



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):

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 ensure that each campus receiving the Focused Support Grant funds will develop a Target Improvement Plan that identifies and focuses on the gaps in learning that need to be closed. A district and campus leadership team will facilitate the development of the TIP. Improvement efforts will be prioritized according to need and a scope and sequence of intervention will be provided for review. It will be important for our educators to use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills.

We will improve the quality of instructional materials and make sure they are aligned to instructional planning calendars and interim and formative assessments. A partnership will be established with ESC Region 5 to provide our teachers the Texas Lesson Study training. That work will allow our educators to collaboratively plan, practice and reflect on their daily instruction while developing a deeper knowledge of content and pedagogy. We will continue to receive staff development and additional support from ESC 5 and a school improvement service provider that will assist in improving student academic performance.

Weekly planning meetings and one-on-one coaching will provide opportunities for teachers to take a deeper dive into the required content for their students. The developed improvement plan for our campuses will provide historical student performance data, academic goals, outcomes, action steps and progress monitoring.

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.

Tekoa High and Elementary School's 2023 ESF Diagnostics indicates that the prioritized focus areas for both campuses are Essential Actions 4.1 and 5.3. The district will monitor the implementation of all actions steps and student progress data reports when reviewing quarterly TIP Cycle Progress Reports. Weekly walk-throughs by the principal, instructional coaches, school support service provider and DCSI will take place to ensure that the use of ongoing formative and summative assessments are taking place and resulting in teachers tailoring instruction to meet the individual needs of the students. Observation feedback will be provided to teachers by the campus leadership team prior to the next weekly classroom walk-through.

The district will meet with the campus leadership team every 30-days to review new artifacts and evidence to determine if at least 75% of the action steps were achieved and that improvement is shown through systems for improvement on the campuses. If there is evidence that no improvement and minimum or no progress has occurred, then the district will make adjustments in its implementation of district actions to address any barriers toward school 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.

Campus instructional leaders will receive training and ongoing coaching that will support the implementation of instructional leadership systems. The Campus Leadership Team will meet monthly with district level officials review the TIP progress and make recommendations will help in its implementation.

The district is committed to providing the resources needed to adjust the campus master scheduled to allow additional time for PLCs. There will be frequent data meetings that facilitate in-depth conversations about formative and interim student data and effective instructional strategies that will result in at least 50% of our students performing at the Meet Performance Level in all subjects at the end of the school year. It will be important to communicate a clear, focused vision for continuous improvement aligned with collaborative efforts for student success.

The district appointed CLT will be responsible for leading the development of the TIP. Each member's role is to ensure that there are SMART goals and strategies for implantation. Continuous identification and implementation of best practices with measurable goals from the Effective School Framework will be used to address identified student learning and system needs to achieve desired annual outcomes. All student performance data disaggregated to identify strengths, priority needs and essential actions.

Feedback and coaching will be given to each teacher. Our campus instructional leaders will review disaggregated data to track and monitor the progress of all students, providing evidence-based feedback to teachers. Teachers will utilize a protocol to conduct data conferences with their students and guide students through tracking their individual data, as well as their class data. Teachers will analyze their data to identify trends, misconceptions, and determine the root cause of why students may not have learned the concept to create the instructional action plan for reteach.

The district will also provide the campuses with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports through staff development, with a rubric, will be utilized to determine instructional effectiveness. The campus leadership and teachers will receive instructional training by ESC 5 that will ensure that 100% of teachers will be able to provide adequate Tier Level Instruction for the success of all students on STAAR.

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 district will work with ESC 5 to implement strategies outlined by ESF. Our goal is to address our target areas to increase student achievement. We will utilize the funding from the proposed budget to strengthen campus systems, build sustainable, on-going improvement efforts. Tekoa Academy of Accelerated Schools will continue to support campuses with the Effective Schools Framework aligned improvement strategies. The district and campuses will increase their efforts to work together to align protocols for lesson plan design, data analysis, walk-throughs, and professional development.

A large expenditure for the proposed budget will be used for contracted services with ESC Region 5 to provide the Texas Lesson Study Training towards improvement in collaboratively planning, practice and reflection of daily instruction while developing a deeper knowledge of content and pedagogy. There will also be the ongoing development of strong school leadership and effective instruction. Our campus and district leaders will have an opportunity to grow as instructional leaders to build effective daily lesson plans that will drive student learning through formative assessments. There will be an increase in the utilization of human capital and necessary resources to meet defined needs for a successful learning environment. Additional instructional coaches will work with our teachers to improve daily instruction and increase the use of formative and summative assessments. The cost of hiring the instructional coaches will be partially covered to help assist with coaching and the implementation of research-based interventions. A school improvement coach will work with the CLT to assist in setting goals, progress measures and evaluations.

To build capacity and ensure deeper implementation and improvement of the schools, personnel costs will be budgeted for teacher leaders, to be identified, selected and provided a supplemental stipend to carry out extra duty pay activities as master teachers, and for additional days/hours or work to support schoolwide improvement. Supplies/materials will include, but are not limited to instructional manipulatives, technology hardware, software, supplemental instructional materials, books for professional development, student texts, supplies to enhance student engagement and achievement.

The two-year grant will allow our school district to plan for budgeting the awarded school. Our district will be able to plan for future year's budgets and make priority decisions about spending to ensure we sustain this work and expand to more schools in our district.

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 proposed budget was collectively and collaboratively developed by district and campus instructional leaders to better meet the targeted needs of the students and staff as identified in the comprehensive needs assessment for each campus. To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate the supplemental funds with Federal Title 1, Title II, Title III, and Title IV, state and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. Initial planning of schedules, time, available resources will all be taken into consideration prior to the full implementation of services and goods being procured.

Campus Leadership Teams will evaluate program effectiveness and survey teachers quarterly to determine when additional expenditures are needed. The district is committed to providing the needed resources that will support students success at the campuses.

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