



**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

Pre-award costs permitted from

**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.

Rains ISD engaged with Region 7 Center for Effective Schools in the spring of 2023 by participating in ESF Diagnostic process for both campuses eligible for this grant. This was completed for both campuses that are eligible for this grant. This was the first large piece in making sure we had a good foundation going forward in schoolwide activities and forming the Targeted Improvement Plan. The school was given feedback on key practices that were effectively working and what areas of growth we needed to focus on. Both campuses needed assistance in defining prioritized focus areas that would create the most progress for the campus and specifically the students. The ESF Diagnostic process has provided a greater understanding of key practices these campuses can implement for continuous improvement.

The district also took this valuable information and utilized in the Strategic Planning Process that we implemented for each campus. Teachers, Campus Leaders, District Staff, and Students were involved in this process to create a 3-5 year plan for the district and campuses. Upon receipt of this grant, we will be able to leverage those campus plans and our ESF Diagnostics in building campus-specific Targeting Improvement Plans. Defined Targeted Improvement Plans will create a focus for district leaders, and allow them to support each campus with specific action items and checkpoints throughout the process.

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.

In order to properly monitor the Targeted Improvement Plan during submission and implementation, we will engage in both campus monitoring and district monitoring as described below.

**A. Campus Monitoring**  
 With the assistance of the VIP, Rains Junior High and Rains Intermediate will be able to form specific goals for their campus to reach in the next two years. We will create action items that are specific to the goals so that the campuses and the district can collect evidence of school improvement. Each action step will have what data will be analyzed and how frequent there will be check-ins. These check-ins will be informed and efficient meetings to monitor the protocols we have put in place and see if any adjustments need to be made.

**B. District Monitoring**  
 Monitoring the data and collecting evidence of effectiveness for school improvement, this will allow us to identify barriers and challenges and adjust to them. Every 9 weeks, district leaders will meet with campus leaders to progress monitor each cycle of the TIP. During this time district leaders will look for ways to help the campus mitigate barriers. Throughout district reviews, LEAs may discover that internal practices and processes made need to be updated, we may need to purchase additional materials, or we may see that we need to abandon some current practices. The district leaders are ready to make changes big and small in order to better each campus.



**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.

The district will allow complete atonomy to the campus leaders to make adjustments on protocols and procedures that are directly related to the 2 ESF areas of improvement. Rains ISD has been identified in needing to work on Essential Actions 1.1 and 4.1 for both campuses. Establishing clear and defined roles and responsibilities will be a key priority and campus leaders will analyze time restraints to make adjustments to campus leaders core leadership roles. The campus leaders, with the support of VIP, will have authority to make adjustments to the campus roles and responsibilities as it pertains to school improvement. In the feedback on 4.1, there is a need to have collaboration on lesson planning between the teachers and the instructional coach. The campus leaders will have full autonomy over the master schedules in order to promote planning time for lesson plans.

**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.

There are 3 parts that make up the budget. The first part is specific to adhering to the improvements needed in area 1.1. The second part is specific to 4.1. The third part will feed into improvement in both.

Part 1 is related to the Building Effective Leaders series that several of our campus leaders will attend. This training is hosted by our VIP and will give each campus leader an overall view of what makes up a good campus leadership team. It will show them what should be accomplished, tasks that should be completed and how to effectively do that, and goals to work towards. Our leaders need clear roles and responsibilities established and written down. There are several duties that our campus leaders are doing on a regular basis, but they don't recognize it for what it is. It is a piece of a much bigger puzzle. This process will create a process for if one team member is replaced, the new team member will be able to clearly understand their role and maintain the effectiveness of the team. Writing these responsibilities down for each member of the campus leadership team, is not just for the betterment of the individual but also for the betterment of the team and its sustainability in the future.

Part 2 is where the Principals discussed the high-quality instructional materials available for the teachers versus what was actually being used in the classroom on a routine basis. In 4.1, the feedback we received was that the teachers have access to these instructional materials, but it was not being used with fidelity in the classrooms. The main shift for the campus will be to incorporate lesson plan feedback to ensure that high-quality instructional materials are being used and how to effectively use them. The teachers gave feedback on why they were not using these materials and the campus leaders listened. The instructional materials listed in the budget serve a purpose to monitor effectiveness and student success. Rains Junior High and Rains Intermediate will be referring to these materials when using their PLC time to collaborate and plan.

Part 3 of the budget is the TIL piece where we partner with the VIP in order to focus on the areas of growth for each campus. Both campuses will participate in the Lesson Alignment Teaching Instructional Leaders Cohort. This will focus on 1.1 and 4.1

**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 campus leaders have been included in every discussion for the budget of this grant. They will have direct access to the grant funding for trainings and supplies and materials needed. The campus leaders and the VIP will monitor and adjust protocols, procedures, and tools used throughout the grant cycle. If adjustments are made that need funding, the grant will be utilized to support these changes. The campus leaders will also have access to the list of allowable uses to help make informed decisions when discussing these possible changes or additional purchases needed to meet the purpose of this grant.

**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**