



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 [Redacted]

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): [Redacted]

Applicant information

Organization **El Paso Independent School District** CDN **071902** Campus **Multiple** ESC **19** DUNS **079841979**

Address **1014 N. Stanton** City **El Paso** ZIP **79902** Vendor ID **17460007697**

Primary Contact **Daniel Vasquez** Email **dfvasque@episd.org** Phone **915-230-2348**

Secondary Contact **Norma Nguyen** Email **ndnguyen@episd.org** Phone **915-230-2347**

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 **Vincent A. Sheffield** Title **Interim Superintendent**

Email **vasheffi@episd.org** Phone **915-230-2030**

Signature  Date **4-21-21**

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="4"/> |
| Pathway 2 | <input type="text" value="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.

Hart ES, Henderson MS, Guillen MS and Morehead MS engaged in the ESF Self-assessment process and identified the need for campus instructional leaders to have observation and feedback protocols in order to develop proficiency in establishing and coaching effective instructional and data analysis practices. The self-assessment process also identified the need to build capacity amongst leadership and teacher teams to disaggregate data and make data informed decisions.

LEA will collaborate with ESC 19 to facilitate and monitor the implementation of the selected vetted programs for 1.1 Observation/ Feedback and 5.3 Data-Driven Instruction to support campuses with the school improvement process. The identified campuses: Hart ES, Henderson MS, Guillen MS and Morehead MS will attend TIL professional development and implement protocols acquired through ESC training. In turn, ESC will provide the LEA leaders monthly guidance and coaching on their feedback to campus Principals and Instructional Leadership Team members.

Assistant Superintendent of Accelerating Schools will serve as the Principal Supervisor and, along with the dedicated district team, will provide regular coaching to the principal and Instructional Leadership Team (ILT) on the implementation and development of leadership roles and responsibilities, then the campus will be able to establish strong leadership practices and instructional leadership activities more frequently, effectively, and with greater role clarity.

Identified campuses will calendar and map out training, implementation and monitoring plans as action items in their targeted improvement plan during 2021-2022 and 2022-2023 school year. TEA Targeted Improvement Plan template will be uploaded in the district Microsoft Office/Teams platform as the web-based improvement plan. The plan elements include: Essential Action, Desired Annual Outcome, Desired 90-day Outcome, Barriers to address, District Actions, Action Steps, Reflection and Planning for Next 90-Day Cycle, Student Data Tab, and collecting Artifacts for Action Steps. This plan will guide campuses with carrying out school improvement activities.

Outcomes will be measured through the 90-day reflection and planning process to assess progress of action steps and student performance. The campus ILT and designated district team, Accelerating Schools Division- Asst. Sup., Director, and Instructional Coordinators, will monitor the progress of the action steps outlined in the targeted improvement plan during each of the 90-day cycles. The principal supervisor and designated district team will provide any needed support to ensure campuses achieve met status for each of their action steps during their 90-day Targeted Improvement Plan (TIP) review.

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.

The campus ILT and designated district team will monitor the targeted improvement web-based plan in Microsoft Office/ Teams for the progress of the three 90-day Cycles and the corresponding action steps outlined in the TEA Targeted Improvement Plan. In addition, the student performance goals will be analyzed to identify progress and needed adjustments to the plan. The principal supervisor and designated district team will attend weekly ILT meetings, PLCs , review artifacts for evidence of implementation, visit classrooms, and provide any needed support to ensure campuses achieve met status for each of their action steps during their (3) 90-day formal TIP reviews.

In order to address unsuccessful implementation of such plan after the first year of the grant cycle, the LEA in partnership with campus leadership and teacher teams would conduct a root cause analysis to identify underlying issues and conduct a needs assessment to determine and address needs between current conditions and desired outcomes. Communicate findings to all stakeholders, gather feedback and begin to develop an action plan.

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 LEA has restructured the school leadership division by creating the Accelerating Schools Division that is comprised of an Assistant Superintendent, Director, and Instructional Coordinators that provide direct support to identified campuses for school improvement and ensure implementation of the Effective Schools Framework Essential Actions through the aligned web-based individualized targeted improvement plans. The Accelerating Schools Division provides for operational flexibility for identified campuses as needed.

LEA has adopted the following TEA District Commitments to support identified campuses:
The principal supervisor will provide regular coaching to the principal and ILT on the implementation and development of leadership roles and responsibilities, then the campus will be able to establish strong leadership practices and instructional leadership activities more frequently, effectively, and with greater role clarity.

The district provides effective systems for identifying and supporting struggling learners, and provides policies and practices that support effective instruction in schools, then the campus can implement objective-driven daily lesson plans with formative assessments.

The district ensures that the campus have access to high-quality unit tests for all tested grades and subjects and commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices to improve the quality of lesson plans and formative assessments.

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 proposed budget will enable the identified campuses to participate in TEA vetted programs for 1.1 Observation/ Feedback and 5.3 Data-Driven Instruction to support campuses with the school improvement process. The training will support campuses with addressing their identified needs: building capacity with campus instructional leaders and teachers teams to adopt observation and feedback protocols, developing proficiency in establishing and coaching effective instructional and data analysis practices. In turn, ESC will also provide the LEA leaders monthly guidance and coaching on their feedback to campus Principals and Instructional Leadership Team members.

Campuses will commit to developing action steps in their campus web-based targeted improvement plans and will be monitored by ILT and designated district support personnel for implementation.

- Budget is comprised of the following:
- * Participate in TEA Vetted Program- ESC19 1.1 Observation/ Feedback and 5.3 Data-Driven Instruction (2 years)
 - * Provide substitutes for 4 teachers attending 4 days of TIL training with ESC 19 (2 years)
 - * Provide substitutes for teachers to plan for implementation of TIL training (6 days/ teacher/ year)
 - * Hire Part-time Interventionist (up to 4, based on campus need) (2 years)
 - * Extra Duty Pay for 10 Saturday School Sessions (Instructional Leader to support the Interventionist) (2 years)

The LEA, Accelerating Schools Division, in partnership with the Budget External Funding Management (BEFM) will conduct quarterly meetings to review any future budgetary adjustments as determined by the progress of the campus web-based targeted improvement plan.

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.

Program sustainability relies on a high quality evaluation and engaged collaboration between the campus and the Accelerating Schools Division. The result of quality evaluation will demonstrate improved outcomes that can calculate a meaningful return on investment that the El Paso ISD Board of Trustees can then communicate to relevant stakeholders. Local stakeholders have expressed interest in meaningful educational investments that demonstrate improvements in college access and readiness for students. Based on demonstrated success the board may authorize local funding or resources to continue programmatic operations in its annual budget development.

Additionally, El Paso ISD's Fund Development and Partnership Department has introduced new and non-traditional working partnerships between El Paso ISD and area non-profit and community-based organizations. The foundational efforts of the Superintendent's Office has engaged community stakeholders, service providers, business leaders and non-profits in an active role in school transformation and inclusion in the transformational undertakings at El Paso ISD. Over the past five years, El Paso ISD has invited several organizations to have an active role in El Paso ISD's transformative efforts and processes. All of these strategies will guarantee program continuation after grant funding expires.

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