



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

June 8, 2021-September 30, 2023

Pre-award costs permitted from

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 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):

N/A

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

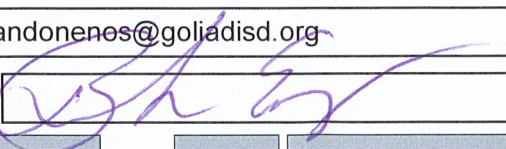
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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
Pathway 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 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.

Goliad ISD central office administration will support both Goliad Elementary and Goliad Middle Schools in carrying out school improvement in the following ways:

1. Facilitate the comprehensive needs assessment to solicit community and parent feedback on current practices.
2. Notify campus contacts (principal and campus grant project contact) of program requirements and ensure the ESF-Focused support funds are used as intended to continue the implementation of the ESF at the campus level.
3. Work with and develop campus administrators as instructional leaders.
4. Recruit and retain high-quality staff.
5. Ensure the district and campus vision and mission are aligned to the continuous growth cycle in the ESF.
6. Create and keep current the district's curriculum management plan.
7. Schedule and facilitate the ESF-Diagnostic in the Spring of 2022.
8. Develop a district web-based improvement plan and link the plan to the district website.
9. Align district initiatives to the feedback received from the Division of School Improvement and from the Texas Instructional Leadership facilitator.
10. Remove financial or time-commitment barriers that hinder the implementation of the ESF, the TIL, or the diagnostic review.

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 Goliad ISD Curriculum and Instruction department will monitor the implementation of the ESF-Focused Support Grant and report the progress to the superintendent of schools on a monthly basis. The LEA will ensure the web-based improvement plans are updated by the campus grant project contact or the principal each six-week grading period over the course of the two year grant. The update will be added to both the campus and district improvement plan updates which are shared with and monitored by the GISD school board. If the schools have not maintained the plan on a six-week basis as indicated above at the end of the first year, the principal of the school will then give a separate report to the school board and superintendent each month during the second year of the grant. In said report, the progress measures for targeted improvement will be listed with a detailed explanation of what steps the campus has taken during the month to implement to continuous improvement ESF process and give data to show progress or a lack of progress.

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 LEA will ensure the campus is provided with constant and direct central office administrator support through the office of Curriculum and Instruction; furthermore, the LEA will remove obstacles the campuses face in implementing the grant, completing the training, or in monitoring the effectiveness of best instructional practices learned during the TIL classes or campus visits. Some of the more common obstacles the LEA may need to remove are:

- 1. campus coverage while leaders are training or being coached.
- 2. ensuring data analysis and planning time is on the district calendar and supported by the LEA administrators.
- 3. provide timely and accurate feedback to the campus or ESC3 when requested during the 2-year grant cycle.
- 4. keep the web-based improvement plan updated on the district website where it is available to the community and parents.

The LEA currently is engaged in the RDA and targeted improvement process and will ensure those plans are not contradictory to or interfering with the ESF improvement cycle or TIL training. To the extend possible, the DCSI will work with campus principals to share data and report progress where the improvement plans have overlap.

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.

In order to more specifically target the needs of Goliad ISD Title I served campuses, the grant will ensure the capacity of the campus leaders to effectively improve instruction and develop teachers is at a level indicative of academically successful campuses. The district is updating the curriculum management plan, and the processes and systems with the CMP require a campus instructional leader who not only knows good instruction, but a leader who can also build the capacity of her team to grow as leaders. Through the two-year ESF Focused Support Grant, Goliad Elementary and Goliad Middle School principals and assistant principals will transition from a moderately effective leader to a fully effective instructional leader who can build lasting change on her campus.

Currently, Goliad ISD has attempted to develop this capacity by partnering with TASA and completing the Transformational Leadership Academy and has working internally with the superintendent and curriculum and instruction department to build this capacity. While both the internal coaching and the leadership academy were useful, neither was holistic and ensured measurable growth of the campuses and developed the principal to lead this growth. The funds used for the initiatives were a combination of general and federal and the work was never aligned to the improvement plans or the targeted support plans.

To ensure Goliad ISD is future ready and growing, the LEA will provide leadership support. To build leader capacity, all instructional professional learning will be through the TIL over the course of the next two years to ensure the ESF is implemented accurately and to ensure the campuses are supported with the progress monitoring. As the needs of the students change and more economically disadvantaged students attend Goliad ISD, the leadership team will be ready to continuously improve and monitor academic growth.

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.

To ensure the ESF Focused Support Grant is supported, Goliad ISD will continue to align all spending to the district school board goals. These goals align directly with the intent of the Effective School Framework, continuous improvement in safe schools where students are prepared for the future.

Each campus will have a campus grant project contact who will schedule training and ensure all participants are aware of the training date and materials needed. The district will support this person by giving him or her access to travel and supply fun

The district curriculum and instruction department will monitor the reports and report to the superintendent or his representative each six-weeks. The cost of maintaining the website for the web-based instructional improvement goals and the cost of progress monitoring will be covered by the LEA with general funding sources.

The LEA will ensure the TEKS are updated with each teacher and the teacher has planning time to adequately plan for differentiated instruction. This will be paid for with Title I and general funding sources.

The principals may have to be off of their campuses while training or receiving coaching. The LEA will ensure an administrator covers the campus or will pay for a substitute administrator for the day with already allocated general funding sources.

No new positions will be created by or paid for with this grant. The purpose of the grant is targeted, specific professional learning for campus administatoters at Goliad Elementary and Middle Schools.

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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

Application Part 2:

2021-2023 Title I, ESF-Focused Support Grant

Authorized by: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

County District Number or vendor ID: <u>088902</u>			Amendment # 0		
Grant Period: July 8, 2021 to September 30, 2023		Fund Code: 211			
Program Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
1	Payroll Costs	6100	\$ 118,000	\$ -	\$ 118,000
2	Professional and Contracted Services	6200	\$ 50,000	\$ -	\$ 50,000
3	Supplies and Materials	6300	\$ 30,000	\$ -	\$ 30,000
4	Other Operating Costs	6400	\$ -	\$ -	\$ -
5	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds				N/A	
6	Total Direct Costs:		\$ 198,000	\$ -	\$ 198,000
7	Enter Percentage (%) of Indirect Costs:		N/A	\$ -	\$ -
8	Grand Total of Budgeted Costs :		\$ 198,000	\$ -	\$ 198,000
Shared Services Arrangement					
9	6493	Payments to member districts of shared services arrangements	\$ -	\$ -	\$ -
Administrative Cost Calculation					
10	Total Grant Amount Budgeted:				\$ 198,000
11	Reasonable and necessary administrative costs established for the program:				0.00
12	Maximum amount allowable for administrative costs, including indirect costs:				\$ -

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Pathway 1 – ESC Supported VIP

Pathway Options:

Texas Instructional Leadership (TIL) is a program through which training and support is provided to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, student culture, and data driven instruction.

Positive Behavioral Interventions and Support (PBIS) is the application of evidence based strategies and systems to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.

District Name: Goliad ISD CDN: 088902

Campus Name: Goliad Elementary School 9-Digit Campus Number: 088902104

Question 1: Identify the Campus Grant Project Contact responsible for managing the implementation of the grant.

Patricia Huber, Principal

Question 2: How did the applicant determine the ESF Prioritized Focus Area for the campus?

ESF Diagnostic ESF-Self Assessment

Question 3: What are the two to three ESF Prioritized Focus Area(s) identified by the campus?

Check all that apply

1.1 2.1 3.1 4.1 5.1 5.3

Question 4: Which ESC Supported VIP is chosen by the campus? Select all that apply

Texas Instructional Leaders (TIL) Positive Behavioral Interventions and Support (PBIS)

Question 5: If the campus is engaging with TIL, with which cohort will the campus participate?

Check all that apply

Action Coaching Data-Driven Instruction
 Student Culture Routines Lesson Planning and formative assessment

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 6: Has the Applicant connected with the ESC VIP, at the campus' service region, regarding application of this grant and the intention of collaboration with the VIP? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 7: Has the Applicant received confirmation from the ESC VIP indicating availability to support? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 8: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.

Lever four and five were identified as areas that need systemic changes in order to realize school improvement. The most notable areas of concern are 5.1 and 5.3.
5.1: Object driven daily lesson plans with formative assessment is an area where the district as a whole has implemented changes over the past year with the inception of a campus management plan; however, many leaders and teacher-leaders are unaware of the multiple components of the successful lesson plan, the lesson planning cycle, and the formative assessment that drives successful instruction.
5.3: data-driven instruction is the final component of district curriculum components and would benefit the delivery of effective instruction by ensuring the individualized interventions and lessons are aligned to best practices. We currently do very few items listed on the success criteria for this lever.

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 9: Describe challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Area(s) that must be addressed by the district/campus over the grant cycle.

- The response should include action steps to be taken to overcome these challenges.

Priority Point Information – If the applicant does not complete this section Priority Points will not be awarded.

1. What was the campus' State Accountability Rating in 2019? <https://txschools.gov/>

- F rating D rating C rating
 B rating A rating

2. What percentage of the campus was identified as Economically Disadvantaged in the 2019-2020 TAPR Report? <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

- 71% - 85% Eco Dis 86% - 100% Eco Dis
 Other

3. How was the campus defined on the 2018-2019 NCES report? <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

- Rural Town Suburban City

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Pathway 1 – ESC Supported VIP

Pathway Options:

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Positive Behavioral Interventions and Support (PBIS) is the application of evidence based strategies and systems to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.

District Name: Goliad ISD CDN: 088902

Campus Name: Goliad Middle School 9-Digit Campus Number: 088902401

Question 1: Identify the Campus Grant Project Contact responsible for managing the implementation of the grant.

Sandra Fellers, Principal

Question 2: How did the applicant determine the ESF Prioritized Focus Area for the campus?

- ESF Diagnostic ESF-Self Assessment

Question 3: What are the two to three ESF Prioritized Focus Area(s) identified by the campus?

Check all that apply

- 1.1 2.1 3.1 4.1 5.1 5.3

Question 4: Which ESC Supported VIP is chosen by the campus? Select all that apply

- Texas Instructional Leaders (TIL) Positive Behavioral Interventions and Support (PBIS)

Question 5: If the campus is engaging with TIL, with which cohort will the campus participate?

Check all that apply

- Action Coaching Data-Driven Instruction
 Student Culture Routines Lesson Planning and formative assessment

**2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP**

Question 6: Has the Applicant connected with the ESC VIP, at the campus' service region, regarding application of this grant and the intention of collaboration with the VIP? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 7: Has the Applicant received confirmation from the ESC VIP indicating availability to support? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 8: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 9: Describe challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Area(s) that must be addressed by the district/campus over the grant cycle.

- The response should include action steps to be taken to overcome these challenges.

Priority Point Information – If the applicant does not complete this section Priority Points will not be awarded.

1. What was the campus' State Accountability Rating in 2019? <https://txschools.gov/>

F rating

D rating

C rating

B rating

A rating

2. What percentage of the campus was identified as Economically Disadvantaged in the 2019-2020 TAPR Report? <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

71% - 85% Eco Dis

86% - 100% Eco Dis

Other

3. How was the campus defined on the 2018-2019 NCES report? <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

Rural

Town

Suburban

City