



**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

4

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.

The LEA utilizes Plan4Learning as the platform for district and campus improvement plans. The LEA will ensure that initiatives set forth by this grant are embedded in the improvement plan and that those initiatives are tracked to ensure improvement on the campuses. The LEA will provide professional development on Data Gathering, Analysis of Data, Needs Assessment, developing problem statements, root cause analysis, and developing action plans with goals and measures in accordance with Comprehensive Plans and Targeted Plans. The LEA plans to partner with ESC 11 to incorporate the Texas Instructional Leadership (TIL) model focusing on Data Driven Instruction which will provide training and support to district and campus leaders. This partnership will provide continuous improvement methods and provide the LEA with tangible data to analyze and improve over the course of the 2 years. All six campuses in Lake Worth have been trained on the TIL DDI process. The TIL administrators will partner with the district coordinator of school improvement (DCSI) and campus principals to track improvement, support campuses, and grow student achievement. The principals created a needs assessment for improving student growth and performance and included continuing utilizing the DDI process shared with them from TIL. They would like to continue on this same path for the next two years. They have seen results from using the DDI process to improve teaching and learning. The LEA will choose the DDI process as a district non-negotiable and follow the process for continuous improvement. The LEA plans to have campus instructional coaches hired by the principals to support teacher development and to support the implementation of curriculum. This will ensure the coaches are fully vested in the campus. The LEA plans to add four core content curriculum coordinators to develop curriculum, align curriculum vertically, to assure district created assessments align to curriculum documents and to support campus instructional coaches and teacher training. All central office staff in teaching and learning and all principals will take part in CMsi Curriculum Audit Part 1 during the summer of 2023 to support district instructional leadership. Each of the campuses currently in school improvement are eligible for this grant, so the LEA plans to use the prioritized focus areas in the current targeted improvement plans to analyze growth, as well as to use initiatives covered within this grant to amend the targeted improvement plans and add to the work already started by the LEA. The LEA plans to support the campuses by using the initiatives provided by ESC 11 (TIL) implementing effective teaching practices, creating and implementing effective data driven instruction protocols. The LEA will continue to coach campus leaders on effective professional learning communities (PLCs), which will be the basis of meeting with teachers to ensure that lesson plans are implemented effectively and data is being analyzed to support student achievement. The LEA will add an Executive Director to support principals, assistant principals and counselors. This position will support implementation for the TIL DDI and campus improvement plans.

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 Executive Director of Leadership will meet with the ESF-Focused Support campuses every 3 weeks through the 12th week of school to review the Targeted improvement plans goals, measures, implementation, and effectiveness. The campus professional development plan for the last 3 weeks and the next three weeks will be reviewed and updated based on any new data collected, and work from the last PLC will be analyzed for successes and opportunities for improvement. Beginning the 3rd six weeks through the summer of 2024 the Executive Director/DCSI will meet with the ESF-Focused Support campuses once a month and to complete the quarterly report following the same process as listed above. Campus leaders will meet after each relevant assessment period to disaggregate and review data in order to make informed decisions. The principals will coach and support teachers as informed by data, to include the analysis of student work samples. The LEA supports and requires at least one block weekly for teacher teams to meet for the purpose of reflection upon student work. The district will support and requires all campuses to use the TIL Data Driven process during these meetings. The LEA will ensure that consistent checkpoints are in place to evaluate performance, based on the goals and initiatives set forth by the grant. If the implementation is unsuccessful, the LEA will evaluate the actions taken within the first year of this continuing grant, revamp the plan of action, and put additional supports in place to support the campuses. Additional actions and supports for the following year include frequent meetings with the campus leadership team to monitor implementation and provide specific feedback, evaluation of the contracted services provided to ensure that those services are the correct fit for the campus, and working with the Texas Instructional Leadership team to revamp the district approach if needed and evaluating the campus fidelity and utilization of campus instructional specialists.

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 will modify instructional leadership professional development to align to the TIL Data Driven Instructional model as the process to be used by all district campuses during PLC's, when completing needs assessments, when reviewing interim and unit assessments, and for campus improvement planning. The learning with TIL will include all campuses as appropriate to the grant as the district desires to align best practice across the district. The DDI process has been identified by principals as a driver for improving student achievement and teacher planning. Using DDI process will provide LWISD and particularly the four campuses, colleagues who have the same vocabulary and process used for moving the campus forward so they can share learnings. Leadership professional development will center around the TIL support. Additional time for review and analysis with Executive Director of Leadership/DCSI will be given to the four campuses regularly and as needed based on data. The LEA supports the full and effective implementation of the Effective Schools Framework through providing campus-based coaches for teachers, campus-based intervention teachers, professional development time, behavior specialist for each campus and an outside agency for mental health support for students. The LEA makes data driven decisions with the principals to ensure system alignment for LWISD.

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 LEA plans to partner with ESC 11 in an effort to implement the Texas Instructional Leadership (TIL) model to support campus principals and effective data driven instruction protocols. There is a significant need to support the eligible campuses with effective approaches to analyze data and give feedback to support teacher development and student achievement. The cost of that partnership over the 2 year period is approximately \$60,000 and will allow for all campus principals, the Executive Director, and the district coordinator of school improvement (DCSI) to receive strategic support. Due to the level of performance on multiple campuses, the LEA plans for coaches to be campus level employees hired by the principals. In order to add four curriculum coordinators to write curriculum and provide professional development, an Executive Director to support principals, and to provide coaching positions to the Comprehensive campuses, it will cost approximately \$270,500 for payroll, benefits, and potential extra-duty pay for 1.5 Full Time Equivalents (FTEs) to support the two Comprehensive campuses over 2 years. Each of the eligible campuses within the LEA will receive funds for contracted services (\$25,000) to support professional development and other supply costs (\$44,500) associated with teacher training and development. With the support of the TIL team, contracted services, and effective instructional materials, the LEA will be able to coach the leadership teams on each campus to monitor lesson planning to provide teachers with meaningful feedback, coach teachers on effective data-driven instruction protocols, and to provide the added instructional specialists with the capacity to coach teachers and support student achievement efforts on the eligible campuses. Of the instructional coaching FTEs, 1.50 will be paid from this grant program. All others will be paid from ESSA funding.

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 budget provides campus coach positions (1.5 FTEs) as well as contracted services and professional development materials for each eligible campus to use to meet the needs assessment for the campus. The funds for contracted services and materials will be divided evenly among the eligible campuses including feeder campuses within one level of the eligible campus. Campus leaders will work with Executive Director to build upon the needs assessment in the improvement plans and use the funds to best support those needs.

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