



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 **San Antonio Independent School District** CDN **015907** Campus **Various** ESC **20** UEI **T126TLW9VC71**

Address **514 W. Quincy Street** City **San Antonio** ZIP **78212** Vendor ID **74-6002167**

Primary Contact **Eric Wicker** Email **ewicker@saisd.net** Phone **(210) 554-2510**

Secondary Contact **John Strelchun** Email **jstrelchun@saisd.net** Phone **(210) 554-2535**

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 **Jaime Aquino** Title **Superintendent of Schools**

Email **jaquino@saisd.net** Phone **(210) 554-2200**

Signature  Date **04/20/2023**

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="2"/>
Pathway 2	<input type="text" value="6"/>

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.

School improvement efforts for SAISD are coordinated by the Office of School Leadership (OSL) through the Instructional Superintendents at many different levels. OSL has six Instructional Superintendents who ensure that target improvement plans, campus improvement plans, and local, state, and federal resources are aligned to meet instructional needs. As well as, provide administrative support for low performing schools through ongoing, job embedded coaching and supervisory support for campus principals throughout the school year. In addition, the principal supervisor supports the campus leadership team in quarterly monitoring of instructional artifacts, campus data, and improvement plans. OSL also works with the SAISD's Division of Academics to annually tier each campus based on student achievement data and identified needs. The Academics division then assigns specific instructional support personnel in the core content areas to provide professional development in a variety of formats (virtual, in-person, one-on-one, small groups), teacher coaching and modeling, and curricular adjustments based on formative assessments to ensure student success. Finally, OSL serves as the liaison between SAISD and the Texas Education Agency.

The SAISD also has an internal Accountability, Research, Evaluation, and Testing (ARET) department that compiles and analyzes data to drive instructional practice. ARET leverages data such as the Public Education Information Management System (PEIMS) and Texas Student Data System (TSDS) to assess demographic and academic data, personnel, financial, and organizational information. Additionally, this team uses NWEA MAP data, Texas state assessment data (STAAR), PSAT/SAT/ACT information, and other academic data sources to forecast student growth and achievement, assisting campuses in targeted interventions. Each campus selected for this grant will be assigned an ARET Educational Systems Analyst to observe, interview, and collaborate with teachers with the goal of understanding the data needed to support high quality classroom instruction. SAISD will utilize the TEA web-based platform, through 806 Technologies, to develop improvement plans for the campuses selected for this grant. OSL will provide professional development to campus end users to ensure the platform is being used as designed and provide technical assistance throughout the grant period. The platform will be used for real-time monitoring of improvement plans and the principal supervisor will work with each campus administrative team to adjust the intervention plan based on student data, identified needs, and targeted outcomes.

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.

Schools receiving the ESF-Focused Support Grant will be monitored through a variety of methods. The principal supervisor will work with the principal and campus advisory council (CAC) to determine a monitoring schedule for a web-based improvement plan implementation during the grant period. The campus leadership teams are the campus administrators, instructional coaches, teacher leaders, parents, and community members. Campus based monitoring will include: quarterly data reviews of formative student assessment data and curriculum based assessments, monthly review of TIP action steps, and monthly instructional walks by the campus supervisor and campus leadership team. Quarterly review will provide ongoing feedback to campus staff. Professional learning communities (PLC), made up of all the campus professional staff, will create action plans based on the feedback from the quarterly reviews, and action plans will be monitored through the PLC process.

At the end of year one, the supervisor will collaborate with the campus principal to review all expected outcomes and level of success. Improvement plans will be evaluated to identify root causes and barriers to implementation. Adjustments will be determined for year two based on year one review. In addition, campus leaders and their supervisors will collaborate with their TEA vetted partners; Education Service Center 20 (ESC20), Texas Instructional Leadership, Collins Writing Program, Instructional Partners, Relay/GSE Leadership Program, and Leader in Me/Franklin Covey. The partners and campuses will monitor the campus improvement plan and actions required through the partnership. The campuses will focus their action steps on fostering continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, lesson planning and formative assessments and data driven instruction. Campuses will focus their action steps including but not limited to on job- embedded coaching and professional learning to build leadership capacity, skill and strong practices in data-driven instruction. The action steps will be monitored through the campus targeted improvement plan on-line tool. All activities delineated in their Pathway forms will align with their TIP.

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 recognizes the unique needs of low performing schools and provides the flexibility to address those needs. The principal supervisors work collaboratively with each principal to identify district policies and/or practices that are limiting implementation of the campus improvement plan. SAISD ensures that the principal supervisor has the necessary authority to create conditions for school success, he/she will work with the SAISD Senior Team and Superintendent's Cabinet to eliminate barriers, as allowable, to ensure each campus has the operational flexibility to implement the improvement plan. Under the direction of the campus supervisor, campuses will have flexibility to make adjustments that support and improve student achievement. Examples include campus professional development addressing targeted campus needs and instructional framework flexibility regarding scope and sequence. Also, a practice of the Academics Division is rapid deployment of professional support personnel to respond to the instructional needs of low performing campuses. Support personnel consist primarily of instructional coaches providing observation and feedback, model teaching, and sharing available resources to improve instruction.

SAISD has four in-district charter schools included with our ESF-Focused Support Grant application; many have autonomy over time, talent, and budget. In collaboration with the principal supervisor, campuses have flexibility to make changes and adjustments to district practices and policies that support and improve student achievement. During monthly improvement plan reviews, the principal supervisor will work with the principal to make adjustments, with regards to district level support, professional development plans, and operational timelines. Campus data will be tracked and reviewed during these meetings. The district provides data systems to track pertinent campus and student data, as well as school culture data. Based on the plan and data review adjustments will be made to provide flexibility and support to ensure student success. During monthly improvement plan reviews, the principal supervisor will work with the principal to make adjustments, with regards to district level support, professional development plans, and operational timelines. Campus data will be tracked and reviewed during these meetings. The district provides data systems to track pertinent campus and student data, as well as school culture data. Based on the plan and data review adjustments will be made to provide flexibility and support to ensure student success.

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.

Each campus worked with their supervisor to create a budget to prioritize the additional resources that will be purchased through ESF grant funding to support improvement efforts. Two of the eight campuses included in this application have chosen Pathway 1 (Bowden and MLK) and will contract with ESC 20 to engage in Texas Instructional Leadership (TIL). These campuses will focus on Action Coaching, Lesson Planning and Formative Assessment, and Data Driven Instruction. The other six campuses, Cooper Academy at Navarro, Democracy Prep at Stewart Campus, J T Brakenridge, Ogden, Smith, and Storm will be pursuing Pathway 2. The proposed ESF grant budget will meet the needs of the goals of the program by providing supplemental funding to support instructional improvement. Overall, campuses are allocating about 30% of their \$100,000 minimum grant request for the VIP partnerships with the region education service center and external vetted partners. Remaining funds will be used for expenses directly linked to the ESF Prioritized Focus Areas as identified in the supplemental pathway attachments. These expenses include extra-duty pay and fringe benefits for teachers to attend professional learning outside their normal contract period, consulting and contracted services for professional learning and development, supplies and instructional materials, and travel and registration to professional conferences related to school improvement. The district will claim indirect costs at an approved rate of 4.824%. All instructional materials purchased with grant funds will be directly aligned to the ESF-Prioritized Focus Area for the campuses and will meet TEA criteria for high-quality instructional materials aligned to TEKS and rigor of state assessments.

During quarterly reviews, campuses will also engage in a budget review process to determine if the current expenditures are aligned with the improvement process and determine if adjustments should be made. During the 2023-24 and 2024-2025 school years, the supervisor and principal will review local, state, and federal funding available to the campus to prioritize resources to meet the instructional improvement needs of the campus.

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.

Once SAISD receives the NOGA, school budgets will be set up by the SAISD Financial Services Department (FSD), so that campus leaders have access to the funds. These budget codes are specific to each campus for direct access to their funds as per their plan to align with their TIP. A major purpose of the account code structure is to establish the standard school district fiscal accounting system required by the Texas Education Code, Section 44.007. Another purpose for the use of the account code structure is to provide accurate information to the Texas Education Agency through the Public Education Information Management System (PEIMS). The budget is treated as a plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them. The budget usually consists of three parts. The first part contains a message from the budget-making authority together with a summary of the proposed expenditures and the means of financing them. The second part is composed of drafts of the appropriations, revenue, and borrowing measures necessary to put the budget into effect. The third part consists of schedules supporting the summary. These schedules show in detail the proposed expenditures and means of financing them together with information as to past years actual revenues and expenditures and other data used in making the estimates. The control or management of the business affairs of the school district in accordance with an approved budget with a responsibility to keep expenditures within the authorized amounts.

The SAISD FSD is responsible for SAISD’s fiscal operations, providing financial expertise and support to the District. It manages and protects the District’s monetary assets, ensuring that SAISD fulfills its fiduciary duty to taxpayers and the public. Under the Financial Services Department is the Funds Management and Special Revenue Department which provides support services and guidance to campuses and departments ensuring the needs of all students and staff are met in support of student achievement and the district’s strategic plan within the framework of federal, state, and local funding regulations. Oversight will also be provided by the SAISD Federal and State Programs (that facilitates the State Compensatory Education (SCE) program. SCE is a program designed to supplement the regular education program by providing compensatory, intensive, or accelerated instruction for students identified as at risk of dropping out of school. Campus leaders will collaborate with the campus team and supervisor to ensure grant expenditures are aligned to the TIP and spent within the necessary timeline. In addition, the district’s Grants Department will help manage and monitor the milestones and fiscal objectives to assist the campuses.

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