



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

1

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.

As a small school district, Evant ISD will partner with ESC 12 to implement the Texas Instructional Leadership program as well as additional Leadership Learning Series trainings, intensive training focused on observation and feedback, and instructional coaching programs. These programs will serve to build capacity, improve student outcomes, and ultimately assist in the development of sustainable instructional systems throughout the LEA to support school improvement across the district. The district and campus level leadership within the LEA work alongside each other regularly to support any initiatives that targets improvement for the campus and supports teachers in improving student outcomes. The LEA will support the campus in carrying out school improvement activities as outlined in a collaboratively developed Targeted Improvement Plan that promotes the implementation of system wide initiatives specifically addressing the targeted focus areas including ESF Levers 1 and 4. The identification of root causes as well as priority areas of concern will support the development of goals and aligned activities within the plan.

The LEA is specifically pursuing a strong focus on ESF Lever 1, Strong School Leadership and Planning. Within this focus, the campus instructional leadership team is working to calibrate and align feedback and teacher action steps in an effort to improve student achievement. The LEA supports the leadership team in protecting time for walkthroughs to support calibration and increased accountability. In addition, the LEA is focusing on Lever 4, High Quality Instructional Materials and Assessments. The LEA supports and facilitates regularly scheduled internalization meetings with teachers and leaders to ensure increased academic rigor across content areas. Within the internalization process, the LEA will work to build teacher capacity in the production of aligned lessons and assessments and support the integration of campus-based PLCs to drive instruction using student data.

With the support of ESC 12, teachers will participate in ongoing professional development and regional based PLC meetings as well to collaborate with other teachers using HQIM in an effort to maximize the effectiveness of instructional processes and improve student outcomes. Additionally, leaders will participate in the Lead Like a Champion leadership series aligned to ESF Framework Lever 1 to strengthen the campus leadership practices and encourage sound instructional planning and delivery from the administrative perspective. The LEA partnership with ESC 12 will provide LEA staff and administration the opportunity to grow in their own skills, monitor and assess areas for improvement, and focus on building solid systems of learning for all students based on consistent and dedicated alignment of plans, instruction, and assessment practices.

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.

Due to the small school size, the district and campus level leadership teams collaborate routinely. Instructional leadership team meetings are scheduled weekly to review progress and troubleshoot areas of concern across the campus. The LEA will support regular monitoring of the Targeted Improvement Plan throughout implementation through team meetings and consultation with TIL coaches on an ongoing basis. This will specifically include quarterly reviews of the plan, coaching of the campus leaders through the TIL process and partnership with ESC 12, participation in professional development and training, campus observations of targeted levers, and TIL on-site observation and feedback meetings. In addition, student data will be reviewed on a routine basis each grading period to observe and monitor levels of student achievement, and intervention will be prescribed as needed for students who are not making expected progress. Through continued evaluation of student data as well as action steps within the TIP, specific action steps will be implemented in order to ensure progress toward goals at all points in the year. Barriers and challenges will be identified as they occur and the plan will be adjusted to account for issues that may arise throughout the cycle. The LEA will work through TIL and ESC 12 staff to make adjustments to areas of concern based on the routine feedback and assessment of the plan in place. Necessary adjustments will be made as needed throughout the timeline of the plan to ensure that the LEA is building sustainable and systemic practices.

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 support the work of ESC 12 and the TIL Coaches working alongside campus and district leadership teams. The LEA prioritizes the importance of the Effective Schools Framework Essential Actions and the Targeted Improvement Plan thus fidelity of implementation is a crucial component of the process. The LEA is committed to improvement across the district and is willing to make adjustments as needed to provide staff, time, or resources as needed to ensure that the campus is able to successfully implement the plan. The LEA will establish a priority to modify or adjust identified ineffective practices on the campus. In addition, the LEA will support the implementation of direct and rigorous academic standards for all students. Furthermore, when goals are not met in a timely manner according to the plan review, the LEA will respond with adjustments or modifications in order to ensure the fidelity of implementation in order to successfully reach the established priorities and goals of the overarching plan. Campus practices and procedures will be reviewed and support will be provided based on staffing and needs of the campus.

With the focus on lever 1.1 and 4.1, campus leaders will create calendars on a monthly basis in order to protect allotted classroom observation time as well as time for internalization and coaching sessions to include both observation and feedback. Teachers will be expected to submit weekly lesson plans based on unit internalizations that will include clear objectives, differentiated activities, and aligned assessments. Campus leaders will review lesson plans in a timely manner in order to provide appropriate feedback with recommended changes in order to provide ample time for teacher input and adjustments to the plan prior to implementation. In addition, with the 4-day week and Mondays "off" the LEA will utilize that day to provide needed training and professional development to staff based on identified needs. Additionally, through the use of flex days in the Spring semester, the calendar may be modified as needed to respond to student and/or campus concerns.

An assessment calendar will be created to detail interim and formative assessments as well as summative assessments to include STAAR. The district calendar will also build time for data disaggregation and PLC meetings to review student data and results from assessments, as well as coaching feedback. Teachers will develop data binders to assist in the identification of trends, misconceptions, and root causes of lower than expected achievement levels. The students will utilize data as well and track their own progress based on assessment data and individual goal setting and feedback with the teacher. Data will become an integral part of daily conversations in the classroom as well as grade level and content PLC meetings locally, as well as in the regional PLC meetings as well through the HQIM partnership with ESC 12. Data and information regarding plan implementation and evaluation will be presented to the local board of trustees on a monthly basis through a curriculum and coaching report. TESS will be used for teacher evaluation to formally observe and record teacher performance and practice through both walk-throughs and observations, pre and post conferencing, and summative evaluation processes.

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 proposed budget will include a large expenditure within the 6200 object code to include contracted services to fund the direct partnership with ESC 12 and the TIL program with the primary focus being String School Leadership and Planning and High Quality Instructional Materials and Assessments. Campus and district leadership teams to include the Superintendent, Principal, Director of Curriculum, Instructional Coach, and Lead Teachers will engage with ESC 12 through the Leadership and Learning Series to build capacity, strengthen practices, and align goals to the ESF levers with fidelity. This partnership will also include intensive training focused on observation and feedback, campus based coaching, teacher training, and sustainability planning. The training components through ESC 12 will be aligned with the TIP and will serve to meet the needs and goals therein. This partnership will facilitate transformational work connected to the ESF, enhance strategic planning, drive the utilization of data, and support instructional staff through the continuous improvement cycle. The amount planned in 6200 totals \$73,775 over 2 years in partnership with ESC 12 as follows:

*Leadership Series - Lead Like a Champion Series \$3625
 *Learning Series - Building Thinkers Learning Series \$5000

Year 1 - TIL (\$32,900)

*Fall Intensive Training - \$1850
 *Spring Intensive Training - \$1850
 *Campus Based Coaching - \$8400
 *Teacher Training - \$4000
 *Instructional Coaching - \$16,800

Year 2 - TIL (32,250)

*Summer Intensive Training - \$1850
 *Campus Based Coaching - \$8400
 *Teacher Training - \$4000
 *Instructional Coaching - \$16,800
 *Sustainability Planning - \$1200

In addition to funds proposed in 6200, the remaining funds would be allocated to 6100 to provide stipends and extra duty pay for teachers to attend trainings and lead the work on the campus in order to build capacity and ensure deep implementation and overall school improvement. In addition, the funds would provide for substitute teacher pay in order to allow time to engage classroom teachers in content-based PLC meetings and data disaggregation workdays. These funds will provide the campus some flexibility in the delivery and timing of training as well as PLC meetings so that priority can be placed on the learning objectives of the program as it aligns to the TIP. The amount planned in 6100 totals \$26,225 over 2 years as follows:

*Teacher stipends/Extra Duty Pay - \$15725
 *Substitute Pay - \$10500

The two-year grant will provide the LEA with the opportunity to make priority decisions about spending to ensure that the work done in school improvement will be sustainable over time and impactful in consideration of student outcomes. Given the two-year nature of the grant, the LEA may make adjustments as needed in budget after the first year evaluation of the program as well as during the interim evaluations throughout the entire grant period. Adjustments to the budget will appropriately reflect adjustments made to the plan itself based on the quarterly reviews and updates.

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.

Due to the nature of the small school size of the LEA, all students PK-12 are located in one building, which provides for greater flexibility in meeting times and resource management for leaders. Given that the budget is developed collaboratively and in partnership with ESC 12, campus leaders maintain direct and frequent communication with all stakeholders. Campus leaders will determine the needs of the campus with regards to training information and will monitor alignment with our school improvement plans as well as the TIP and ESF levers. The LEA maintains a process in which campus leaders make specific requests for staffing and fiscal needs on an ongoing basis and directly oversee budget needs of the campus as well. During quarterly TIP reviews, the grant budget will also be reviewed with campus and district leaders so that adjustments can be made in a timely and appropriate manner. This process will provide campus leaders the opportunity to manage grant funds to ensure alignment to the TIP in all expenditures as well as provide for future planning as it relates to the TIP and budgetary 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