement program partners in order to evaluate the plan's influence and impact on the school's system, classroom instruction, and student performance.

The DCSIs (District Coordinators of School Improvement), who possess extensive knowledge of the Needs Assessment Process, the Effective Schools Framework, and Improvement Planning will hold themselves highly responsible for working, in tandem, with campus leadership, as well as, with the external partners to first build collective efficacy or a shared belief that school staff can positively impact student achievement. Then, as the School Leaders' Supervisors, they will hold themselves highly responsible for ensuring that the Principals carry out the plan elements, as indicated therein, and hold themselves highly responsible for ensuring that the conditions for change, referred to as District Commitments, are established. These District Commitments, aligned to each school's needs, describe, in great detail, what Port Arthur ISD, will do to set schools up for success and serve as explicit indicators of success for each participating school.

Campus-level Leadership Teams or CLTs will, in collaboration with the DCSIs, develop the improvement plan, co-create support structures, and collect and analyze data (at least once a quarter) in order to monitor progress towards stated goals. CLTs, as conduits, will provide feedback to stakeholders and work with them to make mid-course corrections, rooted in research, based on findings. E3 (Education Equals Economics) Alliance, as the vetted improvement program partner, will lend its expertise during the improvement planning process, hold itself accountable for quality implementation supports and services, and assist with the provision of monitoring mechanisms. Summarily, E3's monitoring mechanisms will include two driving forces: a monitoring protocol for collaboration and planning to build collective capacity AND a monitoring protocol for teaching and learning, thereby promoting accountability for all.

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.

Port Arthur ISD is committed to improving schools by supporting them in their school improvement efforts. Given that, the district will grant operational flexibility to the schools, implementing their web-based ESF-aligned improvement plan. Often, action of this nature is a necessary step towards helping schools to better support students, struggling academically. Maximizing autonomies with regard to staffing models, programs, professional learning, and general operations can catalyze turnaround efforts. In determining the need to grant greater authority in support of intervention models, the district will review current practices and procedures, at the school sites, related to:

- Differentiated support and resources for leaders and teachers, needing to improve their professional practice
- Opportunities for structured and routine staff collaboration
- Extended learning time through longer school days and/or school years
- Progress with required or non-negotiable components of the District's Improvement Plan

A body of literature exists, suggesting that linking an eligible campus to a vetted partner, with proven approaches to school redesign, can raise student achievement. What follows is a brief description of how the LEA will partner with E3 Alliance, vetted by TEA, to redesign participating schools and modify, as appropriate, practices and policies in order to provide operational flexibility: School design/redesign partners, such as E3 Alliance, offer holistic, evidence-based support for full and effective implementation of school improvement plan strategies. Campus-level and student-level data, from a variety of sources, including state assessments will quantify programmatic outcomes.

Port Arthur ISD and its external vetted partner will provide operational flexibility, as well as, on-going, specific, and tangible support to ESF-focused grant participants, empowering school improvement teams to create a unique pathway to success and drive their own destiny.

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.

Port Arthur ISD, in partnership with E3 Alliance (our external partner, vetted by TEA) and other contracted service providers will continue activities, supporting a comprehensive, inclusive, responsive curriculum, and student supports, as a means of maintaining progress, promoting student mastery, and closing the achievement gap for underperforming student groups. Below are specific activities, clarifying how the budget will be used to meet the identified needs and goals of the program: (1) Collaborative vertically-aligned meetings will be conducted to enhance teacher training and transition programs, resulting in content appropriate courses, aligned instructional practices, increased learning opportunities, and continuity with regard to student support services; (2) On-going professional development for teachers, leaders, and auxiliary staff, will be provided for proficiency with subject matter, assessment practices, differentiated instruction, and cross-curricular approaches; (3) Resources of superior quality and adequate quantity will be utilized to strengthen family and community engagement and will be allocated appropriately to implement positive behavior intervention and support systems, as a primary means of addressing disproportionate discipline and instituting culturally-responsive learning environments; (4) An explicit instructional, hierarchical, and operational framework of district, campus, and classroom processes, aligned to the ESF essential actions will be embedded into the system; (5) Quality data, from eligible schools and feeder schools, will be continuously collected, analyzed, and utilized to gauge implementation levels and progress with stated goals; (6) "Special Populations" Professional Development, an essential part of improvement plan components, will be differentiated, on-demand, and incorporated into the school day, promoting effective implementation of the ELPS (English Language Proficiency Standards), SIOP (Sheltered Instruction Observation Protocol), as well as, increasing special education students' exposure to the general education curricula to the extent possible. IEPs will be ambitious, connecting standards to instruction and utilizing a "long strand" approach in support of students' mastery; and finally (7) On-going school-wide courses, concerning the Accountability system, Content/Process TEKS, Methods of Differentiated Instruction, Assessment Practices, Writing Across the Curriculum, Student Engagement, Intensive Programs of Instruction (including computer-assisted versions), and block scheduling will become a standardized professional growth plan for ESF-focused leaders and teachers. All of the aforementioned grant-funded activities will be jointly led, monitored, and adjusted, as needed, by the ESF-focused school improvement team, comprised of district, campus, and contracted external personnel, in partnership and in pursuit of fidelity, quality, and Acceleration for All.

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 primary intent of this School Improvement 1003(a) ESF-aligned grant is to ensure that all children receive a fair, equitable, appropriate, and high quality education and to ensure that all eligible campuses receive adequate resources in terms of quality and quantity. Therefore, Port Arthur ISD will ensure that resources, available to the schools are well-coordinated for a comprehensive approach to school reform. Specifically, efforts funded through the school improvement grant will align with those efforts, supported by other federal, state, and local funds, supporting intervention models. Unequivocally, there must be a single and clear vision for excellence. Consequently, in Port Arthur ISD, ESF-aligned School Improvement funds, at participating campuses, will work in tandem with other provisions and funding, available under ESSA, such as: (1) Title II, Part A funding, which supports professional development and other efforts to build the capacity of leaders and instructors; (2) Title III funding, which supports language proficiency for English Learners; and (3) Title IV funding, which provides wide flexibility on how funds are spent with regard to school improvement plan strategies.

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