



**2023-2024 TIA System Renewal and Continuous Improvement Grant**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, June 6, 2023**

NOGA ID

Authorizing legislation **ESEA of 1965 as amended by P.L. 114-95, ESSA, Title II, Part A, Sec. 2101(c)(B)(v)(II)**

This LOI application may be submitted via email to [competitivegrants@tea.texas.gov](mailto:competitivegrants@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, June 6, 2023**.

Application stamp-in date and time

Grant period from **August 1, 2023 to August 31, 2024**

Pre-award costs are **not** permitted for this grant.

**Required Attachments**

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

**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  UEI

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.**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.

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 TIA System Renewal and Continuous Improvement Grant Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 TIA System Renewal and Continuous Improvement Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- The LEA assures that it will remain in compliance with all requirements related to the Teacher Incentive Allotment (TIA).
- The LEA assures that this Letter of Intent (LOI) has the support of the superintendent and other relevant senior LEA officials.
- The LEA assures that they will make every effort to publish materials and make them publicly available for stakeholders.
- The LEA assures that it will make every effort to contract with an approved Technical Assistance Provider by September 30, 2023 that will be able to meet the scope of work and deliverable(s) timeline outlined in this grant.
- The LEA assures that the primary point of contact will remain aware of this work and involved in matters related to implementation of the TIA local designation system. Additionally, the LEA assures that the primary point of contact will address any requested updates, requested meetings or communications, on progress related to this grant.

**Goals, Objectives, and Strategies**

Describe how the LEA will establish and document clear district-level goals, with measurable outcomes, which align to at least one key area of the TIA system renewal process including, but not limited to: i. Teacher Observation Systems and Practices; ii. Student Growth Measure Expansion and iii. Change Management and Systems Implementation.

1) La Pryor ISD will establish and document clear district level goals with measurable outcomes that align to student growth measure expansion by utilizing the following steps: 1) La Pryor ISD will utilize a learning platform that will document clear district level goals in all subject areas with measurable outcomes that align with student growth and achievement as follows:

Goal Setting will be establish by using data to make informed decisions and aligning goals with district priorities by including stakeholders such as teachers, para-professionals, administrators, and parents. LPISD will analyze student learning needs, identify educator professional learning needs and goals, and utilize student achievement data to support instructional decision making.

Data Review will be part of an ongoing cycle of instructional improvement, teaching students to examine their own data and set learning goals this will enable the district to establish clear vision for schoolwide data use.

Examples of measurable outcomes for district level goals that align with student growth and achievement:

- 1) A specific percentage of students demonstrating at least one year's growth or learning gain as measured by STAAR
- 2) A specific percentage of students meeting or exceeding proficiency levels on STAAR in Math & Reading
- 3) A specific percentage of students graduating on time with a regular high school diploma.

These goals will be reviewed regularly to access progress and make any necessary adjustments. Growth measure using NWEA for year over year, for non STAAR grades.

Describe any identified barriers to expanding eligible teaching categories in the approved local designation system, and how the district will address those barriers through the scope of work with the Technical Assistance Provider.

The identified barriers at LPISD to expanding eligible teaching categories in non-tested subjects' areas in our approved local designation system are the following:

- 1) Do not have assessments for every content area; district will have to utilize locally developed student growth measures such as pre-and post-tests, SLOs, and student portfolios.
- 2) Teachers will need to be provided additional resources and training on NWEA Maps, Connections between SLOs and dimension of the T-TESS Rubric and guidance on Pre-and Post test.
- 3) Teachers will be reviewing assessment materials they can use to build tests.

La Pryor ISD will work with a Technical Assistance Provider for support in in non-tested subject areas and which student growth measure is best suited for our district and implementation of student growth.

**Scope of Work**

Develop and describe a scope of work (aligned to goal(s) in the above section) that define major tasks, subtasks, activities, and/or deliverables for the chose Technical Assistance Provider.

La Pryor ISD will work with NWEA a K12 assessment solution that measures student achievement and growth in K-12 math, reading, language usage, and science. The professional learning will take place throughout the school year in the following areas:

\* Map Growth Basics: establish the foundational concepts educators to be ready for successful implementation, gain a solid understanding of what makes MAP Growth unique, and explore resources than can help inform the process. This training will prepare educators on the following:

- Understand the purpose of MAP Growth and the data it provides students
- Identify ways to integrate Map Growth reports and data into instruction
- Leverage planning tools and additional resources to help build expertise

\* Map Reading Fluency Basic for Teachers: Training will assist teachers how to use assessment data to gain a more holistic view of students reading abilities and track their progress. The train will cover the following:

- Understand how and what make MAP Reading Fluency unique
- Learn the required steps to test your students with MAP Reading Fluency
- Navigate a sample assessment & consider strategy for student preparation and motivation

\*Reading Fluency Essential Reports for Teachers: Educators will learn to access, interpret, and apply rich data from MAP Reading Fluency Reports and explore how to utilize the data to inform ongoing work and share it with students and families.

- Learn how to navigate key reports in Map Reading Fluency
- Explore student centered decisions
- Apply classroom practices and instructional plans

\*Map Growth Applying Reports; Essential Reports for Teachers training will provide educators on how to access, interpret, and apply Map Growth data. Then plan on how to use the data to inform drive instruction with a particular focus on goal setting with students.

**Stakeholder Engagement**

Define the process for reporting progress and outcomes to stakeholders related to the continuous improvement of the local designation system through implementation and capacity-building partnership with the TAP.

The process for reporting progress and student outcomes to stakeholders related to the continuous improvement of the local designation system through implementation and capacity-building partnership with the TAP will be done via the following:

- Newsletters
- Report Cards
- Provide a family guide and overview of MAP Growth and how it works and what it measures
- Student and Parent Meetings to discuss results
- Provide School Board with EOY reports of overall student growth and outcomes by grade level

**Performance and Evaluation Measures**

Describe the plan for review of progress towards meeting goals and how adjustments will be made, as needed. Include the tools and process that will be used to measure performance, objectives and strategies.

The plan to review progress towards meeting goals will be determined by:

Collecting baseline data on the first assessment and use those measurements in connection with students' goals, select data points that can be assessed multiple times throughout the year and that align with specific grade level concepts or skills. Goal Setting and Progress Monitoring: Once the baseline data is collected after the first assessment teachers will review and provide students and parents a minimum range to strive to achieve for their MOY goal. Reevaluate and address different interventions based on the MOY results so the district can make adjustments to goals and show growth at the EOY. Continued Conferencing: Ongoing training for teachers on how to read and analyze reports and build a culture of support to ensure interventions are being conducted.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals for capacity building through implementation, 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 will meet the needs and goals for capacity building through implementation of K12 assessment solution that measure student achievement and growth in K-12 reading, language usage, and science. Professional learning will be conducted throughout the year to ensure fidelity of implementation. LPISD will work with ESC for training in SLOs, pre and post test, and student portfolios. Potential extra duty pay for teachers whom may have to work after hours to create pre and post tests.

**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"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

- Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the program?

- Yes  No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**

<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

Application Part 2:

2023-2024 TIA System Renewal and Continuous Improvement Grant

Authorized by: ESEA of 1965 as amended by P.L. 114-95, ESSA, Title II, Part A. Sec. 2101(c)(B)(v)(II)

County District Number or Vendor ID:	254902	Amendment #:	0
Grant Period:	August 1, 2023, to August 31, 2024	Fund Code:	255

**Budget Summary**

Description and Purpose	Class/ Object Code	Program Cost	Source of Funds	
			Direct Administrative Cost	Total Budgeted Cost
1 Payroll Costs	6100	\$ 3,000	\$ -	\$ 3,000
2 Professional and Contracted Services	6200	\$ 16,000	\$ -	\$ 16,000
3 Supplies and Materials	6300	\$ 1,000	\$ -	\$ 1,000
4 Other Operating Costs	6400	\$ -	\$ -	\$ -
5 Debt Service	6500	\$ -	\$ -	\$ -
6 Capital Outlay	6600	\$ -	\$ -	\$ -
7 <b>Total Direct Costs:</b>		<b>\$ 20,000</b>	<b>\$ -</b>	<b>\$ 20,000</b>
8 * Indirect Costs:				\$ -
9 <b>Total of All Budgeted Costs :</b>		<b>\$ 20,000</b>	<b>\$ -</b>	<b>\$ 20,000</b>

**Direct Administrative Cost Calculation**

11	Total Award Amount:	\$ 20,000
12	Direct Administration Cap per Program Guidelines	0.00
13	Maximum amount allowable for direct administrative costs:	\$ -

*\*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.*

*To calculate maximum indirect costs, please use the Maximum Indirect Costs Worksheet available on the Grants Administration Division's [Grant Resources](#) webpage.*

**FOR TEA USE ONLY**

Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person: