



**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.

Grape Creek Intermediate and Grape Creek Middle School are currently Targeted Support campuses and have developed a Targeted Improvement Plan (TIP) based on Lever 5 Effective Instruction, Essential Action 3: Data-driven Instruction. These plans were developed with teacher, principal, superintendent, and DCSI input as well as with information from the District Data Specialist regarding accountability standards and specific grade level breakdowns of student achievement by sub-population, tested area, and special populations. Previously, Grape Creek Middle School had partnered with Region XV through Pathway 1 ESC supported VIP, and both TIPs were developed with input from staff members at the Region Center.

Both plans have been monitored through Administrative Professional Learning Communities (Admin PLC), Campus-level Professional Learning Communities (PLC), and through data analysis provided by the District Data Specialist that was discussed with district and campus leadership. Campuses utilized Curriculum Based Assessments (CBAs) from DMAC, Interim Exams provided by TEA, and locally developed assessments to gauge student achievement. Through these analyses, campuses have discovered that staff can effectively adjust curriculum based on student need as evidenced by student data discussed at campus and administrative PLCs, data walls present on both campuses, and lesson plans that effectively scaffold and spiral TEKS that are deficient.

Currently, the LEA has discovered that, although teachers and principals have the capacity to drive instruction by data, there still seems to be wide learning gaps that need to be addressed through more individualized instruction to specifically target TEKS that will increase overall achievement. Both the Middle School and Intermediate Campus have seen success in implementing Lever 5.3, but there is a high need for providing supplemental instruction to the actual students through increased attention on an MTSS framework in order to build capacity in teachers and principals to decrease learning gaps that are hindering student achievement. The LEA will work with teachers, principals, superintendent, DCSI, and District Data Specialist to develop TIPs that address Lever 5.4, focusing on MTSS for students with learning gaps. Additionally, curriculum experts from Region Center XV, as well as other vetted entities, will help develop training opportunities for campus leadership and teachers to implement best-practices regarding MTSS.

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.

TIPs will be monitored by the DCSI and Superintendent through Admin PLCs with campus and district leadership and the District Data Specialist. Initial implementation will require campus level leaders and teachers to utilize DDI strategies to identify students who have significant learning gaps or who lack key foundational skills. Once these students are identified, district-vetted tutors who are effective in math and reading instruction will be utilized to provide students with timely interventions throughout the year. Additionally, teachers will have the ability to provide both Tier 1 and Tier 2 interventions during school through spiraling deficit TEKS during class instruction and with targeted students during both after-school and in-school tutorials. The LEA anticipates experts from Region Center XV to be an immense help in helping design strategies for in-class support. Because DDI is essential for the entire district, teachers will track students utilizing a system that includes assessment information and student attendance in tutorials.

To gauge effectiveness, student data gathered during and after tutoring sessions will be analyzed in campus-level PLCs bi-weekly to identify which students may need further support or students who may have bridged learning gaps. Additionally, this data will be discussed at Admin PLCs every nine weeks to find any barriers or challenges that exist at the campus that would hinder students from achieving through the MTSS process. Families will be kept informed of their students' progress through progress reports provided half-way through each nine weeks session and at the end of the nine weeks session.

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.

Implementing the current TIPs for both the Intermediate and Middle Schools have elicited changes in practices and policies adopted by the LEA during Admin PLCs. Most importantly, teachers individually and with grade-level and content teams have protected time built into the master schedule to meet bi-weekly at a minimum, with the option to meet weekly. Additionally, the district has been purposeful in implementing Admin PLCs at least every grading period (9 weeks) to discuss student progress, teacher progress, and any barriers. Additionally, the LEA has hired the District Data Specialist to build campus leadership capacity to effectively run campus-level PLCs, disaggregate student data, and in-turn increase teacher capacity to affect positive change in student academic outcomes.

Because it is apparent through data-analysis that an MTSS system needs further bolstering on both the Intermediate and Middle School campuses, current policies and procedures will be expanded to increase program success, including how trainings are provided to teachers and campus leaders from the Region XV Service Center. Changes in policies and procedures will be explored through the diagnostic process provided by staff members from Region XV.

The LEA currently implements an MTSS framework that includes both in-school and after-school tutorials provided by both current teachers and vetted tutors from other entities including Angelo State University, the local Retired Teachers Association, through Goodfellow Air Force Base, and through open positions opened on the school website. Practices and policies that might hinder this type of tutoring in other LEAs have been dissolved at the Grape Creek Independent School District. Tutor pay rate has been increased by the LEA from \$25 per hour to \$50 an hour to increase interest of effective tutors.

Principals at the Intermediate and Middle School campuses are vital members of the tutor vetting process, which also includes an interview by the District Data Specialist. Principals then have the ability to choose which tutors best fit the needs of their students and their campuses and have the ability to manipulate their Master Schedules to include tutors in the regular school day and after school.

As student data is discussed in campus-level PLCs, principals have the ability to place tutors with specific students. Additionally, tutors have the ability to provide feedback to PLCs regarding student strengths, needs, and any other barriers that may occur that might hinder effective tutoring.

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.

If awarded \$100,000 per campus, totaling \$200,000 over two years, each campus will receive approximately \$50,000 per year. \$15,000 of that amount per year will go towards campus support from the ESC supported VIP to bolster and improve teacher and principal capacity in implementing an effective MTSS framework on both the Intermediate and Middle School campuses, meaning a total of \$30,000 per year will be placed in 62XX on services needed to fulfill improving the MTSS program.

The proposed budget places \$30,000 per year per campus into 61XX to pay for both in-school and after-school tutoring provided by vetted outside entities as well as teachers at each campus who will provide Tier 2 support, mostly after school and possibly Saturday mornings.

Through data analysis of previous years, the LEA has discovered that one of the best practices to build capacity for effective instruction is to provide models for teachers to observe. An additional \$5,000 per campus per year will be placed in 62XX to provide in-person, hands-on professional development to improve Tier 2 instruction.

<p>Intermediate Campus</p> <p>Year 1</p> <p>61XX: \$30,000</p> <p>62XX: \$20,000</p> <p>Year 2</p> <p>61XX: \$30,000</p> <p>62XX: \$20,000</p> <p>Total Over Two Years</p> <p>61XX: \$60,000</p> <p>62XX: \$40,000</p> <p>Grand Total: \$100,000</p>	<p>Middle School Campus</p> <p>Year 1</p> <p>61XX: \$30,000</p> <p>62XX: \$20,000</p> <p>Year 2</p> <p>61XX: \$30,000</p> <p>62XX: \$20,000</p> <p>Total Over Two Years</p> <p>61XX: \$60,000</p> <p>62XX: \$40,000</p> <p>Grand Total: \$100,000</p>
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Total Planning Amount for Grant: \$200,000

Adjustments can and will be made to the overall budget per campus if the data discussed during Admin PLCs, campus-level PLCs, and through district leadership meetings discovers barriers that need to be addressed. Both campuses are Title I Schoolwide campuses, and monies from this grant and local monies will provide support for other purchases as needed.

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 LEA has always believed that campus leaders are the stewards of their own campus, and campus expenditures are a reflection of careful planning and discussion among campus staff.

All budgetary items are within the Ascender program where campus principals see their campus budget. ESF grant funds will be included in this program without any barriers for expenditures as long as each one follows Federal, State, and Local requisition requirements and they align with the campus TIP.

The DCSI, District Data Specialist, and Special Populations Director will oversee all requisitions and invoices to ensure alignment with grant standards and State and Local policies.

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