TEA
Texas Education Agency

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 | Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

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 | **July 8, 2021-September 30, 2023**

Pre-award costs permitted from | **Award Date**

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): | N/A

Applicant Information

Organization | Robstown ISD | CDN | 178909 | Campus | 4 | ESC | 2 | DUNS | 084828995

Address | 801 N. 1st Street | City | Robstown | ZIP | 78380 | Vendor ID | 1746001993

Primary Contact | Delma Salinas | Email | delma.salinas@robstownisd.org | Phone | 361-767-6600

Secondary Contact | Lorena Ceballos | Email | lorena.ceballos@robstownisd.org | Phone | 361-767-6600

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 | Dr. Jose Moreno | Title | Superintendent of Schools

Email | jose.moreno@robstownisd.org | Phone | 361-767-6600 ext. 2010

Signature | *[signature]* | Date | 4-21-2021

RFA # | **SAS #** |

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1   4
Pathway 2   0

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.

At Robstown ISD, we have a strong district commitment to supporting all campuses by developing improvement plans. District and campus leaders attended the Effective Schools Framework (ESF) to support the school improvement process and create targeted improvement plans for all campuses regardless of federal ratings.

Following the ESF, the District Coordinator for School Improvement (DCSI) and the campus leadership team (CLT) work collaboratively to identify and prioritize areas in need of improvement as identified by the campus self-assessment and diagnostic assessment where available. We rely on multiple data sources, such as student achievement data, parent surveys, and artifacts as evidence when rating our current practices listed on the ESF Foundational Essential Actions – Key Practices and Success Criteria. This process has provided ways to identify our priority areas using quantifiable data and reduce the habit of relying on "I feel..." statements. Additionally, the self-assessment process led us to identify the highest leverage areas for improvement and anticipate barriers and district commitments needed to allow for operational flexibility-- whether it means shifting resources or aligning processes and practices to best respond to the areas of need. After engaging in the ESF process, the priority areas identified led to similar needs district-wide, which was 1.1 Strong Leadership and Planning. Other areas of need included 5.1 – Effective Instruction and 5.3 – Data-Driven Practices.

Over the past two years, we have focused on developing our campus leaders by providing ongoing support to implement improvement activities.

Specifically, we have scheduled weekly leadership meetings to support campus processes in data analysis, instructional plans, and support for struggling teachers. We have focused our professional learning sessions around effective planning, engaging lessons, and data analysis to improve teaching and learning. This grant would help extend our efforts by supporting our improvement activities in building solid instructional leaders to strengthen campus systems and build staff capacity by partnering with the Education Service Center in the Texas Instructional Leadership Learning Cycles. We know that our next step in building leadership capacity to improve instruction using data is to engage in the TIL – Action Coaching. The grant would help plan and fund our improvement efforts and meet our overall district and campus goals.

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.

We have engaged in the school improvement process to create and monitor targeted improvement plans for all campuses district-wide. The DCSI has led a systemic method of monitoring targeted improvement plans by establishing weekly support meetings with campus leaders to guide and facilitate implementing the action steps listed on the cycle. A shared drive is created to provide a systemic process to upload meeting agendas and minutes with the following steps and individuals responsible for each action. This process ensures that all stakeholders have straightforward tasks that must be completed by knowing who does what by when. Additionally, data and artifacts that support each action step are submitted through the share drive with accessibility to all stakeholders for data review and preplanning of recommended actions to be presented at the next meeting. This practice has maximized time spent on actual discussions on the impact of action steps and corrective action if needed.

In summary, this process provides checks and balances and accountability for stakeholders responsible for the implementation of the Targeted Improvement Plan.

We will continue with this collaborative process of developing and implementing the improvement plan to facilitate data reviews to ensure that we meet the goals set. To ensure commitment to grant requirements, the district solicited campus leader voice and a choice regarding the grant application and grant requirements if funded. Our improvement focuses on the partnership with ESC 2 on Texas Instructional Leadership (TIL) Learning Cycles in Observation and Feedback and Lesson Alignment and Formative Assessments.

Coaching of principal supervisors, principals, and teachers is an identified priority in our improvement efforts; consequently, planning and communicating professional learning schedules will be essential in participation and coaching sessions. The district's professional learning calendar is published at the beginning of each school year. This practice gives all participants early notice so that plans can be made accordingly.

Any changes to the schedule are communicated well in advance of the rescheduled date and time to allow for schedules. To provide for strong implementation of the TIL Learning Cycles, the district, campus, and teachers will participate in the training. At the end of the cycle year, all data sources will be reviewed to conduct a needs assessment, root cause analysis, and develop and implement corrective actions to ensure more aggressive monitoring of 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.

At the beginning of each year, the district leads the goal-setting meetings with campus leadership teams based on the previous year's data sources. District team consisting of the superintendent, deputy superintendent, and executive director for curriculum, meet with campus leaders to review individual campus data and set attainable goals in the following areas: 1) Early Literacy, Early Childhood Math 2) STAAR tested contents and student groups 3) CCMR 4) Graduation Rate 5) Early College Benchmarks The process is systemic; however, within the process, campus needs are considered and areas are leveraged to achieve maximum potential. Individual meetings are scheduled throughout the year to determine progress towards meeting district and campus goals. There is explicit and rigorous standards for teaching and learning. Student potentials are analyzed, and goals are set for teachers and students at the beginning of each year. As a team, we anticipate potential barriers and identify corrective actions that lead to improvement. District and campus improvement plans are created in the Plan4Learning platform that allows access to district and campus leaders. Quarterly reviews of district and campus improvement plans allow for monitoring of progress towards meeting goals. Additionally, strategies are evaluated for efficiency. Targeted Improvement Plans have been developed at each campus to focus areas of improvement based on campus goals and objectives aligned to district goals and objectives.

In response to campus instructional needs, the district publishes an assessment calendar at the beginning of each school year with local developed assessment dates. Furthermore, the school calendar has staff development days strategically placed after each reporting period so that data-analysis reviews are conducted district-wide. Instructional coaches develop a schedule to provide targeted support to struggling teachers based on data findings. Each campus identifies "Big Rocks" or struggling concepts and develops corrective action plans based on campus data and individual teacher data. Principal's meetings are scheduled weekly to discuss priority areas of focus based on data analysis with the principal's input. On-going evaluation of our practices and processes is a point of discussion at the principals' meetings. Additionally, principal's PLCs are scheduled for opportunities for collaboration amongst campus leaders to share best practices. Ineffective practices and processes that hinder student success are identified; furthermore, a root-cause analysis is conducted to identify possible barriers and causes of inefficiencies.

The district provides operational flexibility to campus leaders in addressing and modifying supports based on campus needs and personnel. Campus leaders have the flexibility to assign or reassign personnel based on campus needs as long as reassignments are lateral. Additionally, intervention supports to students are offered by the teacher's strength. For example, a first-grade teacher may teach foundational reading skills to a group of 3rd-grade students during the intervention period, tutorials, or after-school camps. Addressing and modifying support based on campus needs is a priority for the district. Review of systemic district-wide practices has led to establishing processes that are adapted to individual campus needs, thus relying less on a one-size-fits-all approach.

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 two-year grant will allow the district to plan for budgeting for the awarded schools to engage and implement Texas Instructional Leadership (TIL) and other district schools to receive similar supports and provide stipends to teachers to lead the work on their campuses beyond grant dollars. The district will plan for future year's budgets and make priority decisions to sustain this work and replicate practices across all campuses.

Category 6100 and Line Items for Salaries
With this grant, the district's goal is to improve the selected campuses and ensure consistency across all our campuses for continued improvement and leadership development. Personnel costs (6100 object) will be budgeted for a Project Director and four Campus Grant Project Contacts to monitor the implementation of grant project at (4) four campuses and (2) two feeder campuses. Additionally, RISD will budget for teacher leaders who will be vetted and selected to be part of the Campus Leadership Team. Supplemental stipends and extra duty pay will be provided to the campus leadership team and professional staff for additional days/hours of work. Teachers will receive $25.00/hour for training scheduled outside their contracted days, such as afterschool or Saturday training. The two-year grant will allow the district to plan budgeting for the awarded and feeder schools to receive similar supports based upon the progress made. The budget also includes the cost for substitute teachers to allow staff to attend training during the school day. The budgeted amount will cover the classroom as teachers attend professional learning opportunities with ESC-2 Texas Instructional Leadership Training and Get Better Faster.

Category 6200 and Line Items for Professional and Contract Services
The proposed budget's primary expenditure will be within the 6200 - object code for contracted services to work in a strategic partnership with ESC-2 Texas Instructional Leadership (TIL). Principal supervisors, principals, campus leaders, and instructional staff will engage with ESC-2 in coaching sessions, professional learning, and transformative work that connect to the Effective Schools Framework. Over the two-year grant period, RISD will partner with and ESC 2 to deliver the TIL Learning Cycles of Observation and Feedback, Lesson Alignment and Formative Assessment, and Data-Driven Instruction to build capacity within EA's 2.1, 5.1, and 5.3. This work includes enhancing strategic plans and instructional models by utilizing data to drive best practices, multi-tiered support, engagement, and academic performance.

Category 6300 and Line Items for Supplies and Materials
Supplies/materials (object 6300) will include, instructional manipulatives, technology hardware/software, supplemental instructional materials, books for professional development, student texts, and supplies to enhance culture/climate.

Category 6400 and Line Items for Other (Travel Costs)
Travel costs (object 6400) will be minimal but budgeted for mileage to and from campus to training site, or consultant travel.

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.

Campus Instructional Leaders and District Leadership team will collectively and collaboratively develop the proposed budget within the school district to meet the prioritized needs of students and staff as identified during a comprehensive need assessment process. The district will coordinate these supplemental funds with federal funds (Title 1 and Title IV), state (State Comp Ed.), and local funds to provide appropriate programs, instruction, and services to all students. By doing so, the district will eliminate duplicating efforts or fragmentation of instructional programs, thus maximizing the impact of available resources. The Chief Financial Officer, Federal Programs Coordinator, and Executive Director of Curriculum and Instruction will coordinate the initial planning with the campus leadership teams on schedules, time, and available resources. As part of this initiative, we will use Title I, Part A Schoolwide Program funds to implement action steps that support job-embedded professional development and coaching for teachers, principals, and principal supervisors. However, we do not have enough Title I, Part A funds to pay for the initial costs of Texas Instructional Leadership (TIL), Lesson Alignment, Formative Assessment, and Observation and Feedback training for all campuses. The Title I, ESF-Focused Support grant will assist in paying for the Texas Instructional Leadership programs.

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	Barrier
Group	Barrier
Group	Barrier
Group	Barrier

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**