



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 **Marble Falls ISD** CDN **027904** Campus **027904041** ESC **13** DUNS **057882714**

Address **1800 Colt Circle** City **Marble Falls** ZIP **78654** Vendor ID **74-6001682**

Primary Contact **Yarda Leflet** Email **yleflet@mfisd.txed.net** Phone **830-798-3519**

Secondary Contact **Melissa Lafferty** Email **mlafferty@mfisd.txed.net** Phone **830-693-4357**

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. Chris Allen** Title **Superintendent**

Email **callen@mfisd.txed.net** Phone **830-693-4357**

Signature *Chris Allen* Date **4/21/2021**

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1	0
Pathway 2	1

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.

MFISD uses the web-based Plan4Learning to document the Comprehensive Needs Assessment (CNA) process as well as create Campus Improvement Plans (CIP). In addition, the campus involved in this grant has documented work, updated plans, and collected artifacts in both Plan4Learning as well as a Google drive dedicated to the targeted improvement plan. The transition to a web-based improvement plan for this grant will be seamless based on the campus and district experiences with Plan4Learning thus far.

The campus will develop a Campus Improvement Plan through conducting a comprehensive needs assessment to include reviewing the latest data sources, identifying priority areas based on the ESF Diagnostic visit, conducting root cause analysis/creating problem statements, and developing goals and strategies for implementation.

MFISD will support the campus in carrying out school support and improvement activities by ensuring access to high-quality common formative assessment resources aligned to state standards for all tested areas. The campus will then implement a process in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

MFISD recognizes the unique needs of a low-performing school and provides flexibility to address its needs. MFISD provides opportunities for ongoing support and coaching of the campus leader through monthly Principal Meetings and mentorship. The DCSI for the school improvement process for the campus will be the primary contact in coordinating grant activities with the school principal. The DCSI is on campus multiple times every week conferencing with the principal and other school leaders as well as observing instruction and PLCs. In addition, the district-level school improvement team will remain in place for support during this grant program. This will ensure aligned support across grant programs and a focus on the support needed and improvement activities for the campus. The district leadership team consists of the following members: Superintendent, Executive Director of Secondary Education, Director of Assessment & Accountability, Executive Director of Special Programs, Director of Bilingual/ESL & Migrant Programs, and Executive Director of Instructional Services and Federal Programs. All members of the district leadership team are easily accessible to the principal and provide support at any time requested in order to quickly eliminate barriers to improvement so the principal can move forward.

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.

Using Plan4Learning, MFISD will monitor the implementation of the improvement plan using the quarterly formative reviews in Plan4Learning as well as the reviews required by the targeted improvement plan. The campus and district leadership will also utilize the plan notes feature in Plan4Learning for additional ongoing documentation.

The principal will be coached through monthly principal meetings as well as weekly meetings with the DCSI. Principal and leadership team will participate in ongoing professional development and direct coaching with the E3 Alliance.

Using PLC agendas, CLT agendas and data from assessments (Edify, RenStar and Literacy Project) student progress will be monitored. Classroom observations will also be conducted to evaluate implementation of expected strategies.

Documentation will be kept in Plan4Learning as well as a shared Google drive.

If the campus is unsuccessful in implementing the plan, the campus will identify through root cause analysis why the plan was unsuccessful, and develop corrective strategies in coordination with the campus TIP and CIP. As stated before, the DCSI and the district-level school improvement team will also be a support for the campus work in this grant and meet with the campus leadership regularly. The involvement of the district-level school improvement team will ensure timely system adjustments that may need to be made in elementary or high school.

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 recognizes the unique needs of low performing schools and provides the flexibility to address those needs. Thus, the district will ensure that the principal will have necessary authority to create conditions for school success.

For example, the campus will be adjusting the master schedule, teacher hiring, and teaching assignments to meet the campus needs of students.

The principal will also have the ability to modify the campus budget as needed to ensure access to necessary resources to implement the TIP/CIP and grant program.

The district provides opportunities for ongoing support and coaching of the campus leadership team, through monthly principal meetings and weekly meetings with the DCSI.

District policies and practices will ensure the campus will have effective well supported teachers.

The CEIC will work with all stakeholders to review improvement initiatives and plan to modify the plan with stakeholder feedback.

The size of the district in combination with the high level of collaboration with the district-level school improvement team allows operational flexibility and customization for the campus in many areas of operations in the district.

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 for our partnership with E3 Alliance ExcELL is \$35,000 from the 6200 object code for contracted services per year. This partnership will focus on the following areas: Leadership and Effective Instruction. Principal supervisors, principals, campus leaders and instructional staff will engage with E3 Alliance ExcELL facilitators. This includes six in-person coaching and implementation visits, two campus specific professional learning sessions, five virtual coach and implementation sessions, support with data and artifact collection for Plan4Learning, and virtual professional learning aligned to ESF priority areas (1-2 per month).

Supplies/materials (object 6300) will include, but are not limited to: instructional manipulatives, technology hardware/software, supplemental instructional materials, books for professional development, student texts, supplies to enhance culture/climate, etc.

To build capacity and ensure deeper implementation and improvement, personnel costs (object 6100) will be split funded to budget for a Bilingual/ESL instructional specialist/coach at the middle school 50% of the time to reinforce and support teachers with instructional strategies learned through the partnership with E3 Alliance and to retain highly qualified teachers of ELs. The Bilingual/ESL instructional specialist/coach will act as a resource person to promote student and teacher growth in learning and planning for acceleration, correction, or remediation supporting English Learners (ELs). This instructional specialist/coach will work collaboratively with teachers to implement quality education programs and differentiated for EL student linguistic needs. This position will support teachers by modeling instructional strategies and lessons, developing and modifying lesson plans, supporting teachers in a variety of ways to learn, and expanding teacher understanding of current educational EL knowledge. In addition, the position will model instruction with the application of best teaching practices to support ELs through explicit English language development instruction and effective sheltered instruction techniques for ELs while also collaborating on the design, implementation, and analysis of learning assessments. The position portion funded by the grant will serve the middle school (50%), the portion funded by other funds (50%) from the district will primarily support feeder elementary campuses in the same way in order to improve instruction for ELs in the school system. By focusing K-8, the position should have a long-lasting, sustainable impact on our EL students.

Upon successful, effective, and impactful change, the two-year grant will allow the district to plan for budgeting for similar supports at the awarded school and other campuses for future years. This model has been implemented previously with the campus school improvement grant. An additional administrator was split funded from the school improvement grant. After year one, the district paired Title 1 and local funds to continue the position due to its proven impact on instruction and student performance. The intent of the district is to continue the position beyond the grant term if data validates its proven positive impact on instruction and student performance.

Travel costs (object 6400) will be minimal but budgeted for mileage to and from campus/training site, etc. in order to provide additional quality professional development for the principal and leadership team.

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 proposed budget was developed by prioritizing the needs of the campus as well as aligning activities and priorities with other federal, state, and local resources to avoid duplication and increase alignment across programs. Coordination of these supplemental grant funds with federal (Title), state (SCE), and local funds is a priority to provide sustainable programming.

First and foremost this grant's funds complement the current campus school improvement grant. All areas of the budget proposed in this application align with the priorities and activities supported by the school improvement grant and allow deeper, more sustainable programming moving forward. The activities being implemented in the current school improvement grant lay the foundation to the deeper work we hope to accomplish through this grant program.

The 6100 budgeted staff member proposed will be split funded between this grant program and Title 1 and Title 2 funds. The coordination of these funds allows for expansion of current efforts to include a specialization in serving teachers of one of our highest need population of students.

The majority of the 6200 services in this grant will be paid to E3 Alliance. However, \$4,000 of the grant funds in 6200 are dedicated to additional contracted services to provide professional development to staff. Additional contracted services will be aligned to professional development already funded through the current campus school improvement grant as well as through Title 1 and Title 2 currently funded professional development. In addition, 6200 services with proven success with the grant program campus will be implemented at other campuses by coordinating title funds.

Supplies and materials purchased through 6300 in this grant expand and build upon previous purchases from the current campus school improvement grant. In addition SCE funds and Title 1 funds (reading & math), will be utilized for additional needs for the grant program campus as well as other campuses. Title III funds will also be used to supplement grant activities for EL students.

6400 activities from this grant program will be minimal and focused on building capacity of the leadership team. Additional professional development for staff will be funded through the campus school improvement grant. Title 2 funds as well as local funds will also be accessed in order to provide high quality professional development to all staff, not just the staff at the grant program campus. The goal is for the district to coordinate across grant programs and local funds the planning of high quality professional development to impact the feeder schools, thus impacting the student performance, culture, and instructional quality at the middle school.

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