



**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  **Award Date**

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	<input type="text" value="2"/>
Pathway 2	<input type="text" value="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 district has been involved with multiple school-improvement initiatives in recent years. Administrators and Instructional Leadership Teams have worked extensively with our ESC 5 partners to receive ongoing professional development and coaching in TIL Observation Feedback. Both Mauriceville Elementary and Little Cypress Elementary have received training in Data-Driven Instruction, and Mauriceville Elementary has worked with Texas Lesson Study. The district has also implemented TEA 's High Quality Instructional Materials in reading and math in order to strengthen Tier 1 instruction for all K-5 classrooms. While district and campus leaders, teachers, and other stakeholders are committed to improving instruction, the district is aware that school and classroom routines and behavior management strategies are needed to ensure a quality learning environment.

The ESF grant would allow the district to continue its school improvement efforts by focusing on Schoolwide Culture and Routines, which was an area of need noted on the ESF Diagnostic for both campuses.

The district has used Plan4Learning both for Campus Improvement Plans and Targeted Improvement Plans. The district supports campus leaders in completing and implementing these plans by providing time for campus and district leaders to develop the TIP and providing necessary resources and support to complete plan activities successfully. The DCSI reviews the campus TIP prior to initial and quarterly submissions.

The district will continue to monitor the school improvement efforts of the campuses and provide coaching, feedback, and support. An Elementary Curriculum Coordinator has been hired to assist district leaders in monitoring campus improvement activities, collecting data, and working with principals and district instructional leaders to effectively monitor and adjust the strategies and activities of the TIP.

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 DCSI and principals will regularly monitor and evaluate the web-based TIP. The district will provide time for monitoring and collaboration on TIP, including evaluation of current progress and planning for next steps. The Elementary Curriculum Coordinator will conduct weekly campus walk-throughs to monitor implementation of the TIP, provide implementation support for teachers and provide feedback to principals and DCSI.

The TIP will be reviewed on both monthly and 90-day cycles to ensure fidelity of implementation and to adjust for continued improvement.

After the initial year of implementation, if the plan has proven to be unsuccessful, the DCSI, principals, elementary curriculum coordinator, and instructional leadership teams will work with ESC 5 TIL partners to evaluate data and adjust essential action steps to ensure success.

**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.

Through participation in ESF and TIL frameworks in recent years, the district has become accustomed to operational flexibility. District and campus leaders communicate regularly to review action steps and levers and discuss progress and status of improvement. Due to the district ' s previous work with ESF/TIL, campuses are allowed flexibility to make adjustments to the professional development schedule, plan their own professional development, and select professional development aligned to the needs of their campus. Campuses have also been allowed to make scheduling and personnel adjustments based on individual campus needs.

The district will work to identify additional funding sources (local, state, and federal) to coordinate services and sustain operational flexibility beyond the grant period.

**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.

Mauriceville Elementary and Little Cypress Elementary campuses plan to utilize the proposed budget to implement Targeted Improvement Plans to address Schoolwide Culture and Routines of arrival/dismissal, cafeteria expectations, and standardized classroom routines. Budgets will be divided between supplies and materials such as hall and classroom signage, staff training in CHAMPS and Academic Monitoring, contracts for vetted partners and consultants to work directly with staff including coaching as needed, and travel to engage in ongoing professional development for leaders and teachers.

Plans for written Schoolwide Culture and Routines will be created by campus leadership team from identified ESF diagnostic needs then posted throughout campus common areas and classrooms. Implementation will be reviewed on a predetermined schedule, and adjustments made based on data collected and rubrics created by campus leaders with guidance from ESC5 partners. Adjustments will continue throughout the term of the grant, with expectations of the created culture and routines to extend beyond the grant terms due to demonstration that effective routines impact student achievement.

**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 leaders will have access to the detailed budget for their campus so that they can make funding decisions for grant activities.

The district's Director of State and Federal Compliance will ensure access to funds that align to the Targeted Improvement Plan through the Assurance of Funds process. Campus principals will submit an Assurance of Funds outlining each expenditure and its relation to the Targeted Improvement Plan action steps and compliance with grant guidelines.

**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**