



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.

The district will commit to recognizing the unique needs of the school and providing the flexibility to address those needs. YISD will provide opportunities for ongoing support and coaching of campus leaders that will support the implementation of instructional leadership systems. Adequate funding and sufficient control of the campus budget will be provided to ensure access to necessary resources to implement the school's improvement plan. Campus leaders' time for instructional leadership will be protected and the principal will have the necessary authority to create conditions for school success. The district will also commit to ensuring policies and practices prioritize the principal's role as the instructional leader. YISD will provide schools with access to student academic, behavioral, and on-track to graduate data through DMAC, OnDataSuite, and any other data sources needed. The district administrative office will work to ensure that there are effective systems for identifying and supporting struggling learners as well as policies and practices to support effective instruction.

Texas Instructional Leadership is a capacity builder through which training and support are provided to campus and district leaders in order to improve ability to build the capacity of educators that they manage. TIL consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of lesson alignment, formative assessment, observation and feedback, student culture, and data driven instruction.

Yorktown Elementary, the feeder school for Yorktown Junior High, engaged in TIL through the 21-23 ESF grant and was able to improve from an F rating in 2018-2019 school year to a B rating in the 2021-2022 school year. Additionally, the elementary earned the top 25% comparative Academic Growth Distinction Designation. The TIL approach has had a positive impact on the district and we would like to continue that growth with our secondary campus.

Yorktown Junior High School opted into the ESF diagnostic in the fall of 2022 in an effort to truly begin the improvement process. YJHS has already engaged in the LAFA training; however, the ESF diagnostic report indicates a need for ensuring that campus staff have the capacity to implement TIL strategies with fidelity. The district would support the campus in leveraging the results of the ESF diagnostic in writing the Targeted Improvement Plan.

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 follow the TEA Targeted Improvement Plan model of baseline and quarterly assessments. After each quarter, the district administrators will meet as a team with the ESC 3 TIL contact person to analyze our data and evaluate the implementation of our action steps. These quarterly meetings will focus on determining which action steps are working, identifying any areas that we are not seeing academic progress, and adjusting our action steps as needed to address student and campus needs. District and campus administrators will ensure clear communication and implementation of the adjustments. The administrative team will utilize the input from the implementation support visits made by ESC 3 staff to track our progress and to support creation and implementation adjustments made to the plan.

The district is committed to providing the flexibility needed to address the campus's unique needs. The LEA will ensure that the campus has the resources, protected time, and the sufficient support needed to meet barriers and challenges of the grant. YISD administration will prioritize the principal's role as the instructional leader on the campus and will ensure that the campus has access to academic, behavioral, and on-track to graduate data through a variety of sources as well as the time needed to utilize data.

According to the ESF Diagnostic for the campus, barriers and challenges may include changing mindsets of teachers to understand that in order for the principal to commit to performing instructionally focused tasks, she may appear to be less available to staff than they are accustomed to. The principal has also identified time management as a challenge to completing instructional tasks. Additionally, there may be a lack of buy in from the staff because they may not recognize the benefits of incorporating high leverage instructional practices. The staff have been trained in Lesson Alignment and Formative Assessment, however, it has not been implemented with fidelity and the staff have not been held accountable for instructional expectations.

The district will ensure that the principal has the necessary authority to create conditions for school success, while also working with the principal to build her leadership skills. District policies and practices can be adjusted as needed based on feedback from the ESC 3 TIL contact and the campus principal.

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 has the flexibility to develop campus policies and practices related to lesson planning that utilizes Data Driven Instruction. The district will adjust expectations so that the principal has the opportunity to focus on instructional activities. For example, if the principal needs to focus on instructional activities, another administrator may be able to cover other duties that may take away from the instructional focus.

The LEA will continue to create a school calendar that is conducive to the implementation of the ESF targeted improvement plan. Strategies such as adding data and training days into the calendar to support teacher reflection, analyzation, preparation and growth will continue to be utilized.

In order to support the campus principal as the instructional leader, the district will commit to providing an assistant principal/behavior coordinator. The additional support will allow the principal to have the time needed to focus on instructional practices.

According to the ESF Diagnostic, developing campus instructional leaders with clear roles and responsibilities is a prioritized focus area for improvement. The LEA will provide the principal with the autonomy to develop roles and responsibilities as needed to meet the unique needs of the campus and its staff.

Effective classroom routines and instructional strategies is another priority focus area for improvement. The ESF summary indicates a need for improved implementation of Lesson Alignment and Formative Assessment protocols. District leadership will consider dedicating time to PLCs in the master schedule and creating a space for instructional collaboration if possible. YJHS has 6 full time teachers and 4 part time teachers who are each solely responsible for the entirety of a grade level subject. PLCs in a campus full of singletons can present a challenge for collaboration related to data-driven instruction. The district is willing to provide resources, such as training, ongoing coaching, scheduling tools, etc., that are needed to explore the possibility of building in dedicated time for YJHS teachers to collaboratively plan into the master schedule.

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 will allow the campus and district to contract with Region 3 ESC to provide training and coaching on Texas Instructional Leadership practices. The initial plan is to contract with ESC 3 train and build the capacity of 10 staff members on LAFA and DDI and to provide monthly coaching over the course of the grant. Face to face training and coaching support would be approximately \$35,000 for two years.

In order to overcome the ESF diagnostic identified barrier of teacher buy-in, staff participating in TIL training would receive a stipend of \$750 per year for an approximate total of \$15,000. This is the same amount that was provided for our elementary teachers who participated in the 2021-2023 ESF Support Grant. Teachers appreciated the stipend and it did improve buy in and morale for the teachers who attended the trainings and utilized the strategies.

Based on our experience with the elementary campus, there will be a need for a \$2,000 supplies and materials budget for items such as large sticky notes, markers, lamination, etc. for breaking down the TEKS, disaggregating data, and conceptualizing assessments.

YJHS math department will be contracting with ESC 3 for training and weekly PLC support of Carnegie math. This will ensure that we are providing high quality instructional materials while utilizing high yield strategies.

We plan on leveraging the remaining funds to hire a part time interventionist for the junior high campus. This person would manage the MTSS/RTI process for the junior high students. The interventionist would coordinate with classroom teachers to provided data-based, targeted, TEKS based interventions to students during the school day. The district understands that the remaining amount of ESF grant funds will not be sufficient to pay for the position for the duration of the grant. The district is willing to utilize a combination of ESF, ESSER, and/or local funds to provide an interventionist. We believe that this position will be an integral part of the Targeted Improvement Plan. The elementary school was able to employ a reading specialist and they scores helped them grow from an F rated campus to a B rated campus.

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.

Due to the commitment involved in utilizing grant funds and in order to leverage funds to make the most impact, campus leadership was involved in the planning of the grant budget. The results from the ESF diagnostic and the campus needs assessment were utilized in planning the grant budget. In order to ensure that campus leaders have direct access to grant funding and alignment to the Targeted Improvement Plan, quarterly meetings will be held between the DCSI and the campus.

One of the challenges that the elementary campus faced with the 2021-2023 ESF grant involved collaboration between administration and campus leadership regarding grant funds. The previous district administration did not regularly collaborate with the campus principal regarding remaining funds or availability of funds. The campus principal did not know that there were funds to be spent or what they could be spent on. As a result, there was a disconnect between what the principal needed to complete the Targeted Improvement Plan and what the district thought would fit the grant.

As a result of the lessons learned through that experience, we understand the importance of collaboration and communication. The campus must have the ability to adjust funds as needed to meet the goals of each cycle. Prior to submission, the campus and district administration will meet to go over TIP progress, ESC 3 TIL recommendations and needs, and campus needs based on the data. The budget can be adjusted and the principal will have access to grant funding in order to make the adjustments needed to build capacity on the campus.

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

