



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.

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): [Redacted]

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.

CDN 022901

Vendor ID 1746000020

Amendment #

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 Superintendent of Alpine ISD serves as the District Coordinator of School Improvement (DCSI) and will work closely with the Principal, district school improvement team, and campus school improvement team to support Alpine Elementary School in carrying out school support and improvement activities that include the development of a campus improvement plan. The Superintendent is serving as the DCSI in order to eliminate any barriers that the campus leadership might encounter in accessing the resources they need to succeed in improving student performance. She has worked side-by-side with them to review the data from their most recent ESF Diagnostic, to select their prioritized areas of focus, and to determine which of the Vetted Improvement Programs (VIP) will address their needs most comprehensively. She will continue to work them as they develop and implement their campus improvement plan, quickly mobilizing anyone on the district team who is needed to contribute to success in implementation by providing expertise, resources, or simply an extra pair of hands.

The Superintendent and Director of Curriculum and Special Programs coordinate a district improvement planning process. Campus improvement is a critical part of this work. The Superintendent and Director will support Alpine Elementary in their Campus Improvement Planning process, which includes convening stakeholders, reviewing relevant data, and determining action steps based on best practices.

The superintendent will also take the lead in the development and implementation of a district monitoring plan to measure both the fidelity of implementation of the campus improvement plan and the impact that implementation is having on leader, teacher, and student performance. She will serve as a mentor and coach to the Alpine Elementary School Principal and Assistant Principal, assisting them and the campus team to overcome any challenges they may encounter and challenging them to excel. Specific examples of supports that the district team is currently providing to Alpine Elementary School as they implement school improvement initiatives include high-quality instructional materials, educational consultants for job-embedded professional development, substitutes to provide time for teachers to spend with these consultants, and access to additional professional development in a variety of formats to address differentiated needs.

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.

As active participants in the creation and implementation of the campus improvement plan at Alpine Elementary School, the district school improvement team will have working knowledge of the plan, how well it is being implemented, and how much impact it is having on achieving the plan goals and objectives. In addition, the district team will create a monitoring calendar and rubric to formally assess progress quarterly. This assessment will include analysis of program and leader/teacher/student data, observations, and reviews of products. This assessment will include student level data systems that are already in place (e.g., TEA Beginning-of-Year, Interim, and STAAR assessments), as well as new data systems based on needs analysis (e.g., NWEA MAP testing for K-2).

It is our intent, through this ongoing monitoring process, to address any weaknesses during the first year of implementation as they occur with a swift correction in course. However, if additional actions are needed following unsuccessful implementation of the web-based improvement plan after the first year of the grant cycle, district and campus teams will collaborate to identify root causes of the problem and create/resource a plan to target them for improvement.

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.

Alpine ISD leaders will identify policies and practices that are current and potential roadblocks to full and effective implementation of the Effective Schools Framework Essential Actions that Alpine Elementary School is focusing on through its campus Improvement Plan. Once identified, the team will determine how those practices and/or policies can be modified to remove the roadblocks through operational flexibility. The superintendent will take the lead in ensuring the needed steps are taken to implement those modifications. Current examples of operational flexibility include:

- providing High-Quality Instructional Materials to facilitate high-quality teaching and learning;
- adjusting calendars and schedules to leverage the best learning opportunities;
- providing substitutes for teachers to participate in job-embedded professional development during the school day with educational specialists/consultants; and
- providing multiple methods through which teachers and leaders can access professional development.

Alpine ISD is currently a District of Innovation with approved flexibility in class size, school calendar, contracts, and teacher certification.

As the district and campus school improvement teams continually monitor the implementation of the campus improvement plan, additional areas in which operational flexibility is needed may come to light. When that occurs, the superintendent will collaborate with the appropriate staff to address the need.

Alpine ISD has already made progress in many areas of The Effective Schools Framework, including:

- * Effective Instruction -- launching PLCs in K-4 at Alpine Elementary
- * Strategic Staffing -- partnering with the University of Texas at the Permian Basin to launch a Teacher Residency Program and create funded pathways for paraprofessionals to become certified teachers
- * High-Quality Instructional Materials & Assessments -- K-5 teachers piloted Amplify (Reading) and Eureka (Math) HQIM materials this spring in preparation for full implementation in the 2023-24 school year
- * Positive School Culture -- district and campus leaders have implemented many positive changes to improve school culture for students and staff
- * Strong School Leadership and Planning -- the Superintendent is leading a strategic plan based on 4 core goals and 7 supporting objectives determined by the Alpine ISD Board of Trustees

Next steps for Alpine ISD in the areas of The Effective Schools Framework include:

- * Effective Instruction -- structuring and enhancing PLCs in K-4 at Alpine Elementary
- * Strategic Staffing -- leveraging additional strategic staffing models at Alpine Elementary to ensure effective teachers are leading every classroom
- * High-Quality Instructional Materials & Assessments -- supporting full implementation of HQIMaterials in the 2023-24 school year, including professional development, coaching, support, and stipends
- * Positive School Culture -- continuing to impact positive changes to improve school culture for students and staff
- * Strong School Leadership and Planning -- summer strategic planning, including quarterly step-backs scheduled during the 2023-24 school year

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 proposed in this application is designed to support Alpine Elementary School to meet the needs and goals of their ESF-Focused Support Program as each proposed expenditure is aligned to an activity designed for this purpose. The funds are budgeted as follows:

6100 (Payroll) - \$80,000, including \$60,000 in extra duty pay for tutorials, summer programs, summer professional development, and for substitute pay to support teacher coaching/professional development. Goal: Retain, recruit, select, assign, and induct a full staff of highly qualified teachers. \$20,000 for Grant Program Manager salary to monitor the grant program.

6200 (Contracted Services) - \$35,000 total with \$25,000 allocated to pay ESC 18 as our VIP to provide engagement in two TIL cohorts with aligned coaching and training and \$10,000 for teacher professional development/coaching to support the campus Improvement Plan.

6300 (Instructional Supplies) - \$15,000 for instructional supplies to implement activities aligned to the TIL training and differentiated professional development for teachers.

6400 (Travel) - \$10,000 for travel to grant-required activities and professional development aligned to the campus Improvement Plan. Travel expenses for TEA required events, VIP required events, and district-directed trips to support Effective Schools Framework.

Alpine ISD will follow our administrative procedures to ensure that we meet all local, state, and federal rules and regulations while budgeting and expending the funds.

As we monitor the implementation and results of our plan, if budget adjustments are necessary they will be made following local procedures. If any changes that are made require approval by the Texas Education Agency, an amendment will be submitted.

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.

As a schoolwide Title 1A district, Alpine ISD coordinates funds from multiple sources for the purpose of school improvement. Fiscal resources are allocated to Alpine Elementary School based on the campus improvement plan, ensuring each initiative that is required in order for the school to meet their goals and objectives is fully funded.

Examples of other Federal and state resources that align to carry out the activities supported with funds received under this grant are listed below:

- Title Ia upgrades the educational program, raising academic achievement for all students.
- Title II and IV funds are redirected to bolster the Title 1A program using Reap/Funding Transferability.
- State Compensatory Education supports the schoolwide Title 1A program
- Additional state and federal funds support tutoring, educational consultants, and instructional supplies
- Local funds support the basic educational program and enrichment activities
- LASO grants from TEA support HQIM implementation, professional development, and support

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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	