



**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	<input type="text" value="0"/>
Pathway 2	<input type="text" value="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.

APISD has two identified targeted support schools, Charlie Marshall ES and AC Blunt MS. Through the 2023-2025 ESF-Focused Support Grant, APISD will strategically support these two campuses to make progress towards the Essential Actions identified by the ESF self-assessment in partnership with VIP, Ed Direction. Each campus has targeted priorities to work toward at the leader and teacher level. Charlie Marshall Elementary School will prioritize EAs 1.1 and 5.2, and AC Blunt Middle School will prioritize EAs 1.1, 1.2, and 5.2. APISD believes that, given the two campuses have strong diagnostic data to use, the district will be able to collaborate with each campus' leadership to craft highly actionable Targeted Improvement Plans and leverage the ESF grant to shift student outcomes.

APISD leadership currently supports their priority campuses by facilitating annual strategy sessions with district leaders and campus principals; co-constructing vision, SMART goals, standards of excellence, and pillars of support; building the Profile of a Learner/ Panther Pathways Learning Framework, an instructional framework that includes evidence-based strategies, HQIM (i.e. Eureka/Carnegie), blended learning, socioemotional learning, and coaching for teachers; monthly Leadership Meetings that provide opportunities for the district and campus leaders to celebrate achievements, align on APISD's academic vision and strategic priorities, discuss campus-based expectations and accountability, improve campus culture, and roll out socioemotional learning and safety measures for each campus; and monthly and/or bimonthly walkthroughs and data collection on priority instructional strategies and methods (evidence-based strategies, blended learning, high-quality instructional materials in mathematics); ongoing/weekly HQIM implementation support from curriculum and instruction content specialists; and ad-hoc staffing support.

If awarded the grant, APISD would leverage these existing systems and structures to develop and progress monitor the actions in the TIP, while adding additional layers of support for the priority campuses, specifically monthly one-on-ones with district leadership and campus teams; reserving time and providing aligned professional development opportunities for campus leaders and teachers; additional observation and coaching support; and collaborative monthly classroom observations and data collection on priority instructional strategies, with analysis to identify trends and make necessary adjustments/iterations to support. The district is committed to executing on the key district commitments articulated in prioritized Levers 1 and 5. APISD will support each campus in carrying out the EAs through implementation of the TIP, with a strong belief that targeted campus supports will lead to holistic changes necessary to drive student success and academic achievement.

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.

APISD will progress monitor both campuses' efforts in the ESF-Focused Support Grant through existing district data-driven systems and through implementation data provided by the selected VIP, Ed Direction. Monitoring of the improvement plan and implementation of related actions will occur on the following schedule.

- Annual Strategy Session: District leaders will review the actions identified in the plan related to prioritized Essential Actions. The team will also use the information in this annual strategy session to ensure APISD is providing both campuses adequate support in this improvement program. A combination of summative student performance data, walkthrough tool data, and progress reporting by VIP Ed Direction will be used.

- Quarterly Analysis: APISD will engage in a reflection protocol with leaders from each campus to understand current progress toward identified priorities from the improvement plan, and to determine if we are on course to meet each campus' goals. APISD will monitor school implementation, identify challenges, and align on necessary adjustments to the improvement plan on a quarterly basis. The quarterly analysis will be done in conjunction with school leaders at Charlie Marshall Elementary and AC Blunt, and will include a review of: TIP goals and desired outcomes aligned to identified EAs; milestones and actions taken to date; available student achievement data (benchmark, interim, common formative assessments); available implementation data (i.e. overall walkthrough data on frequency of observation and feedback cycles, instructional trends, and levels of academic rigor) to determine whether improvement efforts are on track or will benefit from adjustment; and reflection on actions and outcomes to inform needed adjustments to the TIP.

- Monthly Check-Ins: APISD commits to checking in monthly with each campus to assess progress towards priorities, following a protocol that supports leaders with following through on commitments made, and identifying solutions for any barriers or challenges.

- Bi-Monthly Review of Superintendent Data Dashboard: The district leadership team will maintain a data dashboard and review available student achievement data at least every two weeks, acting on emerging trends to ensure support is meeting student needs.

- Bi-Monthly Meetings with VIP: APISD plans to leverage Ed Direction for support in progress monitoring and implementation support.

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.

APISD will work very closely with each campus to ensure district practices and policies fit the context of the school and improvement efforts. APISD will modify practices and policies to provide operational flexibility to Charlie Marshall Elementary and AC Blunt Middle School. We have extensive experience in managing multiple initiatives, and have demonstrated flexibility for our campuses to be set up to successfully implement initiatives and goals set out by the district.

We view this work as a collective team effort, and as such, district leaders are prepared to step in and support each campus in mitigating challenges and barriers along the way. For example, this year at AC Blunt Middle School staffing shortages caused school leaders to feel limited in the scope of their capabilities to conduct the full observation and feedback cycle for their highest-need teachers. Meanwhile, at Charlie Marshall Elementary, the principal of the school left mid-year and the assistant principal was left to step into the principal role without the support of another assistant principal to share responsibilities with. In both cases, district leaders have stepped in to help provide on-site staffing support when staffing shortages prevented these school leaders from executing on their responsibilities as instructional leaders (i.e. observation and feedback cycles, student intervention / tutorials, lesson planning and internalization meetings, etc.). APISD is prepared to offer the same level of flexibility and support should these challenges arise.

In order to enable the full and effective implementation of the Effective Schools Framework Essential Actions and aligned Targeted Improvement Plan, we will ensure that strong lines of communication exist between the Superintendent, Director of Curriculum and Instruction, and School Leaders. Communication between campuses receiving ESF support will also be utilized to ensure each campus is sharing best practices and leveraging the specific supports they are receiving with one another.

APISD will offer flexibility to campuses in identifying the types of professional learning opportunities that will be most impactful for educators in their school community. Both campuses will be able to plan and conduct differentiated professional learning sessions, in collaboration with the VIP. This way, professional learning will be aligned directly to the identified needs of the Title 1, 1003 ESF-Focused Grant. Additionally, the district will allow School Leaders to use data-driven resources and instructional coaching methods provided by the VIP that are outside of current district practices.

APISD leveraged Ed Direction in the 2022-2023 school year through the RSSP and had great success in ensuring the grant was on track and met outcomes. Our success was fostered by a strong set of systems and processes that allowed us to gauge the effectiveness and sustainability of our work. We followed a process that allowed us to consistently revisit our goals and progress, and change course when the trends we were observing called for it. APISD has identified priority grade levels and subject areas for support at each campus, established a measurement plan that helped us track our progress, engaged in quarterly data analysis to determine the impact of our work to date, and flexibly created an implementation plan that supported the unique vision and goals for each campus.

APISD is confident that, in partnership with Ed Direction, the district can successfully maximize both RSSP and ESF to shift student outcomes. The ESF grant would provide supplemental, targeted EA-aligned support for Charlie Marshall Elementary and AC Blunt Middle School that is complementary to the district-level initiatives and grants that APISD is currently engaged in. APISD's team is committed to fidelity to the ESF framework and ensuring actions will result in school improvement.

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 budget priorities identified align directly with the prioritized EAs and needs of the eligible campuses. Specifically, grant funds will be directed towards professional development, site visits to high-performing campuses, staff stipends and extra duty pay, supplies and materials, and funds for the external VIP, Ed Direction.

Through the focus on EA 1.1 at both eligible campuses, directing funds towards leadership development is critically important. The district plans to hold Leadership Days on a quarterly basis, targeting resources and professional learning sessions to grow the capacity and skill sets of campus leaders. The content of these sessions would be strategically planned to address the highest leverage areas of need of each leadership team.

At the summer/BOY Leadership Day, principals and administrative teams would focus on setting a clear campus vision, goal-setting, and providing clear roles and responsibilities for the full administrative team. This would include best practices on calendaring to ensure weekly times are set for observations/feedback of classroom instruction, PLCs, and key data meetings. This would also include building agendas and tracking tools for their team's instructional responsibilities with clear owners for each function. This structured, job-embedded professional development would ensure campus leadership teams have the time and resources to clearly articulate owners and times for core leadership functions. Funding from the grant would go directly towards covering Professional Development costs, as well as extra duty pay and stipends for staff.

To further invest in campus instructional leadership and create pathways for teacher leaders, APISD is pursuing a distributive leadership model, identifying lead teachers that can support in modeling instructional best practices and key look-fors. To support the roll-out of this vision, APISD has set aside grant funds for site visits to exemplary districts in the state of Texas that are utilizing distributive leadership. APISD has supported teacher leaders in participating in these site visits in the past, and have seen the incredible impact that these visits have on the campus level. These visits, coupled with the focus on observation and feedback cycles through EA 5.2, will support teacher leaders in their instructional development and refinement of best practices.

Additionally, APISD will direct grant funds to cover BOY Professional Development costs to train teachers on key instructional strategies in alignment to campus priorities. This will include the professional and contracted services, as well as stipends for teachers and other key personnel. Funds will also be directed towards supplies, materials, and curricular resources.

Underlying all these efforts, partnership with the VIP - Ed Direction - will be grounded in the three pillars of professional development, implementation support, and one-on-one coaching. Ed Direction will support the campuses in improving outcomes for students by creating and facilitating Professional Learning sessions and meeting protocols that support School Leaders with effective implementation of their prioritized EAs. For example, Ed Direction will lead a half-day Professional Learning session at the beginning and middle of the academic school year that guides School Leaders to identify their roles and responsibilities, calendaring key responsibilities to ensure accountability, and creating a campus-based implementation plan. Ed Direction will facilitate monthly leadership coaching for principals and other instructional leaders, rolling out the district-approved instructional coaching model that aligns with T-TESS, supporting leaders to identify teach tiers, leading Professional Learning sessions on effective observation and feedback cycles, creating a walkthrough tool and coaching/walkthrough expectations in partnership with District Leaders, and co-observing priority classrooms and coaching debriefs in partnership with District and School Leaders. Ed Direction coaches will support with program management, supporting in the development and monitoring of the plan and accompanying support on a monthly basis with School Leaders, providing opportunities for collaboration in developing Professional Learning sessions, and eliciting consistent feedback / revisions and suggestions for adjustments to the Targeted Improvement Plan.

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.

APISD has existing processes and procedures in place to ensure campus leaders can draw down grant funds. Specifically, principals submit a federal grant form to the business office describing the amount of funds they would like to expend, how the funds will be used, and alignment to the prioritized initiative - in this case, demonstrating alignment to the EAs prioritized in the TIP. District leadership is committed to ensuring campuses are aware of their available grant funds in their campus-level budget so that they can plan to maximize the usage of these resources.

Campus leadership will be involved in the process of aligning grant funds to the TIP, and throughout the duration of the grant cycle. When submitting the TIP through Plan for Learning, the district anticipates identifying the funding source for each EA and collaboratively determining with campus leadership the appropriate aligned activities to ensure proper allocation of resources.

Monitoring of expenditures and available grant funds will be built into the monthly and quarterly review processes that will be conducted with district and campus leadership. There will be time set on the agenda specifically to review grant spending and ensure that funds are going to the areas of highest need on the campus as aligned to the EAs.

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