



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 **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 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: Lufkin ISD | CDN: 003903 | Campus: [Redacted] | ESC: 7 | UEI: CPDENMQRPKW3
 Address: 101 Cotton Square | City: Lufkin | ZIP: 75904 | Vendor ID: 1756001995
 Primary Contact: Cindy Tierney | Email: ctierney@lufkinisd.org | Phone: 936-630-4273
 Secondary Contact: Kathy Jost | Email: kjost@lufkinisd.org | Phone: 936-630-4298

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: Cindy Tierney | Title: Executive Director

Email: ctierney@lufkinisd.org | Phone: 936-630-4273

Signature: *Cindy Tierney* | 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.

Lufkin ISD has two campuses (Brookhollow Elementary and Coston Elementary) that qualify for the "2023-2025 Title I, 1003 Effective Schools Framework-Focused Support Grant" based on 2022 accountability ratings. In state accountability, Brookhollow Elementary was "Not Rated" but identified for targeted support and improvement through STAAR performance in Domain I with a scaled score of 58. In federal accountability, this campus received a label of targeted support with a scaled score of 64 in Domain III, Closing Achievement Gaps. Coston Elementary was identified for targeted improvement based on Domain I, Student Performance. The scaled score for STAAR performance was a 69.

The district has designed an aligned tiered system of support personnel for both identified campuses and has designated one position to function as the DCSI. This support team consists of the Executive Director for Teaching and Learning (DCSI), Executive Director for Student Services and Federal Programs and a District Campus Support Coordinator. This support team will work directly with the Region 7 Service Center and each campus' leadership teams in analyzing data and developing a customized Targeted Improvement Plan (TIP) for each campus. The team will also provide leadership training, specific to each individual's role and provide ongoing coaching on a monthly basis.

Lufkin ISD district leadership will support both campuses in their school improvement activities, by ensuring that campus leaders have dedicated time to engage in capacity building with the ESC and assist with removal of barriers that may arise during school improvement efforts. In addition to leadership capacity building, the DCSI will engage in Targeted Improvement Plan training, and campus leaders will be supported by the DCSI throughout the year with TIP implementation. The DCSI will also work to coordinate the district level resources and allocate them toward the prioritized focus areas of each campus. As each campus develops systems to implement at their campus, the DCSI will assist in making sure that district and campus systems are aligned and cohesive.

Next year, the DCSI will lead feeder pattern schools through the ESF Self-Assessment process to ensure alignment of ESF practices. These two campuses will work with the ESC and the DCSI will provide guidance and oversight throughout each phase of the improvement process, including data analysis, needs assessment, development, implementation, and monitoring at each of the partner schools. Leaders at these schools will also receive training, specific to their role and ongoing coaching will be provided on a monthly basis.

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.

Lufkin ISD is applying for Pathway 1 funds through the ESF Focused Support Grant and the district will partner with Region 7 ESC for the TIL Vetted Improvement Program (VIP.) The LEA and the ESC will work together to monitor and determine how each campus is progressing within each of their identified areas of need. The LEA's Executive Director for Teaching and Learning, who also serves as the DCSI, and representatives from the district's tiered support team will work with each of the four campuses to develop improvement plans that are aligned with the Priority Focus Areas identified in the ESF Diagnostic and the TIL Assessment Tool.

The LEA team will support principals through monthly support sessions with the ESC to ensure TIL implementation. During these support sessions the group will review evidence of implementation, and coach leaders on any gaps observed throughout this process. In addition, the LEA support team will also conduct meetings with each campus leadership team, a minimum of 4 times a year (2 in the fall and 2 in the spring). During these meetings the support team will assist the campus team in reviewing data related to the implementation of each plan and identify progress towards the identified targeted areas. The group will also identify possible obstacles that may be keeping the campus from progressing, brainstorm possible solutions, and develop a plan of action to address these issues.

The district support team will work with the VIP during monthly coaching and feedback sessions to identify additional actions that may need to be added in the TIP. The team will build in continuous support from the VIP to address any barriers identified and make revisions and adjustments at the conclusion of each cycle. In addition, the LEA support team will work with campus leaders on a monthly basis providing one on one coaching in their specified areas (principal, assistant principal, instructional coaches and counselors). This coaching model will continue in future years after the grant.

The LEA will monitor grant funds through the web-based platform. This will ensure consistency in tracking and documentation for the campus and district.

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.

Lufkin ISD's ultimate goal is for students to be academically successful and to eliminate achievement gaps in student performance. However, in order for student performance to be positively impacted, campuses must first have strong school leadership and tightly aligned systems in place. Through the ESF Focused Support Grant, the majority of funds will be utilized to prioritize leadership development and build leadership capacity.

To further impact student achievement, the feeder schools for Brookhollow Elementary and Coston Elementary will also work and collaborate with the ESC to develop and implement a TIP. Addressing leadership capacity through systematic staff training and ongoing coaching will create an environment that promotes student growth and student achievement. This investment will provide sustainability far beyond the life of the grant.

Campus leaders within Lufkin ISD have a great deal of flexibility to manage their campus, based on student need and ultimately improve student achievement. Campuses involved in this grant will continue to have the operational flexibility within the following areas in order to implement the identified priorities in their TIP: hire, assign, train, and evaluate staff members, determine the daily schedule based on campus need, prioritize training needs for professional learning communities, determine resources to promote student achievement, and control discretionary funding provided to the campus.

Lufkin ISD created the 2023-2024 school calendar and set professional development as a high priority. Throughout the upcoming school year, twelve days are designated to be utilized for professional development. While some training is mandatory, the DCSI has the flexibility to work with each of the four campuses and determine professional development needs, specific to each campus. In addition, teachers on the two identified campuses may receive supplementary pay to attend professional development after school, if the need arises.

At this time, the LEA does not anticipate any needed policy changes in order to implement the ESF Essential Actions and aligned TIPs on each of the four campuses. However, if the DCSI and the Assistant Superintendent of Education Services and Accountability see that there is a local policy preventing a campus from achieving success related to the prioritized focus areas, policy revisions will be recommended to the Superintendent and Board of Trustees, if Board approval is required. Before changes are presented, the team will review potential long-term effects of the policy change and ensure that the recommended policy revisions meet all requirements of the Texas Education Code and the Texas Administrative Code.

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.

Brookhollow Elementary and Coston Elementary have chosen to partner with the Region 7 ESC for Teas Instructional Leadership training (TIL). The proposed budget includes the partnership with Region 7 ESC as the VIP. To ensure high quality implementation, TIL training will be provided for the entire leadership team on each campus. Individuals attending the training will include the principal, assistant principal, instructional coach and counselor. In addition to the identified schools participating in the TIL, both partner schools, Herty Primary and Trout Primary, will also participate. Teams at the primary level will include the principal and assistant principal. A large portion of the grant, \$82,000, has been designated for the identified and feeder schools to engage in the Texas Instructional Leadership modules through the Region VII ESC and participate in the ESF Diagnostic. The amount budgeted for the Title I feeder campuses is \$26,000 and is well below the 30% threshold for the grant.

During the 2022-2023 school year, Brookhollow Elementary completed the ESF Diagnostic, However, with new leadership on this campus and the changes to the ESF Diagnostic, Brookhollow will participate in another ESF Diagnostic at the completion of year one in order to refine areas of continued focus. Coston Elementary has not yet participated in the ESF Diagnostic, so funds will be allocated for this campus to engage in this process. The proposed budget includes \$20,000 to fund the ESF Diagnostic for both campuses. All remaining funds will be allocated to travel, extra duty pay, and/or registration fees for professional development, tutoring supports, professional development, substitute teachers and/or general supplies to carry out the Targeted Improvement Plan.

Throughout the TIL and ESF process, budgetary adjustments may be necessary. As data is analyzed, campus leadership teams may discover additional needs for plan implementation or student achievement. Campuses will have flexibility to make adjustments, as they work with the DCSI. The Executive Director for Student Services and Federal Programs is part of the District Support Tier and will file amendments to the grant, if needed.

After the lifetime of the ESF Focused Support Grant, Lufkin ISD will utilize other funding sources to allow campus leadership to participate in the TIL training, as needed. Additional funding may also be utilized for current leaders to attend additional strands of the TIL that were not developed during the grant cycle. Lufkin ISD will continue to develop district and campus leadership in all areas of TIL and fully implement the Effective Schools Framework. This will enable the students and staff members of Lufkin ISD to reach their greatest potential.

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.

Upon receiving the Notice of Grant Award (NOGA), the DCSI will meet with Lufkin ISD's Chief Financial Officer to set up a budget and determine campus budget allotments. This federal grant will be set up with the organizational code for each campus and campus principals will be notified of their allotments. Principals will have the ability to run financial reports at any time throughout the duration of the grant cycle. Requisitions and purchase orders submitted by campuses will be approved by the DSCI to ensure that purchases are reasonable, necessary, allowable and aligned with the Targeted Improvement Plan.

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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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