



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

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): **N/A**

Applicant Information

Organization **Shepherd I.S.D.** CDN **204904** Campus [Redacted] ESC **6** DUNS **022385975**

Address **1401 S. Byrd Avenue** City **Shepherd** ZIP **77371** Vendor ID **74-6002291**

Primary Contact **Amanda Stayton** Email **astayton@shepherdisd.net** Phone **9366283396**

Secondary Contact **DeAnna Clavell** Email **dclavell@shepherdisd.net** Phone **9366283396**

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 **Dr. Jason Hewitt** Title **Superintendent**

Email **jhewitt@shepherdisd.net** Phone **9366283396**

Signature  Date **04.21.21**

RFA # [Redacted] SAS # [Redacted]

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.

Shepherd Intermediate (6th year IR) and Shepherd Middle School (3rd year IR) have utilized a diverse, representative team with assigned roles and responsibilities to develop and implement the Targeted Improvement Plan (TIP) for the Intermediate and Middle School campuses. Based on a root cause analysis of our student data, and the ESF assessment from ESC 6, the LEA identified the Prioritized Focus Areas: 1.1, 3.1, 5.1, and 5.3. Specifically, Intermediate (1.1, 5.1, and 5.3); Middle (3.1, 5.1, 5.3). The LEA meets quarterly with campus leaders and the TEA, to evaluate disaggregated student progress data in relation to formative and summative goals set at the beginning of the year and adjusted quarterly during the TIP Cycle Reviews. The LEA monitors these specific focus areas to determine the following support and improvement activities as essential to the progress of the campus.

The LEA has identified a need for growing instructional leadership capacity in our teachers on both campuses. The LEA has created an Instructional Team Leader (ITL) position to support teachers and administrators on campus. The ITL is a full-time classroom teacher and will lead the content planning at each grade level. The district has created job descriptions and will train the ITLs each summer on the systems and processes that clearly define roles and responsibilities for the ITL, the principal, the teachers, and the campus (Prioritized Focus Area 1.1). We will also partner with E3 Alliance to provide ongoing professional development and leadership supports for our campus leadership and ITLs that are aligned to our ESF and TIP. This will allow operational flexibility through the shifting of resources, processes, and practices in response to the critical teacher pedagogical need we have identified this school year, and it will eliminate barriers to improvement by empowering teachers to be responsive in support of campus and district leadership as it relates to instruction and to the SISD Vision 2025. This new position will utilize internal and external human capital with the necessary resources to assure that all student needs are met to create a successful learning environment on both campuses. This position will create a systemic focus on all identified Prioritized Focus Areas in our Targeted Improvement Plans. By building leadership capacity through the ITL (1.1), the LEA will assure that teachers provide objective-driven daily lesson plans with formative assessments (5.1) through the PLC planning process and that the PLC is data-driven in planning instruction (5.3). The LEA will prioritize teaching and learning by implementing systemic protocols that the ITL will facilitate and the principal will monitor. Currently, campuses have PLCs every day that are used to plan effective instruction by unpacking or breaking down the TEKs prior to teaching and aligning the Depth of Knowledge level to the rigor of the TEK as identified by the student product in each lesson. The ITL will clearly communicate, along with the campus leadership, Shepherd I.S.D.'s Vision 2025 and Critical Outcomes (3.1), thus leading focused and collaborative efforts for student success.

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 LEA meets quarterly with campus leadership and with the TEA to review formative and summative goals on the TIP. We meet collaboratively to communicate feedback to the campuses in written and verbal forms; we utilize agendas and sign-in sheets to assure that we create a collaborative process that involves multiple stakeholders. On the campus level, principals monitor and coach teachers to use data analysis tools that guide teachers to analyzing student assessment data down to the individual student level. The LEA monitors this data system through documented meetings with campus leaders (agenda, teacher data analysis sheets). The District Coordinator of School Improvement (DCSI) meets weekly with principals to evaluate local assessment data as it correlates with day-to-day classroom instruction. We are data-driven in our responses to goal attainment. We adjust the action steps in each quarter to evaluate our 90-day outcomes. If we are successful in meeting goals, we continue to implement the previously identified action steps; if we are unsuccessful in meeting goals in a timely manner, then we change the action steps to try a new approach based on evidence-based strategies. We changed our PLC protocols to include unpacking the TEKs and DOK alignment to assure that students were receiving grade-level, rigorous instruction because based on our data and student products based on quarterly review. After this adjustment, the middle school observed that 68% of tested subjects met or surpassed the Quarter 2 formative goals. Principals are coached on a weekly basis by the LEA in the form of Leadership Professional Learning Community meetings and onsite Texas Instructional Leadership (TIL) coaching. We collect artifacts such as PLC team agendas, lesson plans, and data analysis sheets to assure that the campus level work is occurring; we will expand our collection process over the next two years to include student products as we build our exemplar collection. The LEA will also regularly conduct classroom observations, PLC observations, and campus operation observations with campus leadership to assure that we maintain the focus on the Prioritized Focus Areas. We will utilize our VIP, E3 Alliance, to provide professional development and direct coaching for our campus leadership teams, district instructional coaches and specialists, and the Instructional Team Leaders (ITL) through onsite observation visits and feedback. We will work with our VIP to assure that the development is aligned with our Prioritized Focus Areas (1.1, 3.1, 5.1, and 5.3), and the LEA will monitor the implementation and support of VIP practices through documented meetings and campus observation and feedback loops. If the campus is unsuccessful in the implementation of the plan in the first year of the grant cycle, the LEA and school will review all sources of data by conducting a root cause analysis. Upon completion of the root cause analysis, the LEA will develop and monitor strategies for corrective implementation.

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 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 by eliminating ineffective practices and processes that hinder student success. As a data-driven campus, the campus must be flexible in responding to student data. From flexible student grouping to changing the daily master schedule, the campuses will be pushed, by district systems, to monitor and adjust so that essential actions are implemented and monitored. The campus and the LEA are creating specific systems and guidelines around the curriculum management plan so that the ESF fully implemented. The campus administrator has the ability to move teachers, staff, and students to meet the needs of the campus; he/she has the ability to plan and deliver PLC that is focused on data. The campus administrator along with the campus leadership team will monitor the use of the district curriculum beginning with the planning process; the addition of the Instructional Team Leader (ITL) will assure that lessons are planned and vetted for rigor and appropriate student product (5.1). Teachers will teach students according to the verb and skills outlined in the TEKs through our curriculum assuring that explicit and rigorous standards for student learning are in place on a daily basis. The LEA will reduce barriers to implementing the ESF framework by creating a compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations (3.1) that clearly communicates expectations for all student achievement. The LEA will remove barriers by guaranteeing a viable curriculum, curriculum management plan, and data-drive approach built on student achievement and access for all students. The LEA assures that we will be data-driven and responsive. The LEA, through Title I Parent Involvement nights, School Improvement meetings, and Campus and District Improvement Team meetings will seek input from all stakeholders to plan and implement improvement initiatives based on data-driven adjustments (5.3). We will utilize our partnership with E3 Alliance, staff surveys, and student data reports to evaluate the effectiveness of the ESF implementation.

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 was collaboratively developed by instructional leaders within the LEA to meet the prioritized needs of students and staff as identified during a comprehensive needs assessment process. To increase program effectiveness, eliminate duplication, and reduce the dissolution of instructional programs, the district will coordinate these supplemental funds with federal Title II, and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.

The primary expenditure for the proposal will be within the 6200 object code for contracted services to work in strategic partnership with E3 Alliance RAISE-up Texas towards improvement in the focus areas of Leadership, Culture, and Effective Instruction. Principal supervisors, principals, campus leaders, and instructional staff will engage with E3 Alliance RAISEup Texas facilitators, in activities such as but not limited to coaching sessions, professional learning, transformative work, connecting to the Effective Schools Framework, enhancing strategic plans, instructional models, the utilization of data to drive best practices, the utilization of a multi-tiered system of support/response for student attendance/engagement/academic performance, and personalized pathways for supporting instructional staff through the cycles of observation, feedback, coaching, and continuous improvement.

To build capacity and ensure deeper implementation and improvement, a portion of personnel costs (6100 object) will be budgeted for teacher leaders, to be vetted, selected, and provided a supplemental stipend to carry out extra duty pay activities as Instructional Team Leaders, and for additional days/hours or work to support school-wide improvement. Upon successful, effective, and impactful change, based on the evaluation of a predetermined data set, the two-year grant will allow the district to plan for budgeting for the awarded schools and other districts schools to receive similar supports and providing stipends to teachers for leading the work on their campuses. The district's goal with this is to improve the selected campuses but also ensure consistency across all of our campuses for continued improvement and leadership development. The budget also includes substitute costs that will be budgeted to cover classroom instruction as teachers attend professional learning opportunities at the home campus with E3 Alliance RAISEup Texas. Supplies/materials (object 6300) will include, but are not limited to instructional manipulatives, technology hardware/software, supplemental instructional materials, books for professional development, student texts, supplies to enhance culture/climate, etc. Travel costs (object 6400) will be minimal but budgeted for mileage to and from campus/training site, consultant travel, etc. The two-year grant will allow the district to plan for budgeting for the awarded schools and other districts schools to receive similar supports and providing stipends to teachers for leading the work on their campuses beyond grant dollars. The district will be able to plan for future year's budgets and make priority decisions about spending to ensure we sustain this work and expand to more schools in our district.

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 proposed budget was collectively developed by instructional leaders within the school district to meet the prioritized needs of students and staff as identified during a comprehensive needs assessment process. To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate these supplemental funds with federal Title II funds and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. Initial planning of schedules, time, available resources will all be taken into consideration prior to the full implementation of services and goods being procured. The LEA is committed to the ESF; we are funding the Instructional Team Leader stipend through Title II funds so that we can create sustainability with the position once the two-year ESF grant period ends. We plan to use the ESF grant funds for the next two years in an effort to create a foundation for our Instructional Team Leaders to grow from; our goal is to create the next generation of leaders for Shepherd I.S.D. This grant will only be the start of the work that will enforce the implementation of the Effective School Framework across the district. We will also use 1003 SP grant funds to partner with ESC 6 for Texas Instructional Leadership training so that our campus leaders have a framework that is supported by the TEA. The ITL position is a new position, so have not allocated funds for this type of leadership work in the past thus safeguarding and assuring that the funding is not duplicated.

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.

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Amended Section

Reason for Amendment