



**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 **Graham ISD** CDN **252901** Campus **252901041** ESC **9** UEI **039031737**
 Address **400 Third St** City **Graham** ZIP **76450** Vendor ID **75-6001692**
 Primary Contact **Gary Browning** Email **gary.browning@grahamisd.com** Phone **940-549-3399**
 Secondary Contact **Sonny Cruse** Email **sonny.cruse@grahamisd.com** Phone **940-549-0595**

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 **Gary Browning** Title **Director of Curriculum and Instruction**

Email **gary.browning@grahamisd.com** Phone **940-549-3399**

Signature  Date **4-20-2023**

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.

The LEA will monitor schools receiving the ESF grants in order to make sure all efforts are aligned to the grant program goals and school improvement goals. The LEA will monitor schools in the following ways:

- The DCSI will ensure the campus principal and other identified leaders attend and participate in all school improvement intervention activities including data analysis, needs assessment as well as developing, implementing, and monitoring a plan for improvement (TIP). In addition, the LEA will ensure district and campus leaders attend all TEA required trainings.
- The LEA will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- The district will work with the VIP to ensure that campus leaders attend initial training and receive ongoing coaching to support the implementation of the VIP(Observation Feedback and Data-Driven Instruction).
- The DCSI will provide guidance regarding TIP action steps to ensure they align to the identified prioritized focus areas and the chosen VIPs.
- The DCSI will calendar TIP activities to include cycle reviews and updates throughout the year to provide protected time for leaders to engage in SI activities.
- The DCSI, Principal Manager, and Instructional Leadership Team (ILT) will engage in coordinated bi-weekly campus and classroom walkthroughs to gather evidence of action step implementation.
- The DCSI and Campus Grant contact will ensure grant expenditures are aligned to the prioritized essential actions identified in the TIP, and ensure grant funding is drawn down on a regular basis.
- The ILT will develop a calendar that outlines school improvement activities to include dates for the following: TIP submissions, ILT meetings, checkpoints, data meetings, PLC's, and coordinated campus and classroom walkthroughs.
- The DCSI/Principal Manager will assist campus leadership with strategies to overcome barriers as they arise.

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 LEA will monitor schools receiving the ESF grants in order to make sure all efforts are aligned to school improvement goals. The LEA will monitor schools in the following ways:

- The DCSI and Campus Grant contact will ensure grant expenditures are aligned with the school improvement goals and grant budget.
- The DCSI will coordinate with campus leaders to ensure all submissions are completed on time.
- The DCSI, Principal Supervisor, and Instructional Leadership Team (ILT) will engage in coordinated bi-weekly walkthroughs to gather evidence of action step implementation.
- The DCSI and ILT will meet weekly to review data and artifacts and discuss processes that affect upcoming school improvement related action steps. In addition, the LEA will engage in ongoing review of data to identify barriers and make appropriate adjustments to ensure successful implementation throughout the 2-year grant cycle.
- The ILT will develop a calendar that outlines school improvement activities to include dates for the following: TIP submissions, ILT meetings, checkpoints, data meetings, PLC's, and coordinated campus and classroom walkthroughs.
- The Principal Supervisor will provide support through one-on-one coaching with campus administration to build their capacity to implement TIL.
- Based on evidence from gathered data, the ILT will adjust the TIP as necessary.
- If, after year one of the grant cycle while monitoring and adjusting the TIP the school improvement efforts are unsuccessful, the LEA will:
 - The DCSI will survey all stakeholders to gather input regarding school improvement efforts.
 - The DCSI, Principal Supervisor, and ILT will determine barriers to implementation and identify course corrections needed to move school improvement efforts forward and improve student outcomes.
 - The DCSI and Principal Supervisor will coordinate with the VIP to determine if change management training is needed to place build the capacity of district/campus leaders in leading school improvement efforts.

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 has established DDI procedures, practices and protocols from the initial implementation of TIL/DDI in 2020. Some of the practices have been updated in the new version of TIL/DDI and the LEA will assist the campus in any necessary adjustments of those practices, procedures and protocols.
- The district has adopted a modified 4-day school calendar and the LEA will provide additional flexibility for the campus to protect time for PLC and data meetings.
- The district will limit the number of initiatives placed on each campus in order to focus efforts on-high yield school improvement activities that align with the ESF framework.
- The Superintendent, DCSI and Grant Contact will work with the campus principal to provide operational flexibility in removing barriers and enable full and effective implementation of the TIP.

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 will designate 10% (\$10,000) of the school ESF Focus grant funds in contracted services for TIL VIP services (Region 9). This is well within the limit of 30% allowable stated in the grant. Graham Junior High will engage in Observation and Feedback training and continue Data-Driven Instruction from previous school improvement efforts. Data-driven instructional efforts will be refined to include the new tools within the updated Data-Driven Instruction training. Graham ISD will use local funds at the conclusion of the grant to continue their partnership with Region 9 to provide VIP services to support implementation and build the capacity of leaders to sustain these efforts.

The LEA will designate \$85,500 of the grant funds for payroll costs to continue to provide two reading interventionists at Graham Junior High School. The reading interventionist position is a continuation from previous school improvement activities and has been funded through the school improvement grant in the past. GISD will add a second reading interventionist for the 23-24 and 24-25 school years to expand this very necessary service to more students. As a result of data-driven practices implemented on the campus, the reading interventionists provide additional tiered support to students identified as needing intervention. Reading interventionists focus on closing specific procedural and conceptual gaps in student learning. The reading interventionist position is a priority for Graham Junior High and will continue to be funded at the end of the grant through local funding.

The LEA will designate \$4,500 for supplies and materials. These funds will be used to provide intervention materials specific to the identified needs of students served by the interventionists.

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.

Campus and district leaders worked collaboratively to identify training, resources and programs necessary to carry out the intent of the grant based on the campus needs identified in the ESF diagnostic and other sources of data. Throughout the year the DCSI, grant contact, and campus principal will review campus data to determine if adjustments are needed and flexibility will be provided to the campus leader that allows for changes to expenditures based on need when justified by data.

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.

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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
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