



**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.

Greenville ISD will focus on Pathway 1, Education Service Center Vetted Improvement Program (ESC Supported VIP) provided through Region 10. Embedded within this program, Region 10 will offer guidance in developing and implementing our Targeted Improvement Plan as well as conduct an Effective School Framework Diagnostic for Greenville Middle School, Bowie Elementary, Carver Elementary, Crockett Elementary, Lamar Elementary, and Travis Elementary. Once completed, the Texas Instructional Leadership (TIL) plan will establish our targeted areas of student achievement to strengthen learning and leadership growth to campus systems, build staff capacity, improve school outcomes and build sustainable, on-going improvement efforts. Year 1 will focus on campus leadership coaching that includes: ESF diagnosis, intensive summer training, content training, leadership coaching, and the development and implementation of the campus Targeted Improvement Plan throughout 4 cycles throughout the year. Simultaneously, the district will enhance teacher and leader quality and production of designing aligned lessons for daily instructional practice and using aligned materials and assessments through weekly planning sessions, real time and scheduled monthly instructional coaching, and ongoing feedback sessions. Year 2 will focus on campus leadership supervisor coaching. This module will include intensive summer training, continued content training as well as practice labs, principal supervisor leadership coaching, and targeted improvement plan.

Greenville ISD will utilize Plan4Learning as a tool that will enable campuses and the district to develop improvement plans that comply with state and federal laws and create measurable advancements in student performance. It is designed by educators to simplify the improvement planning process and campuses are able to focus on a common vision, identify key needs, and develop strategies to impact results. This platform will be utilized to generate ESF-aligned Targeted Improvement Plans at the 6 identified campuses under the guidance of Region 10. This platform is also used to support our district ESF-Focused Improvement plan. The campus and district will review our ESF-FIP weekly to ensure pacing and goals are addressed and every 90 days to update and/or adjust the plan throughout the year to monitor the impact it is having on our student outcomes. Actions within the district will demonstrate the importance of aligning tools and resources to our most-at-need campuses that are identified in this grant and establishing responsive systems of support for best practices toward the individual campuses' needs.

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.

(a) Greenville ISD administration and Board of Trustees will closely monitor the Campus Improvement Plans over the course of the grant period for each eligible campus. Campus Targeted Improvement Plans will include clear metrics and effective protocols for measuring school progress during the ESF- Focused Support initiatives implementation within Plan4Learning. The Board of Trustees as well as Greenville ISD Administration are highly motivated and committed to ensuring high quality implementation of the key practices and strategies aligned to the Effective Schools Framework. Foundational work has been conducted to build leader capacity via observation feedback protocols, data driven instruction, and school culture that we believe favorably positions Greenville ISD to be ready to progress through the grant cycle. Frequent and calendared progress monitoring of performance objectives will occur to ensure the plans on each campus are followed with fidelity. These reviews will include personnel from the campus and district level to provide multiple views through multiple lenses.

(b) Barriers will be tracked through Plan4Learning to provide a holistic look at tasks and processes holding campuses and the district back. Greenville ISD will review progress related to the unique action items for each campus in monthly intervals and make adjustments as necessary. This will foster a data-driven culture and build collaborative practices to impact classroom instruction. Data analysis will include individual student performance and implementation data as it relates to the individual schools prioritized essential actions towards achieving goals outlined in the Targeted Improvement Plans. These frequent check-ins will allow the district and campuses to objectively evaluate the lead measures of student achievement data, discipline and attendance data, and observation data real time to ensure timely adjustments to the action plan and coaching content. Through the development of a strong coaching and the supportive relationship with the campus leadership, district leadership, and ESC, all campuses engaging in the ESF continuous improvement process will be optimally positioned to attain their goals. In the event of an unsuccessful implementation or if the outcomes and actions are not congruent with ESF aligned improvement plans, campuses will be subject to other tiered interventions outlined in each eligible campus School Improvement Plan so as not to hinder efforts toward school improvement.

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.

Greenville ISD recognizes and values the need to identify areas of operational flexibility and autonomy to campuses based on their individual needs and goals. As a result, the district will prioritize the needs of EFS focused support campuses by aligning district wide processes and procedures to mirror those on the awarded campuses to ensure system wide practices and expectations enable the campus to fully implement. Each eligible campus will be provided operational flexibility and leveraged funding options that ensures a total support system that builds instructional and leadership capacity that enables full and effective implementation of the Effective Schools Framework Essential Actions and aligned Targeted Improvement Plan. Greenville ISD will pursue additional professional development that is aligned to thier needs assessment and Targeted Improvement Plans. Greenville ISD will also leverage other funding sources at the local, state, and federal level to not only help increase capacity and sustainability in addressing effective instruction and building strong leadership and planning, but also ensuring that eligible campuses have effective, well supported teachers, positive school cultures and high quality curriculum and assessments. Greenville ISD will also work to identify other funds to coordinate services to support and sustain the campus operational unique needs.

Furthermore, our district actions will coincide with the essential actions within the federal and state Effective Schools Framework and will be documented and monitored using the Plan4Learning platform. The practices and policies will allow the campus to implement all the necessary actions within the ESF. Additionally, Greenville ISD will implement reform strategies that encompass all four areas within the transformation model that are critical to the transformation of the lowest achieving campuses in the district:

1. Developing teacher and school leader effectiveness.
2. Implementing comprehensive instructional reform strategies.
3. Extending learning time and creating community-oriented schools.
4. Providing operating flexibility and sustain support.

The district's decision to participate in an Education Service Center Vetted Improvement Program (Pathway 1) will help each eligible campus and district administrators grow concrete instructional leadership skills in the areas of:

- * observation and feedback
- * student culture
- * data driven instruction

With the collaborative support between the Vetted Improvement Partner (VIP) systems and coaching center, the assistance of our VIP, and the administration within Greenville ISD an increase in achievement through targeted multilayered instructional support for teachers, campus leaders, and district leadership will be recognized. By building capacity across the eligible campuses, we will create a replicative system across the district. As campus leaders, teacher leaders and those overseeing campus leaders become more engaged in the same training to support the transformation of campus systems, campus culture is positively impacted as well as creating systems of improvement through the increasing of elements of effectiveness in classrooms throughout the district.

As eligible campuses move through the campus improvement process, any identified practices or policies will be reviewed to determine how to best support the campus through operational flexibility and/or to support implementation of the ESF Essential Actions aligned with the Plan4Learning Improvement Plan. Immediately upon identification of any barriers by anyone on the campus improvement team either at the campus, district, service center or state level, a plan of support will be enacted by the Deputy Superintendent of Administration and Deputy Superintendent of Teaching and Learning to ensure appropriate relief is provided for the campuses to support continuous improvement toward the full and effective implementation of the Effective Schools Framework Essential Actions and aligned Target Improvement Plan.

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.

Greenville ISD will use this grant to support the awarded schools with efforts to improve school outcomes and the implementation of their improvement plan. The district will monitor the proposed budgets of the awarded campuses to assure that the funds are being allocated to the prioritized focus areas each campus identified in their ESF Diagnostic for Crockett Elementary and Travis Elementary and ESF Self-Assessment for Greenville Middle School, Bowie Elementary, Carver Elementary, and Lamar Elementary. Below is an outline of how resources will be provided for the support of instructional needs where expenditures are being driven by student and teacher performance as it relates to the daily use of high quality instructional materials and professional development for effective classroom instruction. The proposed budget includes funds reserved for Texas Instructional Leadership through ESC Region 10. The total amount proposed to carry out the grant guidelines is \$450,000 for 6 campuses. The breakdown of the budget is listed below.

6200 Professional and Contracted Services- Year 1 Service is \$50,000 per campus and Year 2 is \$20,000 per campus for Texas Instructional Leadership through Participation in Education Service Center Vetted Improvement Program. Greenville ISD will partner with ESC Region 10 for this service. The total cost for 6 campuses for the 2 year cycle is \$420,000.

6300 Materials and Supplies- Greenville ISD proposes setting aside \$5,000 per campus for materials and supplies for the successful implementation of this grant and to achieve the goals outlined in the Targeted Improvement Plans and Campus Improvement efforts. The total for 6 campuses for the duration of the grant is \$30,000.

In the future, the district intends to replicate this model of using high quality instructional materials and professional development for effective classroom instruction and coaching to train district personnel to ensure the sustainability of the program. Local, state, and federal opportunities will aid in the implementation of this program at the conclusion of this grant to replace some of the functions that were supported by the school improvement funds.

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 participating campuses will receive support to create, implement, and accomplish the goals outlined in the awarded campuses' Targeted Improvement Plan through this grant in addition to regular school allocations depending on the amounts of supplemental funding based on the students' needs for whom the schools are responsible. Close monitoring of all elements to ensure alignment to the Targeted Improvement Plan will occur at multiple levels to ensure continued success. We will continuously reevaluate our monitoring processes to determine if the focus, frequency, response and interventions are appropriate.

In order to support activities funded through this grant and to ensure alignment with federal, state, and local resources, Greenville ISD will use the following to serve as a checklist for alignment:

* Relevance: Item or activity is directly related to the activities outlined in the grant.

* Cost-effectiveness: The purchase is necessary after evaluating alternative options and evaluating cost and relevance of each.

* Compliance: Ensuring that the purchase complies with any and all guidelines outlined by the grant.

* Documentation: Maintain record of all purchases made using grant funds, including receipts and invoices.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

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