



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

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):

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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 Title

Email Phone

Signature Date

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.

Jubilee Academies has a strong commitment to improving student achievement and outcomes to become the premier choice in education. Our district will support our school improvement identified campuses by utilizing Plan4learning to streamline our planning process. In using the platform, we will ensure each campus identifies key needs and develops action steps and strategies that will improve student outcomes. All administrative teams will attend a training focused on an Overview of the Effective School Framework and the development of the Targeted Improvement Plan. Campuses will prioritize focus areas for improvement based on their ESF diagnostic report that was conducted for each improvement required campus. Once a Targeted Improvement plan is created through a comprehensive needs assessment process, each campus will include the results for the diagnostic and CNA into the campus Improvement Plan. Jubilee Academies uses a collaborative approach where administrative teams utilize Plan4learning as a hub where they can indicate the performance objective/strategy, essential actions and create an implementation plan with action steps that will address the academic gaps. Our campus needs assessments are administered with a diverse team where campus administrators, staff, teachers, parents and community members are part of the process. Our district reinforces the CNA/CIP process by conducting weekly training sessions that allow for the implementation of the focused skills. We conduct a data analysis of the Comprehensive Needs Assessment. This data analysis process provides campus leadership teams with the opportunity to gather and inspect information to gain an in-depth understanding of student achievement levels including current graduation rates. Also analyzed, are challenges and barriers that may impact student outcomes. The campus teams use multiple measures of data: student results, demographics, campus/district processes, programs and survey perceptions. Results from the data analysis allow campuses to identify priority areas for improvement and strengths, which in turn help to identify root causes. Once priority areas and root causes have been identified, smart goals and strategies are created to improve the identified challenges. Principals utilize the budget tool feature to assign and strategically plan the use of money allocated for each identified activity in the improvement plan. District has given campus principals the flexibility to reallocate funds and shift resources as principals evaluate and progress monitor our campus improvement plans during our four cycle reviews with TEA. Our DCSI and Associate Superintendents will provide ongoing coaching and professional development throughout the year. The DCSI will also support the campus leadership teams with Cycle review workshops to prepare for the quarterly monitoring of the campus data and instructional artifacts uploaded to Plan4learning. Our district has prioritized Lever 4.1, daily use of high-quality instructional materials aligned to instructional planning calendars, interim and formative assessments, Lever 5.1- Effective classroom routines and instructional strategies, and Lever 5.3 Data driven instruction. Our Targeted improvement plans will reflect these essential actions as we use the Effective Schools Framework as a guide to identify our campus needs, create 90-day plans, evaluate implementation processes as we progress and monitor our improvement efforts.

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.

Jubilee Academies will use a variety of monitoring methods such as site visits, Targeted Improvement Plan (TIP) progress reports and data analysis to ensure successful implementation of the TIPs. The DCSI and principal supervisor will strategically provide ongoing coaching, professional development, targeted feedback while monitoring and evaluating the improvement plans. DCSI and principal supervisors will also conduct weekly campus visits to include: TIP implementation walk-throughs and coaching support of principals and leadership teams. DCSI will also hold TIP implementation meetings bi-weekly with principals and their leadership teams to guide, discuss and facilitate the implementation of the action steps. DCSI and principal supervisors will also progress monitor their ninety day outcomes in their TIPs by updating student performance data, embedding high leverage action steps and monitoring the budget summaries. To ensure accountability and progress, the DCSI will establish a monitoring and reporting system using the Schoolmint Grow and Plan4learning web based programs to track the implementation and progress of improvement plans. DCSI and Principals will give Immediate feedback at each campus implementation visit. Weekly observation feedback will be given to campuses using our TIP implementation form on the Schoolmint GROW platform. The results of the collected data will determine our next action steps and assist in guiding modifications necessary, including instructional pivots that will impact our overall academic success. TIP updates will be discussed monthly with the Superintendent and Leadership cabinet and presented to the school board. Jubilee Academies will conduct a summative evaluation to evaluate the results and gather findings on prioritized focus areas to create next year's plans. We will identify areas that still need improvement and build on our strengths. We will create and modify our improvement plans based on data collection. We will prioritize Lever 4.1, Lever 5.1, and Lever 5.3. All our campus leaders are provided with a leadership summit at the beginning of the year. Principals and all district staff also participate in leadership professional development to include: Determined Destiny Values Training, Texas Instructional Leadership and other conferences related to school improvement. The district will continue to support and conduct instructional rounds by using a structured process to observe classroom instruction and analyze these observations in a collaborative and strategic manner with fellow principals and district level support. This collaboration protocol will allow our improvement required campuses to build a collaborative team that will generate specific theories of action. During these rounds principals and leadership teams will create individual action plans to pivot instruction to improve overall student outcomes.

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.

Jubilee Academies has committed to use our Texas Instructional Leadership (VIP) provider and will create systems of accountability where the DCSI and principal supervisors will oversee budget support while providing the campus principals opportunities to justify reallocation of funds if necessary. Jubilee Academies will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campuses to support the implementation of the web-based Improvement plans by modifying supports based on campus needs and personnel. Principals are given the flexibility to control their own staffing and to assign or reassign staff as needed. As the district continues to face staff turnover challenges, the district continues to evaluate regional salaries in surrounding districts to ensure we remain competitive in pay. Campus leaders have discretion on providing hire on stipends and extra duty pay for teachers to fulfill aligned activities in their Targeted Improvement Plans. In addition we provide ongoing professional development for our teachers and campus leaders to strengthen our data-driven instruction. In response to the campus instructional needs, the district publishes an assessment calendar with local developed assessment dates. Jubilee also provides consistency with formative assessments and using the district assessment software to provide a rapid turnaround of data. Jubilee Academies also utilizes the skills of the district data fellow to assist in providing reports and data disaggregation. Furthermore, the school calendar has staff development days strategically embedded in the school calendar which allows campus staff to conduct district-wide data analysis reviews. Jubilee Academies will use a web-based platform to help monitor district-wide weekly data (PLC) meetings and weekly lesson internalization (PLC) meetings. This platform provides our district with a more focused system of accountability of progress monitoring. Our district goals and objectives are rooted in the Effective Schools Framework continuous improvement process. Although we identify campus needs, plan accordingly and progress monitor, barriers do arise. Communication is crucial to keep all stakeholders informed and aware of systemic changes. A district communication process will be in place to provide campuses with operational flexibility. This communication process will entail awarded campus principals the opportunity to inform their principal supervisor about systemic barriers that are causing limitations to their improvement plans. Principal supervisors (Associate Superintendents) will take the communication to the Superintendent Leadership Cabinet meeting to discuss and evaluate needed support. This process will create a system of improvement by providing on-going communication and flexibility. Direct communication between campuses and district department heads is also allowed to ensure smooth transitions with systemic changes.

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.

Jubilee Academies plans to use the proposed budget to support the Effective Schools Framework for 6 campuses within the Education Service Centers in Region 20 (this includes the one campus out of Region 13, Jubilee Wells Branch)

Category 6100 and Line Items for Salaries

Jubilee Academies will be using a portion of the grant to support a full time grant program manager (the District Coordinator of School Improvement), \$192,004 over the grant period (plus \$38,000 in benefits). The remaining assigned 6100 category, \$48,000 (plus \$12,000 in benefits), will be used to assist in retaining and recruiting highly qualified educators onto the 6 eligible campuses. Stipends and extra duty will be provided for educators that take on additional responsibilities associated with Texas Instructional Leadership protocols and/or Effective School Framework activities. Another portion of the remaining funds will also be used to recruit highly effective and qualified educators to improvement required status campuses by offering sign on stipends. The goal of utilizing these types of stipends is to offer a compensation package that will help in retaining effective educators and aligns to the focus area 2.1 of recruiting, inducting and retaining a full staff of highly qualified educators. Progress monitor will be evaluated following the summative schedule of the targeted and campus improvement plans (quarterly) by the District Coordinator of School Improvement. The DCSI will be assisting with any amendment recommendations at the end of the first year of the grant period. They will base their determination on the progress and effectiveness of the program.

Category 6200 and Line Items for Professional and Contract Services

The proposed budget primary expenditures will be consultant work to support the Effective School Framework including the partnership with Region 20 Education Service Center. Region 20 ESC will be supporting each campus with their own prioritized focus areas identified by their diagnostic reports. \$196,380 will be used for the Texas Instructional Leadership work (\$10,000 per year for each campus) and Effective School Framework professional development over the two year period of the grant. This will include additional services that the VIP offers to assist in solidifying the Effective School Framework within the eligible campuses (one to one consultant work, observation and feedback sessions). Summer professional development will be included in consultant services to ensure educators are provided ample opportunities to attend sessions, \$27,500. The participants will include Campus Educators, Campus Leaders, Instructional Coaches and Principal Managers. District leaders will also be involved in sessions to ensure the Effective School Framework model is implemented with fidelity at all eligible campuses. Additional funding has been budgeted to contract substitutes so educators may attend professional development when needed (\$55,000 over the grant period). The goal, of ensuring all stakeholders are engaged and active in professional learning, is to create an environment that will assist in flourishing student achievement.

Category 6300 and Line Items for Supplies and Materials

Supplies and materials will include instructional manipulative, technology hardware/software, supplemental materials for \$2,496. After an evaluation of our previous expenditures, Jubilee Academies has shifted to the importance of consulting work and the one-on-one support for education staff. For this reason, Jubilee Academies is focusing on providing supplies and materials necessary to support the District Coordinator of School Improvement to better serve the campuses. This will include technology needs to provide immediate feedback from observations and assist in action plans on improving protocols to the Effective School Framework and essential actions. The materials provided to the DCSI will support the monitoring of the effectiveness from the consultant work that will be provided and will guide the adjustments and modifications needed to fully implement all protocols.

Category 6400 and Line Items for Other (Travel Costs)

Travel costs will be minimal and support the travel of the DCSI to out of area campuses, \$3000. The DCSI will travel to campuses to conduct monitoring and supportive services.

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.

Supporting the District Coordinator of School Improvement (DCSI) through the Effective School Framework grant will help in supporting the campus leaders on aligning funds to their own Targeted Improvement Plan. Each campus leader will have direct access to their grant funds through the finance system used by the district. Request for funds will be closely monitored by the DCSI and finance team to ensure proper use of funds and alignment to Targeted Improvement Plans. Campus leaders will have opportunities to justify their use of funds for activities through their immediate supervisors and the DCSI. Modifications for reasonable requests will be available with proper justifications. The DCSI will be utilized to provide guidance on aligning funds to Targeted Improvement Plans and maximizing available funds to the campus that will best support student achievement overall. This type of system will allow for the flexibility of funds to support the individual needs of each campus to reach their specific goals.

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