



**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

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

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1	2
Pathway 2	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.

Progreso ISD has been on a pathway of rapid change and making changes in order to support and improve our campuses. These changes have included multiple revisions and transitions that have created multiple new systems and higher expectations for students and staff. To better support and improve our schools, the district has provided the tools to place data-driven instruction into practice and professional development that strengthens both culture and instruction in developing leaders that inspire and motivate others to solve problems and analyze issues. The district has provided and developed a shared vision of good instruction and instructional planning that promotes student success and have become the building blocks for curriculum-driven instruction aligned with data and assessments, as well as a roadmap to effective instruction that addresses all students' needs. The district strives to ensure its staff's growth and professional development by focusing on school-based coaching and support and dynamic distributed leadership.

The district has continued implementing and strengthening many new strategies that facilitate school support and improvement. These strategies include reorganizing schools under the leadership of a director, effective campus leadership teams, and effective teachers identified through Project Rise. Emphasis to mathematics and reading in our curriculum have increased along with social and emotional learning and development, and increased professional development and training. The district's most significant support to schools and their improvement will be focus upon compensation, professional support, management and operations, career and leadership opportunities, and student services. Progreso ISD uses curriculum-based monitoring examinations that provide teachers and staff with information on tracking students for success. These processes have allowed for greater accountability among our teachers and staff in ensuring that we are meeting our responsibilities in providing all students with an enriched curriculum.

The district realizes that high student achievement relies on strategic leadership, implementing and monitoring evidence-based school improvement plans. The district will develop and implement a web-based plan for improvement. The web-based planning program will assist the school supervisor and principal to assess needs, set improvement goals, create action plans, and monitor progress. Implementing the plans, will help in decision-making about budgeting, curriculum, staffing patterns, and school organization among our directors and principals.

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.

Once the district has developed and implemented a web-based improvement plan, these plans will include effective protocols for measuring school progress during the ESF-Focused Support initiatives implementation. The district will work with schools to ensure that these plans are implemented on a day to day basis. The district will assist the campuses in these efforts and help develop critical milestones throughout the school year, make future decisions, and implement corrections as needed within the plans. District leaders and school leaders will systematically monitor implementation throughout the schools by doing biweekly walk-through observations in each classroom. At the end of the observations district administrators will meet with school leaders to debrief and make recommendations on observations. The team will modify and adjust any issues within the implementation through differentiated, targeted professional development to both individuals and groups of teachers who may need it.

The web-based plan will be able to address the elements of performance monitoring which will involve regularly collecting and analyzing data to track progress against targets and goals. It will help the school identify whether the critical elements within the plan and whether the interventions will meet the goals and milestones of the plan. Performance information can also provide insight into whether the expected outcomes affected the intended student outcomes and the implementation level of the initiative.

While it may be difficult, a collaborative leadership will encourage adjustments and recommendations for change if the first-year plans for school improvement do not meet growth and improvement conditions. Weaknesses and strengths will be identified in making these discussions possible to develop the next steps needed for school improvement. After the first year of implementation, we will continue to re-examine and make all the necessary changes to any educational initiative that we believe will make a difference.

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.

In an ongoing effort to provide flexibility to our targeted support campuses, Progreso ISD has committed to provide support to low-performing schools. These efforts will provide the flexibility to enable complete and effective implementation of the Effective Schools Framework Essential Actions within their improvement plans. The district efforts have demonstrated a commitment to schools to provide both funds and resources that implement fair practices within the transformational model for Title I schools. Many of our efforts have focused upon curriculum reform, professional development, and other strategies that will improve student achievement within our campuses. Progreso ISD has proactively implemented rigorous reform strategies that encompass all four areas within the transformation model, which are critical to transforming the low-achieving schools:

1. Developing teacher and school leader effectiveness.
2. Implementing comprehensive instructional reform strategies.
3. Extending learning time and creating community-oriented schools.
4. Providing operating flexibility and sustained support.

These comprehensive reform efforts align with actions within the Effective Schools Framework (ESF) Essential Actions in analyzing our schools' needs and proactively implement programs that address these needs within many of our local efforts.

These efforts have focused upon the following:

- rigorous reform strategy intervention efforts in our schools which facilitate the recruiting, screening, and selection of external providers to ensure a quality curriculum,
- embedding interventions consistent with school improvement efforts along with growth in academic achievement,
- aligning all our resources to interventions,
- establishing student achievement goals in reading and mathematics, and
- removing any barriers and modifying our district and school-based practices to enable school reform efforts to implement interventions fully and effectively.

Overall, activities within the transformation model and operational flexibility provided to campuses have started our progress toward improving student achievement in implementing the Effective Schools Framework's Essential Actions.

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.

Progreso ISD implemented the Instructional frame SMART Goals 2, 4 and 6 in order to maximizes and meet the needs and goals of the program.

Goal 2: Progreso ISD Business office along with key stakeholderscollaborated to develop, review and prepare budget allocations.

Goal 4: As part of this goal is the inclusion of a Team of grant writers for the district to continue to increase funding for programs facilities, public relations and personnel. ESF- focused support grant will assist the district meet this goal to increase funding for staff development, supplies, materials, and contracts.

Goal 6: Progreso ISD will establish a team of curriculum writing and budget allocations. Annual curriculum writing and ongoing vertical alignment/monitoring will be conducted in collaboration with and amongst all district programs to increase student academic progress.

The ESF - focused grant and the partnership with Region 1 and The Texas InstructionalLeadership modules resources is a connection between the districts goals to link student performance goals to budgetary actions.

The total pricing for this grant' s duration is \$99,000 per school

Includes, Professional development, implementation support sessions, coaching sessions, resources binder and books, and extra duty.

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.

Progreso ISD receive federal, state and local dollars. All of these funds are allocated based on student needs to advanced equity and raise all student' s academic achievement. This grant will further allow the use of funds to achieve these goals by supporting and supplement the professional learning for both great educators and school leaders. The grant will further allow Progreso ISD to better implement the Effective School Framework and the district's Instructional frame work.

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