



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

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1	<input type="text" value="0"/>
Pathway 2	<input type="text" value="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.

Two Grand Prairie ISD (GPISD) campuses are submitting an application to participate in the 2021-23 Title I, ESF Focused Support grant - James Fannin Middle School (051) and the Digital Arts and Technology Academy (041). Grand Prairie ISD will support both campuses in carrying out school support and improvement activities. (1) Grant Management: The GPISD Associate Superintendent will manage the grant initiative. The administrator leads the GPISD School Improvement department and serves as the District Coordinator of School Improvement (DCSI). The administrator has vast experience in leading Campus Educational Improvement Committees (CEICs) to use the Effective Schools Framework (EFS) to plan, implement, and evaluate successful redesign, transformation, and school action programs. Each Principal will serve as the program contact and manage the grant at their campus. The DCSI will support campus principals in achieving school improvement and meeting grant requirements. (2) ESF Self-Assessment: Under the direction of the DCSI, Principals led the CEIC to complete an ESF Self-Assessment. During the assessment process, each committee gathered and reflected on evidence of current campus practices in six Essential Actions to identify 2-3 focus areas of improvement. Each campus determined developing objective based lessons with formative assessment (Essential Action 5.1) and implementing data-driven instruction (Essential Action 5.3) to be essential actions. (3) Web-based Improvement Plan: Under the direction of the DCSI and Principals, CEIC committees researched improvement partners and selected the National Institute for Excellence in Teaching (NIET) to build staff capacity in lesson development and data-based instruction. Each campus worked with the vetted partner to create a school improvement plan aligned to the Effective Schools Framework. for each Essential Action. If awarded the grant, campus teams will work with the TEA Division of School Improvement and NIET partners to review and revise improvement plans to maximize student and school success and to develop a web-based tool that enables stakeholders to view the school improvement plan, monitor progress, and evaluate success. (4) Pathway Training: NIET will provide differentiated training to campus leaders and educators. The DCSI, Principals, Assistant Principals, and Instructional Coaches will receive ongoing feedback, coaching, and implementation support from TEA and the vetted improvement partner. Principals will guide the CEIC in using pathway data to revise the school plan including action steps, professional development, personnel responsibilities, and/or resources to meet performance measures. GPISD Instructional Coaches will lead weekly Professional Learning Community meetings to support lesson development and model best practices for instruction and formative evaluation. Lead Teachers will host daily planning meetings and co-teach in classrooms. Assistant Principals will support day-to-day implementation of grant activities. Campus administrators and NIET representatives will conduct observations. Educators will share best practices and school performance in campus, district, and grant meetings. (4) Finance Management: The DCSI and Executive Director of Business will attend TEA grant management meetings to coordinate grant assets with funding, resources, and systems of the larger district in order to implement fully the Effective School Framework. The DCSI will submit funding and pathway progress reports.

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.

Monitoring Web-based Improvement Plans: Grand Prairie ISD utilizes Campus Educational Improvement Committees (CEICs) to monitor school improvement initiatives. Each campus-based committee is led by the Principal and composed of families, educators, community members, and school stakeholders reflecting the demographics of the school community. The campus committees will meet as needed during the first months of the grant and at least once each nine weeks during the academic term. Each Campus Improvement Plan will delineate the campus goals aligned to the Effective Schools Framework. A web-based implementation plan will be created. The digital will document the root causes of low performance and will include key practices, clear timelines, milestones, performance measures, evaluation tools, and staff responsible for meeting each Essential Action. The CEIC will oversee the execution of the improvement plan. The Assistant Principals will monitor day-to-day implementation of grant activities. The Dean of Instruction will ensure educators have access to high-quality curriculum in each content area vertically aligned to state standards across grade levels to enable teachers to plan lessons for students at varying mastery levels. Instructional Coaches will host PLC meetings to guide teachers in planning effective instruction that includes an objective, opening and closing activities, pacing, differentiated instructional activities, and a formative assessment. Campus educators will plan and execute TEKS focused instruction daily. The Principal will host CEIC meetings quarterly to analyze formative pathway data. When milestones are not met, the committee will recommend changes in training, instructional resources, performance timelines, and/or staff responsibilities to ensure student and school goals are achieved. Evaluation to Achieve School Improvement: A summative evaluation report will be presented to the CEIC at the end of each academic year. The report will summarize campus performance in achieving student and school improvement goals including current campus implementation of Key Practices based on milestones accomplished and performance metrics related to each Essential Action. When goals are not achieved, current implementation will be analyzed to determine the root cause of the problem. Recommended changes will focus on setting clear priorities, timelines, milestones, metrics, and task owners to accomplish Essential Actions and achieve goals. The modifications will be included in the Campus Improvement Plan for the upcoming year which will be reviewed and approved by the Superintendent, District Educational Improvement Committee, and Board of Trustees during the spring of 2022 and 2023.

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.

GPISD, a leader in school choice and member of the TEA System of Great Schools network, provides each campus the support and operational flexibility to create high-quality, best-fit school options for their students. The GPISD Department of School Improvement leads each Campus Education Improvement Committee (CEIC) to use a problem-solving approach to develop Campus Improvement Plans that meet the needs of the student population, school culture, and community. The GPISD Department of Innovation and School Choice guides each committee in restructuring site leadership, staffing, curriculum & instruction, and operations to effectively implement the campus plans and achieve improvement goals.

(1) Campus Staffing: Campus leaders in GPISD have the authority to recommend and hire the leadership and teaching positions necessary to meet the needs of stakeholders in the school. If awarded the EFS-Focused Support Grant, the CEIC at each campus will have the ability to utilize grant resources to meet school improvement goals. During the spring of 2021, each CEIC collaborated with the vetted improvement partner, NIET, to review the ESF Self-Assessment and design a unique professional development plan to implement targeted Key Practices and achieve Essential Actions 5.1 and 5.3. In addition, each Principal worked with NIET and the CEIC to restructure leadership and educator schedules to implement daily planning sessions and weekly Professional Learning Community meetings. ESC and NIET workshops and conferences were also identified to meet staff performance standards set to achieve campus goals.

(2.) Curriculum & Instruction Programs: GPISD campuses have access to scope and sequence curriculum documents and associated lesson plans, as well as, 9-Week Unit Assessments with real-time data reporting capabilities through a technology-based curriculum management system. Campus leaders and educators will work with NIET during the summer of 2021 to develop scope and sequence documents for each subject area aligned to student data and academic standards. During training and coaching sessions, teachers will learn to unpack student expectations in each learning standard. The educators will work with co lessons with differentiated paths to meet learner needs and formative assessment components to monitor student growth and progress. With guidance from NIET consultants and campus leaders, Professional Learning Community (PLC) teams will have the autonomy to create, modify, or eliminate instructional resources to meet the needs of campus learners. PLC teams will also have the ability to purchase licenses for technology-based learning programs that use system analytics to adapt lesson sequences to student performance and to report student growth and achievement aligned to grade-level academic standards. All curriculum and instruction programs will be designed to spiral learning from the student's mastery level to grade level standards and beyond to meet the high achievement expectations of students and the school.

(3) General Operations: GPISD operates twenty-four Schools of Choice. The district has the vision, leaders, and systems in place to support each school in developing unique and effective operational structures. The CEIC at each participating site will have the authority to restructure student and educator schedules, class size, and/or the length of the school day to implement Key Practices and achieve Essential Actions. The CEIC will also have the ability to select or opt-in to district services and programs such as counseling, student support, college readiness, and career and technical education programs designed to assist students with removing social, emotional, and economic barriers that impede student achievement.

GPISD is a District of Innovation. The open enrollment district is a pioneer in designing innovative initiatives to improve educational outcomes to benefit the students and the community. The district is also a member of the System of Great Schools to provide campuses with strategies for taking greater responsibility in making decisions about teaching and learning. In 2021, GPISD was awarded the Power of Hope Award. The award recognizes school districts that effectively organize and implement new and innovative programs that improve student success and college entrance. Each campus participating in the ESF-Focused Support Grant will have the authority and district support to modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the Web-based Improvement Plan. True site-based management will enable each campus to design a school improvement initiative responsive to the needs of the school community to realize the district mission, "We will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement."

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.

Grand Prairie ISD has developed a budget to meet the ESF focused goal of improving instructional planning, assessment, and data use practices to positively impact teaching and learning and ultimately increase student performance and achievement. (1) Staffing: The District Coordinator of School Improvement (DCSI) will direct the grant project. School Principals will manage the program on each campus. No funds are requested as responsibilities of the grant project are part of each administrator's assigned duties. (2) Materials: Instructional resources are requested in the amount of \$11,000 per campus to enable educators to implement effective, data-based instruction in differentiated pathways for diverse learners each year. In addition, grant funds totaling \$18,000 per year are requested to provide technology-based applications for each campus that provide formative analytics and adaptive learning sequences for the subject areas of reading and math. GPISD requests a total materials budget of \$94,000 for the two-year grant period. (3) Contracts: GPISD has an agreement to contract with the National Institute for Excellence in Teaching (NIET) to provide professional development. (a) Summer Leadership Institutes: Middle School Principals, Assistant Principals, and Instructional Deans will attend eight days of training each summer. Instructional Coaches and Lead Teachers will join administrators to attend five days of training each summer. During the training, educators will learn to analyze student data and map curriculum standards to develop a scope and sequence, as well as, teacher and leader schedules for the upcoming academic year using NIET key practices and templates. In addition, the training will introduce school leaders to lesson planning and execution using NIET key practices and templates. Budget requests for 16 days of summer leadership training over the two-year project period total \$48,000. (b) Ongoing Professional Development: NIET will provide eight days of high quality and ongoing professional development each year of the project period to empower educators to write effective lesson plans that indicate the amount of time spent on each step of the lesson, include differentiated paths of instruction to a clearly defined curricular goal, and utilize daily formative assessments. Training will include use of NIET lesson plan templates, curriculum mapping templates, as well as, student and teacher scheduling templates. Budget requests for eight days of training per year total \$48,000. (c) Direct Coaching: The vetted improvement partner, NIET, will provide six on-site observation visits to each campus annually. During each two-day visit, NIET consultants will analyze formative assessment data, review curriculum maps and lesson plans, and observe team meetings to provide feedback. In addition, during each site visit, NIET educational consultants will observe classroom instruction to provide direct coaching to campus educators in using research-based practices to execute lesson plans. Campus leaders will be briefed after each site visit to plan the focus of upcoming professional development and site visits. NIET consultants will be available for remote discussion between visits through email, video conferencing, and phone calls. Budget requests for twelve two-day site visits during the grant period total \$72,000. GPISD requests a total budget of \$168,000 to contract with NIET to provide vetted improvement training including travel and materials over the two-year project period. (4) Teacher Stipends/Extra Duty Pay: Personnel costs are requested to compensate eight teachers and two Instructional Coaches for attending 10 days of professional development during non-contract summer hours. Extra-duty pay for each educator will be calculated at the rate of \$180 per day which includes \$150 extra duty pay and \$30 fringe benefits per day. GPISD requests a total budget of \$18,000 for ten Teacher Leaders to attend ten days of professional development during non-contract summer months. (5) Travel: Travel expenses of \$5500 are requested for leaders to attend all required Texas Education Agency events including an Effective Schools Framework Overview, Web-based Improvement Plan Development, Grant Spending and Coaching. In addition, travel expenses of \$3900 are requested to enable educators to attend ESC and NIET sponsored training and workshop events. GPISD requests a total travel budget of \$9,400. (6) Indirect Costs: Indirect costs of \$10,600 are requested based on the Maximum Indirect Cost Worksheet. (7) Total Budget: Budget requests for Fannin Middle School total \$150,000. Budget requests for the Digital Arts and Technology Academy total \$150,000. GPISD requests a total budget of \$300,000 to implement the 2021-2023 Title I, 1003 ESF-Focused Support Grant. GPISD has partnered with NIET to implement school improvement programs in TTIPS, Redesign, and School Action grant programs. Budget requests are aligned with effective training models from these successful projects to meet ESF-focused campus improvement goals. In May of 2022, the Campus Educational Improvement Committee will review the ESF Self Assessment and the Title I, ESF-Focused Support Grant Summative Evaluation. Changes will be made to materials, professional development offerings and personnel responsibilities to meet campus goals for the upcoming project year. The 2022-23 grant budget will be restructured as needed to implement essential actions and achieve 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.

The Department of Business Operations is responsible for managing the financial resources of GPISD to ensure every transaction leads to the ultimate goal of maximizing student achievement. The two participating sites, James Fannin Middle School and the Digital Arts and Technology Academy are Title I served campuses. Each campus was identified as Targeted Support and Improvement in 2020. GPISD utilizes Title I, Part A funds to support the Teaching and Learning Department. The department works with the TEA School Improvement Division to conduct training based on Reflective Prioritization Activities. Teaching and Learning staff members provide campus training, coaching sessions, and classroom observations to support effective implementation of targeted Essential Actions on the campus Targeted Improvement Plan. In addition, Title I Parent Involvement and Title I, Part C Migrant Services funds will provide programs that promote the education, health, and wellness of families, and ultimately, keep students in school to learn and meet personal goals. For example, a majority of Fannin Middle School students are English learners. Title I funds are used to support the GPISD Newcomer Program which is located at the middle school campus. The program is designed to help transition students who arrive from various countries into the public school system. The students learn about cultural norms as they are related to education, both conversational and academic English, all while continuing an on-level academic curriculum. The goal of the program is to prepare new arrivals to the US to attend all English classes within two years.

GPISD will coordinate funds from local, state, and federal funding sources to carry out EFS-Focused Support Grant activities. (a) Local property taxes and Foundation School Program funds are the basic funding sources which provide facilities, operations, and educational programs for the participating campuses. (b) Title II funds are currently being used to provide NIET leadership training to Fannin Middle School and the Digital Arts and Technology Academy administrators. Principals, Assistant Principals, Academic Deans, and Instructional Coaches at each campus are currently attending training to define leadership roles, responsibilities, and schedules to improve student, teacher, and school success. The training is focused on developing each administrator's ability to support teacher leaders in taking on new roles with the responsibility, accountability, and authority to drive instruction and improve learner outcomes. (c) State Compensatory Education funds will be used to provide Content Strategists who support teachers in designing differentiated learning paths for at-risk learners. (d) The GPISD Education Foundation will provide annual opportunities for teachers to win \$1000 in grant funds to further school improvement efforts within their classrooms and campuses.

GPISD coordinates local, state, and federal funding sources to operate a variety of departments which focus on maximizing student and school success. The Department of School Improvement will manage the grant and oversee the development of EFS-Focused Campus Improvement Plans and grant evaluation components. The Department of Innovation and School Choice will support the campuses in restructuring systems and implementing campus plans to positively impact teaching and learning. Social Workers and Counselors from the GPISD Counseling Services Department will link families with the Food Pantry, Kid's Incorporated, Clothes Closet, and School Supplies and social service programs to fulfill basic needs. These GPISD staff members will also provide counseling and leadership programs at each campus to encourage and support happy, capable, and resilient learners who have the confidence and sense of personal responsibility to meet academic goals. Staff members working with the GPISD Dropout Prevention program will work with middle school youths to increase attachment to school and to overcome personal and family impediments to school attendance.

GPISD leaders have experience in transforming schools using innovative models of targeted intervention, technical assistance, and appropriate funding sources to improve student performance. Under the direction of the District Coordinator of School Improvement (DCSI), campus Principals will monitor the development of Campus Improvement Plans to ensure all federal funding sources, including the ESF-Focused Support Grant funds, are specified. James Fannin Middle School and the Digital Arts and Technology Academy at Adams Middle School leaders will work with the DCSI, Principals, TEA technical assistance, and the vetted improvement partner to locate and utilize all available funding sources to enable full and effective implementation of the school improvement initiative. The Executive Director of Business Operations will work with the DCSI and Principals to manage and meet compliance and accounting guidelines for ESF-Focused Support Grant funds. The GPISD administrators will continuously monitor the use of Title I and grant funds to ensure expenditures upgrade the educational program on the campus, supplement other non-federal programs, and supplement the use of program funds specified by GPISD in the Title I application submitted to TEA.

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