



**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 **July 8, 2021-September 30, 2023**

Pre-award costs permitted from **Award Date**

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 - Pathway 1: Pathway 1 Supplemental Pathway Attachment
 - 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): [Redacted]

Applicant Information

Organization **La Grange ISD** CDN **075902** Campus **La Grange Elemer** ESC **13** DUNS **100075365**

Address **PO Box 100** City **La Grange** ZIP **78945** Vendor ID **1746001548**

Primary Contact **Stacy Eilers** Email **eilerss@lgsd.net** Phone **979-968-7000**

Secondary Contact **Nicole Ramirez** Email **nicole.ramirez@lgsd.net** Phone **979-968-7000**

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 **William D. Wagner** Title **Superintendent**

Email **wagnerb@lgsd.net** Phone **979-968-7000**

Signature  Date **4/21/2021**

RFA # [Redacted] SAS # [Redacted]

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.

La Grange ISD will support campuses throughout the school support and improvement process. A team will be developed with diverse, representative members including teachers, coaches, campus administrators and district administrators. Each member of the team will have assigned roles and responsibilities directly related to the focus lever, goals and strategies. This team will collaborate through the entire process to support each other through the improvement activities.

This leadership team will review the ESF process and the goals and strategies detailed in the current TIF including the self assessment, artifacts and focus levers. During this review process, the team will review and assess the identified priority areas, the root cause analysis, the goals and strategies for implementation and developed implementation activities for these goals.

The campus determined that ESF levers 4.1, 5.1, and 5.3 were the campus focus levers. Through the process, the campus realized that although the curriculum included a scope and sequence aligned to the TEKS, the common assessments with the purpose of providing data to guide instruction were lacking. Therefore, common assessments became the campus focus along with data meetings to analyze and discuss areas of strength and areas for improvement.

With teaching and learning the priority, the campus developed systems and protocols including expectations for common assessments and data meetings to follow each assessment. At these data meetings, the PLC teams identify ineffective practices and strategies that may hinder success. The campus then engages in facilitated planning to unpack the TEKS and focus on the standards identified in the data meetings.

Throughout this process, along with the E3 Alliance Raise Up Texas, the leadership team will continually support, monitor, and review the systems and protocols to determine necessary resources including human capital as well as areas the resources/processes need to be shifted in response to critical needs. Barriers will be eliminated and staff will be empowered to be a part of the improvement process. The leadership team will communicate a clear, focused vision for continuous improvement aligned with collaborative efforts all leading to student success. E3 Alliance, Raise Up Texas, will assist our leadership team to develop a systematic process with providing accountability for reviewing lesson plans, checking standards to be appropriate and to the depth needed for that grade level and content, verifying the lessons are in line with the district's scope and sequence and providing teachers with support and feedback. These goals and activities will be communicated and submitted into the Plan4Learning Campus Improvement Plans. These strategies, activities and goals will be reviewed and monitored at designated time frames for progress and adjusted as needed based on current data and artifact analysis.

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.

La Grange ISD will frequently monitor campuses/leadership teams to ensure compliance with the Plan4Learning campus improvement plan. First and foremost, in collaboration with the E3 Alliance Raise Up Texas, the leadership team will participate in quarterly check-ins of the CIP in Plan4Learning for formative reviews. Principal supervision and coaching will ensure open communication and opportunities to answer questions and receive clarification. The team will review and monitor training and professional development participation in addition to campus visits and observation with a focus on targeted levers/strategies/activities. Schedules for data meetings will be shared with all on the team and these meetings will be observed and participated to monitor and review.

After each assessment, data meetings will be scheduled and follow-up will occur with facilitated planning, direct coaching and discussions with teachers and the leadership team regarding instructional strategies/VIP practices to improve student learning with specific standards students are struggling with. Agenda and meeting minutes will be shared with administrators, teachers, and coaches. Onsite observations and feedback will continue throughout the improvement process.

If targets are not being met as the process progresses, the leadership team will meet to determine next steps. Options could include adjusting the specific strategies/activities or if the team feels the issue is deeper, a root cause analysis could be conducted and then the next steps adjusted based on the findings. The data meetings will be the core source of data review and determination of success of strategies and action plan.

If in the first year, the action plan is not successful, all data sources will be reviewed including assessment data submitted into Eduphoria, reports created from this data, data meeting minutes, lesson plan review, and leadership team meeting minutes. A root cause analysis will be conducted and strategies will be developed for corrective implementation. Frequent monitoring and follow-up by the leadership team of the implementation of the corrective actions and strategies will be conducted.

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.

La Grange ISD will modify, as appropriate, practices and policies to provide operational flexibility to La Grange Elementary, which will enable full and effective implementation of the Effective Schools Framework Essential Actions aligned and web-based Improvement Plan. La Grange Elementary will continue to assess and monitor the campus wide expectations that have been established through the ESF essential actions. The leadership team will collaborate with the members of the campus and district improvement teams, which include parents and community stakeholders to review the plan, the progress toward the goal, and feedback on the action plan and goal.

This past year, La Grange Elementary realized the campus provided the curriculum, which included a scope and sequence aligned to the TEKS; however, the common assessments which provide data to guide our instruction were lacking. Common assessments have become a new campus-wide practice and expectation, along with data meetings to analyze and discuss areas of strengths and weaknesses. Data meetings will allow us to respond and adjust goals quickly, maximizing time for reteaching, intervening, or enriching. We recognize that this needs to become a priority as data guides our instruction. We want to identify ineffective practices and strategies that may hinder student success.

La Grange Elementary will continue our District Facilitated Planning initiative. We will continuously schedule time to support personnel in lesson planning, breaking down content standards, using formative assessment and data to reflect and adjust classroom instruction and strategies. It is our goal to continuously review this process and to support teachers through teacher clarity. The Curriculum Director, Campus Administrators, and Instructional Coaches will facilitate these sessions once a six weeks. Each session will provide a 45-60 minute professional learning piece such as how to write clear, student friendly objectives and an explanation of the why behind it. These professional learning sessions will transfer into objective driven daily lesson plans with formative assessments and data to guide instruction. We plan to provide continued support to staff in order for them to be clear in their expectations and instruction. In order to reduce potential barriers, our leadership team will be working with small grade level, content groups to encourage collective efficacy. Our intention is that when learning is organized and deliberate, and when the learner knows what he or she is learning, rigorous and explicit standards will be met. The campus will be able to evaluate the effectiveness of this process through documented lesson plans, classroom observations with specific rubrics of "look fors", team meetings for collaboration, and data meetings to reflect on lesson planning.

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 proposed budget was collaboratively developed by instructional leaders within the school district to meet the needs of students and staff as identified during a comprehensive needs assessment process.

The primary expenditure for the proposed budget will be within the (6200 object code) for contracted services to work in partnership with E3 Alliance RAISE-Up Texas towards improvement in the focus areas of curriculum and assessments aligned to TEKS with a year-long scope and sequence(4.1), objective-driven daily lesson plans with formative assessments(5.1), and data driven instruction(5.3).

To build capacity and ensure deeper implementation and improvement, personnel costs (6100 object code) will be budgeted for teacher leaders, to be vetted, selected and provided a supplemental stipend to carry out extra duty pay activities, and for additional days/hours of work to support school-wide improvement. Upon successful, effective and impactful change, based on the evaluation of a predetermined data set, the two-year grant will allow the district to plan for budgeting for the awarded school and the middle school feeder campus to receive similar support and provide stipends to teachers for leading the work on their campuses. The district's goal is to use this process to improve the La Grange Elementary campus, and ensure consistency across all of our campuses for continued improvement and leadership development. The budget also includes substitute costs to cover teachers as they attend professional learning opportunities at the campus level with E3 Alliance RAISEup Texas.

To support the current practice of Professional Learning through coaching visits with a Seidlitz Education Consultant, costs budgeted for (6400 object code) will include continued scheduled coaching visits using a focus of Sheltered Instructional Strategies and implementation.

Supplies/materials (object 6300) will include, but are not limited to: instructional manipulatives, technology hardware/software, supplemental instructional materials, books for professional development, student texts, supplies to enhance culture/climate.

The two-year grant will allow the district to plan for budgeting for the awarded school and the middle school feeder campus to receive similar support and provide stipends to teachers for leading the work on their campuses beyond grant dollars. The district will be able to plan for future year's budgets and make priority decisions about spending to ensure we sustain this work and expand to the middle school feeder campus.

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 proposed budget was collectively and collaboratively developed by instructional leaders within the school district to meet the prioritized needs of students and staff as identified during a comprehensive needs assessment process. To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate these supplemental funds with federal (TI, TII, TIII), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. Initial planning of schedules, time, available resources will all be taken into consideration prior to the full implementation of services and goods being procured.

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