



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

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):

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

RFA # SAS #

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.

As part of our System of Great Schools district-wide strategy, Lubbock ISD conducts an annual school planning cycle to take stock of the quality of our school portfolio and make decisions about school interventions in support of our "North Star" goal of having 80% of students served in A- or B-rated schools within five years. Our Quality Seats Analysis (QSA), which includes holistic data about the performance and health of our schools, helps the Lubbock ISD leadership team match schools with the most appropriate level of intervention and support. Campuses that are the focus of this grant were identified by targeted components that flagged district data systems, and were all discussed by the Lubbock ISD senior leadership team as part of this year's annual planning cycle. They will have the full support of the district in planning for and carrying out school support and improvement activities in alignment with the prioritized levers of the Effective Schools Framework (ESF) using the capacity building tools offered through TIL components areas.

Lubbock ISD supports all schools in an annual campus improvement cycle to align with the broader annual district improvement cycle. The campus level cycle includes a comprehensive needs assessment, review of data sources aligned to ESF including a self-assessment, root cause analysis, SMART goals, research-based strategies to address prioritized objectives, and an administrative action plan to implement proposed solutions. Lubbock ISD uses Plan4Learning, a TEA-approved software platform for campus planning, as its web-based improvement plan tool to facilitate, monitor, and analyze the aforementioned campus improvement cycle components. Every campus in Lubbock ISD, working through Plan4Learning, develops a Campus Improvement Plan (CIP). In addition, Lubbock ISD campuses that have received a "D" or "F" in the TEA Accountability Rating system also implement a Targeted Improvement Plan (TIP) with assistance from the district's DCSI. Every fall, each CIP is reviewed and approved first by the Lubbock ISD administrative cabinet, then Lubbock ISD Board of Trustees.

Upon approval, Lubbock ISD district leaders and staff will continue to support campus leadership teams throughout the summer and school year as they design their action plans for addressing their identified areas of growth. At Summer Leadership Institute (SLI), the Department of Leadership & Professional Development will assist campus leadership teams in establishing their SMART goals and research-based strategies for meeting those goals. These strategies include performance expectations, clearly defined roles and responsibilities, timelines, and required funding sources. Ongoing support is provided during monthly data digs with campus supervisors, scheduled monthly leadership meetings with all campus principals, and (if needed) as part of the 90-day TIP cycle with the district's DCSI. In addition, the Department of Leadership & Professional Development monitors campus data throughout the year and includes a quarterly data review, while the Title I Office monitors data for federal compliance for programmatic activities, which also includes a quarterly data review. Additional ad hoc meetings are scheduled for lack of progress on performance objectives.

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.

(A) Monitor web-based improvement plans

Campus leaders will enter and upload data and information from district data sources related to the annual campus improvement cycle into Plan4Learning. This data will be provided with ongoing monitoring and support throughout the school year. This includes monthly data reviews with their campus supervisor; quarterly data reviews with the Department of Leadership & Professional Development and Title I Office; and (if needed) as part of the 90-day TIP cycle with the district's DCSI. Campus supervisors will also coordinate with other Central Office departments to streamline the data review procedures for individual campus needs. This will allow campus supervisors and campus leadership teams to identify targeted, research-based strategies for campus support and programmatic adjustments. Regular monitoring will occur on district assessments, Istation, Dreambox, CIRCLE, discipline data, and attendance. The district will offer administrative supports for principals on monitoring lesson plans, budgets, funding, and spend down practices for external funding. In addition, on-site monitoring will occur through campus walkthroughs, RTI monitoring, and a Spring semester ESF Diagnostic.

(B) Action following unsuccessful implementation

Using existing district best practices, Lubbock ISD will not wait a year to address unsuccessful implementation of CIPs. Upon data indicating an area with unsuccessful progress during the monitoring process, the DCSI will facilitate a meeting and subsequent action plan between the campus leadership team and the appropriate district-level personnel, including campus supervisors. DCSI will engage the campus leadership team in a targeted root cause analysis, which provides critical data to match campus needs with a proven set of actions determined by evidence-based district best practices. The DCSI then facilitates contact and support from the appropriate district personnel to address identified areas of growth in an iterative process. As appropriate to the campus, a variety of supports are provided including coaching for the campus leadership team, instructional leaders, and/or individual teachers. In addition, CIP plans and objectives are updated to reflect current data reports. In all cases, the adjustments made to the campus improvement cycle occur in a collaborative setting between campus stakeholders engage and district personnel. Continued failure to make progress towards stated goals will increase the frequency of monitoring and coaching sessions with identified district staff.

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.

Lubbock ISD has a highly diverse student population, and many of our campuses have needs that are unique to the individual campus community. As a result, the district already provides campuses with a relative amount of operational flexibility in order to adapt to a dynamic social-economic environment. Lubbock ISD's implementation of the System of Great Schools Theory of Action continues to identify opportunities to provide operational flexibility in support of our strategic school actions. We have a strong track record of senior leadership collaboration focused on modifying practices that unnecessarily restrict the potential impact of school improvement, including campuses currently supported by the School Action Fund grant program. Current new school designs in Lubbock ISD have been given various autonomies, whose proven effectiveness will be replicated and expanded with support from this ESF-Focused Support Grant.

Campuses identified as needing support for this grant through Lubbock ISD's System of Great School framework are predicated on the view that our students will benefit when principals have flexibility over key decisions in school administration instructional strategies, school culture, staffing, professional development decisions, and control over external funding. To that end, all campus leaders identified in this grant were provided relevant information about the opportunities provided by Pathway 1 and Pathway 2, resulting in 15 campuses opting for the former and 2 opting for the latter. Based on the CIP cycle, campus leaders then identified their ESF Priority levers based on their campus self-assessment or formal Diagnostic Survey. However, based on feedback from these campus leaders, the CIP cycle is being streamlined to reduce the administrative burden on campus leadership teams, and to engage campuses in a CIP process that provides more immediately actionable information based on relevant data. The emphasis in this process is to avoid overly compliance-based administration and increase the emphasis on establishing communities of learners with a tight instructional focus.

Existing district policies also support campus leaders' autonomy to spend down external funding provided to their campus. At the same time, campus supervisors, the Title I Office, and district's DCSI assist campus leaders in developing creative solutions to meet their campus needs and responsibly spend down external monies.

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.

Lubbock ISD is applying on behalf of seventeen (17) of its campuses, including two in-district charter campuses. As a result of this broad application, district leaders are able to make the development, implementation, expansion, and sustainability of ESF alignment more efficient and effective than if campuses were acting independently. District leaders will coordinate with campus leaders to establish and facilitate collaborative opportunities that will result in higher outcomes than work that was traditionally siloed at individual campuses. These campuses have already budgeted funds for approximately \$689,000 in SY 2020-2021 from Title I and School Improvement monies to target intervention, tutoring, and summer school opportunities. This money is primarily used for academic support systems that may include hiring interventionists, supporting a campus RTI framework, extra duty pay for teachers, Saturday school, unfinished summer learning, and hiring tutors. This grant will assist campuses in expanding these support systems and/or adding additional components, but will critically provide campuses an opportunity to more effectively drive down into their data, target student needs with greater precision, and make more efficient and effective use of personnel. The attached budget form represents an aggregate budget for all seventeen campuses, with individual category examples provided below.

Annual Budget

- | | |
|--|---|
| <p>6100 Payroll</p> <ul style="list-style-type: none"> • \$496,700 Interventionists • \$ 5,000 Substitute Pay • \$129,150 Extra Duty Pay <li style="padding-left: 20px;">Stipend for Summer PD <li style="padding-left: 20px;">Planning outside contract hours <li style="padding-left: 20px;">Saturday school; after-school tutoring • \$ 50,000 Employee Benefits | <p>6200 Professional and Contract Services</p> <ul style="list-style-type: none"> • \$249,250 TIL Components - approximately 2 components per campus <li style="padding-left: 20px;">ESF Diagnostic Survey <li style="padding-left: 20px;">Professional Development <li style="padding-left: 20px;">On-site support |
| <p>6300 Supplies and Materials</p> <ul style="list-style-type: none"> • \$683,451 Instructional materials <li style="padding-left: 20px;">Tutoring supplies <li style="padding-left: 20px;">Intervention kits | <p>6400 Other Operating Costs</p> <ul style="list-style-type: none"> • \$19,800 Travel costs associated w/ professional learning experiences |

Total: \$1,683,000 OR \$99,000 per campus

Of particular note in this summary is the 15% retained by the district. This money will be reserved by Lubbock ISD campuses receiving these funds in order to support school feeder patterns in the same effort. District leaders know that campus structures with aligned processes and procedures result in better students outcomes, so these funds will allow for (1) TIL training at ESC 17 to support continuity of training and PD; (2) assist in bolstering existing Title I funds in providing interventionists; (3) providing inclusion with feeder school for summer PD; (4) providing for a formal ESF Diagnostic for campuses who did not qualify for the no cost service being offered to Lubbock ISD by ESC 17.

Lubbock ISD recognizes support roles such as interventionists are important for student success. This grant allows the district to provide funding for the salaries of this role, extending the reach of Title I funds to leverage for other critical roles, including teachers and instructional coaches. Such funding will allow Lubbock ISD to develop internal capacity for these positions, allowing the work performed under this grant to be sustained beyond the lifetime of the grant period.

Due to the operational flexibilities provided to campus leaders, Lubbock ISD also anticipates campuses requesting significant purchases of instructional supplies and targeted professional learning opportunities, including travel, registration, and other potential costs of attendance.

Unique to Lubbock ISD's in-district charter campuses, a part of the Lubbock Partnership Network, Big Rock Educational Services will provide on-site support and ESF Diagnostic services as they pursue the Pathway 2 option in this grant program. All other campuses will receive support from ESC 17 as an expansion of existing services provided to 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.

Lubbock ISD is committed to strategically deploying resources to maximize the impact of the ESF-Focused support grant for the improvement of high quality schools for students and families served by Lubbock ISD. Our team has extensive experience effectively braiding Federal, State, and local resources with grant funds to ensure we achieve our strategic objectives effectively, efficiently, and in compliance with all fiscal and regulatory requirements. We are confident in ensuring the alignment of federal, state, and local funds to carry out the proposed activities suggested and required in this grant program. The ESF-Focused support grant will supplement the services that currently exist for district programming at campuses across the district. Lubbock ISD will use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for Federal and State funds. The Federal Programs Director tracks the funds received by all Title I Campuses and ensures all purchases are approved and aligned with the campus improvement plan.

First and foremost, the district provides local funding for all campuses engaged in the CIP cycle, including a districtwide contract with Plan4Learning, the web-based improvement plan platform used by Lubbock ISD. In addition, campus leaders opting into Pathway 1 allows Lubbock ISD the opportunity to continue expanding our partnership with ESC 17, which has offered to provide the ESF Diagnostic Survey free of cost to all campuses who are accepted into this program.

The district will use lessons learned from ongoing projects, such as our School Action Fund campuses, to provide critical insight in the ESF-alignment process targeting school improvement. Bean Elementary School, participating in this grant, will also be participating in Lubbock ISD's application for the School Action Fund Planning Grant, Cycle 5. The ESF-Focused Support Grant will be used to provide immediate school improvement support for a campus in decline, while the School Action Fund grant will be utilized to plan, develop, and establish systems targeting the long-term health and success of their re-imagined campus model.

It should also be noted that Lubbock ISD is participating in the following external funding opportunities that will complement the work to be done through the ESF-Focused Support grant:

- Teacher Incentive Allotment (TIA): Additional compensation incentive to recruit and retain teachers at higher need campuses.
- Teacher Leadership Grant, Cycle 2: Supports Lubbock ISD sponsorship of a National Board Certified Teacher (NBCT) cohort that will place more highly-effective teachers into Lubbock ISD classrooms.
- Title I Support: Lubbock ISD serves ALL campuses that are Title I eligible, including high schools. General services provided summarized in previous question.
- Title II: Funds districtwide services provided to campuses including stipends for Campus Academic Leaders; stipends for New Teacher Mentors; and targeted professional learning experiences such as content-focus sessions (CFS).
- Title IV: Funds districtwide services to support social-emotional learning (SEL) training and school safety and security measures.
- SB 1882: Through its in-district charter network, the Lubbock Partnership Network, Lubbock ISD operates an ACE Campus that has provided valuable knowledge on rapid school improvement.

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