



**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

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="01"/>
Pathway 2	<input type="text" value="01"/>

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.

Poteet Elementary prioritized ESF focus areas of improvement are Lesson Planning and Data-Driven Instruction. The ESF Focused Support Grant would allow us to continue to work toward improvement with the Elementary and expand to include Poteet Junior High. Currently, the Elementary has a comprehensive progress label, and the Junior High is a targeted support school. Both schools completed a targeted improvement plan last year, and the Elementary submitted it to the Texas Education Agency. The elementary has worked with the Education Service Center, Region 20 (ESC-20), to implement Data-Driven Instruction (DDI) professional development. The DDI professional development has provided the most significant positive impact on student learning. The training allowed elementary instructional leaders to provide timely and consistent feedback on lessons in precise bite-sized pieces focused on evaluating the lesson plan objectives, alignment to the standards, scope, sequence, and expected rigor level. Opportunities for assessment data collection, analysis, and reflection are held through Professional Learning Communities (PLCs). PLCs were used to identify success, unpack standards, and determine the highest leverage gap to plan for reteaching. The elementary created an online targeted professional development/coaching for identified focus areas to ensure transparency and create a precise communication tool—a web-based improvement plan for Junior High will be created modeled after the Elementary.

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.

Poteet ISD will utilize action research to continuously monitor the ESF implementation on both campuses. Specifically, schools receiving the ESF-Focused Support Grant will use the PDSA process to monitor the web-based improvement plans upon submission and during implementation. The PDSA cycle allows for teachers and administrators to be practitioners to "Plan" a change to be tested, "Do" the test, "Study" the data they collected during the test, and "Act" on what they have learned from the test by abandoning, revising, or scaling up the change (Langley et al. 2009). This process will be intertwined with the Effective Schools Framework and the Targeted Improvement plan to ensure SMART goals are identified and tracked. Poteet ISD will also continue to implement Data Driven Instruction along with web-based school improvement plans. Conversations will happen quarterly with the Campus Leadership Team (CLT) as well as weekly professional learning communities (PLC). District Coordinator of School Improvement (DCSI) will monitor and participate in both the CLT and PLC meetings.

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.

Poteet ISD will implement the Effective Schools Framework Essential Actions to improve both campuses. The Essential Actions from 5.1 and 5.3 will be added. Poteet ISD proposes implementing the Texas Instructional Leadership (TIL) professional development, which consists of face-to-face (f2f) professional development. It will include principal supervisors, assistant principals, instructional coaches, and grade-level chairs for the f2f training. TIL Implementation support will be provided to the primary supervisor, who in turn provides to the principal. TIL is based on the work of Paul Bambrick Santoyo. This author has been previously studied and Poteet ISD is implementing suggested practices. The LEA will create a weekly observation schedule to observe and debrief following each observation to the coach. LEA will utilize systems for follow-up with teachers after observation and feedback meetings. Feedback meetings will be linked to action steps and designed to grow the teachers.

Data meetings will be held after unit assessments. Analyze & Plan & Practice targeted reteach plans. Detailed calendars will be created and include times for evaluation, implementation, analysis, and reteaching. Time will be dedicated during data meetings to reteach the standard. Teachers will identify the specific part of the TEKS, which is needed to accelerate student learning.

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 Effective School Grant and District/Campus improvements will be continuously monitored to ensure alignment and efficiency while meeting business office procedures. All funds in the budget are directed toward meeting program requirements, goals, and objectives.

Contracted Services: \$5,000 is budgeted for additional contracted services from Education Service Center, Region 20 for technical assistance, and \$19,950 for TIL (Supported VIP) professional development. \$20,000 is budgeted for professional development that will align to the ESF prioritized focus area for the campuses. The total budget for contracted services is \$44,950

Supplies: \$18,620 is budgeted for supplies and materials required for trainings and meetings, and supplies needed to conduct his/her responsibilities. The total budget for supplies and materials is \$18,620

Travel/Training/Stipends: \$10,000 is budgeted for required travel for required staff. \$20,000 is budgeted per year for stipends for school staff participating in training and implementing the grant initiatives. The total cost for travel, training, and stipends is \$30,000.

Administrative Costs: \$5430 will be claimed for indirect cost at the rate of 5.485%, Poteet ISD's TEA-approved indirect cost rate.

Poteet ISD coordinates funds from multiple sources for our school improvement efforts, funding activities based on our comprehensive needs assessment, ESF assessment results, and district/campus school improvement plans. Examples include:

\$11,000.00 from School Improvement Grant (SIG) for Leadership Capacity Building to Support the work of Data Driven Instruction (DDI).

\$36,000.00 from Early Education Allotment for Reading Academies.

\$1055.00 from Title I, Part A for Asynchronous TEKS Resource System professional development.

\$3708.00 from Title V for Learning Management System (Canvas).

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 LEA will conduct activities and develop agreements to increase coordination of such activities using federal, state, and local funds for school receiving the ESF grant; establishing channels of communication between school staff and central office to facilitate coordination of programs; meetings involving parents, school teachers, and teachers or, if appropriate, teachers from programs, to discuss the progress of the grant and student performance; linking the educational services provided by the LEA with the similar services to enhance the student learning performances. Poteet ISD will align our expenditures from local, state, and federal funds to accomplish the goals and objectives of our campus and school improvement plans. Our comprehensive needs assessment drives our plan, and resources from multiple sources are assigned to meet the priority needs identified through our needs assessment process. These funding sources include Title 1, Title V Part A & B, School Improvement, ESSER, and Instructional Continuity Grant.

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