



**2021-2023 Title I, 1003 ESF-Focused Support Grant  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

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, 2021**.

Grant period from **June 8, 2021-September 30, 2023**

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 Pathway Attachment
  3. Pathway 2: Pathway 2 Supplemental Pathway Attachment
- 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  CDN  Campus  ESC  DUNS

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	<input type="text" value="1"/>
Pathway 2	<input type="text" value="0"/>

**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 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 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 Vетted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vетted Improvement Program.
- 9. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

**Statutory/Program Assurances, cont'd.**

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. 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 web-based improvement plan, submission of funding and pathway progress reports.



Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

The LEA will support the campus in carrying out school support and improvement activities in various ways. The district will provide opportunities for ongoing support and coaching of the campus leaders and will support the campus administrators by protecting their time dedicated for school instructional leadership. The district will provide data systems to track pertinent school culture data, such as discipline referrals, attendance, academics, and campus climate. The district also has an aligned interim assessment calendar that includes devoted staff development time at the beginning of each nine weeks after assessments are given to review data and plan for upcoming units. The campus leaders and teachers have immediate access to assessment data and are provided district systems for identifying and supporting struggling learners. The campus and LEA will use the findings from the Effective Schools Framework Diagnostic and other campus data such as discipline, attendance, surveys, assessment data, report cards, STAAR, and MAP to develop a plan to sharpen and improve practices, especially around campus leadership, school culture and routines, and data-driven instruction. Annual goals will be broken into 90-day goals, along with action steps, timelines, and people responsible.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

a) The LEA will monitor the campus by having scheduled meetings with the campus admin and DCSI to reflect on ESF current goals and action steps. The DCSI and principal supervisor will gather walkthrough data during campus visits to see how practice is aligned to goals. Coaching and feedback cycles with the DCSI, principal supervisor, and ESC cohort leader will also provide data for improvement implementation. Campus admin will also have opportunities to report on improvement plan implementation during TPESS check-ins with the Deputy Superintendent, who is also the principal supervisor. The DCSI and campus admin will use data gathered from common assessments, MAP, discipline, attendance, surveys, and report cards to reflect on implementation of the improvement plan goals for that cycle.

b) If the campus has unsuccessful implementation of the improvement plan, the campus admin, DCSI, Deputy Superintendent, and School Leadership Team will reflect on the current plan and make sure the action steps align to the quarterly goals, as well as, ensure all barriers have been addressed in bite-sized action steps. Along with reflection and revision of the plan, monitoring, support, and coaching from the district and the ESC cohort leader will increase.

**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 aligned web-based Improvement Plan.

The LEA will continue to ensure the district practices and policies align with the Effective Schools Framework to provide operational flexibility to the campus administrator. While the district calendar has multiple professional development days, most of the days will be for the campus to address campus specific needs and professional development. Also, the district provides a calendar window for common assessments; however, campuses have the flexibility to determine the most appropriate date to give assessments along with when to schedule the DDI meeting. Another way the LEA will provide operational flexibility to the campus is the daily schedule. While the start and end times are set by the district, the campus can determine the daily classroom, specials, PLC, and intervention times that best meet the needs of their students and teachers. This flexibility allows for that minute-by-minute campus instructional plan that best fits the needs of the students they serve.



**Budget Narrative**

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Currently the proposed budget will provide additional TIL training and coaching to East Elementary administrators and staff, as well as its feeder campus, Lubbock-Cooper Middle School. As a fairly new campus, East Elementary school is adding additional staff to accommodate new student growth. Since the campus will have a continued focus on School Culture Routines as well as Data-Driven Instruction, they want to address a potential barrier of new hires not having knowledge of practices by training new hires and continued coaching in these areas. As part of their Campus Improvement Plan, East Elementary has a goal to grow students in the areas of math and reading. To support this goal, East Elementary would like to participate in the Lesson Alignment and Formative Assessment Cohort at the ESC in the next year, as well as have additional support and coaching from the ESC in this area. East Elementary's feeder campus, Lubbock-Cooper Middle School participated in a ESF Diagnostic this spring. The two prioritized focus areas included Levers 1.1 Strong School Leadership and Planning and 3.1 Positive School Culture. This summer Lubbock-Cooper Middle School will move to their brand new building. Due to the move and the findings of the ESF Diagnostic, this campus will attend a Schoolwide Culture Routines cohort at the ESC this June. The proposed budget will include TIL coaching from our ESC in School Culture Routines and additional TIL trainings, including Data-Driven Instruction, to best support the campus with campus improvement goals. Additionally, this money will partially fund an interventionist to support campus improvement goals at East Elementary as well as provide funding for additional tutoring. Some additional monies have been set aside for additional instructional trainings and supplies to meet the future needs of a growing campus.

**Budget Narrative, cont'd.**

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

In the past, the LEA has used local funds to provide the TIL trainings and coaching from our ESC for the campus to engage in school improvement activities. Other district supports like professional development, quarterly content trainings, district content coaches, and a campus instructional coach will continue. The additional funds will be utilized to continue work with TIL coaches from the ESC in order to train and coach new staff members in campus improvement best practices. Additionally we will partially provide for highly-trained interventionists to target areas of student need in math and reading utilizing multi-tiered systems of support to increase the academic performance and growth of the diverse student population.

**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**