



**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 **Nacogdoches ISD** CDN **174904** Campus **BQJ/E. Carpenter** ESC **7** DUNS **096028659**

Address **Drawer 631521** City **Nacogdoches** ZIP **75963** Vendor ID **1756002119**

Primary Contact **Jo Lynn Corley** Email **jcorley@nacid.org** Phone **9365695000**

Secondary Contact **Daya Hill** Email **dhill@nacid.org** Phone **9365695000**

**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 **Lisa Barbarick** Title **Chief Financial Officer**

Email **lbarbarick@nacid.org** Phone **9365695000**

Signature *Lisa Barbarick* Date **4/21/21**

**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.

Nacogdoches Independent School (NISD) District has established district goals that are outlined within the District Improvement Plan, Campus Plans, and Targeted Improvement Plans that are strategically aligned with the Effective Schools Framework (ESF). NISD plans to utilize ESF-Focused Support grant funds to acquire targeted support to provide eligible and participating campuses (two elementary campuses) with high-quality resources, additional professional consultant/specialist coaching, and targeted job-embedded training that will allow for positive progress towards campus improvement. It is a priority of the district to provide campus leaders with training that will strengthen leadership, increase staff capacity and promote staff retention. The district and campus's comprehensive needs assessment will be used as a guide to review current data collections, and identify targeted needs with problem statements and root causes. In turn, the process will allow for campus specific performance objectives and strategies that are aligned to the ESF framework and the results of the ESF Diagnostic and the ESF Self-Assessment. The district will facilitate a collaborative effort to implement and monitor a plan on high leverage needs that are aligned to the ESF framework.

The district is seeking to strengthen the effectiveness of campus leadership primarily through the External Vetted Improvement Program (VIP) and specialized professional consultants. Specific levers will address the aligned strategies required for continuous support and improvement. Targeted support and job-embedded professional development opportunities will focus on Level 1: Strong School Leadership and Planning, Level 3: Positive School Culture, and Level 5: Effective Instruction. Strategies will be aligned to the Essential Actions for 1.1 to demonstrate high expectations and shared ownership for student success in the campus mission, vision, and actions, 3.1 to develop campus instructional leaders' capacity by implementing coordinated efforts for roles and responsibilities, written protocols, regularly held planning meetings, and job-embedded training, and 5.3 to systematically utilize data drive instruction to review formative and summative data, planning with specific learning targets, reteaching expectations, and student goal setting. The participating Title I campuses, Brooks Quinn Jones Elementary and Emeline Carpenter Elementary are identified as Targeted Support. Brooks Quinn Jones Elementary has completed a preliminary ESF Self-Assessment, while Emeline Carpenter Elementary has completed the ESF Diagnostic and is in their second year of implementation. The ESF-Focused Support Grant will ensure that the systems that have been built through the ESF process and through the local needs assessment process will have continued support to allow for sustainability. Each campus has a significantly high percentage of At-Risk and Economically Disadvantaged Students: Brooks Quinn Jones Elementary (At-Risk: 60.87; Economically Disadvantaged:94.64%). Emeline Carpenter Elementary (At-Risk: 61.26%; Economically Disadvantaged:97.53%). Both participating campuses are feeder campuses to one of the district's middle schools.

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.

The district will monitor the web-based improvement plans on a district determined schedule that is similar to the locally developed state Targeted Improvement Plan Submission Monitoring, as well as the formative monitoring of Campus Improvement Plans. This allows administrators to check strategy progress and to adjust tasks that ensure completion of performance objective goals. District and campus administrators have experience with the 806 Technologies Plan4Learning Platform. If a strategy is completed during the reviews, the campus teams will determine next steps for continuation and sustainability. There will be an alignment between plans that supports the district's tightly held systems and the ESF levers. District coordination will allow for an organized launch that may include structured campus comprehensive needs assessments, plan development, implementation timelines, and progress monitoring scheduling. In addition, specific measures will ensure communication of campus expectations, submission pre-conferences, submission conferences and VIP training and support.

The district will systematically monitor the campuses receiving the ESF-Focused Support Grant by:

1. Assign a district level Grant Coordinator to oversee program compliance, plan submission, program implementation, and track the progress of each campus throughout the improvement process.
2. Develop a program calendar of dates (plan submission, program progress, team debriefings, reflection, budget, etc.)
3. Develop requirements for training/professional development reflections, and implementation expectations.
4. Utilize the Plan4Learning web-based platform for the submission and review of the campus improvement plans.
5. Develop specific contingency plans/systems in relation to each campus's improvement plan to determine the next steps and/or adjustments that may need to be made during Spring 2022 and Summer 2022 to respond to findings of unsatisfactory improvement over the course of the 2021/2022 academic school year.

**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.

The district will provide operational flexibility in providing individualized support to each campus based on the findings from their ESF Diagnostic, ESF Self-Assessment and annual comprehensive needs assessment. The concept of tightly held and loosely held systems will be modeled at the district level and fully supported at the campus level. Thus, establishing clear campus expectations and the opportunity to determine allowable areas of flexibility and autonomy. The district will structure leadership capacity building opportunities with the Campus Administrative Team Schedules, as well as support protective time in their daily schedules. The district will continue to partner with the regional education service center and utilize personnel from the Teaching Learning Department to facilitate coordination with the Vetted Improvement Programs/Consultants and to support the campus improvement models for sustainable student academic achievement.

The district will coordinate meetings and schedules to streamline the implementation, monitoring, and feedback for both state and local campus plans. This will ensure strategy alignment and collaborative efforts that promote efficiency through coordinated communication and time-management.

**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 will allow for contracted consultants and a partnership with the VIP, RAISEup Texas. The district currently has a working relationship with RAISEup Texas / E3 Alliance at the district level, through the Resilient School Support Program, and through a local grant that supports campus needs at an elementary and high school campus. Proposed professional development is aligned to the district's tightly held systems and expectations that are horizontally aligned across campuses (collaborative planning, instructional design and delivery, and PBIS(CHAMPS)).

Consultants and initiatives will be vetted to determine program effectiveness and alignment with district and campus goals, such as Professional Learning Communities (PLCs), essential standards, data analysis, and instructional design and delivery. If the campus teams determine a budget adjustment is warranted, they will consult with the Grant Coordinator to determine rationale, adjustments, and amendment steps.

The proposed attached budget's line items have been strategically decided upon with the intention of having a direct effect on student academic growth, academic performance levels, closing student academic gaps on both campuses.

A. Brooks-Quinn Jones Elementary:

- a. Grades 3-5 Reading- 19% gap at Meets between the Campus (29%) and that of the State (48%)
- b. Grade 3-5 Mathematics- 11% gap at Meets between the Campus (41%) and that of the State (52%)
- c. Grades 3-5 Reading- 17% gap at Masters between the Campus (9%) and that of the State (26%)
- d. Grades 3-5 Mathematics- 14% gap at Masters between the Campus (16%) and that of the State (30%)
- e. All Grades/All Subjects-16% gap at Meets between the Campus (34%) and that of the State (50%)
- f. All Grades/All Subjects-12% gap at Masters between the Campus (12%) and that of the State (24%)

B. Carpenter Elementary

- a. Grades 3-5 Reading- 33% gap at Meets between the Campus (15%) and that of the State (48%)
- b. Grade 3-5 Mathematics- 38% gap at Meets between the Campus (14%) and that of the State (52%)
- c. Grades 3-5 Reading- 20% gap at Masters between the Campus (6%) and that of the State (26%)
- d. Grades 3-5 Mathematics- 22% gap at Masters between the Campus (8%) and that of the State (30%)
- e. All Grades/All Subjects-37% gap at Meets between the Campus (13%) and that of the State (50%)
- f. All Grades/All Subjects-18% gap at Masters between the Campus (6%) and that of the State (24%)

**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 district will adhere to the Supplement, Non Supplant Methodology Guidance which will ensure that the funds are specifically utilized for services and supplies that meet program compliance and guidelines. In the campus improvement plans, funding sources will be strategically attached to each identified strategy to maintain documentation of Federal, State, and local funding. When requisitions and contracts are received, the approval pathway will directly connect to the identified campus goal, campus performance objective, and strategies.

**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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	



**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**