



**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.

The Lawson Academy has adopted many of the practices from the ESF District Commitment Theory of Action for Essential Actions 1.1, 2.1, 2.2, 4.1, 5.1, 5.2 and 5.3 that intentionally support campuses in carrying out school support and improvement. Specifically, the district commits to the following actions: providing opportunities for ongoing support and coaching of the campus leader; prioritizing principal and principal supervisor instructional leadership (specifically, time dedicated to instructional practices); establishing organizational structures and supports to ensure opportunities for continued teacher development; ensuring access to high-quality common assessments aligned to state standards for all tested areas; releasing assessments at the start of each reporting period so they can be used to define the roadmap for teaching; and ensuring that schools receive item-level, standards-level, and bottom-line results within two instructional days. As a result, the campus will be better able to build the capacity of teachers so that all students have access to high-quality educators, and will be better able to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Also, the campus Instructional Leaders from these schools will have the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student. To actualize these, The Lawson Academy will provide support to the ESF-Focused Support Grant by building on the systems in place to provide ongoing support and coaching for campus leadership in alignment with the activities of the TIL cohort. The Lawson Academy commits to participating fully in Region 4 TIL Cohort requirements. At The Lawson Academy, the DCSI is also the principal supervisor and will participate in cohort learning and coaching throughout the grant period. The DCSI and Campus Leadership Team (CLT) will engage in biweekly meetings to ensure ongoing support and monitoring of improvement activities. The Instructional Coach will engage in weekly progress monitoring. 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. The Lawson Academy will develop the web-based improvement plans in alignment with the Effective Schools Framework and best practices in continuous improvement, including data analysis, needs assessment, stakeholder input, and frequent progress monitoring of strategies to ensure effective implementation (see question 2 for details regarding monitoring). The Principal and DCSI will support the development of the web-based 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.

The DCSI will be closely involved in the ESF-Focused Support Grant monitoring during weekly meetings with campus leadership. Bi-weekly CLT meeting agendas will include the major focus areas identified in the TIP for data analysis and evaluation. The web-based TIP will provide strategic essential actions and timelines to measure progress and manage the continuous improvement process for the improvement of student academic achievement. The TIP will be updated every 90 days, and as recommended from review of data by the CLT during bi-weekly meetings. The DCSI and the CLT will meet bi-monthly, and as needed, to monitor the web-based improvement plan upon submission and during implementation. The VIP Partner will provide ongoing feedback to the DCSI, the Principal and the Campus Improvement Team. Direct coaching will occur from the DCSI when needed and observed gaps or areas of concern or lacking development. DCSI will also conduct random walk-through(s) with the campus leadership team for calibration purposes of T-TESS and alignment to the TIP.

The school has identified three essential actions from the Effective School Framework as the major focus areas and keys to success for raising student achievement: 4.1: Daily Use of High-Quality Instructional Materials; 5.2: Build Teacher Capacity Through Observation and Feedback Cycles; and 5.3: Data-driven instruction. The progress measures for these essential actions will be targeted as the major focus for analysis using student and evaluation data during the improvement meetings. The district will collaborate with VIP Region 4 and the campus to create corrective implementation strategies and to implement monitoring of the implementation, evaluation, and adjustments of the TIP. Stakeholders will be kept informed through board and community meetings.

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.

Continuous assessment of the implementation of the improvement plan is integral to the process. Throughout the year, the DCSI and the CLT will track gains and losses in student achievement and school environment. As appropriate and necessary, the district will adjust policies and procedures to provide the maximal amount of flexibility to the campus to fully align and implement the ESF essential actions by eliminating archaic, ineffective practices and procedures that the charter has implemented over time even when this requires a potential charter school non-expansion amendment. Campus modifications to practices and policies will provide operational flexibility to ensure comprehensive implementation of the ESF. Accomplishing the ESF goals will be achieved through various resources to include:

- 1) Explicit and rigorous instructional standards,
- 2) The 2022-2023 ESF Diagnostic feedback,
- 3) TIL program, professional development and coaching materials, and
- 4) The TEA-recommended Lone Star Governance (LSG) board goals and objectives.

Using the TIL program for training and support, the Academy will be building the capacity of its educators to foster continuous improvement. With this input, district and campus administrators will increase their own effectiveness in the areas of observation and feedback, schoolwide culture routines, and data driven instruction. This method of improving campus leaders concurrent with campus performance insures that all stakeholders within the district and campus are able to plan and implement school improvement and student achievement initiatives.

When benchmark, curriculum-based assessments and Interim STAAR assessments show gaps, root cause analysis tools will be implemented to ensure the school quickly gets student learning back on track. After analysis, we will address and modify support as needed throughout the school year for intervention/intercession. Ultimately, the mindset of the DCSI and the CLT is that “if you cannot measure, have evidence and monitor the ESF essential actions, you cannot manage and improve it.” Measurement motivates: it is a continual process.

Updating the TIP is a critical component of this process, enabling the CLT to review, discuss and improve practices on a daily basis. Within each reporting cycle, the DCSI and Principal update the TIP based on student performance data, instructional feedback and observation results. Within each TIP cycle, consultation with Region 4 support staff insures comprehensive analysis and program compliance. The Board of Directors is provided multiple annual reviews of the TIP for input and feedback.

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 Lawson Academy will ensure that the budget allocated 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 DCSI will work closely with campus leadership throughout the two-year grant period to be responsive to needs identified through progress monitoring and ensure continuous improvement in implementation of the web-based Improvement Plan with fidelity. Region 4 has provided The Lawson Academy with an estimate for the cost of services per Texas Instructional Leadership cohort to be \$53,000 over two years. . We anticipate development in Action Coaching, Data Driven Instruction, and Lesson Alignment and Assessment. We estimate the cost of participating to be \$26,500 annually and a total of \$53,000 over the two-year grant period. To support implementation of the web-based Improvement Plan and all cohort activities, we anticipate spending approximately 20% of funds (\$11,000) on extra duty pay (plus benefits) for teachers, teaching assistants, and other instructional staff. We anticipate using funds to support staff returning to campus a week early prior to the start of duty days each school year for induction, planning and coaching to ensure all staff are in alignment with the Improvement Plan and activities of the TIL. Fringe rate: 7.65% FICA, .75% workers' compensation, and 2.35% TRS for a total of 10.75%.

The Lawson Academy proposes to spend \$15,000 on summer professional development, divided among contractual services (\$10,000) and supplies (\$5,000). This will be used to provide staff with summer professional development and will be directly aligned to the Prioritized Focus Area identified, and be customized to the needs of the campus, which may shift over the course of the two-year grant period (e.g., book studies for Action Coaching or Data-Driven Instruction). For instructional materials, The Lawson Academy proposes to spend \$10,000. These funds will support the purchase of high-quality instructional materials aligned to the TEKS. We anticipate investment in instructional materials in order to align lessons across grade levels. We also anticipate using the funds to support re-teaching following coaching and data-driven analysis. The Lawson Academy proposes \$5,000 on additional technical assistance from Region 4. This would be tied to the prioritized focus area identified in the campus grant application or a new focus area identified following one year of implementation. The district also proposes approximately \$1,000 in travel expenses. to support any travel required by TEA in support of this grant or by Region 4 in support of the TIL. The Lawson Academy has budgeted for indirect costs using a restricted indirect cost rate of 4.912%. The Lawson Academy utilizes Title I funds to support instruction; however, no funds are allocated to systematically address the prioritized focus areas identified for this grant project. The Lawson Academy will reallocate funds (and request budget amendments as appropriate) during the grant period in order to support the achievement of the goals of the web-based Improvement Plan (e.g., a prioritized focus area shifts and more funds need to be allocated to additional technical assistance or additional extra duty).

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 Lawson Academy will align other Federal and State resources to carry out the activities supported with funds received under this grant by targeting all resources on raising the levels of student performance. All federal and state resources will interact and strengthen one another to support campus improvement efforts. The campus will consolidate, coordinate, or combine resources to meet the goals for student improvement through meaningful stakeholder engagement, needs assessments, and data analysis. The alignment of funds from federal, state, and local resources will all comply with the Effective School Framework and meet the goals of the essential actions identified in the campus Targeted Improvement Plan.

Federal funds from Title I, Part A - Improving Basic Programs, Title I 1003 School Improvement, IDEA - B Formula, and Title II, Part A - Supporting Effective Instruction will be aligned with funds received from this grant to supplement professional development, purchase and maintenance of high-quality instructional materials and instructional coaching, student assessments and data analysis. These funds are directly coordinated with essential actions 4.1, 5.2 and 5.3 which have been targeted to improve campus performance and raise student achievement.

State funds from the Foundation School Fund will be aligned with funds received from this grant to supplant salaries and professional development for teachers and instructional leaders, and instructional programs and activities for school improvement. These funds are consolidated and coordinated to support all the essential actions in the ESF.

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 Barrier

Group Barrier

Group Barrier

Group Barrier

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