



**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 EIN

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	<input type="text" value="3"/>
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 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.

Taylor Middle School, Main Street Intermediate, and Naomi Pasemann Elementary have engaged in the implementation of the Effective School Framework for the 2022-2023. With the intent to align campus efforts to high leverage strategies and the mission of the school district, campus principals and members of the senior leadership team were trained at the beginning of the year by Region 13. TMS, MSI and NPE with assistance from Region 13 completed the self-assessment process using the ESF self-assessment tool and developed a Targeted Improvement Plan from the information provided. The Targeted Improvement Plans were uploaded into TEAL quarterly. Taylor ISD uses Plan4Learning to house and update our District and Campus Improvement Plans as well as the Targeted Improvement Plans (TIP). The Improvement Plans are updated every 90 days to reflect on the progress of the stated goals and to identify areas for improvement or adjustments.

A compilation of the data from the three campuses in the fall, has given focus and direction for the school improvement activities for the 2022-2023 school year. The data indicated the Essential Actions 1.1 (Developing Campus Instructional Leaders, 5.1 (Objective Driven-Lesson plans with formative assessment) and 5.3 (Data-Driven Instruction). TMS, MSI, and NPE implemented multiple strategies to address and improve these Essential Actions. In February and March of 2023, the three campuses had a formal ESF Diagnostic conducted by Region 13. After a thorough review of the findings, it was clear that the campuses had made progress in Essential Actions 1.1 but more emphasis needs to be placed on Essential Actions 5.1 and 5.3. The findings also highlighted that Essential Action 4.1 (Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments) must become a priority as well and addressed prior to moving towards Essential Action 5.3

In order to support the campuses in carrying out the identified Essential Action of 4.1, the district will partner with the Texas Instructional Leadership. TISD will have two cohorts engaged with TIL. An elementary cohort and a secondary cohort. This will allow the district and TIL to meet campus specific needs. In year 1, our teams will receive training in Lesson Alignment and Formative Assessment (LAFA) and in year 2, our teams will receive training in Observation and Feedback. The campus administration, campus instructional leaders, two Assistant Superintendents, and the Superintendent will engage in 8 days of training in year 1 that will focus on the implementation of lesson alignment and formative assessment. Monthly implementation support visits will take place to support the campus principals. Monthly coaching opportunities will be provided for the Assistant Superintendents who will be coaching the principals. The same process will be followed for the second year with the emphasis on observation and feedback.

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.

Strategic alignment and accountability systems have been the focus of the year to improve student performance. Targeted Improvement Plans are aligned to TEA requirements and the District’s Strategic Plan. The Superintendent schedules bi-monthly visits with each campus principal to review classroom performance and ensure accountability to the targeted improvement plans and strategic plan. In addition, Taylor ISD will monitor the TMS, MSI, and NPE Target Improvement Plans monthly to ensure that identified strategies are being implemented. Monthly Principal Meetings which include all principals as well as the Superintendent, Assistant Superintendents and the Academic Deans to allow for a discussion of current assessment data, implementation of Essential Actions and collaboration on the campus’ TIP. During this time, revisions are made as needed. In addition, the plans are submitted to TEA along with suggested artifacts quarterly for review.

Each campus will hold weekly PLCs which will focus on the campus implementation for Essential Actions 4.1 and 5.1. After each assessment, campus data meetings will be scheduled and follow-up will occur that will include grade level instructional adjustments, direct coaching, and discussions will occur with teachers.

If targets/expectations are not being met as the process progresses, the Senior Leadership Team and the campus principals will convene to discuss and determine immediate intervention to improve teacher practices that impact student outcomes. The data meetings and campus observations of classrooms and PLC’s will be the source of information to determine if the campuses are progressing towards the targets identified on the TIP.

At the end of the first year, TMS, MSI, and NPE will complete the ESF self-assessment tool. The results of the new ESF self-assessment will be compared to the formal ESF Summary Diagnostic Summary Report that was done in the Spring of 2023. The Senior Leadership Team and the Campus Administrators will review the results and adjust in order to remove needed barriers and promote student success. The district will also collaborate and share the results with the Texas Instructional Leadership to address and changes or adjustments.

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 priority of Taylor ISD is to implement high leverage strategies that fully align to the Effective Schools Framework in order to improve student achievement. Practices and policies will be adjusted throughout the year to Taylor ISD will modify, as appropriate, practices and policies to provide operational flexibility to Taylor Middle School, Main Street Intermediate, and Naomi Pasemann Elementary. The district is fully committed to operational flexibility that coordinates efforts to ensure campuses do not encounter any barriers to fulfilling the implementation of the Effective School Framework. This flexibility will apply to master scheduling, time for professional development, collaboration with key stakeholders and a commitment to ongoing review and support.

Taylor ISD is committed to ensuring that our approach to job-embedded professional learning and coaching continues to be district priority. For this reason, the district will establish for 2023-2024 a position aligned to this priority. The Director of Campus Academic Support will serve as the liaison between the campus instructional coaches and the campus administrators. This position will focus on the implementation of Essential Actions 4.1, 5.1 and 5.3 by having weekly meetings with administrators and teachers that are collaborative conversations, classroom visits and PLC support. In addition, the district has set aside professional development days for all campus administrators and instructional services to engage in the Get Better Faster Model with the intent of continually focusing on continuous improvements at all levels of the organization.

Taylor ISD will ensure that all teachers have access to a scope and sequence that is aligned to the TEKS and provide common assessments to gauge that alignment. The structure of the PLC's will ensure that Essential Actions of 4.1, 5.1 and 5.3 will become campus-wide expectations and serve as a vehicle to analyze data and discuss strengths and weaknesses in instructional practices.

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.

For the past two years, the district has been allocated Title 1 and ESSER III funds to fund instructional coaches at each campus. This is practice that will continue for the 2023-2024 school year with ESSER III funds expiring within that year. This past fiscal year we also allocated Title I, 1003 School Improvement Grant funds to begin the process of implementing the Get Better Faster Model at the campus level as well as providing Campus Administrators and Teachers with professional development to better understand the use of assessment of data. These have proven successful strategies but our ESF Diagnostic highlighted the need for increased resources to focus on district lesson plan alignment and formative assessments. Our data has indicated that an increased degree of alignment among campuses was needed.

The ESF Grant funds would help us ensure that our forward momentum is continued. The proposed budget would include funds being allocated to the 6100 Object to partially fund the salary for the Director of Campus Academic Support and to the 6200 Object Code for contracted services with the Texas Instructional Leadership through Region 13. The remaining funds will be allocated to the 6300 Object to increase our students' access to Highly Qualified Instructional Materials.

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.

Taylor ISD is committed to aligning Federal, State and Local funding to maximize our ability to carry out the strategic actions necessary to address the campus needs as reflected in the ESF Diagnostic Process as well as the District/Campus Needs Assessments.

Taylor ISD will align the District Improvement and the Campus Improvement Plans to the focus on the strategic priorities identified. The District will coordinate Title I, Title II, Title III and ESSER III funds to ensure all of the instructional programs already in place will continue with fidelity.. The District will continue to use State Compensatory Funds to support our at risk students. Local funds will be allocated to the campuses on a per-student basis to ensure that our students and staff have access to materials and supplies as needed.

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

