



**2021-2023 Title I, 1003 ESF-Focused Support Grant**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

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](mailto: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, 2021**.

Grant period from

**June 8, 2021-September 30, 2023**

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 Pathway Attachment
3. Pathway 2: Pathway 2 Supplemental Pathway Attachment

**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  DUNS

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

RFA #  SAS #

**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="1"/>
Pathway 2	<input type="text" value="0"/>

**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 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 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. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

**Statutory/Program Assurances, cont'd.**

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. 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 web-based improvement plan, submission of funding and pathway progress reports.

**Summary of Program**

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

District leaders support Jacksboro Middle School and its feeders, Jacksboro Elementary and Jacksboro High School, through the following school improvement activities. 1) District Leadership Retreat - develop the leadership capacity of campus leaders (principals, assistant principals) through summer leadership retreats that focus on building positive relationships (with students, parents, and staff), campus branding, and effective use of social media to promote campus initiatives. 2) Data-driven instruction - to support campus administrators in making informed instructional decisions based on interim checkpoint results. 3) Campus planning - the district uses the web-based program Plan4Learning to document district/campus needs assessments, ESSA Title 1 spending, State Compensatory Education spending, and district/campus improvement goals, performance objectives, and strategies. District/Campus Improvement Teams conduct formative reviews of district/campus plans in November, February, and June. The District Improvement Team conducts summative reviews during the District Planning Workshop in late July.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

District leaders closely monitor schools receiving the ESF-Focused Support Grant through our district and campus planning software, Plan4Learning. (a) This web-based campus planning tool allows district and campus leaders to collect comprehensive needs assessment data, develop goals related to campus needs/deficiencies, performance objectives, data sources, district priorities, strategies targeted at goal attainment, expected results, staff responsible for monitoring the strategies, and funding sources. Campus improvement teams consisting of administrators, teachers, counselors, instructional specialists, parents, and community members collaborate to develop the campus improvement plan during the district's planning workshop held annually in late July. Campus improvement plans are updated in Plan4Learning by campus principals and approved by the campus improvement team in September. The campus principal presents the campus plan to the school board in October. (b) Campus improvement teams conduct formative reviews of campus goal progress in November, February, and June. Summative reviews occur during the district planning workshop in July. Follow-up action plans are developed based on the summative review, and the planning process begins again for the next school year.

**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 aligned web-based Improvement Plan.

District and campus leaders are trained in the Effective School Framework Essential Actions. We will work closely with Region 9 ESC to effectively implement practices and policies that allow for operational flexibility at all three campuses in the district. The district prioritizes developing strong campus instructional leaders that can appropriately plan, monitor, and coach effective instructional practices. The district provides ongoing professional development that targets the ESF levers of 1) strong school leadership and planning, 2) effective, well-supported teachers, 3) high-quality curriculum, and 4) a positive school culture. Additionally, the district is committed to continuous improvement through our data-driven instruction initiative, supported by a partnership with Region 9 ESC.

**Budget Narrative**

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget will meet the goals of the Effective Schools program by allocating funds for our selected Texas Instructional Leadership provider, Region 9 ESC. Grants funds will be used for technical assistance, instructional materials, summer professional development, and Rtl teacher salaries.

**Budget Narrative, cont'd.**

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

The district will continue to allocate ESSA Title I, State Comp Ed, and local funds to support campus improvement activities that include 1) data-driven instruction, 2) tier 2 and 3 Response to Intervention (RtI) practices targeted at improving student achievement in reading and math, 2) instructional materials and resources, 3) professional development related to researched-based instructional practices and technology integration, 4) parent and family engagement activities, 5) tier 2 and 3 Response to Intervention practices targeted at improving student achievement in reading and math, and 6) summer school staffing and supplies. If awarded the ESF-Focused Grant, the district will use grant funds to enhance district efforts that support campus leadership development and campus improvement planning. District priorities for grant funds will target high-quality curriculum and assessment development, teacher support and coaching, and positive school climate initiatives.

**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**