



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 has begun working with the School Improvement Division/Centers for Effective Schools of our Region 7 Education Service Center and has completed a TIP with Plan4Learning/806 Technologies for the four campuses for the last two school years (2021-2023). Campus Leaders have worked on the Self-Assessment and completed a Targeted Improvement Plan (TIP) for each campus in the grant with guidance from the ESC and Director of School Improvement (DSI). The LEA has also created and will sustain a District Director of School Improvement position for the upcoming 2023-2025 school years. The plan is to continue to sustain the position for the life of the grant and then fund the position from other local, state, or federal funds. The primary role of the DSI is to ensure the implementation and sustainability of Texas Instructional Leadership within the Effective School Framework's highest leverage practices, in conjunction with the Education Service Center (ESC). The Director of School Improvement will help the campuses review the TIPs (Targeted Improvement Plans) developed in the 2023-2024 and 2024-2025 school years. District and Campus Leadership will analyze the data gathered to determine if the needs are still the same, if campus growth and improvements were made, or if new areas of concern have developed. The District Coordinators will participate in the same continuous ESF and TIL training as the campuses in order to support each campus and actively become a part of the implementation team. The District Content Coordinators support the campuses through professional development throughout the school year. The Coordinators provide content TEKS support, lesson planning support, and data-driven instruction support through lesson planning sessions before the beginning of every six weeks' TEKS RS units, DDI reteaching design and support, observation/feedback, modeling, and coaching. The Coordinators are also a source of data for each campus by supporting campuses in collecting data during implementation to track the progress of improvement activities. The Director of School Improvement will assist in coordinating the district-level resources and allocate them toward the prioritized focus areas of each campus. As each campus develops systems to implement at their campus, the Director of School Improvement will assist in making sure that district and campus systems are cohesive and do not impede progress for the campus or the district. The utilization of the web-based improvement plan with Plan4Learning/806 Technologies will provide consistency in tracking and documentation for the campus and district. The Self-Assessment Tool as well as other relevant campus and district data will be gathered and used to identify needs and develop the TIP for each campus. The LEA will see the milestones set in each campus plan in order to achieve the desired outcome and help provide the resources to help the campus meet benchmark 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.

The Director of School Improvement (DSI) will work with each campus to develop and align their improvement plans to the Priority Focus Areas identified in the self-assessment and each of the campuses' Final Diagnostic Reports. The current plan that campuses have developed has timelines included for monitoring progress and implementation. The DSI will continue to schedule weekly meeting dates with each campus Instructional Leadership Team (ILT) to collect and review data related to the implementation of their plan and coach leaders through implementation strategies and effective leadership. The information will be recorded and documented in the plan. The DSI will include all needed district and campus personnel in the planned meetings. There will be three to four review periods, with the final review coming at the end of the school year. Changes can be made to the plan at any time in the review process if it is deemed that the actionable items are not achieving the desired result. At the end of each school year, additional items may be added to the plan if the current plan is not successful. Before adding additional actions to the plan, the DSI and the campus ILT will need to determine how those actions will improve implementation, if those actions will achieve the desired result, or if a failure to follow the implementation plan is the reason the plan is unsuccessful. The addition of actionable items to the plan will not achieve the desired results if poor implementation is the initial reason for the unsuccessful plan. The additional action needed may be a more robust monitoring system and schedule. The DSI and campus will work closely with the Assistant Superintendent of Curriculum, Instruction, and Assessment for the District and the VIP (Vetted Improvement Program) to determine the need for changes. All the data and documentation gathered in the first year of continued implementation will be used to determine if the current plan is successful as it is written or if additional action items are necessary for success. Each campus should also refer to and adhere to the ESF Diagnostic Final report in order to further support the current implementation or the need for changes. The DSI, ILTs, and VIP may also determine that another priority focus may be needed before the campus can reach the desired result of the current plan. In this case, the entire team would look at the self-assessment again to determine the best approach to systemic improvement for the campus to reach the needed academic improvement. The TIP for the campus will be updated with actionable items and review dates.

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 district will continue to support the Director of School Improvement (DSI) position to be approved by the School Board and added to the organizational chart by the Superintendent. The DSI would have the flexibility to work with each of the campuses to determine the needed training and professional development for the campus. While some training is mandatory, the campuses awarded the ESF Grant would have the flexibility to plan professional development based on the needs of their campus and the Final Diagnostic Report. The district currently has a common site to house lesson plans. During the 2021-2023 school years of the ESF Grant, the entire district's lesson plan template was updated to follow the Lesson Alignment and Formative Assessment TIL model for the salient features of a great lesson plan. The four campuses for this grant will have the flexibility to adjust the district's base lesson plan with supplemental portions to the lesson plan template to best fit the needs of the campus as it aligns with the Effective Schools Framework. If the DSI and the Assistant Superintendent of Curriculum, Instruction, and Assessment see that there is a local policy that will prevent a campus from achieving success related to the prioritized focus areas, they may present the policy change to the Superintendent and Board of Trustees to change the policy if Board approval is required. Before any changes are presented the team will thoroughly review the policy and have it reviewed legally to ensure the policy change meets all Texas Education Code (TEC) and Texas Administrative Code (TAC) requirements. The team would also want to look at the long-term effects of any policy change. We do not anticipate any needed policy changes at this time but will make adjustments and propose changes if the need arises. Campus principals are given a great deal of flexibility to operate their campuses in a manner that is best for the student population that they serve for the highest possible outcomes. All Marshall ISD campuses have been introduced to the Effective Schools Framework and are expected to use the Framework when creating their campus plans. Since the four campuses included in this grant are already familiar with the Targeted Improvement Plan (TIP), there will be no issue with the campuses using a web-based planning process with Plan4Learning/806 Technologies. The main goal is to have the opportunity for the four identified campuses to participate in Texas Instructional Leadership through the Education Service Center. In addition, the early childhood feeder campus, Marshall Early Childhood Center, will be included in the TIL contracted services to ensure successful student outcomes for subsequent kindergarten students at the elementary campuses. With this goal in mind, the DSI will focus on the implementation and sustainability of the training and coaching. Allowing the DSI and campus leadership flexibility will help ensure the most effective implementation.

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.

A Director of School Improvement (DSI) position will be funded by the ESF-Grant. The salary will be based on the district pay scale for a director position. This position is important to the success of the grant because the director will help coordinate the implementation at a district level for all campuses involved in the grant. The DSI will meet with the campuses collectively and individually to ensure the implementation of each campus plan and include coaching in needed leadership areas. The DSI will work with the Vetted Improvement Program (VIP) and the campus to develop the improvement plan and narrow the scope and focus of the work for each campus to achieve the best overall results for each campus. We believe this work is important enough to continue to have a separate position to support the improvement process. The amount allocated in the budget for the position over the course of two years is \$190,000. Equally as important will be the amount budgeted for the VIP. In the case of each campus, they have chosen to continue to partner with the Education Service Center for the Texas Instructional Leadership Training. In order to have the best possible implementation, the campuses want to train one to two teams in the focus areas they chose. Additional team members allow for more modeling and individualized coaching for teachers as the Instructional Leadership Teams (ILT) implement systems across the campus. The budget for each campus does not include the ESF Diagnostic because each campus has completed the diagnostic after Spring 2021; however, the areas of growth identified in each campuses' diagnostic will continue to be systemically strengthened with the TIL supports and DSI Instructional Leadership capacity building supports. Approximately \$55,000 is allocated in the budget for continuous engagement in the Texas Instructional Leadership Modules through Region 7 Educational Service Center VIP. Some funds are allocated to Instructional Materials to support the implementation of a web-based improvement plan if needed or adjustments to the current planning practices. Materials may be needed to provide instruction to students regarding behavior, a safe school environment, or high expectations. High visibility along with the teaching of expectations will help students and teachers improve the learning environment. A small amount of funds are allocated to travel for any required events or trips to improve the Effective Schools Framework Implementation. Throughout the implementation of the ESF-Grant, the DSI will meet with the campus leadership and VIP to determine if adjustments are needed to any individual campus budget. The Targeted Improvement Plans will have targeted review dates, so adjustments could be made at that time to the budget. As each campus engages in the TIL and ESF process, they are likely to find that they may need to concentrate resources in one area over another. Through the DSI, the campuses will have the flexibility to make those adjustments. In order to make those adjustments, each campus will need to provide evidence and documentation of the need through the data that they gather each review period. The DSI can communicate any needed adjustments to the Director of State and Federal Programs in order to make the adjustments within the purchasing system and file any needed amendments to the grant if needed. The majority of the budget is spent in two areas: 1)The DSI position and 2)Contracting with the Education Service Center for continued TIL training and coaching. The DSI's role is to ensure the implementation and sustainability of the TIL training and coaching for the Effective School Framework to transform the campuses in the school improvement process.

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 LEA plans to sustain a Director of School Improvement position within the district initially funded with the 2021-2023 ESF Grant. Over the course of the two years of implementation/continuation of the ESF Grant, the district will make funds available to support the position after the grant cycle has ended. Currently, the district has Instructional Coaches at three of the four campuses. Three campuses of the four in this grant have two Instructional Coaches. These positions are funded through Title I, Part A. These positions will continue to be funded in order to support the ongoing work to support teachers in order to retain and train highly qualified educators. The Instructional Coaches are a part of the campus Instructional Leadership Team and will be trained in TIL to continue to effectively support the campus. With the utilization of the 2021-2023 ESF Grant and School Improvement Grant funds, the four campuses are already planning to engage in the updated summer ESF workshops with Region 7 ESC and Texas Instructional Leadership activities with the Education Service Center. By having some of the campuses start the process in the summer, they will be ready to train additional personnel for a smoother and more comprehensive implementation. To ensure that the District Level Content Coordinators can support the campuses in implementation, the district will use local funds to allow the Coordinators to attend the ESF and TIL trainings at the Education Service Center as well. Local, state, and federal funds are used to purchase the assessment tools, curriculum tools, and planning tools that the campuses use to create assessments and lesson plans. As a part of our agreements with those entities, we will have training available to the Instructional Leadership Teams as well as the teachers. Through the Instructional Materials Allotment, the district has purchased various planning and curricular tools such as TEKS Resource System (TEKS RS), Implementing the TEKS RS, TExGUIDE, Eduphoria, and DMAC. TEKS RS, ITRS, and TExGUIDE help our teachers to understand the state standards (TEKS) as well as serve as a scope and sequence for teachers in their daily instruction. Eduphoria and DMAC supply various forms and amounts of data for the campuses to track student improvement as well as a lesson planning template. All of these tools that are funded through various local, state, and federal funds will continue to help support the improvement of campuses and align with the ESF Grant. After the lifetime of the ESF Grant, Title I, Part A and Title II, Part A funds can still be used to allow additional leadership on campuses to receive the Texas Instructional Leadership (TIL) training. These funds can also be used for our current leaders to attend additional strands of the TIL not developed during the grant cycle. It is Marshall ISD's goal to continue to develop district and campus leadership in all areas of TIL to fully implement the Effective Schools Framework for the highest success for our students and staff on each campus.

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

