



2023-2025 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2023

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 lolapplications@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, 2023**.
 Grant period from [redacted] **July 3, 2023-September 30, 2025**

Pre-award costs permitted from [redacted] **Award Date** [redacted]

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 Attachment
 3. Pathway 2: Pathway 2 Supplemental Attachment
 4. Memo of Discussion
- 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 **DeSoto ISD** CDN **057906** Campus **McCowan/West** ESC **10** EIN **756001316**
 Address **200 E. Beltline** City **DeSoto** ZIP **75115** Vendor ID **176001316**
 Primary Contact **Elizabeth Bostic** Email **elizabeth.bostic@desotoisd.org** Phone **9722236666**
 Secondary Contact **Stephanie McCloud** Email **stephanie.mccloud@desotoisd.org** Phone **9722236666**

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 **Usamah Rodgers** Title **Superintendent**

Email **usamah.rodgers@desotoisd.org** Phone **9722236666**

Signature  Date **04/17/2023**

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="0"/>
Pathway 2	<input type="text" value="2"/>

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 2023-2025 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 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. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.

Statutory/Program Assurances, cont'd.

- 10. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 11. 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 Targeted Improvement Plan, and submission of funding and pathway progress reports.
- 12. The applicant provides assurance it will provide awarded campuses access to grant funding and funding information in a timely manner, so that funding can be used to meet the needs and action steps of the campus during the grant period.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school improvement activities, including how the LEA will help develop a Targeted Improvement Plan for the eligible campus(es) selected for this grant.

DeSoto ISD will support two targeted support campuses to carry out school support and improvement activities. Both campuses share the lever of 2.1: Recruit, select, assign induct and keep a staff of highly qualified educators. For West Middle School, the two distinct levers that they are focusing on include 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities and 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction, and 5.3: data-driven instruction.

The District ESF Grant Management Team (DSCI, district chief academic officer, and Budget & Grant Manager) along with the campus grant manager will gather current assessment data MAP, District assessments, and Panorama survey data (Bridge campus data) to ensure alignment with the Effective Schools Framework priority Focus areas. Collaborating with the campus grant management team and campus Administration, the ESF Grant Management Team will review and analyze data to create a Targeted Improvement Plan. Preliminary conversations will take place in June after the release of campus STAAR scores.

Each campus will have a campus grant management team. They will also have a campus grant manager that will be specifically trained by the Budget & Grant Manager about the program guidelines, financial and educational requirements. This person will be the local point person to ensure that programs are being implemented with fidelity. They will communicate with the principal regularly about timelines and program implementation. This will include the campus grant manager reminding of ESF dates and goals as well as gateway dates for the Targeted Improvement Plan.

The ESF Grant Management Team will meet weekly with engage2learn (e2L) about the grant's progress and make sure that any training provided by e2L is aligned to the campus and District calendars for the year. e2L will monitor progress and review data, infusing job-embedded professional development to ensure fidelity of implementation and growth. The ESF Grant Management Team will ensure that communication between the campuses and any central office departments is addressed to hasten efficiency.

The campus administration and the grant management team will be trained on creating the most effective Targeted Improvement Plan by e2L in partnership with the ESF Grant Management Team both are former successful turnaround administrators who have experience with Targeted Improvement Plans). After training the campus administrators in grant team extensively about the ESF toolkit, they will facilitate the thought process for choosing the levers that will most effectively move the academic needle on their campuses.

The ESF Grant Management Team will work with the campuses on the check-in dates for the year to ensure the campus Administration will have a mutual understanding of the outcomes and how success is measured.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor Targeted Improvement Plans upon submission and during implementation, and (b) Implement additional actions as needed to meet barriers and challenges, after the first year of the grant cycle.

Prior to any visits, the ESF Grant Management Team will meet with the campus principals regarding the grant award and expectations of the campus grant management. The ESF Grant Management Team will meet with the campus grant management teams to go over the timeline and training with ESF Grant Management. e2L will conduct campus grant meetings for progress monitoring. The ESF Grant Management Team will also attend and receive e2L executive training, as well as participate in walkthroughs.

Both campuses awarded will engage in all grant requirements and submissions, including but not limited to ESF diagnostic visits, developing an ESF online Improvement plan to address the needs, and participating in progress submissions during the school year with the TIP, engaging capacity building pathways with ongoing feedback coaching and implementation support from the Teaching and Learning Department and e2L. DeSoto ISD will monitor all grant spending and coaching with the budget, and the Grant Manager will attend and participate in meetings for: grant orientation, technical assistance, and sharing of best practices. DeSoto ISD and e2L will monitor and supply guidance and feedback about campus improvement plans for learning.

Solutions toward getting the campus back on target will be started. Consistent monitoring of the levers and supporting documentation will be reviewed during 30-, 60-, 90- and 120-day cycles. Ongoing communications and feedback will protect against misconceptions or oversights.

e2L supplies Principal Supervisors, Principal/Assistant Principals/Other Campus Leaders, and Teachers access to the online talent development platform that documents growth through evidence-based coaching on best practices for leadership and instructional best practices. To ensure fidelity of implementation for campus web-based improvement plans, e2L employs the online talent development platform into the experience to ensure leader and teacher growth aligned to each essential action's key practices is documented and reported. The platform interweaves web applications that connect to create powerful growth opportunities for educators. mented and reported. The platform interweaves web applications that connect to create powerful growth opportunities for educators. These applications are designed specifically for educators at all levels to help them grow and master their craft and serves as a repository for resources, a location for collaboration, and a transparent, intentional system to document all growth interactions that supplies educators 24/7 access to data that tracks both the effort and impact of coaching and growth.

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 and aligned Targeted Improvement Plan.

Having worked with e2L under the School Action Fund Grant, the school district is prepared to work with e2L to outline the expectations of executive coaching, added walkthroughs, instructional coach training, and prioritization of services based on district and campus goals. The district also review and communicate what campus autonomy needs and district response. The ESF Grant Management Team has specifically been curated to include the chief academic officer and the district Budget & Grant Manager to allow for direct access and the ability to advocate on behalf of the campuses.

After finishing the School Action Fund Grant with other district campuses, we learned that it is important to communicate with all parties involved to ensure expectations and grant assurances are understood and executed. This includes campus staff, administration and leadership district teaching and learning staff, leadership, and e2L. Also, to mitigate any confusion and keep clarity and space for autonomy, every campus will have a designated campus grant manager. These campus grant managers will have added training and stipends as on-campus guides and confirm allowable purchases, ensure decisions are aligned with the grant's purpose, and carry out the agreed-upon goals. The campus grant managers will also allow principals to have more autonomy in ideas and thought processes while the grant manager and team act as a local policy governing body before conferring with the district ESF Grant Management Team. It is imperative that District CFO and buying manager understand the grant, its timelines, and general requirements so as not to impede the purpose and autonomy expectation of the ESF Grant.

This operational flexibility will allow for a concrete coaching platform and system throughout the district. This will include aligning the district coaching framework with the Effective Schools Framework. Training the instructional coaches on the Effective Schools Framework and their role in the implementation of intensive support through personalized coaching will provide focused effective instructional strategies proven to improve both objective-driven daily lesson plans and data-driven instruction. Leader, teacher, and student growth aligned to each Essential Action Key Practices will be documented and reported and reviewed during 30-, 60-, 90- and 120-day cycles to determine that all components are successful.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including staffing, supplies and materials, contracts, travel, etc. Include a short narrative describing how adjustments will be made in the future to meet needs.

6100

Project Director/ Campus Grant Manager- Will take the lead on gathering campus documentation, deadlines, be trained on budget constraints, state and local timelines as well as make sure to hold and document campus grant meetings

Project Coordinator/ Campus Principal - Will take the lead on the vision for the supplies and fidelity of implementation of the program on the campus

Grant Accountant/Bookkeeper/ Principal Secretary- will keep the Grant Manager & Coordinator aware of remaining funds and input clock in codes and order of all supplies

Support Staff Extra- Duty Pay- For staff needing to staff for additional training outside of contract hours.

Substitute Pay- If teachers are off of campus for training this will pay for substitute coverage

6200

Principal Supervisor Training and Coaching:

During Year 1, e2L will provide training for Principal Supervisors through a two-day Coaches Academy, followed by seven (7) coaching sessions on specific critical moves for supporting campus leaders related to each of the Prioritized Focus Areas listed in campus web-based Improvement Plans.

Executive Training and Coaching for Campus:

During Year 1, Principals, Assistant Principals, and other campus leaders receive a one-day Executive Training that provides implementation support to help campus leaders design systems for securing the best possible teaching faculty, transforming campus culture, and increasing elements of effective instruction in every classroom. The campus leaders also have seven (7) follow-up coaching sessions to ensure the capacity-building is effective and sustainable.

Teacher Training and Coaching:

During Year 1, e2L's certified coaches provide teachers targeted, intensive support through a three-day training and personalized follow-up coaching focused on effective instruction and instructional strategies that improve both objective-driven daily lesson plans and data-driven instruction. The training also includes TEKS-aligned unit design. All training may be scaled for efficiencies based on district needs and size.

eSuite® Online Data Reporting:

Includes 2 year campus-wide subscription for up to 100 users with the following applications:

*eGrowe Coach® coaching app

*ePLC® - professional learning app

*eSuite® - reports app for reporting on coaching, growth, and implementation

e2L Project Management:

*Check-in meetings for duration of grant

*Determine requirements, resources, and schedule for implementation

*Executive status reports, project monitoring, and reporting

6300

Supplies for implementation

6400

For in-state conferences that support the levers chosen for their campus as well as ESF as a whole. These will need to be approved through the district grant office and the DCSI prior to registration.

Budget Narrative, cont'd.

2. Describe how the LEA will ensure campus leaders have direct access to grant funding to ensure alignment to the Targeted Improvement Plan.

The prioritization of funds will focus more towards training and implementation in-house from trusted sources, including those that are suggested through Region 10 and vetted sources. There will be more investment and priority toward training/supplies and materials regarding engagement and innovative ways to implement, as well as adding high-quality teaching staff.

The budget will include prioritization of training about best teaching and leading practices in alignment with the Effective Schools Framework. Focus areas to be addressed in training and professional development are strong school leadership and planning, strategic staffing, positive school culture, high-quality instructional materials and assessments, and effective instruction. This will also pay for the additional days of professional development needed for the staff and administration outside of their contract hours and days. Training for Principal Supervisors through a two-day Coaches Academy will take place, followed by seven (7) coaching sessions on specific critical moves for supporting campus leaders related to each of the Prioritized Focus Areas listed in campus Targeted Improvement Plans. Campus leaders also have seven (7) follow-up coaching sessions to ensure the capacity-building is effective and sustainable.

The budget will allow teachers and instructional coaches the additional after-school training needed to guide them and the staff through the coaching process. The budget will also include payment for a campus grant management team. This team will communicate the expectations and requirements of the grant and monitor and align effective implementation. The grant management team for each campus will consist of the principal, campus grant manager, and the campus administrative assistant.

Although DeSoto ISD was awarded the School Action Fund Grant for three other campuses, neither of the campuses in this application have received additional funding for resources for staffing, professional contracted services, and supplies and materials in the last 3 years. Both campuses would benefit significantly with professional growth training of campus leadership including administration and instructional coaches to move them beyond their 'C' to their greatest academic potential. Prior to receiving access to funds on the campus level the Budget and Grant Manager will meet with the campus principal to go over what positions will be needed to complete the grant, the time necessary as well as an overview of what the grant management team will need to commit to. The principal will need to pick a campus grant manager. This person, along with the principal and principal administrative assistant, will go through training with the Budget and Grant Manager about each person's roles and going over the take-off packet for grants. The take-off packet includes:

Allowability Form- Must be attached to each purchase requisition. This form includes what is being bought as well as how it will be used and how it aligns to the grant.

Spending Guide- Denotes the allowable and unallowable expenditures supplementing vs. supplanting training.

Calendar and Actions- This gives the due dates for the district, program provider and the campus for the year, monitored monthly.

Budget Codes and Notes- Examine and monitor the spending caps per sub area as well as local budget codes and district spending policies.

After this training, the campus grant managers will meet with the district Budget and Grant Manager 2-3 times per year as DeSoto ISD is committed to aligning federal state and local resources to maximize the ability to carry out activities necessary to address campus needs as reflected through the ESF process. The district will align the district improvement plan to focus on areas of need and each campus will align its campus improvement plan to prioritization of work.

DeSoto ISD is partnering with the city of DeSoto to distribute funds along with the State Compensatory Education funds to further support intervention instruction for high need students and at-risk students, especially to address learning loss due to the pandemic. DeSoto ISD needs this competitive grant to continue and expand the coaching the district was able to engage in through the last year of the School Action Fund Grant with e2L. e2L partnered with coaches and administration to build capacity in the past year through leadership and teacher coaching cycles. The support of a vetted Improvement provider will broadly impact our campuses in addressing the ESF prioritized areas of focus.

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 B: 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
<input type="text"/>	<input type="text"/>
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