



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 **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, 2023**.

Grant period from **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): [redacted]

Applicant Information

Organization **Texas Preparatory Schools** CDN **105802** Campus **101 and 041** ESC **13** UEI [redacted]

Address **PO Box 1643** City **San Marcos** ZIP **78667** Vendor ID **1742729963**

Primary Contact **Shana Walker** Email **grants@texasprep.us** Phone **512-805-3000**

Secondary Contact **Elton Fite** Email **elton.fite@bgcsct.org** Phone **512-557-2839**

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 **Mark Terry** Title **Superintendent**

Email **mark.terry@bgcsct.org** Phone **512-496-3760**

Signature  Date **4-20-2023**

Shared Services Arrangements

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

Number of Campuses Included in this Application

Pathway 1
Pathway 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.

In connection with this grant's purpose and the Effective Schools Framework and based on the self-assessment conducted, Texas Preparatory School desires to provide in-depth support to campus leadership using the Texas Instructional Leadership (TIL) model with Region 13 ESC partnership using the Lesson Alignment/Formative Assessment content. The area of need for our target campus includes levers 4.1, 5.1, and 5.3. The ESF grant would work in a more refined and focused manner, allowing the district to move the focus from the planning of instruction to the execution of delivery.

Based on these findings, the focus is addressed in the following:

Year One would focus on student culture, lesson alignment, and formative assessments. At the beginning of the school year, campus leaders would receive 3 consecutive days of intense professional development to develop their school cultural vision and the systems to bring that vision to reality, monitor it throughout the year, and how to intervene when necessary to ensure it stays strong. Professional training will continue each month with onsite coaching to further support the fidelity of implementation. In addition, teachers would receive monthly support on effective instructional practices and building effective daily lesson plans that will drive student learning during Professional Learning Communities (PLC) time.

Year Two would consist of furthering support to the district level and building capacity with the TIL model. At the beginning of the school year, district leaders and the district coordinator of school improvement will receive 3 consecutive days of intense professional development to provide proficiency in establishing and coaching toward effective instructional practices in every classroom. Professional training will continue each month with onsite coaching with the district coordinator of school improvement to further support the fidelity of implementation. The district has been in communication with Region 13 ESC regarding their plans to provide support and training.

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.

The Principal Supervisor, DCSI (Superintendent), and other central office leaders will meet monthly with each leader participating in the grant to discuss the progress of the campus' implementation, and data related to teacher observations and student performance. Adjustments will be made based on the data and feedback. With additional funds available beyond the ESC TIL package, more hours of coaching and professional development will be allocated as needed. Given the large number of novice teachers in our current workforce, additional needs may be identified through this process that requires differentiated staff support. The additional dollars allocated in contracted services would be flexibly available to respond to those needs. Observations and data collected through the TTESS process in a web-based application will be evaluated to monitor program effectiveness.

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.

Based on the evidence collected every nine weeks, the leadership team analyzes growth and strengths as well as areas for improvement. Practices are modified immediately with action planning, professional development, coaching with feedback, and formative checks. Any policy recommendations from this team are submitted to the superintendent for review prior to submission to the school board. Alignment of mission, vision and board goals is prioritized and adheres to the Effective Schools Framework.

District staff development days can be structured as needed for participating members to receive any additional planning time, professional learning, or coaching. As part of the Region 13 contract between Region 13 and Texas Preparatory School, the principal supervisor will monitor the day-to-day implementation of the school improvement plan and make adjustments with the campus leadership teams and staff a necessary to meet milestones and indicators. Region 13 will report on the progress of fidelity of implementation with Texas Preparatory to allow for annual monitoring of progress. The milestones and indicators in the school improvement plan are in alignment with the Region 13 contract such that if adequate progress has not been made during the contract term the district may choose a different course of action to improve the campus.

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.

The ESF grant will build district and campus capacity in a systematic manner which will have a deeper and longer-lasting impact on the success of our staff and students. As a small system, we have not been able to provide instructional coaches the past few years. Having this additional support would be a true value-added component for our learning outcomes.

The district had been investigating TIL prior to this grant, but the 2-year of this opportunity is especially appealing because of its structure and depth. Upon completion of the biennium, we would seek to allocate funds for ongoing training, coaching, and support to ensure any gains are realized in future years. We would meet with the ESC following the completion of this project to discuss ways in which cooperative packages would support the continuing efforts of TIL and how new or customized packages should be created based on our needs at the end of year 2.

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.

Texas Preparatory School will ensure Federal, State, and local resources are able to be accessed by the Texas Preparatory School Finance Department per the terms of the Region 13 contract to support and effectively deliver a comprehensive School Improvement Plan. All resources allocated to Texas Preparatory School will be utilized in support of school improvement activities and the goals of the campus.

Texas Preparatory is adding to our capacity to deliver high-quality instruction in every classroom and create a culture of growth mindsets that encourage teachers and leaders to return to the system for many years. The scope of this grant will not allow every teacher and principal in the district to receive the direct coaching and feedback provided by TIL. Other funding sources will be utilized to expand the reach of the teachings from TIL to a wider audience. At the conclusion of the 2-year program, an evaluation will be conducted to determine the next steps in continuing the journey of providing feedback and actionable coaching. At that point, the district might pool resources to engage in the TIL process with additional campuses, or might choose to extend the learning with another TIL content area.

The goal of resource allocation will be to ensure learning continues and expands beyond this initial offering.

Additional funds should increase Texas Preparatory School capacity to do the following:

- *Teachers exhibiting more effective instructional practices and proficiency on TTESS.
- *Effective Administrators are placed on their highest need campuses.
- *Ability to expand the program to other schools.
- *Provides leadership for the unique needs of low-performing schools and provides the flexibility to address those needs.
- *Provides authority to campus-level leadership to create conditions for school success and remove barriers
- *Guarantees principals protecting their time dedicated to campus 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

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