



**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

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.

In applying for this grant we will leverage the expertise of an external VIP (NIET) and extend the previous work we have done with Del Rio Middle School with the RSSP grant. Specifically we will implement the TAP system training and support that provides structured and systematic support for teachers to implement high-quality instructional materials aligned to the TEKS and ELPS. The TAP system aligns to ESF framework areas 1.1 developing campus leaders with clear roles and responsibilities, 5.1 effective school-wide strategies for classroom culture and instruction, 5.2 build teacher capacity through observation and feedback cycles. Our district is dedicated to supporting DRMS as we continue to build the capacity of the campus leaders, improve student growth and achievement.

The TAP System Instructional Leadership Team (ILT) training and support facilitates the development of school plans that include specific areas of need to increase instructional excellence and ensure all students make annual growth and achievement targets. The school-based Texas Improvement Plan (TIP) provides a framework for drafting the school plan. The school plan is the foundation for the ILT's annual focus on improvement and the planning and implementation of weekly Professional Learning Community (PLC)/cluster meetings. The school plan is written after a thorough analysis of STAAR and TELPAS annual student data reports, which sets the teams up to set growth and achievement goals for all students. The ILT determines which benchmark assessments will be used monthly or quarterly to assess all students' progress toward their annual growth and achievement goals. Then, the leadership team establishes how to support teachers with the weekly analysis of student work aligned to high-quality instructional materials to monitor student progress toward annual growth and achievement goals. Additionally, the TAP System PLC/cluster training supports the planning, implementation, and effective monitoring of the daily use of high-quality instructional materials. The ILT plans for school-wide implementation and monitoring of high-quality instructional materials through developing PLC/cluster long-range plans. PLC/cluster long-range plans guide the instructional calendar and integrate the analysis of formative and interim assessments.

Support for the campus will come from the chief academic officer and the superintendent. The district will fully support the campus in implementation of the program with fidelity. The campus has worked with NIET for a year with the RSSP grant and the district has been a partner for the past three years.

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 district will monitor ESF grant funds by leveraging the targeted improvement plan (school plan) with NIET to determine progress throughout implementation. This monitoring will take place during the weekly Instructional Leadership Team meetings.

The ILT's role in monitoring and supporting the school plan requires using frequent measures of student performance. The ILT team members consult formal assessments, such as benchmark exams, to measure periodic progress and conduct ongoing examinations of student work by applying research-based, field-tested, rigorous instructional strategies in the classroom. The ILT team members use the ongoing analysis of student work aligned to specific student growth and achievement targets alongside classroom observations and walk-throughs to determine which content-specific or research-based instructional strategy should be integrated into PLC/cluster learning to meet the needs of all students, including students who are members of special populations groups.

NIET trains school and teacher leaders with an ILT observation rubric that outlines effective professional learning for instructional leadership team members that is focused on the ongoing analysis of student data and classroom observation data. In addition to the formal training mentioned above, members of the NIET team conduct multiple site visits each year to the campuses to observe elements of implementation and provide formal feedback, on-site training, and support where needed to achieve the highest level of implementation fidelity possible. Each campus is visited at least once a month by an NIET team member. The team is also available to the campuses via phone and email for additional support to ensure timely assistance.

We will use the ESF success criteria to determine the metrics to gauge success of the program and determine potential adjustments. We will plan built-in continuous supports from the VIP in Year 2 that will be based on the ESF outcomes review at the end of year 1. These supports may include further training for identified groups of instructional leaders, continued calibration of observations, on-site support with coaching and feedback and other supports based on identified needs and revising campus goals based on progress.

**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.

In order to enable the full and effective implementation of the TAP system, we will ensure that our district practices and policies provide the necessary operational flexibility to the awarded campus. To do this we will work with NIET to support the campuses' Targeted Improvement Plan. We would allow DRMS time to modify their schedule to allow for built in time for weekly instructional leadership meetings, collaborative planning protocol meetings during the school day, and professional development for the calibration of observations and development of coaching cycles based on teacher needs and other professional learning to meet the goals of TAP. The district will also have the Targeted Improvement Plan as the standing improvement plan for the 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 includes procuring a statement of work for National Institute for Excellence in Teaching (NIET) System for Teacher Advancement Program (TAP). This selection is based on the need for a comprehensive capacity building model for the campus. TAP focuses on creating school and district structures for building educator capacity to increase student achievement and is supported by more than 20 years of data supporting increased student achievement. On-site support will be crucial to effective implementation and support throughout the duration of the grant. This would include direct professional learning services, support for implementation of enabling structures (ex. Planning protocol (cluster), instructional leadership teams, coaching systems, feedback and evaluation cycles, etc.) as well as coaching services for on-going support.

The TAP System training and support includes a two-day Evaluation Training for districts that use the T-TESS Appraisal System. Each two-day training provides teacher observers with effective practices for collecting lesson evidence, planning for post-conferences, and designing effective observation and feedback coaching cycles. The training provided on T-TESS presents the observation and appraisal instruments as frameworks for planning and delivering effective instruction.

Onsite support is provided through instructional observation and coaching support that aligns instructional rubric indicators and dimensions with content-specific, researched-based best practices for delivering rigorous instruction in any content and implementing strategies for inclusion. NIET provides support for school and teacher leaders through modeling the process of observation and coaching feedback, observing instructional coaching sessions, and providing feedback and will ensure that all observation and coaching feedback is calibrated and consistent across the campus. Through modeling the observation process, NIET includes feedback for teachers for an area of refinement, including but not limited to content-specific, research-based best practices and strategies for the inclusion of all students. Teachers who are engaged in the observation and feedback cycles are provided with clear, actionable feedback to increase instructional effectiveness. As described before, the TAP System ILT training and support facilitates the development of school plans based on the school-based TIP that address specific areas of need to improve instructional quality and ensure all students make progress. The school-based Texas Improvement Plan (TIP) provides a framework for drafting the school plan. The school plan is the foundation for the ILT annual focus on improvement and the planning and implementation of weekly PLC/cluster meetings. Written after a thorough analysis of student assessment data, the school plan sets the team up to set growth and achievement goals for all students. The ILT determines which benchmark assessments will be used to assess all students' progress toward their annual growth and achievement goals, and how to support teachers with the weekly analysis of student work and makes recommendations for the integration strategies and support for students who are members of special population groups.

NIET trains school and teacher leaders with an ILT observation rubric that outlines effective professional learning for instructional leadership team members that is focused on the ongoing analysis of student data and classroom observation data. In addition to the formal training mentioned above, members of the NIET team conduct multiple site visits each year to the campuses to observe elements of implementation and provide formal feedback, on-site training, and support where needed to achieve the highest level of implementation fidelity possible. Each campus is visited at least once a month by an NIET team member. The team is also available to the campuses via phone and email for additional support to ensure timely assistance.

**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 district intends to align RSSP (final year) and Teacher Incentive Allotment, local funds, ESF funds to fully implement the Teacher Advancement Program (TAP) through the external VIP NIET. We have previously used NIET for support in RSSP at the elementary campuses and at the middle school campuses, including DRMS. We are applying for the ESF funding to support the work started with RSSP and implement further aspects of the program. Using the funds from the three different areas allows us to be more efficient with funding and program support and more effective in student achievement. Also due to this multi-funding source approach, we will be better able to sustain the district and campus goals of building capacity in leadership and strong instructional strategies as any of the funding sources end.

**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**