



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.

Dallas ISD has been on a pathway of rapid change in education and making large-scale changes since 2012 in supporting and improving our campuses. These changes have included multiple revisions and transitions that have created multiple new systems and higher expectations for students and staff. To better support and improve our schools, the district has provided the tools to place data-driven instruction into practice and professional development that strengthens both culture and instruction in developing leaders that inspire and motivate others to solve problems and analyze issues.

Additionally, the district has provided the needed time and oversight to improve teaching and learn to develop a shared vision of good instruction and instructional planning that promotes vital lessons. These elements have become the building blocks for curriculum-driven instruction aligned with data and assessments, as well as a roadmap to effective instruction that addresses all students' needs. The district strives to ensure its staff's growth and professional development by focusing on school-based coaching and support and dynamic distributed leadership.

Within an ever-changing educational landscape, the district has continued implementing and strengthening many new strategies that facilitate school support and improvement activities. These strategies include reorganizing schools within feeder patterns under the leadership of an executive director, proven and effective campus leadership teams, and effective teachers identified through the Teacher Excellence Initiative (TEI). Also, exposure and emphasis to mathematics and reading in our curriculum and classrooms have increased along with social and emotional learning and development, parent engagement, and increased professional development and training within school services.

Additional supports include reviewing all external partners by the executive members within school leadership and matching the needs of those selected campuses to the program(s) that will align to their area(s) of need and district and school priorities. Overall, the district's most significant support to schools and their improvement will be a continued focus upon compensation, professional support, management and operations, career and leadership opportunities, and student services.

For Dallas ISD, the district continues to monitor its actions using curriculum-based monitoring examinations that provide teachers and staff with information on whether students are on track for success. These processes have allowed for greater accountability among our teachers and staff in ensuring that we are meeting our responsibilities in providing all students with a world-class education. While significant gains are emerging, our work continues.

At the same time, the district realizes that high student achievement relies on strategic leadership, implementing and monitoring evidence-based school improvement plans. The district has begun to implement a web-based plan for improvement, Plan4Learning. This web-based planning program will make it easier for the school supervisor and principal to assess needs, set improvement goals, create action plans, and monitor progress. Furthermore, it will allow time to implement the plans, review the outcomes, and drive decision-making about budgeting, curriculum, staffing patterns, and school organization among our executive directors and principals.

While the district continues to grow in its use of this planning system, the development of comprehensive plans will be primary to ensure that all students can study in learning environments that are equitable and deliver effective education. While the refinement and use of this system have been ongoing, Plan4Learning can bring the district and schools closer to identifying the hurdles students face by developing plans to overcome these hurdles.

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.

School Improvement Plans will include clear metrics and effective protocols for measuring school progress during the ESF-Focused Support initiatives implementation within Plan4 Learning. While **progress monitoring** is often treated as a process separate from web-based plan development, the district will work with schools to ensure that day-to-day systems and protocols facilitate gathering information on short and long-term metrics over time within their plans. The district will assist the campuses in these efforts and help develop critical milestones throughout the school year, which assess progress to date, make future decisions, and implement corrections as needed within the plans.

After the initiative's initial implementation, the district and school leaders will systematically monitor implementation throughout the school by doing biweekly walk-through observations in each classroom. The members will split up and visit classrooms in pairs or groups to observe instruction, share the data, and debrief what they had seen.

The district and school leaders will then compile the data from all classrooms to understand what was taking place schoolwide. These observations will describe what is working well and what changes or improvements need to address. The district and school leadership teams' observations will help the campus make timely adjustments to their initiative. As a result, the plans may need to reflect changes to their short-term goal(s) to better address the initiative's needs. Additionally, the team will modify and adjust any issues within the implementation through differentiated, targeted professional development to both individuals and groups of teachers who may need it.

In addition to progress monitoring, Plan4Learning will address the elements of **performance monitoring**. As reflected within the plan, performance monitoring involves regularly collecting and analyzing data to track progress against targets and goals. Performance monitoring helps the school identify whether the initiative's critical elements within the plan are in place and whether the interventions will meet the goals and milestones of the plan. Performance information can also provide insight into whether the expected outcomes affected the intended student outcomes and the implementation level of the initiative.

While a shift in school culture often takes time, educators are well-advised to re-examine the accepted ways of doing things at their schools that do not support student learning and make changes. While it may be difficult to disrupt the status quo, a collaborative leadership style will encourage adjustments and recommendations for change if the first-year plans for school improvement do not meet growth and improvement conditions.

Creating a culture where one can express one's areas of weakness and strength is the secret of success in making these discussions possible to develop the next steps needed for school improvement. After the first year of implementation for Dallas ISD, we will continue to re-examine everything and be strong enough to make all the necessary changes to any educational initiative that we believe will make a difference. As one educator expressed, "sometimes the school provides just the right amount of opportunity for our students, sometimes they provide too many opportunities for our students, but a school can never provide enough opportunity for our students."

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.

In an ongoing effort to provide operational flexibility to comprehensive, targeted, and additional targeted support campuses, Dallas ISD has committed its efforts and practices in providing support to its lowest-performing schools. These efforts have provided the flexibility to enable complete and effective implementation of the Effective Schools Framework Essential Actions within their improvement plans. The district efforts have demonstrated a commitment to schools to provide both funds and resources that implement practices within the transformational model for Title I schools. Many of our efforts have focused upon curriculum reform, professional development, extended learning time, and other strategies that have improved student achievement within our low-performing campuses.

Furthermore, our district actions have paralleled all the essential actions within the federal and state's Effective Schools Framework (ESF) to our current web-based targeted improvement planning instrument, Plan4 Learning. These practices and policies will allow the campus to implement all the necessary actions within the ESF (Effective Schools Framework). Additionally, the Dallas ISD has proactively implemented rigorous reform strategies that encompass all four areas within the transformation model, which are critical to transforming the lowest-achieving schools:

1. Developing teacher and school leader effectiveness.
2. Implementing comprehensive instructional reform strategies.
3. Extending learning time and creating community-oriented schools.
4. Providing operating flexibility and sustained support.

These comprehensive reform efforts align with actions within the Effective Schools Framework (ESF) Essential Actions in analyzing our schools' needs and proactively implement programs that address these needs within many of our local efforts. These efforts have focused upon the following:

- rigorous reform strategy intervention efforts in our schools which facilitate the recruiting, screening, and selection of external providers to ensure quality,
- embedding interventions consistent with school improvement efforts along with growth in academic achievement,
- embedding interventions in a longer-term plan that will sustain our gains in achievement,
- aligning all our resources to interventions,
- establishing board-approved three-year student achievement goals in reading and mathematics, and
- removing any barriers and modifying our district and school-based practices to enable school reform efforts to implement interventions fully and effectively.

Also, schools within this grant will have the operational flexibility within the following areas:

- ability to hire, train, and evaluate staff
- ability to tailor the curriculum to meet the need of their student population
- authority to contract for academic support services
- determine their daily schedule
- select or opt-into various district services
- ability to control discretionary funds provided to campuses

Overall, activities within the transformation model and operational flexibility provided to campuses have started our progress toward improving student achievement in implementing the Effective Schools Framework's Essential Actions.

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 ACE (Accelerating Campus Excellence) program in Dallas ISD focuses on accelerating transformation in struggling schools through strong leadership, effective teaching, and high expectations. All five of our grant applicants are part of the ACE network. The core ACE strategy is strategic staffing: recruiting and retaining the best possible educators for students attending chronically underperforming schools along with an educational focus that mirrors the state's Essential Schools Framework based upon the original works of Bambrick-Santoyo and others. All five of our grant schools receive additional funding from the district for additional funds or incentives paid to exceptional staff specially hired for these campuses, along with additional funds to support extended day activities and the ACE program's needs.

The budgeting of this grant and its resources is a connection between ACE and ESF's instructional goals in further enhancing a plan that links student performance goals to budgetary actions. All allocated funds by the district to these campuses focus on payments to teachers for additional time after school engaging in professional development, planning and preparation, and tutoring/enrichment for the benefit of the school, its teachers, and students. Meeting these objectives requires that we prepare a budget for this grant based on further enhancing and enriching our current and future efforts in recognizing accountability established within our program objectives.

Within this budget, the five schools will partner with the University of Virginia Darden School of Education and the Darden School of Business to combine innovative thinking from both fields to address transformation challenges. Dallas ISD has selected this partner as it feels that it will receive another perspective from another state's efforts in programs with similar goals and intentions for underperforming campuses. The overarching results will be an enrichment among the partners with similar goals and aspirations for struggling campuses.

The total pricing for this grant's duration is \$90,000 per school plus the cost of the readiness assessment. The program cost covers all services, including room and board costs at executive education programs at the University of Virginia and the cost of travel to executive education programs. The primary programmatic components of this cost will cover the following:

Design and Launch:

- District Readiness Assessment
- Behavior Event Interviews
- District/School Boot Camp
- Visit Schools by UVA Implementation

Implementation:

- Summer week-long executive education for school leaders plus a six-person district team
- Winter program for school teams and district leaders
- Shepherd summit
- Multiple site visits by UVA Staff during the year along with coaching and support for teachers and staff
- Strategic, embedded, tailored support, ongoing consultations, and spring retreat

The remaining funds of \$9,000 per campus will include any remaining services along with supplies and materials that may be needed to enhance the program. Indeed, our schools and district will make any adjustments to the school budget that enhance future learnings between our partners and schools. The district is open to making adjustments to accommodate and enrich the ACE model in its continuance and focus upon our highest-need campuses. Our overarching goal is that the district and schools will receive greater insight into how we can better prepare our low-performing schools. Moreover, a significant step in achieving this goal is to enhance reforms in ensuring that every child receives the education he or she deserves and expands teachers' opportunities.

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 participating schools receive support through federal, state, and local dollars. In addition to regular school allocations, campuses receive varying amounts of supplemental funds depending upon all students' needs for whom the schools are responsible. The overarching goal of federal, state, and local funds is to upgrade the entire educational program and raise all students' academic achievement.

The distribution of federal, state, and local dollars in Dallas ISD prioritizes excellence and equity for our students and supports great educators. This grant will further allow the use of funds to advance equity in upholding critical protections for high-need students and schools. From excellence comes a myriad of examples in advancing high academic standards for all students in preparing them to succeed in college and careers.

The support and management of federal, state, and local dollars are essential to the schools in our district that will be a part of this grant. The use of funds under this grant will support and supplement the professional learning for both staff and school leaders within those campuses to better implement actions within the Effective School Framework. These additional funds will enhance other services within professional development and effective systems that support evidence-based practices, collaboration, family and community engagement, strategic use of data, and continuous improvement that address all learners' needs.

Besides, the ACE program, which all schools will be part of, is supported through federal, state, and local dollars. These ACE schools receive additional funding in general operational monies. Stipends to recruit highly effective teachers and leaders to struggling schools. Additional administrative personnel to assist with campus cultural changes, including discipline management and improved instructional coaching and supervision. Transportation for extended school hours until 6:00 p.m. two to three nights each week and time for tutoring intervention and enrichment.

Further funds are allocated for each student to receive new school attire to increase expectations for school spirit. Overall, these campuses fall under the umbrella of a separate department and leaders within School Leadership that focus upon the needs of schools that are greater at-risk within our district. The district has designated additional funding from both federal and state revenue sources for these specific and special efforts.

In addition to regular school allocations, campuses receive varying amounts of supplemental funds depending upon all students' needs for whom the schools are responsible. The overarching goal of federal, state, and local funds is to upgrade the entire educational program and raise all students' academic achievement.

The distribution of federal, state, and local dollars in Dallas ISD prioritizes excellence and equity for our students and supports great educators. This grant will further allow the use of funds to advance equity in upholding critical protections for high-need students and schools. From excellence comes a myriad of examples in advancing high academic standards for all students in preparing them to succeed in college and careers.

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"/>