



**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	<input type="text" value="3"/>
Pathway 2	<input type="text"/>

**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.

Tyler ISD is committed to aligning with the key practices addressed in the Effective Schools Framework (ESF) to ensure all campuses are successful in supporting powerful teaching and learning. Tyler ISD has established a strong working relationship with the Region 7 service center on ESF Lever 1 support. Upon receiving the grant, the eligible campuses will continue to meet with Region 7 monthly to discuss principal coaching and promote strong campus planning. In addition, our campus principals will receive high levels of coaching from central administration as they monitor and assess progress to drive new actions. The campuses Tyler ISD is seeking to administer this grant have received some training through the Texas Instructional Leadership (TIL) program through observation and feedback using the Bambrick-Santoyo model. The grant will allow a continuance of meaningful coaching practices to continue to develop effective teachers and will accelerate the progress of their existing work to ensure full ESF alignment in the planning and implementation.

Tyler ISD implements a LIFT (Lightning Improvement for Tyler) initiative, where campuses create intentional plans to meet the needs of targeted student groups. These plans mirror the use of web-based TIP through Google Sheets. This plan is used in conjunction with their Campus Improvement Plans from the Plan4Learning platform. The district central office will support any grant requirements with the use of an additional web-based TIP platform and/or diagnostic tool.

These opportunities for ongoing support and coaching will provide a firm foundation for our campus leaders so that they will be equipped and supported to build the capacity of their teachers and ultimately address the causes of low academic performance for targeted areas. All awarded campuses will develop their web-based improvement plans in alignment with the ESF and best practices in continuous improvement, including data analysis, needs assessment, stakeholder input, and frequent progress monitoring of strategies to ensure effective implementation. Tyler ISD is confident in its central office support structure to provide campus principals with adequate feedback, coaching, and decision-making support to carry out the developed improvement plan.

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.

Each campus involved in the grant will align its calendars with the Deputy Superintendent and a Chief of School Leadership (principal supervisor) and the DCSI to have monthly check-in meetings collaborating on the actions in their improvement plans. These meetings will also be in partnership with a TIL coach from the ESC. The premise of these meetings will be to ensure that the improvement plan is met with fidelity and to collaborate on progress monitoring. These discussions should also include campus leadership teams in reflective processes that provide insights that assist in creating action plans and refinements. The checkpoints embedded in the monitoring plan should align with the principal's vision and assist in maintaining the integrity of the ESF goals. Additionally, campuses will be provided improvement resources to support implementation and data monitoring to proactively monitor accountability performance and long-term ESF goals beyond the grant.

As challenges arise during implementation, the DCSI, Chief of School Leadership, and Campus Leadership Team (CLT) will reassess the plan at the end of each reporting period, and adjust accordingly. The use of a continuous improvement cycle is essential to determine where the plan is exhibiting the Essential Actions of the ESF and where we can improve in other actions. At progress monitoring checkpoints in this grant period, the DCSI and CLT will review student academic achievement data to learn how support received through this grant has yielded improvement in academic achievement for student groups disaggregated by race, ethnicity, Special Education, Emerging Bilingual, and Economically Disadvantaged. With central office assistance, a gap analysis will be used to identify areas of concern and build action steps. If the plan is not being implemented with fidelity by the end of the first school year included in this grant period, the DCSI and CLT will determine whether reallocating resources is necessary. The collaboration will be used to identify the things that are working and build upon the continuous improvement cycle to address the subsequent year's needs for success.

**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.

Tyler ISD will accommodate necessary operational flexibility to enable full and effective implementation of the ESF-aligned web-based Improvement Plan developed through this grant project. Tyler ISD campuses already have tiered autonomy in operational procedures such as master schedules, including core subjects, and campus-based decisions, such as determining instructional big rocks based on data. Tyler ISD will also rely on our regular collaboration meeting with principals, coaches, Chief of School Leadership and DCSI. Provide flexibility in practices on campuses that, in some cases, will be cohort-dependent. Campuses will be able to schedule their walkthroughs, coaching, and feedback in alignment with the ESF grant. Campuses will also engage in Data-Driven Instruction Cohort and will be granted flexibility in how they structure and schedule their Professional Learning Communities (PLCs) in order to maximize these processes.

In addition to the flexibilities afforded to these campuses, the district commits to providing principal supervisors protected time to engage in instructional leadership and principal coaching as necessary to support and monitor the process. The district will ensure that awarded campuses have protected time to engage in partnership with Region 7' s Texas Instructional Leadership cohorts and will remove any barriers to having them accomplish planned action steps.

Furthermore, Tyler ISD will utilize high-quality and aligned common assessments to maximize the use of DDI practices. Campuses currently use a district data protocol that provides roles and responsibilities that focus on analyzing and responding to data in order to strengthen instruction. However, by engaging with the DDI cohort, campuses could meet the individual needs of each student in alignment with their TIP plan. The district will ensure all awarded campuses receive professional learning and support in how to run reports and engage in data analysis using a new assessment management platform. Tyler ISD will utilize the data reflections from the CLT to modify plans and provide support in a timely manner for the campus to implement the ESF action effectively. Key central office leaders will be included in these meetings to help facilitate and support decision-making that aligns with the practices and policies that enable full and effective implementation of the ESF.

**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.

Our budget request for this grant is based on \$100,000 per campus. Tyler ISD has included applications for three campuses, for a total of \$300,000. Tyler ISD will ensure that the budget allocated to each campus is utilized efficiently and effectively to meet the needs and goals of the ESF-Focused Support Grant and all expenses are directly linked to the ESF. The budget for the award will be monitored and maintained at the district level, making certain that these funds are utilized for this purpose and that they supplement and do not supplant existing funds. The budget will be designed to support three eligible campuses under Pathway 1 - participation in the regional education service center Texas Instructional Leadership cohort.

The DCSI will work closely with the campus supervisor and campus leadership throughout the two-year grant period to be responsive to needs identified through progress monitoring and ensure continuous improvement in the implementation of the web-based Improvement Plan with fidelity. Region 7 has provided Tyler ISD with an estimate for the cost of services per Texas Instructional Leadership cohort to be approximately \$30,000 per campus. We estimate the cost of participating in three cohorts over two years is estimated at \$90,000 which is within the 30% recommended in the budget guidelines.

While the use of these funds may vary by cohort, we anticipate using funds to support the campus rollout for induction, professional development, planning days, and teacher coaching to ensure all staff is in alignment with each campus plan. The district will ensure that these stipends will be used to target campus-specific needs as identified by the grant leadership team. Stipends may also be used as means of retaining high-quality program staff. We estimate \$85,000 for payroll costs across the three campuses.

Each campus will allot approximately \$50,000 for supplies and other operating costs to support TEKS-aligned supplemental instructional supplies and resources that support program goals and target student achievement. This includes travel expenses to TEA-required events and/or professional development to support ESF implementation.

The three campuses, Rice Elementary, Hubbard Middle School, and Moore MST Middle School, are Title I campuses and do not currently receive any other School Improvement Funding. The finance office and district support will meet regularly throughout the grant period to assess progress and budget implementation. Regular communication with participating campuses will be used to support decision-making and make any budget adjustments as necessary, in line with district procedures and grant guidelines.

**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.

Tyler ISD will ensure campuses and the finance department work together to ensure Federal, State and Local resources to support the three identified campuses. This collaboration, in tandem with the principal supervisor and DCSI, will aim to make the most effective use of the grant funds. All of the elected campuses are served with Title I funds. These funds are used in a variety of ways including personnel costs for additional instructional aides, extra duty pay, and other administrative services. Tyler ISD will align ESF-Focused Support Grant funds with these Title I funds to supplement campus goals. Tyler ISD will use local funds as necessary to support the project. This enables grant funds to be used specifically to support the work of the ESF prioritized focus area.

These campuses will be supported in analyzing their campus systems as a whole so district resources and partner resources can be better utilized to support the prioritized focus areas. Tyler ISD will look for ways to maximize local resources, including philanthropic and other grant funding, to support Social and Emotional Learning, cultural proficiency, student and staff mental health, and STEM approaches. These initiatives are critical to supporting the social and emotional well being of students and staff to promote a healthy school climate within which teaching and academic learning can occur. Tyler ISD will carefully consider how to utilize this grant to support these approaches and stay in alignment with the ESF actions. The DCSI, CLTs, and Central Office support will work closely to properly vet any future funding opportunities to ensure alignment of scope and activities with this project so each campus' s prioritized focus areas can be sustainable. Collaboration with the finance office will also ensure that all grant activities will supplement, and not supplant, current activities, initiatives, and current funding.

**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**