



**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 [Redacted]

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](mailto: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="0"/>
Pathway 2	<input type="text" value="1"/>

**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.

Lake Travis Elementary has already completed a Targeted Improvement Plan for the 2022-2023 school year and is currently utilizing the Effective Schools Framework to guide the improvement process. LTISD has assisted the campus in completing a Comprehensive Needs Assessment which is shared through our Plan4Learning platform. The campus and DCSI are involved in ongoing efforts to create and share artifacts related to school progress in addition to the district's actions to assist the campus with gathering data to monitor progress over the course of the TIP process.

Lake Travis Elementary has developed a robust Campus Improvement Plan, aligned to the District Improvement Plan. The campus plan used a variety of data, including the comprehensive needs assessment, to identify and prioritize areas for improvement utilizing the ESF diagnostic tools. Campus administration, in partnership with the DCSI and Region 13 guidance, identified a variety of high leverage actions to implement and support campus improvement efforts.

LTISD will assist the campus in carrying out this plan's initiatives by ensuring all staff have access to ongoing, quality professional development aligned with campus instructional needs and that the campus is utilizing the latest data to evaluate student progress. This includes support for teachers in building their capacity to design and execute lessons aligned to the district curriculum resources and state standards. The district will also assist the campus in analyzing campus performance data to ensure all stakeholders are informed of student progress and possess the necessary skills and training to increase student achievement over time in addition to minimizing achievement gaps.

LTISD is committed to supporting Lake Travis Elementary in their improvement efforts and recognizes the unique needs of this learning community, including our Emergent Bilingual learners and families. Through ongoing weekly coaching and support of the administrative team, campus leaders are provided with opportunities to increase their leadership skills through a variety of interactive professional development activities both at the campus and district levels. The DCSI is on campus bi-weekly providing direct guidance and support to the campus principal in addition to classroom visits and data analysis. The campus principal has access to our entire district leadership team who supports their ongoing efforts to improve learning for all students at Lake Travis Elementary.

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.

LTISD will monitor the implementation of the Targeted Improvement Plan through Plan4Learning in addition to assisting in the completion of the quarterly reviews. Results will be shared with all stakeholders including the Board of Trustees. The campus maintains comprehensive documentation of this progress in addition to stakeholder feedback for reference during the ongoing formative review process.

The DCSI provides, bi-weekly coaching and mentor-ship for the campus principal in addition to monthly coaching of the assistant principals. E3 Alliance also provides professional development for teachers and administrative teams as they implement strategies and initiatives with teachers through PLC meetings.

Student progress on district and campus specific assessment data (mCLASS, NWEA MAP, DRA, etc.) is monitored and analyzed both at the campus and district level to ensure collaboration among campuses and district support staff. Classroom observations and walk-through data is analyzed to monitor the level of implementation of quality instructional strategies (LTISD Power Moves).

LTISD will make adjustments to the Targeted Improvement Plan in regards to priority actions based on student performance data and teacher needs. E3 Alliance, in collaboration with campus and district leadership, will use data to drive decision making and all district level support staff will make themselves available to support campus improvement efforts. This team will make timely adjustments to the plan as needed, based on data, to ensure the campus is properly supported through any anticipated challenges. This includes communication and community support. The district is committed to assisting the campus in engaging families in this process.

**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 ensure that the campus principal has the necessary resources and authority to implement all essential actions of using the ESF with fidelity. The bilingual instructional support position that will be provided with this grant will give the campus operational flexibility in allocating additional resources to directly support teachers and students. This will enable the campus administration to better implement the Effective Schools Framework essential actions that are aligned to their Targeted Improvement Plan in the the area of effective classroom routines and instructional strategies (Essential Action 5.1).

The district director of federal programs, in collaboration with the DCSI, meets with the campus principal to complete a comprehensive needs assessment. LTISD is committed to working collaboratively with all instructional staff and campus leaders to eliminate ineffective practices and remove any barriers to student success. Based on the results of a recent curriculum audit, LTISD is creating a complete, guaranteed and viable curriculum by the end of this grant cycle. This includes the development of common assessments and adding additional instructional coaching assistance for teachers so they are able to effectively analyze and respond to student data in a timely manner. Ongoing coaching and professional development will be needed to implement these resources with fidelity. In addition, LTISD will provide ongoing training and support for campus leaders as they build capacity as instructional leaders on their campuses. District guiding documents, such as LTISD Power Moves, provide a framework for quality instructional practices in all classrooms at every level. By implementing these new rigorous standards of practice, LTISD will work with campus leadership teams to support staffing, curriculum implementation and general operations.

New district policies and procedures will be followed to ensure the campus has the necessary support to serve their students, their teachers and their community. The campus principal is supported by their fellow peers, their direct supervisors and the Board of Trustees in regards to all program needs. As a small district, the campus principal has direct access to all district support staff to ensure there are no barriers to procuring resources and support for her campus.



**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 for our partnership with E3 Alliance is for \$35,000 from the 6200 object code for contracted services per year. The focus of our partnership will include work aligned to our Prioritized Focus Areas and Essential Actions listed in the Targeted Improvement Plan. Priorities for support include providing teachers and leaders with professional development and coaching to improve outcomes for Emergent Bilingual learners. Campus administration and teachers will receive 5 in-person coaching visits per year, virtual professional learning sessions and research based tools to assist with campus initiatives aligned to the ESF. Teachers will also be provided with professional development and coaching to build their capacity in the areas of effective classroom routines and the use of research-based instructional strategies.

Personnel costs of \$65,000 (object 6100) will be funded to budget for a Bilingual/ESL Instructional support specialist at the campus, in addition to serving part time at the Middle School feeder pattern to this elementary. This staff member will assist the campuses in implementing research-based, quality instructional practices aligned to the ELPS and state standards in our Bilingual and ESL classrooms. They will work directly with teachers to model best practices, assist in analyzing student data to plan for differentiation of content and delivery of instruction in addition to remediation and support of our Emergent Bilingual learners. E3 Alliance staff will work directly with this staff member to provide professional development and promote retention of our Bilingual and ESL educators. This position will provide direct assistance to TELPAS coordinators in regards to training teachers on effective Sheltered Instruction techniques for EB students while also collaborating with our instructional coaching team in building curriculum specifically designed to meet these students' needs. They will participate in the evaluation of our Dual Language program, analysis of TELPAS and district-created common assessment data. By supporting our Dual Language and ESL teachers and learners in PreK-8th grade, this will create a vertical network of support for our Emergent Bilingual programming. This should align practice and promote a more robust, lasting system of support for all of our English Language learners.

Currently, this campus was allocated additional administrative and support staff when they first entered the improvement cycle in 2022 with local funds. In addition, Title 1 money also pays for support and intervention staff. Additional staffing provided by this grant, if proven to successfully impact student learning, would be maintained using local funds if grant money is not awarded in subsequent years. Title money will also be used to continue to support campus initiatives at both the elementary and middle school level. The district also intends to continue utilizing the School Improvement Grant to assist in the cost of our partnership with E3 Alliance and Region 13 support staff.

**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.

This proposed budget was developed in collaboration with the campus principal, DCSI, elementary curriculum director and the assistant superintendent of curriculum and instruction to ensure alignment of campus initiatives and goals with federal, state and local resources to maximize the impact to overall programming. A combination (not duplication) of Title, State Compensatory Education, local and School Improvement Grant funds will be used to ensure sustainable practices, resources and support of overall program goals and initiatives.

Currently the campus is already involved in the improvement process, and this new grant opportunity perfectly compliments the work being done to support teaching and learning initiatives aligned to the ESF. This specific grant opportunity would expand our opportunities to support our Emergent Bilingual population of learners and educators, working to minimize learning gaps and promote teacher retention. Our current partnership with E3 Alliance is already positively impacting instruction and leadership at the campus level. Campus leaders have regular access to the additional resources, professional learning opportunities and funding to support initiatives. Bi-weekly meetings with the DCSI ensure easy access to resources and support for the campus administrative team.

Payroll costs (6100) for our Emergent Bilingual instructional support staff make up the majority of the costs associated with this grant in addition to the cost of our vetted partner, E3 Alliance from object 6200. Professional development and resources will be funded using school improvement grants, campus and Title funds. The district plans to continue expanding successfully implemented strategies and resources into other campuses beyond the scope of this grant cycle using the ESF tools and knowledge gained through our partnership with vetted partners. We are already utilizing Title 2, 3 and SCE money to purchase additional ESL curriculum, provide professional development and add new translation technology to all sites this school year. The added support of this position would expand our capacity to successfully implement these new resources at each campus.

Our current partnership with E3 Alliance is funded through the School Improvement Grant, which we will apply for in addition to this grant opportunity. Ongoing professional developed aligned to the prioritized focus areas during our first year of the improvement cycle will continue through regional service center and external partnerships. Title funding will also continue covering costs related to the ESL Waiver process through TEA, supporting educators gaining ESL certification at all levels. Our district intends to streamline and align resources at every level to compliment our ongoing commitment to improving leadership, teaching and learning at every level for our students and staff. We recognize the power and importance of vertically aligning practice and resources to meet the growing, diverse needs of our learning community.

**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**

