



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	<input type="text" value="1"/>
Pathway 2	<input type="text" value="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.

Aspermont ISD will continue to support Aspermont Elementary in its school improvement activities by assisting in the development and implementation of the Effective School Framework (ESF), and implementation and strategies learned the past two years in participation in Texas Instructional Leadership (TIL). The CLT will meet this summer to review the progress made in the 22-23 TIP, the results of the ESF Diagnostic Visit, and preliminary STAAR results to begin the initial planning phases for the upcoming TIP. The DCSI has supported the campus during the past two years of TIL by conducting walkthroughs and coaching teachers alongside the principal.

With the support of TIL and our TIL Coach, the campus and district will implement actions identified in our TIP that will include transitioning from focusing our practices on Lesson Alignment Formative Assessment and move toward improving in the area of Data Driven Instruction (DDI) through TIL. The past two years in TIL focusing on Lesson Alignment and Formative Assessment have put the district in the position to now move into DDI. Our teachers submit weekly lesson plans including high quality daily lesson objectives, aligned exit tickets, and planning for aggressive monitoring during independent practice that align to the TIL success criteria. The TIP process we have established the past two years will continue to guide and direct the campus and district towards improving our school.

The Campus Leadership Team (CLT) will continue to attend all required training in TIL and ESF from the service center to make the move into DDI. Using the most recent ESF diagnostic (Jan 2023), the CLT will establish a plan to move the district from its current TIL efforts into the DDI process. Aggressive monitoring has already been implemented into the lesson planning process, and the need for more data will be met by working with the ESC to establish data meeting protocols for our teaching staff. Using this student data gathered through aggressive monitoring, DMAC testing, formative assessments, and informal gathering, our teachers will learn to identify and prioritize student needs to establish action steps to move towards improvement in instruction.

The CLT and Elementary Principal, Trent Van Meter, will follow all guidelines set forth by TEA in the TIP process. Submissions will be made with 90 day outcomes and will continually be monitored for progress towards those goals.

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.

Aspermont Superintendent, Zach Morris, is the primary contact for the Focused Support Grant and will be responsible for entering information in the TEA provided web-based platform. The DCSI and CLT will meet quarterly to review the progress made in implementation of the TIP and make adjustments to the action steps to address barriers and challenges. Elementary Principal, Trent Van Meter, and the rest of the CLT for the District will monitor and adjust the TIP plan upon submission and during implementation by conducting walkthroughs, holding data meetings with vertically aligned teams, checking lesson plans, providing local PD to address areas of concern, conducting coaching conversations with teachers, and monitoring testing and other data to drive instruction for our teachers. We have in place a great system to provide data on lesson plans, objectives, formative assessments, aggressive monitoring, coaching sessions, observations, and testing data. The ESC14 TIL staff has helped us put systems in place to effectively traverse the school improvement process and be able to identify trends in our school system. This grant will be used to continue that journey as well as add more depth to it by allowing us to establish protocols to not only collect this data, but find a way to allow our teachers to use this data to drive their daily, weekly, as well as long term instruction in the classroom.

During the summer, the CLT will attend DDI workshops from the ESC14 staff and establish protocols to make sure the previous years work in TIL has achieved all the goals set forth, and add new goals to our work to assure progress in all areas. Bi-weekly CLT meetings will also be added to the calendar to monitor these goals and progress. The CLT will meet monthly with TIL coach for implementation support and coaching.

The updated plan will be presented to the staff at local PD days before the school year starts in 2023-2024. Staff will know what goals are set and how we are going to go about achieving those goals.

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.

According to our ESF diagnostic, the district lacks a common discipline program throughout the district. The CLT will work to establish a clear and consistent framework for classroom management on campus. Teachers and staff will have input on this decision through campus meetings. ESF essential actions and success criteria suggest having measurable goals be visible in the classrooms or hallways to foster student ownership and goal setting. DDI will help our staff and CLT to establish common goals and individualized goals for students. The LEA will conduct teacher meetings to establish protocols for data tracking procedure, hold awards programs every 6 weeks for students and their work towards achieving goals, send notices home to parents about student goals, and provide a tracker to help teachers and kids keep track of their progress towards those goals.

The elementary master schedule will provide the RTI teacher a flexible schedule so she can meet with each classroom teacher weekly to monitor progress in RTI and adjust instruction according to data gathered for the week through formal and informal methods.

TIL implementation is not only for the campus, but has been adopted district wide and will be utilized by every teacher in the district. The CLT consists of superintendent, both district principals, school counselor, and one lead teacher who is certified and experienced as an administrator. This team of 5 assures that TIL implementation and protocols are one of the top district priorities. Therefore, not only does the Elementary take part in the TIL and ESF Framework, the entire district has opted to participate and buy in to the work in continually improving our campus and district as a whole. The CLT will ensure action steps in the campus TIP align to the district TIL implementation plan.

The district will give the campus flexibility in policies, procedures and funding to address the activities in TIL and TIP activities. The campus will be given authority to spend the grant funds as they see fit to address campus concerns.

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 the grant, Aspermont Elementary would use 40% of the grant funds for payroll. The district has one full time RTI teacher and is attempting to employ a Reading Interventionist for the younger grades for next school year. With previous school grant money, the district paid the current RTI teacher and funded programs that have been successful in improving reading levels and scores on tests. This money will help continue the RTI program for our Elementary Campus.

Aspermont Elementary will also use \$30,000 to pay for two additional years of TIL expenses through ESC14. Their fees have gone up this year, but as a district we are committed to do the work and pay what is necessary for the benefit of our kids.

Aspermont Elementary will spend part of the funding on continued programs used in the current RTI program that have raised our scores and reading levels as well as other supplies and materials deemed necessary. We also have a math RTI program that we will continue to implement. These programs are on the list of highly qualified programs as set forth by TEA. The CLT will review the budget quarterly and make adjustments as needed to address any unforeseen barriers and challenges.

Appropriate purchasing guidelines will be followed pertaining to all purchases and expenditures, and all requirements will be met if funds are needed to be moved with the program.

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.

Aspermont Elementary has one principal. LEA will make sure that all campus personnel are aware of the grant, TIP, and TIL goals by holding PD in the early stages of the school year. Aspermont Elementary has one campus, and one principal. He will be on all committees that deal with the spending of the grant money.

All District and Campus Committees will have input on how the money should and will be spent, according to all guidelines set forth in the grant requirements. These funds will be directly linked to school improvement and TIL work within the campus. The district Leadership will present the ESF diagnostic as well as the summary from the TIL leaders at ESC14 explaining the needs of the district, prioritized into highest needs and highest leverage categories.

The district will give the campus flexibility in policies, procedures and funding to address the activities in TIL and TIP activities. The campus will be given authority to spend the grant funds as they see fit to address campus concerns.

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