



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

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 EIN

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.

Sulphur Springs ISD will support our (2) Comprehensive schools in School Improvement by utilize available funds to:

- a) Increase the effectiveness of our Data Driven Instructional practices aligned to ESF Lever 5.3. We will achieve this by working closely with our ESC, Region 8, to bring in necessary trainings for our campus leadership and teaching staff. Additionally, we would utilize the funds to support data meetings at benchmarks throughout the year by having the ESC come and support these meetings to ensure the effectiveness and efficiency is at the level needed.
- b) Campus instructional leaders will use normed tools and processes to conduct observations, capture trends, and track progress over time. Observation debrief conversations will occur face to face within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. Our local ESC will support Observation and feedback by conducting initial calibrations with campus leadership and then provide ongoing support throughout the year.

These activities and trainings will be included and tracked in our campus Targeted 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.

A) The DCSI will closely monitor the campuses receiving ESF-Focused Support Grant Funds by meeting with the campus leadership biweekly. During these visits, the DCSI and campus leadership will review the Targeted Improvement Plan goals to determine whether progress is being made. Additionally, campus walks will be conducted to observe the implementation of training that the local ESC is providing related to Observation and Feedback and Data Driven Instruction. Furthermore, the DCSI will attend all required meetings related to the campus T.I.P.s with the TEA provided school improvement specialist.

B) Throughout the ongoing monitoring process, the LEA will document barriers that have arisen throughout the first year of the grant cycle. As we enter year 2 and beyond, we will create action plans to eliminate barriers that have been documented. If a barrier arises unexpectedly, the DCSI and campus administration will evaluate the barrier to determine a plan to overcome the challenge.

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.

For campuses awarded the ESF grant, flexibility will be provided by allowing these campuses to have modified master schedules, curriculum supplements not purchased for other campuses, differentiated roles/responsibilities for campus staff (interventionist, academic specialists, and para professional support). Modified master schedule will allow the campuses to run more effective, efficient PLCs and DDI meetings weekly so that we know where are kids at, at any given moment. By modifying roles/responsibilities for our campus staff, we will be able to utilize our personnel in a more effective manner. Currently, interventionists are only allowed to pull students for small group interventions. We would utilize these roles to also coach classroom teachers to improve Tier 1 instruction.

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 budget will be utilized in many ways to support the needs of our scholars. Principals and teachers will continue to receive coaching from our ESC and by vetted consultants. This will require us to set aside a portion of the budget for professional development for all staff. Examples of professional development will be: Classroom management Training, Instructional Strategies Training, Differentiated Instruction Training, Observation and Feedback Training for campus administrators, Special education training, etc.).

For high quality instructional materials, we will purchases decodable readers for all classrooms, consider the purchase of Heggerty, purchase STAAR prep materials, etc.

These campuses will also enter into a partnership with NWEA to provide our students with the MAP Growth tests 3x a year to monitor growth in Reading, Math, and Science. This will require setting aside a portion of the budget.

Additionally, funds will be set aside for travel and professional development that is not offered in our region. Examples would include Marzano conference, Solution Tree Conference, Get Your Teach On Conference, TCEA, etc.

Funds will also be set aside to aide in staffing. This would include additional staff to provide tutoring services to scholars in need.

As we continue in this process, we will re-evaluate the needs of these campuses often to determine if there are changes that need to occur, if so, adjustments will be made to the budget.

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.

As we have done before, a special account code will be generated for grant funds. The campus leaders have this code and are able to access the funds at any time.

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