



**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

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 3, 2021-August 31, 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 **Whitewright ISD** CDN **091-910** Campus **Whitewright EL** ESC **10** DUNS **100077189**

Address **PO Box 888** City **Whitewright** ZIP **75491** Vendor ID **1756002766**

Primary Contact **Kish Russell** Email **kishrussell@yahoo.com** Phone **210-289-3016**

Secondary Contact **Bobby Worthy** Email **bobby.worthy@wwisd.com** Phone **903-364-2155**

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 **Brian Garner** Title **Superintendent**

Email **brian.garner@wwisd.com** Phone **903-364-2155**

Signature  Date **04/21/2021**

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="1"/>
Pathway 2	<input type="text" value="0"/>

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.

Whitewright ISD's goal is to improve the low-performing school, Whitewright Elementary, by reviewing, evaluating, monitoring, and intervening with this identified campus in need of academic support to ensure excellence in education for all students. Whitewright ISD has developed a comprehensive system of support for the elementary campus to successfully implement improvement plan activities. The Effective Schools Framework (ESF)/improvement plan will be reviewed monthly during each campus leadership team meeting. The review process will include a discussion of each strategy for that quarter with a review of data or other relevant information to determine if progress has been achieved or if modifications are needed.

Whitewright Elementary will utilize a web-based improvement planning system. District and campus staff will receive training on how to use the system prior to the planning and evaluating process. The system will provide convenient access to read and update with quarterly progress monitoring data. The improvement plan will be in a central location and for use during meetings to discuss the progress of the efforts at the elementary campus.

The web-based improvement planning process for Whitewright Elementary School (WES) will include the following components:

- 1) Assurances
- 2) Data Analysis: Comprehensive Needs Assessment with references to specific data based on assessments for each campus
- 3) Campus Focus Areas: Essential Actions and Implementation Levels
- 4) Prioritized Focus Areas: Essential Actions, Rationale, Capacity-building, Key Partnerships, Barriers to address, Communication with stakeholders, Desired annual outcomes, District Commitment Theory of Action
- 5) Review of student performance data for each domain and cycle
- 6) 90-Day Outcomes
- 7) Action Plan: Action Steps, Prioritized Essential Action, Start Date/End Date, Resources Needed, Person(s) Responsible, Evidence Used to Determine Progress Toward Action Steps, Evidence Collection Date, Progress Toward Action Step, Necessary Adjustments/Next Steps
- 8) Reflection and Planning for Next 90-Day Cycle: Carryover Action Steps and New Action Steps

District-level monitoring support will follow the US Department of Education's evidence-based decision-making cycle that has been found effective for school improvement: 1) Identify local needs; 2) Select relevant evidence-based interventions; 3) Plan for implementation; 4) Implement; and 5) Examine and reflect.

The district will participate in required submissions, on-going continuous improvement feedback, training, coaching and implementation support from the Division of School Improvement.

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.

Whitewright ISD will support WES to implement the Effective Schools Framework (ESF) continuous improvement process to improve outcomes for students. The district will commit and schedule time to monitoring the elementary school's progress to ensure the school's success and will utilize the web-based improvement plan to guide and track the implementation of the Essential Actions identified in the most effective schools and to support powerful teaching and learning. Each phase of the improvement process will include: data analysis, needs assessment, and developing, implementing, and monitoring a plan for improvement aligned to WES's ESF focus area and Pathway #1. (a) Monitor a web-based improvement plan upon submission and during implementation:

Phase 1: Data Analysis: An internal cross-departmental team will be assembled to include representatives from district and WES stakeholders groups: one teacher from each grade level, Title I ESL teacher, Assistant Principal, Principal, Special Education, Dyslexia, Counselor, and a parent. The team will collect and analyze data to monitor student learning, collect information on what works, and identify gaps in instructional models and curriculum. The data will be reviewed and reported to the district-level leadership during the monthly leadership team meetings.

Phase 2: Needs Assessment: The data analysis will inform the development of the web-based improvement plan. During monthly meetings, the district-level leadership team will review the progress of the plan to address the identified needs and ensure student success.

Phase 3: Developing Plan: WES will develop the web-based improvement plan to include strategies and activities aligned with the needs assessment. The district-level leadership will review the plan and provide ongoing monitoring support to ensure the successful implementation and achievement of strategies and activities.

Phase 4: Implementing/Monitoring: WES will document progress towards achieving the improvement plan with monthly data reports submitted to the district-level leadership for review.

(b) After ongoing monitoring, the district level-leadership will implement additional corrective actions and resources following unsuccessful implementation of the improvement plan after the first year of the grant cycle.

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.

WES's ESF Diagnostic has identified the following Essential Actions that align with continuous improvement efforts and effective models to support powerful teaching and learning:

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Essential Action 5.3: Data-driven instruction.

Whitewright Elementary School has identified three ESF Essential Actions for this grant: 1.1, 3.1, and 5.3.

Whitewright ISD (WWISD) will work to ensure that Whitewright Elementary School (WES) has the ability to meet ESSA requirements for ESF: "to modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans."

To achieve this statutory requirement, district leadership will leverage the following operational flexibilities:

1. Staffing: authority to hire, train, and evaluate staff

2. Curriculum: authority to tailor curriculum to meet the need of the anticipated student population; authority to create, modify, and eliminate programs; and authority to contract for academic support services.

3. General Operations: determine the daily schedule and the year-long calendar; ability to select or opt-in to district services; and ability to control discretionary funds.

In addition, the district commits to the following to ensure full and effective implementation of the Effective Schools Framework Essential Actions that will align with the web-based improvement plan :

WWISD will provide the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.

WWISD will support principals by protecting their time dedicated for school instructional leadership.

WWISD will ensure that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers).

WWISD's policies and practices will prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).

WWISD will provide effective governance to support and promote student outcomes.

WWISD will ensure that campus buildings are well maintained, safe, and conducive to learning.

WWISD will provide data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).

These operational flexibilities and district commitment of support will enable WES to achieve the full and effective implementation of the Effective Schools Framework Essential Actions aligned within the web-based Improvement Plan.

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.

Budget Narrative: All funds will align to meeting the instructional and academic needs and goals of the program.

6200-Contracted Services

\$70,000-ESC Region 11: Professional development cost= \$70,000/campus for the 2 years of the grant.

Year 1: Student Culture and Lesson Planning/Formative Assessment:

Summer Intensive Training with 3 consecutive days occurring end of July or early August for campus leadership team, DCSI and Principal Supervisor

Continuing Content Training-1 day of training per month for campus leadership

Campus-Based Leadership Coaching-Up to 2 coaching days per month on campus

Teacher Training-1 training per month during PLC / after school

Two/three days in the summer of content/coaching for school leaders and teacher leaders.

Year 2: Observation & Feedback /Action Coaching and Data-Driven Instruction:

Summer Intensive Training-3 consecutive days in June with campus leadership team, DCSI, and Principal Supervisor

Continuing Content Training-1 day of training in the Fall; 2 days in Spring Capstone Project Day-1 day for project presentation. Principal Supervisor Leadership Coaching-Up to 2 coaching days per month

Monthly coaching for the principal supervisor to support principals/schools' implementation.

District-wide roll-out on either: data-driven instruction meetings, lesson planning/formative assessment, or teacher observation and feedback.

6300-Supplies and Materials

\$25,000-Instructional supplies, curriculum, academic resources to support student academic achievement in Reading and Math

Subtotal: \$95,000

Indirect Cost 3.936%=\$3,739

Total: \$98,739

A high-level snapshot of funds: Currently, Whitewright ISD allocates Title I (\$137,068) and State Compensatory Education (\$295,348) funds to similar programs. These funds provide academic assistance for economically disadvantaged and at-risk students in the content areas of Reading and Math and afterschool tutoring support and a summer school academic intervention program.

Throughout the project period, adjustments to the budget may be necessary to address the needs of students and teachers to ensure the success of students.

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.

FEDERAL: Whitewright Elementary School is a participating Title I program. Title I services and resources will be coordinated with Title I ESF grant funds to maximize the use of grant funds. Throughout the program period, Title I funded resources will support the implementation of school improvement plan strategies and activities. Examples of resources will include equipment (technology, digital tablets, laptops, and desktop computers equipped with curriculum and instructional software and hardware equipment), books and materials (student reading materials, workbooks, curriculum resources, instructional games, manipulatives), positive behavior supports and personnel, assessment and progress monitoring platforms, and Title I interventionist position.

Title II professional development will support the professional growth needs of WES teachers working with Title I students in the areas of Reading and Math.

Title III funds will provide supplemental academic and instructional services and resources for teachers to use to support the language and literacy needs of English Learners to ensure academic success.

Title IV funds will provide access to resources and services to support social and emotional learning and academic needs of students to include well-rounded learning programs, literacy education, and social-emotional learning programs and resources.

STATE: Whitewright ISD will allocate and coordinate State Compensatory Education funds for academic and intervention resources and staff to support the academic needs of at-risk students : attendance/truancy clerk, social worker, summer academic support program staff and services, curriculum and instructional materials, support services for at-risk students, or other relevant needs to ensure the success of meeting program outcomes.

LOCAL: Local funds will provide additional personnel, technology, digital devices, internet/wifi service, and resources for high-quality intervention and academic support services.

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