



**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

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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

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.

The LEA will support the campus with time, operational flexibility, resources, and anything they need to accomplish the vital work of school improvement. We were labeled in 2022 as Comprehensive, and what could have been detrimental or demoralizing became an incredible gift. Our partnership with Region 10 provided training and support for our school. Slowly, we built new plans based on the essential success factors and began to meet in small teams around data protocols. In fact, through this year of school improvement, we have begun to hope again. Clear improvements in teacher capacity were seen in walkthroughs. Our ESF diagnostic reinforced what was working and learned so much through the process. The instructional calendars have been set and school wide tier 1 exit tickets are in place. We have seen deep changes in student readiness by using Eureka Math, an HQIM. We have met many of our TIP goals from our original work, so as we head into the 23-24 school year, we are excited to leverage our new knowledge, use observation and feedback cycles in coaching, and deepen our understanding of best practices for school improvement. I will continue to support the campus by helping to name specific gaps and barriers and providing consistent district support and resources. After a year of focus on ESF 4.1 and 5.3, we are better in every way. Our new TIP will be developed with collaboration between the principal, region 10, and the DCSI. We remain fully committed to lever 4 (High Quality Instructional Materials and Assessments) and while we have seen mastery of many concepts of the first key practice, we need to head toward high alignment of rigor between the lesson objectives, assessments, and scope and sequence.

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 (myself) and the principal have weekly TIP meetings where we discuss weekly progress. Further, we partner with Region 10 to stay in constant monitoring activities with fresh eyes. Our processes are improving, and with the grant funds to go through the TIL process, I am excited about our team having common language and structures - not just in the improvement plan, but in practice.

**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.

We have given the Elementary principal schedule and operational flexibility and it is exciting what we accomplished this school year. We will continue to provide flexibility in staffing, curriculum, schedules and calendars, budget, and pd time. She masterfully changed the master schedule to allow for additional formative assessments (exit tickets) and reteaches. PLC meetings have been added to the professional development schedule and we look forward to additional operational changes as needed.

Further, when a barrier is identified, we collaborate and work together at a systems level asking, "what needs to happen at the district level to overcome this barrier?" "What can the other campuses do that would be support to our elementary?" etc.

There is no practice or procedure that cannot be questioned in the pursuit of school improvement.

**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.

All funds will align to meeting the instructional and academic needs and goals of the program.

\$70,000 - Professional Development/Region 10 TIL  
\$30,000 - Instructional Supplies

In year 1, we will attend a summer intensive and then have monthly trainings at the Region center. Additionally, our Region 10 partners will come and provide 2 days of coaching per month on campus and PLC support.

In year 2, we will attend the second summer intensive, with the DCSI participating in an intense capstone project. The DCSI will participate in leadership coaching 2 days per month. Further, the principal will receive monthly coaching to support school implementation of learned processes.



**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 Celeste Elementary principal will have direct access to the grant funds. As we are a small system, she and I partner closely every step of the way and our goals and plans are highly aligned to the TIP. The TIP is the authentic representation of our work - we are not just participating for the sake of compliance. We are genuinely committed to the work of our TIP and I commit that she will have direct access to any needed resource.

**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**



**Grants Administration Division  
Title I, ESF-Focused Support Grant**

**Use of Funds Questionnaire**

**Directions:** Respond in sufficient detail to the following questions in order to justify the expenditure. Supporting documentation must be maintained at the local level and submitted to TEA upon request.

LEA Name:

Campus Name:

County-District Number:  School Year:

Expenditure Item Requested:

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the grant program?

After the award, the campus will use the funds for two purposes; the external TIL provider Region 10, and the curriculum and technology materials to implement the new learning. The grant program centers around the ESF factors that improve schools. By purchasing the needed professional development and High Quality Instructional materials and technology, the grant will be supporting the work of the ESF at Celeste Elementary.

2a. Provide the description, as identified in the comprehensive needs assessment, the expenditure addresses.

These expenditures will address the following:

1. High-quality instructional materials are consistently used across classrooms
2. How teachers internalize and apply their lesson plans, how they receive feedback, how observation cycles improve their capacity

2b. Explain how the expenditure addresses this need.

There is no other way for the district to afford the expensive TIL training that will help our school address the myriad concerns raised by the ESF diagnostic.



## Grants Administration Division Title I, ESF-Focused Support Grant

3. Provide the description, as written in the targeted improvement plan, of the program, activity or strategy that will be addressed by the expenditure.

Classroom walkthrough data shows instruction and informal assessments have not consistently been to the expected or needed rigor for student success. Focusing on using high quality instructional materials and creating and implementing ongoing assessments addressing the standards at the rigor of STAAR creates a system of reflective practice where data is used to inform and drive instruction. With support from district administration, the campus principal will provide training and ongoing support to the teachers in creating and implementing aligned exit tickets at the same rigor of STAAR. Through the use of HQIM and PLCs, teachers will learn how to use exit tickets to inform their reteach plans. Staff will be communicated with through PD and PLC and a continual focus on our goals for the year. Teachers will collaborate in the creation of the assessment calendar. Parents and students received access to the assessment calendar through our back to school packets and reminders through our newsletters. By May 2023, 100 percent of teachers will create and use daily exit tickets that are aligned to the appropriate rigor and grade-level TEKS while adding time for reteaching and reassessment as evidenced through classroom observations by the leadership team, student work samples, exit ticket rubrics, and lesson plans. These artifacts will be reviewed during weekly leadership meetings.

4. How will the expenditure be evaluated to measure a positive impact on student achievement?

The expenditure will be evaluated by monthly data meetings in which each purchase will be discuss and the impact on student achievement will be analyzed.

5. How is the expenditure supplemental to other non-federal programs? Is it supplemental to Title I, Part A?

Yes, as a title 1 school, Celeste Elementary serves a traditionally underserved community. These funds will help the school with all of their programs. Essential learning is accomplished in tandem with reciprocal gains.

## 2023-2025 ESF Focused Support Grant Program Attachment: Pathway 1 ESC Supported VIP

### Pathway 1 - Participation in Education Service Center Vetted Improvement Program:

Texas Instructional Leadership is a program through which we provide training and support to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, student culture, and data driven instruction.

Other ESC VIPs available. Find approved ESC Vetted Improvement Programs on the Effective Schools Framework [website](#).

**Campus Name:** Celeste Elementary

**CDN:** 116902

**9 Digit Campus Number:** 116902101

**Question 1: What is the name and email address of the identified Campus Grant Project Contact responsible for managing implementation of the grant?**

Dr. Beth Ray, rayb@celesteisd.org

**Question 2: How did the applicant determine the ESF Prioritized Focus Areas for the campus?**

ESF Diagnostic

ESF Self-Assessment

**Question 3: What are the ESF Prioritized Focus Areas identified by the campus? Check 2-3 areas.**

- 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities
- 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction
- 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators
- 3.1: Explicit school-wide behavioral expectations and culture routines
- 4.1: Daily Use of High-Quality Instructional Materials
- 5.1: Professional Development for Effective Classroom Instruction
- 5.2: Build Teacher Capacity Through Observation and Feedback Cycles
- 5.3: Data-driven instruction

**Question 4: With which ESC VIP will the campus participate?**

Region 10 TIL

If participating in TIL, name the TIL Content Area: DDI and Instructional Practices

**Question 5: Has the Applicant connected with the ESC VIP at the campus' service region regarding application of this grant and obtained a signature on the Memo of Discussion from the VIP? \*This is a requirement of the application.**

Yes

No

**Question 6: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.**

The needs identified in the diagnostic are in the following areas:

4.1 : Daily Use of High-Quality Instructional Materials - we have selected an HQIM for Math, called Eureka Math. However, we need additional professional development around teacher capacity for use and we need to tackle ELAR HQIM.

5.1 : Professional Development for Effective Classroom Instruction - Our excitement about this grant is centered on the powerful professional development, including coaching, for our

**Question 7: Describe the challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Areas that must be addressed by the district/campus over the grant cycle.**

We anticipate our main barrier to be time. We will give the principal operational flexibility with the master schedule and the district will also pay for substitutes when needed. Teachers must have the time to meet together and to follow the data protocols. Another challenge facing the improvement efforts is teacher capacity. Professional Development with these large scale goals is completely new to the teachers in Celeste ISD. This will be unlike any previous training they have experienced and we have committed to support them as they synthesize and work with the new information from their training.

**Question 8: Describe how the VIP will support the campus in meeting its needs and improving outcomes for students?**

There are three components that will support our district's student outcomes. First, the amount of professional development and the depth of the professional learning provided to the teachers is substantial. What better question can be asked than "How do I know my students are learning?" (DDI 5.3) Secondly, the coaching provided by Region 10 on campus will be powerful, job embedded and relevant. Lastly, the expertise from the Region Center and the partnership with the district will result in an unprecedented amount of support for our learners.

### Self-Reported Priority Points

Please check one box for each priority point question for the campus named on this Pathway 1 Supplemental Attachment.

#### Campus Federal Accountability Identification (2022):

- Comprehensive Support and Improvement Campus
- Additional Targeted Support and Improvement Campus

**Economically Disadvantaged Campus** – Per the 2021-2022 [TAPR Reports](#) – Student Information Campus Percentage

- 71-85% economically disadvantaged
- 86-100% economically disadvantaged

**Defined as rural per [NCES](#) or TEA Reporting Categories:**

- Rural Campus
- Town Campus
- Suburban Campus
- City Campus

**3+ years of academically unacceptable rating:**

Is the campus identified on [The Count of Unacceptable Performance](#) as posted by Performance Reporting?

- Yes                       No





Texas Education Agency

Commissioner Mike Morath

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### Memo of Discussion

LEAs must submit this form as an attachment to the 2023-2025 ESF Focused Support Grant application packet. This is a required component of the grant application. The VIP must be named on the ESF Website.

As a requirement of the 2023-2025 ESF Focused Support Grant application, LEAs must confer with the selected ESF VIP to establish a preliminary partnership to satisfy grant requirements. LEA selection of a VIP at this stage is reflective of an intent to engage in the 2023-2024 School Year. The LEA may find a need to adjust VIP partnership to meet the campus needs. These changes will be reviewed and approved on a case-by-case basis by the Division of School Improvement.

LEA Name:

CDN:

**Campuses included on the 2023-2025 ESF Focused Support Application:**

By signing this application attachment, the VIP understands the LEA's need for support if awarded the 2023-2025 ESF Focused Support Grant. This Memo of Discussion does not bind the ESC or VIP to support if support capacity is reached.

ESF Vetted Improvement Program identified:

Name of VIP contact:

Signature of VIP contact:

Signed 4/20/2023 at 9:02am  
ben.dickerson@region10.org

**Application Part 2:**

**2023-2025 Title I, 1003 ESF-Focused Support Grant**

**Authorized by: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement**

County District Number or Vendor ID:		116902	Amendment #:
<b>Payroll Costs (6100)</b>			
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			
2 Educational Aide			\$ -
3 Tutor			\$ -
<b>Program Management and Administration</b>			
4 Project Director			\$ -
5 Project Coordinator			\$ -
6 Teacher Facilitator			\$ -
7 Teacher Supervisor			\$ -
8 Secretary/Admin Assistant			\$ -
9 Data Entry Clerk			
10 Grant Accountant/Bookkeeper			\$ -
11 Evaluator/Evaluation Specialist			\$ -
<b>Auxiliary</b>			
12 Counselor			\$ -
13 Social Worker			\$ -
14 Community Liaison/Parent Coordinator			\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
15 ESC Specialist/Consultant			\$ -
16 ESC Coordinator/Manager/Supervisor			\$ -
17 ESC Support Staff			\$ -
18 ESC Other: (Enter position title here)			\$ -
19 ESC Other: (Enter position title here)			\$ -
20 ESC Other: (Enter position title here)			\$ -
<b>Other Employee Positions</b>			
21 (Enter position title here)			\$ -
22 (Enter position title here)			\$ -
23	<b>Subtotal Employee Costs:</b>		\$ -
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
24 6112 - Substitute Pay			\$ -
25 6119 - Professional Staff Extra-Duty Pay			\$ -
26 6121 - Support Staff Extra-Duty Pay			\$ -
27 6140 - Employee Benefits			\$ -
28 61XX - Tuition Remission (IHEs only)			\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>		\$ -
30	<b>Grand Total:</b>		\$ -
31	<b>Total Program Costs*:</b>		
32	<b>Total Direct Admin Costs*:</b>		
<p><b>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

[For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.](#)

<b>FOR TEA USE ONLY</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person: