



2023-2025 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2023

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, 2023**.

Grant period from [redacted] **July 3, 2023-September 30, 2025**

Pre-award costs permitted from [redacted] **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 Attachment
3. Pathway 2: Pathway 2 Supplemental Attachment
4. Memo of Discussion

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 [Winona ISD] CDN [212910] Campus [WMS/WES] ESC [7] UEI [TXUPCC4A9N83]

Address [611 Wildcat Drive] City [Winona] ZIP [75792] Vendor ID [046220208]

Primary Contact [Heather Carnes] Email [hcarnes@winonaisd.org] Phone [903/939-4141]

Secondary Contact [Damenion Miller] Email [dmiller@winonaisd.org] Phone [903/939-4005]

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 [Damenion Miller] Title [Superintendent]

Email [dmiller@winonaisd.org] Phone [903/939-4005]

Signature [Damenion Miller] Date [4/20/2023]

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="2"/>

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 2023-2025 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 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. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.

Statutory/Program Assurances, cont'd.

- 10. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 11. 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 Targeted Improvement Plan, and submission of funding and pathway progress reports.
- 12. The applicant provides assurance it will provide awarded campuses access to grant funding and funding information in a timely manner, so that funding can be used to meet the needs and action steps of the campus during the grant period.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school improvement activities, including how the LEA will help develop a Targeted Improvement Plan for the eligible campus(es) selected for this grant.

Winona ISD has a vision for school improvement that is highly intentional and creates systems & structures through ESF Levers: 1.1 Develop campus instructional leaders; 4.1 Daily Use of High Quality Instructional Materials; and 5.1 Professional Development for Effective Classroom Instruction as identified through WISD's ESF assessments. In partnership with National Institute for Excellence in Teaching (NIET), we will implement The TAP System for Teacher and Student Advancement. WISD will provide high quality training and implementation opportunities for Instructional Leadership Teams (ILT), Professional Learning Communities (PLC), and implementation of robust cycles of instructional observation & feedback. WISD's ESF efforts will be closely monitored and sustained through intentional collaboration, observation, and ongoing coaching. ILT training and support facilitates the development of school plans that include specific areas of need to increase instructional excellence and ensure all students make annual growth & achievement targets. The school-based Texas Improvement Plan (TIP) provides a framework for drafting the school plan. The school plan is the foundation for the ILT's annual focus on improvement & the planning & implementation of weekly PLC meetings. The ILT determines assessments that will be used monthly to assess all students' progress toward their annual growth/achievement goals. Then, the leadership team establishes how to support teachers with the weekly analysis of student work aligned to HQIM to monitor student progress toward annual growth/achievement goals. TAP System PLC training supports planning, implementation, and effective monitoring of daily use of HQIM. ILT plans for school-wide implementation & monitoring of HQIM through developing PLC long-range plans. PLC long-range plans guide the instructional calendar & integrate the analysis of formative & interim assessments. Instructional coaches and mentor teachers learn and apply skills and knowledge to lead grade-level & content teams to plan & implement HQIM, assessments, & rigorous instruction aligned to TEKS and ELPS. PLC teams use the 5 Steps for Effective Learning as protocol that begins with evaluating student work, identifying the needs, obtaining new learning, developing new learning, & planning for classroom application. Leaders are provided with support to facilitate student work analysis aligned to the rigor of the TEKS & provide teachers with effective strategies to ensure all students master the concept. PLC meetings provide strategies to identify when it is necessary to provide intervention: small group instruction, accelerated learning, or provide enrichment so that teachers are empowered & all learners reach growth goals. Observation training provides teacher observers with effective practices for collecting lesson evidence, planning for post-conferences, & designing effective observation & feedback coaching cycles. TAP training provided in instructional observation & evaluation with T-TESS presents the observation & appraisal instrument as frameworks for planning & delivering effective instruction. Multiple instructional observation & feedback cycles are rooted in research. T-TESS is a process not an event.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor Targeted Improvement Plans upon submission and during implementation, and (b) Implement additional actions as needed to meet barriers and challenges, after the first year of the grant cycle.

WISD's ESF Focused Support efforts will be closely monitored & sustained through ongoing communication & coaching supports. Frequent intentional evidence gathering, analysis, & documentation will be a part of Winona's ESF system implementation. This evidence will include ILT & PLC agendas, observation & feedback schedules & results, & campus leader & teacher feedback. Progress will be communicated campus & district-wide. WISD's District Instructional Leadership Team will meet bi-weekly to analyze progress toward school plan goals based on TIP plans. ESF Focused Support Grant goals will be established at the beginning of the school year with campus ILTs and PLCs. Further, the ILT's role in monitoring & supporting the school plan requires using frequent measures of student performance. The ILT team members consult formal assessments, such as benchmark exams, to measure periodic progress & conduct ongoing examinations of student work by applying research-based, field-tested, rigorous instructional strategies in the classroom. The ILT team members use the ongoing analysis of student work aligned to specific student growth & achievement targets alongside classroom observations & walk-throughs to determine which content-specific or research-based instructional strategy should be integrated into PLC/cluster learning to equip teachers to meet the needs of all students, including students who are members of special populations groups. NIET trains school and teacher leaders with an ILT observation rubric that outlines effective professional learning for instructional leadership team members that is focused on the ongoing analysis of student data & classroom observation data. The results from campus ILT evaluations will be reviewed during District ILT weekly meetings. In addition, the formal training mentioned above, members of the NIET team conduct multiple campus site visits each year with district & campus leaders to observe elements of implementation & provide formal feedback, on-site training, and support where needed to achieve the highest level of implementation fidelity possible. Each campus is visited at least once a month by an NIET team member. The team is also available to the campuses via phone & email for additional support or ensure timely assistance. NIET will provide frequent feedback to the District ILT so that resources can be provided to campuses and barriers to progress can be mitigated. Formal monitoring of TIP progress will occur at the end of each grading period in a structured setting with district executive leadership. Action plans will be updated and progress will be recorded & communicated to campus stakeholders.

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 and aligned Targeted Improvement Plan.

Winona ISD is committed to the implementation of our Effective School Framework implementation success and to the success of all students, teachers, and staff. This commitment includes providing flexibility that would allow these campuses to modify their school schedules and employee calendars as necessary to accommodate additional days of professional learning required to meet the goals established in the TIP. This would include integrating the TIP ESF Focused Improvement Plan into district planning. We will provide flexibility within our policies for PLCs and observation and feedback cycles to ensure that policies align to the VIPs programming while still ensuring that they meet the highest of expectations required for our students. Evaluation observation schedules and efforts based on T-TESS will be integrated into the district's evaluation calendar and will be supported fully. ESF Focused Support Grant Plans will be fully allocated to campus efforts. Support will be provided for campuses in master scheduling to ensure that ILTs and PLCs have adequate time to meet weekly. Our business office will also fully support budgeting efforts and expenditures within grant actions.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including staffing, supplies and materials, contracts, travel, etc. Include a short narrative describing how adjustments will be made in the future to meet needs.

Winona ISD has created a budget that maximizes school improvement efforts.

Winona Independent School District has requested NIET support for Winona Elementary School and Winona Middle School under the Effective Schools Framework focused grant opportunity during the 2023-25 school years . The total cost for sixty-seven (67) days of training and coaching support to implement elements of the TAP system for both campuses is \$176,000 including travel separated into two contracts, one per school year. The 23-24 SY will include thirty-five (35) days of training and coaching support for a cost of \$96,250. The 24-25 SY will include twenty-nine (29) days of training and coaching support for a cost of \$79,750. This agreement will become effective July 1, 2023 and continue through June 30, 2025; Year 1 (23-24 SY) = 35 days \$96,250 Year 2 (24-25 SY) = 29 days \$79,750.

The proposed budget allows us the flexibility to adjust training content to meet the needs as determined by the initial needs assessment as well as those discovered through implementation in consultation with stakeholders.

Budget Narrative, cont'd.

2. Describe how the LEA will ensure campus leaders have direct access to grant funding to ensure alignment to the Targeted Improvement Plan.

Campus principals will work together in conjunction with the Grant Manager to align resources with campus needs. Campus principals will have direct access to 100% of the funds available to fulfill needs as determined on that campus to support full TIP implementation. Principals will be encouraged to creatively use funds to ensure the greatest success for students and staff on the campus within grant guidelines.

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