



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 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.

Jacksboro ISD DCSI will oversee all school improvement efforts on both campuses. The DCSI will ensure both campuses are meeting all TEA requirements, such as attending the ESF framework training, as well as developing and implementing a Targeted Improvement Plan. The DCSI will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and share best practices through the TEA program office. The DCSI will support each campus principal and their leadership team (CIT) in data analysis, needs assessment, and TIP development and provide access to any resources needed to engage in the school improvement process. The DCSI will work with the VIP- ESC 9 TIL to coordinate training dates, implementation support, and coaching. The DCSI will communicate expectation of full participation of school leaders in the 3 pillars of support through consistent communication with TIL Coach, submission of artifacts before and after coaching interactions, and consistent implementation of feedback. The DCSI will work with campus principals to provide timely communication with all campus stakeholders to seek feedback and input on the school improvement 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.

The DCSI and campus principals will participate in all TEA submissions and progress check-ins, and respond to requested revisions as needed. The DCSI will coordinate with the CIT to ensure all submissions are on time. The DCSI will create a shared calendar which includes all TEA school improvement activities and deadlines, so campus principals can build schedules to allow for time needed for participation and artifact collection. The DCSI and campus CIT will meet bi-monthly to collect and review artifacts, review student and teacher data, evaluate progress, and identify barriers and challenges for each TIP cycle. The DCSI will provide operational flexibility to the campus to assist in overcoming barriers and challenges identified. The DCIS is also the principal manager, and will work with the ESC TIL Coach to ensure enabling systems are in place to implement TIL. Periodic surveys will be sent to all stakeholders to seek input and feedback on school improvement efforts and TIL implementation.

At the end of the first year of the ESF-Focused grant cycle, the DCSI and campus leadership team will review data and discuss barriers and challenges to implementation. Course corrections will be made based on data review and findings to move school improvement effort forward and that ensure improved 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.

The LEA allows campus leaders autonomy in creating master schedules, including teacher planning time, selecting instructional resources, and positive behavior initiatives for their campus. For campuses implementing a TIP, the district will limit the number of district initiatives in which each campus is required to participate. The district administrative team meets monthly to ensure each campus has the resources needed and the flexibility to respond to barriers and challenges that may impede the implementation of the ESF Essential Actions focused in their aligned TIP. The DCSI will create performance management systems that allow for the collection of targeted data to evaluate progress in meeting school improvement goals and effective implementation of each focused EA. The data collected will inform the LEA on potential modifications to district practices and policies.

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 proposed budget allows each campus to participate with the VIP (ESC 9 TIL) to build their instructional leadership capacity and develop strong systems to grow teachers and improve student outcomes. Each campus has chosen to participate in TIL Formative Assessment, Observation and Feedback, and Data-Driven Instruction over the course of the two-year grant cycle. These TIL content areas align to the elementary campus ESF diagnostic results, and the middle school ESF self-assessment findings.

The budget provides additional financial support for the additional time required for Grant Program Manager and Teacher Supervisors.

The ESF diagnostic identified the need for HQIM reading curriculum at the elementary, and the ESF self-assessment identified the need for math curriculum at the middle school campus. A portion of the funds will be used to provide these materials and training for teachers and leaders. In addition, teacher stipends will be provided due to the additional time needed for training and implementation. In-state travel has been included so campus leaders can decide on a conference to attend with their leadership team, or a campus to visit as a team for further growth of ideas and school improvement strategies.

During monthly district administrative team meetings, the LEA with campus leaders, will review expenditures and campus data to examine any need for funding adjustments to each campus budget.

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.

During monthly district administrative team meetings, the LEA with campus leaders, will review expenditures and campus data to examine any need for funding adjustments to each campus budget. Campus leaders have access to Skyward Finance to monitor campus expenditures and remaining grant funds. ESF grant spending will be approved by CIT, to ensure stakeholders are monitoring alignment of expenditures to TIP.

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

