



**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 **Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement**

This LOI application must be submitted via email to [lolapplications@tea.texas.gov](mailto:lolapplications@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="2"/>
Pathway 2	<input type="text" value="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.

The DCSI and the superintendent will support the campuses in implementing school improvement activities by:

- >>Working with the campus leadership teams (CLT) to create an ESF-aligned improvement plan developed in Plan4Learning platform that aligns to the district goals as well as the campus improvement efforts. The DCSI will coordinate with the CLT to complete a self-assessment and will support the campus with document collection/site visit coordination for the on-site diagnostic visit to be conducted by the ESC14 staff.
- >>The ESF-aligned improvement plan will be monitored for implementation and needed adjustment during each cycle to insure an environment of continuous improvement. The DCSI, the CLT, and the campus administration will meet quarterly to review adjustments needed to the improvement plan.
- >>The district commits to support the efforts of the CLT via stipends to honor the time commitment needed for the CLT members to attend additional professional development, implement school improvement with integrity, and monitor data and outcomes to make adjustments to improve student outcomes.
- >>Provide data tracking systems and support data-analysis for the campuses with a quarterly review of campus performance with the CLT team and a monthly review of campus performance with the administrative team.
- >>align the ESF efforts with Texas Instructional Leadership and the RSSP program which the district has been approved for Year Two by TEA.
- >>Provide district level coordination for a MTSS program with alignment of the current district Behavioral PBIS program and the campus-based academic RTI efforts. Two district administrators will complete the MTSS TOT program by summer and will be working to support campus and district implementation of the MTSS efforts.
- >>The DCSI will operate in the role of the principal supervisor and attend all TIL trainings with the campus administrative teams as well actively participate in the monthly coaching for the principal supervisor under the TIL framework.
- >>The DCSI will commit to bi-monthly meetings with campus administrators to support the TIL coaching model as determined by the campus needs and the TIL coaching support.
- >>The district commits to supporting the TIL process with aligned professional development (identified in needs assessment), on-site observation and feedback processes for campus administrators, aligned teacher support with RSSP work, and dedicated coaching support by the ESC for administrators and the DCSI.

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 DCSI and superintendent will commit to the following efforts to support the ESF-aligned improvement efforts:

- >>The ESF-aligned improvement plan will be monitored for implementation and needed adjustment during each cycle to insure an environment of continuous improvement. The DCSI, the CLT, and the campus administration will meet quarterly to review adjustments needed to the improvement plan.
- >>A district-level commitment to maintain a focus on a strong blended-learning environment to support all students.
- >>The DCSI and campus administrators will use Plan4Learning to create an improvement plan and then actively monitor the progress of student outcomes towards the quarterly targets and EOY results.
- >>Principal Supervisor, Principals, and CLT team members will engage in Data-Driven Instruction training under the TIL model and will use the best practices to support improved instruction. The DCSI will meet with the principals bi-weekly to track DDI processes under the TIL framework. The planned work will continue the TIL efforts from the 20-21 school year regarding Lesson Alignment (including weekly checks & feedback of teacher lesson plans to ensure 90% implementation across the district).
- >>TEKS-aligned common assessment data and NWEA MAP data will be tracked monthly and reported to the Board of Trustees for goal progress monitoring in alignment with the campus improvement plans.
- >>Due to the close-monitoring and coaching model planned by the district, early warning signs indicating decreased student performance can be detected. Once issues and deficiencies are identified, the DCSI working in coordination with the TIL coach, the CLT, and the campus administrators will make quarterly adjustments to insure continuous improvement efforts.

**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.

Snyder ISD and the campuses have been involved with the Effective School Framework for the past year and have implemented year one of Texas Instructional Leadership in the 20-21 school year. The Year One of TIL focused on Essential Actions 1.1 (Develop campus instruction leaders with clear roles and responsibilities) and 5.1 (Objective-driven daily lesson plans with formative assessments) within a blended learning environment. Snyder ISD was also accepted into Year One of the Resilient Schools Support Program. Through the work of the RSSP program and the TIL process, the district was able to provide support for the campus administrators, CLT members, and the teachers in a year of upheaval for public school. The efforts have paid off with the district maintaining overall student outcomes based on formative assessments at or slightly above the board goals for RLA and within 5-7% of math targets.

The district has transitioned into year two planning with both the TIL process and aligned support for teachers under the RSSP model. Based on our current needs assessment and coaching sessions with the TIL contact, the district is planning to move to a focus on Essential Action 5.3 (Data-driven instruction) while continuing to develop the teachers' abilities to delivery effective instruction in a blended learning environment. The RSSP work will support teachers' abilities to operate in a Just-In-Time intervention model to address gaps from the 20-21 school year immediately rather than reactively. By streamlining an understanding of effective blended learning using the tools in place in the district (LMS, 1:1 devices, and instructional resources aligned to MAP data), teachers will be better equipped to address individual learning needs for all students.

Under the ESF focus on Data-driven instruction, the district expects to support campus efforts to complete the following:

>>Campus leaders will be expected to establish procedures and processes under TIL/RSSP to support the review of disaggregated data while tracking the progress of all students.

>>Teachers will receive the coaching support individually and during PLC to analyze current data to adjust instruction prior to beginning a unit as well as use data to provide an understanding of student mastery of concepts while grade level materials are being taught. Under RSSP model, additional coaching and support is needed to continue to develop the blended learning instructional model on the campuses.

>>Regularly scheduled PLCs will continue on the campuses with teachers meeting by grade level and subject for both vertical and horizontal alignment.

>>District instructional staff will work with RLA and Math PLCs to identify needs based on existing data (STAAR, MAP, Pre-Tests) to plan needed instruction prior to the start of a unit. Following instruction, common assessment data will be disaggregated to determine additional support needs in alignment to the current RTI and the transitioning MTSS program for the campus and district.

>>District instructional staff, the DCSI, and the campus administrators will actively participate in TIL training sessions and work with the TIL coach to coordinate on-going coaching model throughout the school year to insure the practices and essential actions are being implemented with integrity and providing the desired results.

>> District instructional staff, the DCSI, the TIL Coach, and the campus administrators will actively participate in RSSP bi-weekly sessions with the TEA-assigned technical support provider to coordinate on-going coaching model for teachers throughout the school year to insure the practices and essential actions are being implemented with integrity and providing the desired results.

>>Regular meetings with the DCSI and the campus administrators will be scheduled at the beginning of the school year to dedicate time to the tracking of data and provide a timely response to needed adjustments in instruction, resources, etc.

**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 is designed to provide maximum support for students, teachers, and campus administrators who are entering into the 21-22 school year with the understanding to provide aggressive student monitoring and targeted instruction to address educational gaps from the 20-21 school year.

The planned budget for the ESF grant will support the following efforts:

>>Texas Instructional Leadership Costs for two campuses to focus on campus leadership coaching support in data-driven instruction and provide access to best practices for just-in-time intervention processes.

>>Although accepted into the RSSP model, funding has been allocated to provide targeted teacher professional development with the technical support provider assigned to the district with RSSP. All of the professional support in the 20-21 school year has been completed virtually. However, based on teacher feedback, face-to-face professional development with on-site coaching is preferred. For this reason, the campuses will have funds to contract with professional development providers to support teacher development in the just-in-time intervention model as well as effective practices of data-driven instruction.

>>Although the district has not identified 4.1 (TEKS-aligned curriculum and formative assessments) as a priority area for ESF actions, the completion of the needs assessment and on-site diagnostic may expose additional curriculum support needs. The district currently uses local funds to purchase access to TEKS-aligned curriculum resources, scope and sequence supports, and aligned instructional materials. However, as the focus turns to Data-driven instruction and just-in-time intervention, additional resources may be needed.

>>Continue the need for teacher support in effectively implementing a blended-learning environment launched in the 20-21 school year. However, tremendous teacher support is still needed. Through summer professional development opportunities, lead teachers can be trained to support the continuous improvement of blended learning practices on the campuses. Additionally through the summer work of TIL (the ESC-lead data-driven instruction workshop) and Year Two planning with the RSSP technical support provider, aligned professional development will be identified during the summer planning sessions.

>>Additional stipends are part of the planned budget expense to honor the additional commitment of the CLT members, the campus grant leads, and extra duty days during the summer for lead teacher trainers.

By investing in the ESF process in the 21-22 school year in coordination with Year Two of TIL and Year Two of RSSP work, lasting changes in procedures and campus expectations should be established. These changes should continue to impact the campuses well beyond the grant period. However, if the planned budget needs addressed above are not producing the desired lasting results, the DCSI in coordination with the campus leads, will redesign budget plans to support the adjustments to the improvement plans. The DCSI commits to amending the planned budget as necessary to accomplish the intended outcomes and see an increase in student performance.

**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 currently utilizes federal, state, and local funds to provide a robust instructional program on the elementary campuses.

>>Federal funding:

Additional teachers to maintain small class sizes on the Title I campuses. Funding is also used to support intervention education currently allowing for teachers and paraprofessionals to be dedicated to intervention support.

The district receives funding for after school education programs through the 21st Century ACE grant. The district is awaiting awards from Cycle 11 to determine if the aligned after school academic efforts will continue under this grant.

Title IIA funds are used to provide stipends to high needs areas and tested subject teachers to allow instructional experts additional planning time to support student outcomes.

>> State and Local funding:

Snyder ISD has invested local funds, including early education allotments as well as comp ed funds in the following areas:

>Increased reading support (grades K-3) through American Reading Company for teachers to deliver stronger instruction resulting in increase student outcomes.

>Increased reading support (grades 4-5) through McGraw-Hill for teachers to deliver stronger instruction resulting in increase student outcomes.

>Intervention and targeted support programs aligned to district universal screeners.

>District access to universal screeners for BOY, MOY, and EOY testing to monitor student growth as compared to local and national norms.

>Interventions programs for dedicated teacher salaries.

>Extensive library upgrades at all district campuses.

>Instructional support staff to address specific campus needs and allow for teachers to increase departmental and vertical planning time.

Current stipends to provide CLT team members allow for those teachers and campus administrators to go above and beyond their current duties.

The district purchases access to TEKS-aligned curriculum resources, scope and sequence supports, and aligned instructional materials for all core and elective courses.

**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