



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.
 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

9

Pathway 2

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 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.

Spring Branch ISD is applying for the "ESF-Focused Support Grant" to support the four middle schools eligible for the grant. The Division of Academics, led by the Associate Superintendent for Academics, will ensure implementation of the grant.

The primary district-level team supporting academic achievement in middle schools is the Community Superintendent and the Executive Director for Curriculum and Instruction. Both individuals also serve as the District Coordinator for School Improvement (DCSI). The Community Superintendent serves as the principal supervisor, while the Executive Director oversees directors and academic programming.

The release of this grant opportunity aligns with Spring Branch ISD's decision to streamline middle school schedules starting August 2023. Middle schools will move to an 8-period day, double blocking English Language Arts in grades 6-7, and provide daily professional learning team time for core content area teachers. Embedding data-driven instruction is the highest priority and will be a significant area of focus for principals, assistant principals, teachers, and teams. Directors and their teams of instructional coaches are deployed to campuses four days per week, with the remaining day reserved for curriculum writing/revisions, training, and system alignment.

The development of each campus' Targeted Improvement Plan (TIP) will be led by the Community Superintendent. He will work in close collaboration with each campus leadership team. Spring Branch ISD already utilizes Plan4Learning and principals are held accountable to hold formative check-ins quarterly. The Community Superintendent will continue to partner and collaborate with Region 4 School Improvement Specialists to develop and receive ongoing feedback in the development of the TIP which is our existing practice. Campus instructional leadership teams will be trained on the Effective Schools Framework to ensure that the TIP is aligned and developed appropriately.

Each Monday morning, our district-level team meets to discuss instructional needs. We have an established process to address needs quickly and efficiently. This team also plans the professional learning agendas for principal and assistant principal meetings. We can customize the middle school sessions to provide further training on the Effective Schools Framework.

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) Monitor Targeted Improvement Plans upon submission and implementation:

The primary role of the Community Superintendent is to work in partnership with principals to develop, implement, monitor, revise and appropriately scale efforts designed to improve specific learning outcomes for students. The monitoring of each campus Targeted Improvement Plan (TIP) is a primary responsibility. The Community Superintendent currently collaborates with Region 4 School Improvement Specialists to develop, review, and progress monitor an existing TIP as part of our school improvement requirement. Spring Branch ISD will continue this practice in alignment with this grant. Several campuses identified as potential recipients of the grant currently provide "Status of the Campus" updates to the district's senior leadership team each semester. This practice will continue.

Classroom learning walks are conducted regularly and will continue under this grant. System-level supports can be quickly reallocated should a need arise. In collaboration with campus leaders, district instructional coaches assigned to each middle school regularly facilitate teacher training on unpacking learning standards, analyzing student work, planning the instructional response, practicing new teaching strategies, and following through on implementation of the plan. Campus-created and district-created assessments are scheduled into the scopes and sequences for core content areas.

B) Implement additional actions as needed to meet barriers and challenges after first year:

Spring Branch ISD has established consistent cycles of data review and action planning. The Community Superintendent will lead the implementation support visits and will be responsible for ensuring follow through on action steps. The Executive Director will be responsible for system-level actions to ensure all schools have access to the same high-quality instructional resources, assessments, and teacher training.

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.

Ensuring a strong middle school experience for the students in Spring Branch ISD is a priority. As a result of the systems and processes established by the Academic Division, a method already exists to provide for operational flexibility. The weekly calibration meeting facilitated by the Associate Superintendent of Academics is the established venue for Community Superintendents and the Executive Director teams. As a district-level team, this group quickly raises issues, brainstorms solutions, and discusses any potential impact on policy and practices. Some issues can be resolved by this group, other matters may need to be elevated to discussion with Senior Staff.

The Effective Schools Framework has served as a guiding document in Spring Branch ISD for the past seven years. The Superintendent and Board goals inform the District Improvement Plan. In turn, Campus Improvement Plans align to the district vision. The District and Campus Improvement Plans guide student achievement goals and foster a culture of continuous improvement. Leaders are required to hold quarterly formative reviews and update progress towards the goals in Plan4Learning. Community Superintendents and Executive Directors, respectively, ensure formative reviews are completed each quarter.

The work of the Community Superintendent is conducted at campuses with the majority of time spent on campuses. The Executive Director for Curriculum and Instruction ensures high quality district level resources, assessments, teacher supports, and training are aligned. Learning walks are regularly conducted together to conduct fidelity checks of implementation. This duo, in partnership with the principal, conducts reviews of disaggregated data to monitor the progress of all students. Evidence-based feedback is provided to teachers and teams, which informs instructional responses. Should issues arise during campus walks or data meetings, systems are in place to review and approve operational flexibility to remove any obstacles or barriers to the success of this grant.

As previously mentioned, several campuses identified as potential recipients of this grant provide "Status of the Campus" updates regarding their TIP goals and progress to the district's senior leadership team each semester. During these progress updates, principals communicate their specific needs to the district's senior leadership team to ensure that their immediate needs are addressed and that barriers are removed to ensure operational flexibility and positive student outcomes.

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.

If awarded this grant, Spring Branch ISD will contract with Region IV Educational Service Center to provide the Texas Instructional Leadership (TIL) program over a two-year period (2023-24 and 2024-25).

Needs/Goals:

With a focus on Data Driven Instruction, the TIL program sequence will provide for in-person professional development for the principal supervisor, principals, campus leaders, and teachers. Implementation Support Visits will provide on-site reviews. One-on-One Coaching of the principal supervisor will provide measurable action steps. All components of TIL are designed to result in improved student outcomes.

The application targets four middle schools: Landrum, Spring Forest, Spring Oaks, and Spring Woods. One Community Superintendent oversees middle schools, and the Executive Director for Curriculum and Instruction oversees directors and academic programming. This grant will provide ongoing, job-embedded coaching and support for district level leaders, on-site implementation support visits at each school, and follow up sessions with the district team.

After setting aside funds for contracted services with Region IV, the remaining funds will be allocated on a per pupil rate to the four middle schools. The per pupil rate will mirror the district formula for allocating Title 1 funds. The allocation of funds will be in alignment with the superintendent, district, and campus priorities. Progress will be reported in the Campus Improvement Plan and Targeted Improvement Plan.

Staffing:

Grant funds will provide added flexibility to provide extended day, week, and year tutorial and enrichment programs. Substitute teacher costs for extended planning days will also be covered.

Supplies/Materials:

Grant funds will provide flexibility to purchase supplemental instructional materials and training materials as needed to support the implementation of this grant.

Travel:

Travel expenses for TEA required events, VIP required events, and district-directed trips to support Effective Schools Framework.

Adjustments/Future Needs:

The Spring Branch ISD Grants Office will monitor grant expenditures quarterly. Principals will be provided with quarterly reports to monitor expenses in relation to academic progress. The Grants Office will follow established procedures for determining if and when budgets need to be amended. The Associate Superintendent for Academics will oversee all aspects of this grant and is able to provide operational flexibility should other funding sources be needed in the future to expand or extend the impact of this grant.

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 Spring Branch ISD Grants Office oversees discretionary funding. The Director for Grants will maintain budget tracking documents for this grant in one Excel file with a series of tabs. One tab will be for the Academics Division. The remaining tabs will be for each awarded school.

Upon notice of the grant award and the acceptance by the Board of Trustees, the Director for Grants will prepare, sign, and submit a budget amendment to the Budget Accountant in the Finance Department to request the setup of organizational budgets. Each budget will end in a unique five digit project code so that reports can be created and printed to monitor the grant budget holistically, but also by each school and department.

The Director for Grants will establish, communicate, train, and monitor the workflow of grant expenditures.

Roles and responsibilities specific to grants are as follows:

- Requisition entry: Administrative Assistant will follow established district procurement practices.
- First budget approver: Principal will ensure expenditure aligns to the Targeted Improvement Plan actions.
- Second budget approver: Director for Grants will double-check for grant compliance and to put on hold any expenditure that would trigger a TEA budget amendment until that amendment is approved.

Maintaining budget files in a protected shared file provides quick access to budget information. The budget tracking sheets serve as visual organizers to support long-term budget planning. Budget updates can be easily shared by the creator of the document with others in the workflow.

File Set Up:

Each tab includes a revenue section in the upper rows to plan the budget allocations and any budget amendments that are needed during the grant period. The lower rows are used to plan anticipated expenditures and to track the expenditures as they occur. They have sufficient detail to allow The Director for Grants to communicate with and advise campus administrative assistants on their job duties relevant to the grant award.

The Finance Department uses Munis, a larger more sophisticated financial management system, which meets their accounting and reporting needs. All movement of money is tracked through this system.

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"/>
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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.

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Amended Section

Reason for Amendment

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