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):

Applicant Information

Organization	Wayside Schools	CDN	227803	Campus	227803001	ESC	13	DUNS	078702880

Address	6405 S. IH 35 Frontage Road	City	Austin	ZIP	78744	Vendor ID	74-2869144

Primary Contact	Susan Pommerening	Email	spommerening@waysideschools.org	Phone	903-641-3337

Secondary Contact	Marcia Molinar	Email	mmolinar@waysideschools.org	Phone	512-626-5677

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	Susan Pommerening	Title	Chief Academic Officer

Email	spommerening@waysideschools.org	Phone	903-641-3337

Signature	*Susan Pommerening* Susan Pommerening	Date	4-20-21

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1   1

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.

Wayside Schools is committed to providing effective school leadership at our highest need campus, Sci-Tech Middle School and High School. The campus was rated a D in the 2019 accountability ratings and identified as an Additional Targeted Support and Improvement campus. The district realized Sci-Tech was in need of strong leadership at that time. The leadership is divided into a middle school leadership team and a high school leadership team. Two experienced principals were hired to lead each section of the school. These principals have been at work developing systems to support the work of the school. Now, the district would like to use grant funds to provide TIL training to the campus leadership teams and teacher leaders. We believe that the training modules are key to providing the means to implementing ESF Levers 1, 2, 3, and 5, with Levers 2 1.1 and 2.1 being our focus for this grant.

At Wayside Schools, campus principals are assigned a principal supervisor to provide ongoing support and coaching of the campus leader. The supervisor of the Sci-Tech principals will attend the TIL training and will use the processes learned to coach the principals. The supervisor will monitor the implementation of TIL weekly and provide ongoing support as needed. The district is committed to removing any barriers that would keep the leaders from making time dedicated to instructional leadership a priority. A team of district leaders will monitor a scoreboard to ensure that each campus leader and teacher leader is free to lead instruction each week. Barriers will be removed as they arise. Principals, campus leaders, and teachers will be expected to calendar time for instructional leadership each week and will be expected to produce artifacts that clearly reveal whether TIL is being effectively implemented. A cycle of plan, do, study, act will be implemented for continuous improvement. The district recognizes that low performing campuses have unique needs in comparison to high performing campuses and allows principal supervisors and principals the flexibility to meet those needs. Principals are allowed to control their budget so that they can support their unique campus improvement plan and high-quality instruction.

Wayside Schools develops campus and district improvement plans in Plan4Learning. The development of campus leaders and teacher leaders will be one of the few goals on the district and campus plan. Performance objectives will support the implementation of TIL and high-quality instruction. Clear timelines, milestones, metrics, and task owners will be a part of the web-based improvement plan.

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.

Before the web-based improvement plan is submitted, the principal supervisor will review the plan with the principals to ensure that effective goals, performance objectives and strategies are included in the CIP. The principal and the supervisor will also ensure the SMART goal and benchmarks are suitable for achieving improved scholar outcomes. The districts major win for the 2021-2122 school year is:
Increase the scholar performance score from 50% to 70% of scholars scoring 70% on 70% of the highly tested TEKS in math and reading on each common assessment starting in September 2021.

The levers to increase scholar performance that will be used and monitored throughout the school year are:
 Time for instructional leadership, time assessing, analyzing and acting on data, scholar engagement. The strategies for moving these levers are:
•Engage 100% of teacher teams in at least one 30 minute data meeting each week where they analyze the results of instruction and make an action plan in response to their analysis.
•Deliver weekly fifteen-minute observations combined with fifteen to thirty minute feedback meetings to 100% of teachers to support accelerated learning.
•Engage 100% of scholars in bi-weekly goal-setting meetings with their teacher.
Throughout the implementation of the improvement plan, the campus will maintain a scoreboard on progress toward accomplishing the levers in increments. The scoreboard will be analyzed weekly by the principal supervisor, the campus leaders, and the district leadership team. A lack of progress toward incremental goals will trigger a strategy meeting to determine the cause of failure to make progress and adjustments to the improvement plan. Quarterly updates will made in Plan4Learning. If any part of the plan is not successful by the end of the year, a wide array of data will be analyzed to determine the root cause for the failure. The Plan, Do, Study, Act process will continue and adjustments will be made to the plan prior to Year 2 and throughout the year as needed.

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.

The district will provide operational flexibility to the awarded campus that enables full and effective implementation of ESF Essential Actions aligned to the web-based improvement plan through a variety of measures that allow the principals and principal supervisor the control to meet the need of the campus. For example, principals are allowed to determine the makeup of their leadership team including the number of leadership team members and who those leaders will be. The principals were also given input into the development of this grant application. They both felt that TIL training would provide support for their leadership teams and felt that it was important to include teacher leaders in the program.

The campus leadeship team is given latitude to determine the schedule for coaching by campus leaders and teacher leaders. The principal develops the daily schedule for the campus. The principal supervisor and the principal work together to determine where the curriculum needs to be tailored to meet the needs of the scholars. For example, the campus is home to a large EL population and the professional development for teachers and the curriculum used by the scholars is informed by their needs. The principals are allowed to make final decisions regarding how to spend their discretionary funds and will choose which teachers will participate in the grant activities after an application for participation process is completed.

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 strategies and budget will meet the needs and goals of the program in the following ways:

Wayside will send Sci-Tech teacher leaders and appropriate instructional leadership team members to two of the following TIL contents in 2021-2022 and the two remaining contents in 2022-2023: 1)lesson planning and formative assessment 2)observation and feedback 3)student culture routines 4)lesson planning and formative assessment.

Wayside anticipates sending 8 teacher leaders and 10 instructional leadership team members to TIL training. In all, Wayside anticipates sending 18 staff members to 2 TIL trainings in 21-22 at a cost of $32,550 and 2 TIL trainings in 22-23 at a cost of $32,550. These trainings, along with our TIL provider's unique implementation and coaching supports will cost $65,100 for a two-year total.

Teacher leaders will require substitute teachers during the hours that they observe and coach other teachers and meet with the school leadership team. We estimate that each teacher will require 2 hours each week for the work of the grant. Wayside is requesting $13,550 per year of the grant to cover the cost of the substitutes for a total of $27,100.

Additionally, Wayside is requesting that each teacher leader receive a $3,000 stipend for a total cost of $48,000 for two years. The total amount asked for grant implementation over two years is $140,200.

Wayside does not currently have funds allocated to a similar program. When the grant ends, Wayside will allocate Title II funds or local funds to continue and expand the program with the goal of creating a leadership pipeline of teacher leaders and administrators.

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.

Wayside Schools is committed to building a pipeline of teacher leaders and administrators. Funds from Federal, State, and local resources are aligned to support pipeline building. Wayside has applied for Cohort D of the Teacher Incentive Allotment. Our teacher appraisal system requires that teachers become a teacher leader to score at the highest level on our appraisal rubric. The funds received under this grant will help us provide the training and the experiences needed to develop teacher leaders. Therefore, the work done with this grant will support the success of our TIA work. Also, instructional leader capacity will expanded for the school leadership teams as they support the teacher leaders.

Additionally, two elementary campuses that directly feed into Sci-Tech are rated as Comprehensive and Targeted Support Needed. The leadership and teacher leaders from those campuses are also receiving TIL training through the Teacher Leadership Grant. The improvement in instructional leadership on these two campuses will significantly impact the performance of futureSci-Tech scholars. State funds will pay the salaries of the teacher leaders and campus leaders, further aligning the resources that Wayside is using to improve scholar outcomes through improved instructional leadership.

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	

CDN [____]   Vendor ID [_____]   Amendment # [____]

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