



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

- 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):

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

CDN Vendor ID

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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.

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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.

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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.

The Midland Independent School District (MISD) will support campuses in carrying out all aspects of school support and continuous improvement by taking the vision developed through each campuses' self assessment and the data collected from their ESF Diagnostic Site Visit to create a comprehensive system of support. The overall support will coordinate with strengthening campus-wide systems identified as focus areas within the Essential Actions. Aligned to campus identified needs, improvement activities will include a responsive system for coaching leaders in ensuring successful systems are in place. Coaching of systems will include ensuring clearly defined roles for instructional leaders (principals, assistant principals, teacher leaders) are in place, including planning instruction and assessments to the rigor of the TEKS, using data to inform planning for first teach and reteach, and in creating learning environments that are conducive to regular monitoring of metrics established in a web-based improvement plan. As we implement collaborative systems to develop campus instructional leaders with clearly defined roles and responsibilities, we build capacity within our school buildings from the teacher up to the campus leader which only enhances learning for our students.

The district already utilizes a web-based software, Plan4Learning, for our District and Campus Improvement Plans, so this addition will be welcomed rather than seen as an add-on. By using the web-based platform to publish and outline milestones with benchmarks, the district will support campuses in ensuring the highest leverage activities are prioritized, monitored, and modified based on clearly established and calendared timelines. Finally, a beta version of a web-based responsive system that includes a feedback cycle of requests for support, embedded professional development, and professional development staff feedback has been created and piloted this school year in order to further support campuses in carrying out school improvement best practices while ensuring fidelity of implementation. Actions within the district will illustrate the importance of aligning tools and resources to our most at-need campuses identified in this grant and establishing responsive systems of support for best practices toward individual campus needs.

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.

MISD will closely monitor school improvement plans over the course of the grant period. Any funds requested from the ESF-Focused Support Grant are required to be documented and supported by the School Improvement Plan when submitted for expenditures through the Federal Funds Office and monitored by the MISD Executive Director of Federal Funds.

In addition to the plan, MISD will monitor the campuses' performance through campus site visits, quarterly updates on goal progress through the web-based improvement plans and performance will be reported publicly to the MISD Board at least once during the year. Interim reports will be provided to the board providing evidence of progress or realignment through regular written board reports.

As far as monitoring and supporting campuses with their plans, the Department of Accountability developed strong systems this past year that will be continued in supporting campuses with ensuring submissions are completed on time, Targeted Improvement Plans (TIPS) were updated as necessary and communications with the School Improvement staff at TEA were immediately shared with campus leaders. The ESC also provided positive support for the district in assisting with school improvement and we see that partnership continuing as a resource as well.

If evidence of unsuccessful implementation of such a plan after the first year of the grant cycle exists, an immediate plan of action to review and implement appropriate actions toward getting the campus back on track will be instituted. Consistent monitoring of the identified levers and supporting documentation of data will be reviewed to ensure ongoing progress occurs and an unsuccessful implementation does not occur. Specific requests for support for campuses will be available in our online Teaching and Learning HUB where campus leaders can request campus support for leadership, professional development or to address staffing issues. This tool provides documented evidence of requests, followup actions and satisfaction ratings.

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.

As campuses move through the school improvement process, any identified practices or policies will be identified and reviewed to determine how to best support the campus through operational flexibility to support implementation of the ESF Essential Actions aligned with the web-based Improvement Plan. Following the process already in place in the district, these reviews will occur on a quarterly basis through a team effort and discussions. Immediately upon identification of any barriers by anyone on the school improvement team either at the campus, district, service center or state level, a plan of support will be enacted to ensure appropriate relief is provided for the campus(es) to support continuous improvement. By all parties working together toward the improvement of student outcomes on the campus(es), a cohesive and supportive effort will be aligned toward school improvement.

The ESF Essential Actions are critical toward moving a campus forward in a systemic manner that can be embedded into the learning culture of the campus. Through the support of the Vetted Improvement Partner systems and coaching for centered around job-embedded professional development and campus culture will be provided. With the assistance of our VIP, the district will support campus(es) in increasing student engagement and achievement through targeted, multi-layered instructional support for teachers, campus leaders and principal supervisors. Building capacity across the campus(es) rather than solely relying only on campus(es) leadership will create a systemic change across the building and begin to permeate and create a replicative system across the district. As campus(es) leaders, teacher leaders and those overseeing campus leaders become engaged in the same trainings to support the transformation of campus systems, campus culture is positively impacted as well as creating systems of improvement through the increasing of elements of effective instruction in every classroom.

Being supported by a VIP to conduct training in best practices as well as having the ability to effectively monitor this work and implementation through a web-based Improvement Plan can only strengthen systems for supporting improved instructional practices. The district already utilizes a web-based software for our District and Campus Improvement Plans, so this addition will be welcomed rather than seen as an add-on. Additionally, with a web-based Improvement Plan, immediate review and actions can be taken by all supporters of school improvement by having the most up-to-date information available for review and response. An important component for continuous improvement is providing immediate follow-up and support in areas of need before too much time has passed. By utilizing campus leader supervisors, campus leaders, teachers and instructional support training in best practices and immediate feedback and support loops, the campus(es) will be provided with tools to immediately redirect any areas of need and to celebrate areas of success. Working with our VIP, specific critical moves for supporting campus leaders related to each focus area to ensure continuity and long-term sustainability of continuous improvement processes across campuses will move the work forward.

In conclusion, any identified barriers evidenced by the VIP, the state, the ESC or campus/district personnel will be brought to the attention of the Chief Academic Officer who in turn will begin to immediately find the remedy that is in the best interest of improving student outcomes and then take necessary steps toward providing relief to such barriers. This ability to quickly address such situations will provide the operational flexibility needed to the awarded campus(es) toward full and effective implementation of the ESF Framework Essential Actions ultimately improving student outcomes.

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.

MISD will monitor the proposed budgets of the identified campuses to assure the funds are being allocated to the Prioritized Focus Areas each campus identified in their self-assessment. The targeted support may include, but is not limited to, additional staffing, contracted services through a VIP and professional development deemed necessary to meeting the Effective School Framework Essential Actions. Paramount to required training for support systemic change on the campus(es), travel to observe best practices would be supported while understanding that the strongest training will occur through job embedded professional development. Additionally, the funding from the ESF Grant would complement the work currently occurring with the Blended Learning Planning Grant toward creating Math Innovation Zones within the district.

MISD plans to use the VIP to provide teacher training and coaching which will consist of certified coaches providing teachers targeted, intensive support through training with personalized follow-up coaching focused on effective instruction and instructional strategies that improve both objective-driven daily lesson plans, data-driven instruction, and TEKS-aligned unit design. In addition to providing teacher training and coaching, the VIP will provide training for Principal Supervisors followed by coaching sessions on specific critical moves for supporting campus leaders related to each of the Prioritized Focus Areas listed in campus web-based Improvement Plans. Executive Training and Coaching for Campus Principals, Assistant Principals, and other campus leaders will also be provided for implementation support to help campus leaders design systems for securing the best possible teaching faculty, transforming campus culture, and increasing elements of effective instruction in every classroom. The campus leaders will also have follow-up coaching sessions to ensure the capacity-building is effective and sustainable. As campus(es) leaders, teacher leaders and those overseeing campus leaders become engaged in the same training to support the transformation of campus systems, campus culture is positively impacted as well as creating systems of improvement through increasing elements of effective instruction in every classroom.

Both the systems put into place and the instruction provided as a result of those systems will be monitored on a continual basis to determine their effectiveness. Additional resources will be made available if necessary to support each campus in their efforts to meet their Prioritized Focus Areas of school improvement.

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.

Midland ISD will strategically allocate and monitor all federal, state, local and grant funds to ensure expenditures support district and campus academic needs as revealed by the district and the identified campuses needs assessments. A budget planning process will be utilized to guarantee that funds are allocated and expended on research-based job embedded professional development, student intervention activities, and instructional materials that will result in increased reading proficiency and numeracy.

In order to support activities funded through this grant and to ensure alignment with federal, state, and local resources, Midland ISD and campus recommended purchases will be screened to meet the following criteria:

- Type of and description of purchase or contracted service (Professional Development, Instructional Material, Software Program)
- How will effectiveness be measured toward meeting the improvement plan goals?
- Identification of alignment to academic goals set by the MISD Board of Trustees
- Which ESF Lever and/or Prioritized Focus Area does it support?
- Plan for implementation and criteria for success

Additionally, Midland ISD is in the process of developing a cross-departmental system of measuring the Return on Investment (ROI) of purchases aligned with academic board goals, student outcomes and overall effectiveness toward implementation. If this type of ROI process could be embedded into the web-based improvement plan tool, then MISD believes an even stronger system for monitoring and alignment of all funding sources to best support improved student outcomes would be in the best interest of the district.

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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"/>

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CDN 165901

Vendor ID 1756002064

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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

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