



**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

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.

Texarkana ISD will support the campus by encouraging and guiding the process of continuous improvement through ongoing assessment of all student and staff needs, identification of the prioritized essential actions, and the development of goals and strategies needed to address the identified areas. A collaborative team will be designated to serve as the campus leadership team and will be comprised of both district and campus staff to ensure representation from all areas of identified need. The district will provide the campus with support in the development of the annual campus improvement plan in creating goals aligned with the prioritized essential actions identified through current needs assessments practices and the ESF self-assessment process.

Campus and district leaders will meet initially to determine action steps for implementation of goals and strategies and designate accountability for monitoring the implementation of the plan. Following the development of the plan, campus and district leaders will meet to discuss any potential barriers and determine strategies to ensure successful implementation. The district is committed to providing the leadership team with the flexibility to make operational and budgeting decisions that best meet the needs identified through the self-assessment and analysis of student performance data. A review of current systems and processes will ensure that the campus has the necessary resources to support implementation of the goals and strategies and meet the needs of all students. The district is committed to providing additional resources that will assist the campus in the successful implementation of the improvement plan. Systems and processes for data analysis, professional growth for teachers and staff, identification of resources will be implemented to ensure elimination of any barriers to 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.

Texarkana ISD utilizes a web-based campus and district improvement planning tool (Plan4Learning) and currently monitors the implementation of campus improvement plans using four formative review cycles. The district implements an annual planning process for the upcoming school year that begins with a needs assessment starting in November of the current school year and utilizes student, parent, and staff survey data along with student performance, attendance, and discipline data. Following the needs assessment, campuses begin the identification of goals and strategies and initiate development of the campus improvement plan. Goals and strategies are evaluated for progress in November, February, April, and June and implementation is monitored at the campus and district level. The principal supervisor meets with the campus principal at each formative review cycle to discuss progress toward meeting identified goals and strategies. Areas of need are discussed to determine if progress is on track or if additional resources are needed to ensure successful implementation. In addition, the principal supervisor visits the campus and meets regularly with the principal following any campus assessment to discuss student progress and review the targets to determine if adjustments need to be made. District content directors and coordinators consistently monitor areas of need and schedule professional development and coaching based on identified needs, requests from campus leadership, and/or requests by the principal supervisor. District and campus staff will meet routinely with the external partner to ensure ongoing progress. The principal supervisor, district content directors and coordinators will designate specific dates for campus observations focused on specific targets based on the goals and strategies. Professional development days for campus learning are identified in the district school calendar and are set aside for the campus to make decisions on individualized needs aligned to the goals and strategies included in the plan.

If the campus is unsuccessful in the implementation of the plan in the first year, the campus/district leadership team will conduct a root cause analysis, analyze data from multiple areas, and determine which goals and strategies are producing the desired results, modify goals and strategies where needed, and develop strategies for corrective action. The implementation of the corrected strategies and activities will be monitored more frequently by the principal supervisor and the campus leadership team to ensure the campus stays on track with the 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 district currently has an ongoing practice to frequently review systems that are implemented district-wide. For example, Texarkana ISD has a process for curriculum development, review, and revision that ensures a guaranteed-viable curriculum for all staff to utilize when planning instruction. District and campus team members are trained in curriculum development and documents are created collaboratively with district staff, campus instructional leaders, and lead teachers. All teachers are then given opportunities to provide feedback and the documents are then reviewed by an outside entity to ensure quality and alignment. The district believes this process of curriculum development removes barriers and ensures that all student populations have equitable access to quality curriculum. In addition to curriculum development, one of the most important aspects in the cycle of curriculum management is the delivery of the curriculum to students and how well Tier 1 instruction is delivered determines student success in learning.

Each campus has an instructional coach along with campus and district leadership support in the development of lesson plans. The systemic practice of ensuring quality instructional delivery across all campuses, grades, and subjects is outlined in the TISD Common Instructional Framework. The district-wide practices of development of quality curriculum and the expectation for delivery of instruction provide explicit and rigorous standards for ensuring student learning. To ensure the implementation of the Common Instructional Framework, teachers are surveyed regarding professional development and teachers identify areas of need. Based on the survey and student performance data, a professional development plan is developed to continue strengthening and building teacher capacity in delivering quality instruction. Campuses are provided professional development days within the school calendar to provide individualized campus learning for their teachers based on their identified campus needs.

To ensure effective implementation of the Effective Schools Framework Essential Actions, the campus leadership team will meet to review the curriculum scope and sequence, review assessments to ensure alignment and the expected level of rigor needed for students to demonstrate mastery of the intended learning, establish protocols for frequent analysis of data and reflection on student performance, and provide professional development based on needs. In addition, the district leadership team will provide support to evaluate that the academic resources provided are high in quality, quantity and are aligned for diversity. Resources for use at the campus will be analyzed for alignment in content, context, and cognition as well as for cultural diversity and be approved for use in planning and instructional delivery. The campus leadership team will be given flexibility to request additional resources that will strengthen planning and delivery.

The campus/district leadership team will meet at specified times as identified in the campus instructional calendar to discuss student performance data, areas of concern, curriculum, resources, and instructional delivery. Campus leaders will meet as specified in the campus instructional calendar with teacher teams during professional learning communities to review the data and analyze areas of strength and areas for growth. The campus improvement plan goals and strategies will be reviewed each quarter through a formative review process to determine the effectiveness based on performance measures outlined in the plan. The principal supervisor and the campus principal will meet to discuss progress and stakeholder feedback in order to determine if processes, practices, curriculum timelines, assessments, resources, or other initiatives should be reviewed or modified to best meet the campus, teacher, and/or student needs.

The campus leadership team will obtain feedback from staff, students, and parents each six weeks in identifying areas of strength and concerns. Goals and strategies will be continuously monitored for progress and will be adjusted as needed and district/campus staff will collaborate to ensure that system wide practices are contributing to the success of students or if modifications should be explored.

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.

Texarkana ISD will enter into a partnership with the TEA vetted improvement program provider, E3 Alliance RAISEup Texas encompassing the largest expenditure within the proposed budget (Object 6200). District and campus leaders met with E3 Alliance to discuss the campus ' identified needs and develop an initial plan for implementation. Areas of need include building capacity for Curriculum and Assessment Aligned to TEKS and Data-Driven Instruction with an emphasis on special populations.

The proposed budget was developed collaboratively by campus and district leaders after identifying priority needs based on data collected during the ESF Self-Assessment and comprehensive needs assessment process. The principal, the principal supervisor, campus and district leaders, and teachers will partner with E3 Alliance facilitators to prioritize needs and develop plans for professional development in building capacity of teachers and leaders in working with diverse high-needs student populations. E3 Alliance specializes in working with districts and campuses to implement processes and systems that promote high performance in English Learners and special education students. The partnership will also engage in the continuous improvement cycle of observation, coaching, and feedback for instructional improvement to identify and utilize a multi-tiered system of support for students. Teams will collaborate to develop strong professional learning communities grounded in data analysis to drive instructional improvements as well as conversations around instructional delivery techniques to promote student engagement and formative assessment to ensure student mastery of objectives. Teachers and leaders will work together to support professional learning and growth through collaboration and coaching. The proposed budget will also support professional learning by covering substitute costs (Object 6100) and extra duty pay for teachers to collaborate through peer observations or through targeted professional development which may occur during or outside of the contracted instructional day. Additional budgeted items will include targeted, high quality, aligned to need instructional materials (Object 6300) needed to support diverse student populations. Costs for travel will be limited to cover mileage costs for travel between learning sites and campus as well as any potential consultant travel (Object 6400).

The two year grant life will allow the campus to build capacity within the leadership team and teacher leaders on campus who were actively involved in the work. This process will contribute to sustainability at the campus. The district will intentionally prepare to provide compensation for these key members of the project to sustain the work at the campus and facilitate the replication of work alongside other campus teams across the 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.

Texarkana ISD strives to increase program effectiveness by coordinating supplemental funds with federal funds such as Title I, II, III, and/or IV as well as local resources and state funding such as State Compensatory Education (SCE). The identified campus is designated as a bilingual campus and Title III funds are used to recruit and retain highly qualified teachers to support instruction for our English Learners. Texarkana ISD would be able to utilize and coordinate these grant funds to develop the capacity of our teachers in providing high quality instruction to our English Learners. In the same manner, this grant would contribute to building capacity and improving instructional delivery and resources for our students in special education needing more individualized support for learning.

Other resources that would help the campus carry out the activities with the funds received through the ESF grant will be planned to ensure making the best use of our available resources. We will ensure ongoing parent involvement (required through ESSA) by offering opportunities for parents to participate and be active partners in their child ' s learning and progress. The campus will keep the parents informed through regular communication of their child ' s academic progress. In addition, engaging students in enjoyable and challenging experiences through clubs or other extracurricular activities tends to provide motivation for learning. The campus provides students with opportunities for participation in various clubs as well as leadership opportunities through the Leader in Me. As a Leader in Me Lighthouse campus, Nash Elementary focuses on goal setting, action plans, community service projects, and student leadership.

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