



**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](mailto: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

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.

In partnership with ESF-VIP Pathway 1, SFDRCSID will support eligible campuses through detailed and purposeful web-based improvement plan based on ESF Campus Self-Assessment Process data results. Utilizing ESF Essential Actions, campus administrators identified the following 3 focus areas: Prioritized Lever 1.1 Strong School Leadership and Planning, Lever 5.1 Effective Instruction, and Lever 5.3: Data-Driven Instruction for improvement based on data analysis.

San Felipe Del Rio CISD is committed to ensuring high expectations and high standards that will equip and produce learners who are prepared for the 21st century workplace. We embrace the opportunity to increased principal capacity through the implementation of practices that improve leadership skills with effective and data-driven instruction through Texas Instructional Leadership (TIL) Program.

SFDRCSID will support school improvement activities in our web-based improvement plan by:

1. Identifying instructional leaders as Campus Grant Contacts with clear roles and responsibilities and performance expectations of TIL (Texas Instructional Leadership).
2. 100% support to campus administration in TIL including training on creation of web-based plan through District and Service Center collaboration (ESC 15) and support based on Strong Leadership in Planning. (Lever 1.1)
3. A clear and specific time-line will be set to meet grant requirements in web-based improvement plan with smart goals and measurable outcomes and made available for all stakeholders taking ownership of campus plan.
4. District administration will remove any barriers needed to ensure the campuses have access to resources and trainings that will promote the success of the improvement plans. (Lever 5.1)
5. RTI days (6) have been built into district calendar to review and analyze data, in addition to established time for effective collaboration and lesson planning that results in increased student engagement and improved student outcomes. (Levers 5.1 and 5:3)
6. Resources, including technology, will be made available for campus teams to access for immediate feedback on student outcomes from formative and summative assessments, planning purposes, and web based trainings. (Lever 5.1 and 5.3)
7. Collaborating with NIET through the RSSP Year 2 program, the principals and teachers will continue to be provided opportunities for trainings and resources that lead to effective student-based learning, increased student engagement, and clarity for teacher and student expectations.

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.

SFDRCSID is committed to successful implementation and continuous monitoring of our web-based improvement plan through ESF Essential Actions during all cycles of grant period. To ensure that our activities are consistent, our plan includes the following:

1. Campus Grant Contacts will meet weekly with leadership team to review each focus area's progress along with areas of need of best Key Practices implemented with clear discussion on gains and gaps. Weekly principal meetings are scheduled throughout the year.
2. Campus Grant Contacts and Region Center will collaborate one day per month on a one-to-one basis to review and update cycle requirements based on disaggregated data results.
3. Specific measurable outcomes, interventions, data collection will be evaluated during RTI data days (6) and adjust accordingly to campus needs and shared with all stakeholders including staff, students and parents. The CIO will monitor the campus level progress.
4. Written meeting agendas, sign-in sheets of all meetings, trainings, coaching sessions, and professional development will be kept on site for verification of implementation.
5. Visual growth charts of web-based improvement plan will be displayed in planning room, classrooms allowing for shared ownership.
6. Targeted goals will be a part of the TPESS for the principals participating in this initiative.

SFDRCSID has identified critical needs through ESF-Self Assessment and after Cycle 1 year, schools will review all activities and determine accomplishments and areas lacking improvement. Adjustments will be made to plan as needed to update web-based plan according to evidence collected, analysis of practices for Year 1 to determine focus area of improvement continuation.

**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.

It is the goal of SFDRICISD to fully implement an effective and workable web-based plan based on our ESF-Self-Assessment results. Strong school leadership and effective data driven instruction are at the forefront of our plan. Leadership teams seek guidance, one-to-one training with clear expectations on job responsibilities and best practices. Through TIL and effective use of web-based plan, our campus administrators will have the necessary tools to lead with clear goals and responsibilities that produce a strong performing staff and high academic student achievement.

After establishing outcomes and planning the intervention of our ESF Schools Framework Essential Actions web-based improvement action plan, SFDRICISD recognizes the need for modification and flexibility. We are committed to establishing practices and polices through:

1. Understanding the workload of Campus Grant Contact and provide necessary time built into their daily schedule for assistance and coaching as needed.
2. Professional Development will be based on individual campus needs, unique to their necessities and not universal throughout the district.
3. Offer multiple days of training and Professional Development allowing Campus Grant Contact to select aligning to their days of availability and time.
4. PLC weekly meetings offered on different days and times according to campus schedule needs.
5. Review, edit and revise ESF web-based plan as needed according to data collection to determine adjustments needed.
6. Flexibility with all meetings, coaching, training, and professional development to be conducted either in person or via Zoom according to campus needs, district or community needs.
7. Master schedule adjustments with common planning periods for leadership campus team.
8. Assessment calendars utilized and adjusted based on evidence and artifacts.
9. Create systematic changes to curriculum delivery and assessments, lesson plans outlining detailed procedures.
10. Ensure information is shared in a timely manner that allows for adequate planning of events (meetings, trainings, etc)
11. Ensure support staff is readily available to assist with data reports, curriculum documents, and questions that arise in a timely manner.
12. Ensure Principals are confident that the district leadership can and will assist them in any manner needed so that their focus remains on instruction, while making the changes needed for effective implementation of the goals outlined in their improvement plan of action.
13. District leadership will ensure they remain cognizant of time constraints and will change practices such as; meetings at the district will now become campus based, continuing to utilize Zoom meetings when applicable, and reducing any additional assignments for the principals participating in the initiative.
14. Ensuring the Superintendent is kept informed of the workload and responsibilities that the participating principals are required to complete. The Superintendent is the direct supervisor for Campus Principals in SFDRICISD, therefore, the direct line of communication is 100% open and any barriers are eliminated, allowing open communication and flexibility as needed while ensuring all components of this initiative are completed with effective guidance and support.

**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.

As part of our District Goal 2 – Finance, SFDRICSD shall be a good steward of the community’s resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness. Our proposed budget includes:

- 1. Contracted Services with Region Center (Vetted Support-Pathway 1)  
 \$5,000 per lever training x 2 Focus Areas x 3 campuses x 2 years= \$60,000  
 (face to face Professional Development, one-to-one coaching, continuation of implementation plan and support)
- 2. Technical Contracted Services with Region Center for monitoring  
 \$5,000 per campus x 3 campuses x 2 years= \$30,000
- 3. Travel expenses include:  
 1 day per semester including mileage, hotel, meals x 4 semesters  
 \$800 per day x 3 Campus Grant Contacts x 4 days=\$9,600 x per year: \$19,200
- 4. Summer travel includes:  
 summer days of training including mileage, hotel, meals  
 \$500 per day x 3 Campus Grant Contacts x 5 days=\$7,500 x per year: \$15,000
- 5. Instructional Materials  
 \$18,800 per campus x 3 campuses = \$56,400 x per year: \$112,800
- 6. Teacher stipends/extra duty  
 \$10,000 per campus x 3 campuses = \$30,000 x per year: \$60,000

SFDRICSD has selected Pathway 1-ESC- TIL Supported Vetted Improvement Program and costs for Region 15 partnership has been budgeted accordingly for two areas of focus, Prioritized Lever 1.1: Strong School Leadership and Planning and Prioritized Lever 5.1: Effective Instruction. Budget also included required days of training for campus leadership and campus teams according to web-based improvement plan needs. Summer professional development at Region Center have also been set aside for Grant Campus Contacts, and allocated extra duty stipends have been allocated for teachers working outside their contract hours. Specific instructional materials based on data analysis, artifacts and evidence collected will be purchased to meet campus needs.

During the monitored cycles, adjustments will be made through careful review of all program expenditures. The budget plan will be re-evaluated to list necessary, continuation of purchases and edit or delete items as needed based on campus needs. Collaboration between Grant Campus Contact, District Administration and Region Service Center to discuss budget and adjustments will take place during each cycle period and noted in web-based plan with updated items.

Monthly reports of grant allocations, remaining balances and expenditures are reviewed through SFDRICSD Accounting Department and made available to all stakeholders including the Board of Trustees.

**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.

Through strategic planning and collaboration amongst School Board of Trustees, Superintendent’s Cabinet, District, and School Leadership teams and committees, all federal, state, and local programs will coordinate utilizing the Comprehensive Needs Assessment (CNA) framework process to include academic achievement, staff quality and retention, school climate-safe and health schools, college, career, graduation, and family and community engagement. A District Planning and Decision Committee composed of educators, parents, business and community members collaborate on the needs of the district as required with all ESSA statutes.

Utilizing federal, state and local funds, SFDRICISD will continue to align strategies to support and supplement initiatives campus leadership identifies to increase student engagement, increase academic success and set high expectations and standards that equip and produce learners who excel academically.

To meet the math and reading HB 3 goals in grade 3, our students require significant improvement in student achievement. A recent report indicates that 85% of our Hispanic students are below grade level and economically disadvantaged. As many as 70% of our students require intensive remediation. We can continue to grow our teacher capacity through this partnership to improve lesson planning, instructional delivery, and targeted interventions to meet students’ needs.

SFDRICISD will also continue to work collectively with parental and community engagement by bringing the community and parents together into partnerships that enhance SFDRICISD’s programming ability to cultivate and nurture the necessary positive relationships needed to address learning loss and motivate our students and parents to achieve academically and finish high school successfully. Through TIL training, campus instructional leaders will learn effective strategies to better communicate with all stakeholders.

Our 2020-2021 PEIMS data indicate a high level of support needed with student populations including Title I, economically disadvantaged, at-risk, and LEP (Limited English Proficiency) to increase student achievement by cultivating strong leadership, effective and data driven instructional delivery through utilization of ESSA, State Compensatory and Local Funds.

Title I, Part A student population (98.59%)  
Economically Disadvantaged (72.64%)  
At-Risk Population (68.26%)  
LEP households (17.09%)

2020-2021 PEIMS Campus Level: To meet the math and reading HB 3 goals in grade 3, our students require significant improvement in student achievement. A recent report indicates that 85% of our Hispanic students are below grade level and

School 1: (Garfield)	School 2: (Calderon)	School 3: (North Heights)
Economically Disadvantaged (88.89%)	Economically Disadvantaged (88.89%)	Economically Disadvantaged (85.97%)
LEP households (38.25%)	LEP households (38.25%)	LEP households (8.09%)

Through Federal, State and Local funds, SFDRICISD continues to coordinate services and activities, including compliance and monitoring, for all eligible schools providing high quality education that meet the demands of academic standards. Through this grant opportunity, SFDRICISD will benefit with ongoing training in Texas Instructional Leadership fostering a district climate that emphasizes the importance of learning at all levels spiraling from administration, to teachers, to students, to parents.

**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**