



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.

Gregory-Portland ISD has created a new position to support campus administrators as they grow as instructional leaders of their campus. The Executive Director of School Leadership will works directly with campus administrators to support academic achievement, student growth, and staff development. The Executive Director of School Leadership will work with campus leadership at W.C. Andrews and T.M. Clark Elementaries to support academic achievement, student growth, and staff development. In conjunction with our external partner, E3 Alliance, the Executive Director for School Leadership will assist campus leadership in fully engaging in the Effective Schools Framework and evaluate resources and practices aligned to the critical needs of their campus and students. Gregory-Portland ISD utilizes the web-based platform Plan4Learning to create, monitor, and evaluate school improvement plans. Both W.C. Andrews and T.M. Clark will receive additional district support tied directly to the Effective Schools Framework through the individual review and evaluation of their data, root cause analysis, and the development of implementation strategies in a SMART goal format that directly align to the root cause identified. In the summer, the Executive Director for School Leadership and the Executive Director for Curriculum and Instruction will facilitate a Data Dig with all campuses to identify strengths and areas for growth. Through this meeting and ongoing data dig meeting throughout the year, the district will support each campus to prioritize necessary actions and finalize a targeted improvement plan. The Plan4Learning platform provides seamless quarterly review of progress of the targeted strategies,

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.

G-P ISD, the schools, and E3 Alliance will monitor the progress of the Targeted Improvement Plan for each awarded Campus through tge use of Plan4Learning. The monitoring and support will be provided by weekly visits with the Executive Director of School Leadership. The consistent systematic review will enable mid-stream adjustments to be made to ensure student growth and mastery of content, Adjustments Adjustments will be based on multiple data sources, including but not limited to state assessment outcomes, NWEA MAP data, teacher observation, locally created assessment tools, and overall student achievement. Our teams will come together early in the summer to generate all meeting dates for the year and to discuss the meeting outcomes and data/materials needed for each meeting. Working together to organize a year at a glance will ensure transparency and a clear vision of our year to come. Each campus will have a shared folder in Microsoft OneDrive where resources such as the Effective Schools Framework Survey, self-assessment, documentation, and data can be stored and accessible to all stakeholders.

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.

Using data sources such as, but not limited to, state assessment results, NWEA MAP, teacher observation inventories, and local Curriculum Based Assessments, the Executive Director of School Leadership will meet with campus administrators, campus staff, and E3 staff weekly to review implementation and progress of the Effective Schools Framework focused goals in the improvement plan. The Executive Director of School Leadership will support campus administrators with overcoming obstacles and help guide them to find alternative solutions when data indicates that 90-day cycle projections may not be on target. District and school leadership will work collaboratively to coach, build capacity, and empower the staff to change practices in order to accelerate student learning and growth.

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.

Gregory-Portland ISD's instructional leadership team collaboratively developed the budget to meet the needs of the students and staff at TM Clark Elementary and WC Andrews Elementary. To ensure program effectiveness and eliminate supplanting, the district will work together to provide programs that supplement initiatives currently funded through Federal grants such as ESSA and state funding. The district plans to budget personnel costs (6100) as we begin to build capacity within our current teacher leaders at each Targets Improvement school. We will offer a stipend that will allow identified highly effective staff members to work additional days/hours to focus on implementing school improvement strategies. After completing the two-year grant, our district will have an opportunity to let our awarded campuses build capacity in other district schools. We will also use the costs associated with object code 6100 to cover substitutes so that teachers can attend professional development with E3 Alliance RAISEup Texas.

The focus of the proposed budget will be spent in 6200 for contracted services to work in strategic partnership with E3 Alliance RAISEup Texas towards improvement in our focus areas of Leadership, Culture, and Effective Instruction. The Executive Director for School Leadership, Executive Director for Curriculum and Instruction, Principals, Campus Leaders, and Instructional Staff will engage with E3 Alliance RAISEup Texas facilitators. E3 Alliance activities will include coaching sessions, professional learning, connecting to the Effective Schools Framework, enhancing strategic plans, the utilization of data to drive best practices, and customizing personalized pathways for supporting instructional staff through the cycles of observation, feedback, coaching, and continuous improvement.

Funds associated with object code 6300 would be directly aligned to the needs related to the contracted services outlined above and include books for professional development, instructional manipulatives, supplemental instructional materials, technology hardware/software, and supplies to enhance the culture and climate for each campus.

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.

Gregory-Portland ISD's instructional leadership team collaboratively developed the budget to meet the needs of the students and staff at TM Clark Elementary and WC Andrews Elementary. Through our joint discussions, Gregory-Portland can ensure consistent implementation and accountability to all district and campus stakeholders. To ensure program effectiveness and eliminate supplanting, the district will work together to provide programs supplement initiatives currently funded through Federal grants and state funding. Gregory-Portland ISD has also adopted a new mission and vision state that helps guide the work done within our district. As we begin to plan for future budgets, the district will work together with campuses to ensure purchases directly align to student and campus needs and documented in our improvement plans.

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" value="Students"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Social-Emotional Development"/>
Group	<input type="text" value="Other"/>	Barrier	<input type="text" value="Need for Family Engagement"/>
Group	<input type="text" value="Other"/>	Barrier	<input type="text" value="Cultural & Linguistic Diversity"/>

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