



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 **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):

N/A

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.

Tulia ISD believes that as the entire district works together, the district will have an aligned vision that will impact every student, every person, every day- moving forward. Our vision has driven our actions by focusing time and effort on developing and implementing Improvement Plans. District and campus leaders have attended the Effective Schools Framework trainings to support the school improvement process to create targeted improvement plans to have a deeper understanding of essential actions. These actions drive change in order to improve school outcomes and the implementation to support improvement plans.

Following the ESF learning process, the entire district leadership team, including the District Coordinator for School Improvement (DCSI), the Superintendent, Assistant Superintendent, Executive Directors, and Instructional Coaches worked alongside the campus leadership team to identify and prioritize key actions that will have the highest leverage to impact instruction and student achievement. Multiple sources of data were used, including the Campus self-assessment and the diagnostic assessments, to narrow the focus on ESF Foundational Essential Actions- Key practices and Success Criteria. Through this problem-solving process, the district realizes its district-wide need is rooted in 1.1 Strong Leadership Planning. The district's commitment to time and resources is critical to support powerful teaching and learning and realizes a need to modify existing practices and systems in accountability. The district ensures that principal supervisors will remove barriers that have traditionally impacted communication and ongoing support and coaching by reframing the campus leaders' responsibility to dedicate time to school instructional leadership. The district commitments will directly impact the campus area of need specifically in 5.1- Effective Instruction and 5.3- Data-Driven Practices.

If awarded, the grant funds will allocate resources and help extend our intentional focus on growing our instructional leaders by continuing to partner with the Education Service Center to further enhance the instructional leadership systems of coaching and ongoing feedback. We are committed to the process as we continue the observation and feedback cycles while supporting educators in intentional lesson alignment and formative assessments. The grant will champion our overall district efforts for implementing effective and results-bound campus improvement plans.

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.

Tulia ISD monitors the targeted improvement at the inception of the plan , throughout cycles, and at the end of every cycle. Stakeholders meet and discuss each goal to measure (with data) the effectiveness of the objective. Strategies and actions are implemented to meet barriers and challenges after the first year of the grant cycle.

The superintendent leadership teams meets with the district- personnel to build instructional strategies, unpack the data of coaching sessions, mastered action steps, and support in identifying gaps in implementation. Intentional agendas drive each weekly meeting focused on a data-driven problem-solving process which includes a moment to reflect and monitor how the instructional learning impacts the progress the campuses are making on school improvement practices.

The principal creates a weekly plan of principal focus, time allocations, and agendas for upcoming meetings and shares it with district staff through a district leadership shared drive. The district leadership team gives feedback related to the priority of need and supports in helping restructure principal time that directly relates and supports to the campus's essential actions that are foundational for powerful teaching and learning. This monitoring effort ensures that the principal is not only staying focused on essential actions but also serves as an opportunity to have critical conversations needed.

We will continue this collaborative process of developing and implementing improvement plans in order to close our achievement gaps. In order to effectively implement all grant guidelines, the district will partner with ESC 16 on Texas Instructional Leadership (TIL) learning cycles in Observations and Feedback, Lesson Alignment, and Formative Assessments. The ongoing coaching of Principal Managers, Principals, and Instructional Coaches are identified as a priority in our improvement plan. Efforts have already begun in order to restructure the master schedule and develop yearly staff professional development plans to identify the needs of the campus leaders' focus on instruction. The campus insstruational leaders have struggled with staying focused on monitoring their plan and executing an instructional follow-up with all teachers. This grant will directly provide the on-site support to overcome this challenge with the support of not only the ESC16 but a district hands-on approach to lead and support the campus leaders.

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's vision is Every Student, Every Person, Every Day- moving forward. Through this approach, an emphasis has been placed on developing instructional leaders that understand not only instructional proven practices but also the ability to analyze data and adjust through guided discourse and problem-solving approaches. To meet the goals as set by our improvement plan on Effective Classroom Routines and Instructional Strategies (5.1) and Data-Driven Instruction (5.3), our improvement plan clearly identifies a need for high-quality instructional materials.

Our district currently has instructional coaches that span from a variety of expertise that explicitly focus on content and specific subpopulations. Our coaches and district leadership team plan to support the use of high-quality instructional materials by supporting the internalization of materials to deliver data-driven lessons, instructional continuity, and design formative assessments. The district is creating a yearly support calendar that focuses on implementation walks through on-site classroom observations following professional development cycles with planned collaboration times to debrief implementation efforts of essential actions identified in the improvement plan. The superintendent leads from a stance of: What do we need to institutionalize, what are we going to abandon strategically, and what are we going to improve. With this mindset, the district is prepared to analyze what practices and policies are currently in place with the understanding that a need to modify and adjust is an essential component of the process.

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 two-year grant will support the district to create a budget that will meet the intent of the program for Tulia Junior High School. Tulia ISD has completed one full year of working with the ESC-16 Texas Instructional Leadership (TIL) in Observation and Feedback. In year two, TISD will continue that work with a hyper focus on tracking action steps to build teacher capacity. Furthermore, TISD and ESC16 will embed student outcomes to drive the discourse for school improvement and change management while implementing lesson alignment and formative alignment.

The grant funds would continue the work in observation and feedback by implementing added campus support and professional development geared toward 5.1- Effective Instruction and 5.3- Data-Driven Practices. The district will determine and budget where grant funds will be best utilized for both years of the grant. Each decision will be a collaborative effort to ensure progress is made in 5.1- Effective Instruction and 5.3- Data-Driven Practices.

6100 Personnel - 10% of grant funds will go to program management, teacher stipends, extended duty pay for training outside of work hours

6200 Professional and Contracted Services - 70% of grant funds will go to the service provider. The ESC-16 will provide a package including - deep embedded support, continued TIL Framework training and implementation, and walk along classroom observations for school improvement.

6300 Supplies and Materials-20% of grant funds will go to resources and supplies(including technology)

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 campus instructional leadership alongside the district leadership team will work in concert to create a proposed budget for Tulia Junior High School. Collaboratively, leaders will analyze past and current data to prioritize the needs of students and staff. Campus administration will have direct access to the budget codes in Ascender to order supplies, and enter purchase orders.

The ESC-16 will provide monthly support to the campus administration to align the TIP with grant funds. Plan4learning budget planning and formative review will be utilized to provide transparency through the process. The leadership in Tulia ISD will work relentlessly to ensure all grant funds are clearly aligned to the Targeted Improvement Plan needs and goals.

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