



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

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.

Our campus' school improvement is a top priority for SWISD district leaders. If selected for this ESF grant, we would partner with campus leaders to develop campus-specific Targeted Improvement Plans and identify where district supports are needed to fulfill requirements of the plans. Based on self-assessments and ESC-designated diagnostic, we have identified the following essential actions:

Christa McAuliffe Middle School (identified through ESC diagnostic):

5.1: Professional Development for Effective Classroom Instruction

5.3: Data-Driven Instruction

Judith Resnik Middle School (identified through self-assessment):

1.1: Develop campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities

5.1: Professional Development for Effective Classroom Instruction

5.3: Data-Driven Instruction

Francis Scobee Middle School (identified through self-assessment):

1.1: Develop campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities

5.2: Build Teacher Capacity through Observation and Feedback Cycles

We would begin our work with our three campuses by engaging in a summer goal setting and leadership development retreat. Campus leaders would set annual, biannual, and quarterly student achievement and implementation goals for each of the indicators identified. We would then backwards map from those goals to identify implementation actions required by campus leaders, district leaders, and our VIP, Ed Direction, needed to bring these goals to life. This process would culminate in the drafting of Targeted Improvement Plans aligned to the collaboratively developed goals and implementation actions. Our campus leaders have significant experience with this goal setting and leadership development process. Last summer, we brought principals together for a weeklong summer institute where we provided leadership-oriented professional development related to SY22-23 SWISD priorities. These priorities included enhancing the implementation of our SWISD Core Instructional Framework (a set of six evidence-based instructional strategies based on the research

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.

As described in the prior question, SWISD district leaders will be very hands-on as ESF-focused implementation actions commence on campuses. SWISD district leaders will work with campus principals to build Targeted Improvement Plans during a summer leadership retreat. All Curriculum and Instruction leaders, including Dalila Garcia-Castro (Assistant Superintendent), Zelene Aragon (Executive Director of Secondary Education), and Lisa Bolte (Executive Director of Assessment and Accountability), will approve Targeted Improvement Plans before submission.

As part of the TIP-writing process, campus leaders will identify annual, bi-annual, and quarterly student achievement and implementation goals aligned to their essential actions. Four times throughout the year, campuses will conduct TIP-focused data reviews, supported by VIP Ed Direction. Ed Direction, campus leaders, and district leaders will compile quarterly reports that detail progress toward goals, as well as reflections on the success of implementation actions. These quarterly reports will guide quarterly data review meetings, where campus leaders will leverage data to make informed decisions about further implementation actions.

Outcomes of these meetings will likely include a committed focus to staying the course, as we know that school improvement takes dedicated time, but may also include small tweaks to address effectiveness of implementation plans. We anticipate these could include master schedule changes, additional professional development, additional instructional resources, and more.

In addition to quarterly data meetings, SWISD district and campus leaders will partner with SWISD Data Fellow Joel De Leon to build campus-specific data dashboards that are updated with formative student data at least every two weeks. These data dashboard will be leveraged during monthly campus visits, as well as weekly teacher and admin PLCs, to ensure that campus leaders and teachers are intervening to address student misconceptions quickly and effectively.

SWISD has extensive experience with progress monitoring that it will leverage if awarded the ESF-Focused Support Grant. As an example, SWISD has participated in the Resilient Schools Support Program (RSSP) since its inception in 2020. SWISD Curriculum and Instruction leaders and campus leaders have participated in dozens of structured Improvement Cycle Step-backs and Reviews. With the addition of Dr. Joel De Leon, SWISD has become proficient in quickly collecting and displaying student achievement and implementation data, and leveraging that data to make informed adjustments to their district-wide learning acceleration plan. SWISD has the capabilities and experience to lead an intensive ESF-focused progress monitoring effort described above.

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.

SWISD recognizes that for campuses to be able to focus on school improvement, there can and should be allowances made. Campus principals and staff juggle many priorities on a daily basis, and our job at the district will be to clear barriers so that leaders can focus on implementing the Essential Actions outlined in their TIPs. We know this is of critical importance, as implementation of the TIPs with fidelity will lead to significant improvements in student achievement.

SWISD has experience modifying practices and policies to provide operational flexibility. For example, SWISD leaders often assist in changing campus master schedules so that teachers have additional planning and collaboration time. SWISD leaders set ambitious goals at the district level, but allow campuses flexibility on when and how to implement initiatives on their campus. Another example is the rollout of the SWISD Core Instructional Framework. Although professional development was provided district-wide on each of the six evidence-based strategies over two years, campus principals had freedom to determine how to emphasize the strategies on their campuses. Some leaders chose to just focus on one strategy, such as Teacher Clarity, for the entire year.

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 proposed budget will be used to provide funds for campus professional development to address the needs of classroom management training such as Capturing Kids Hearts, CHAMPS and PBIS. The professional development will help increase student engagement and help build stronger relationships with students. The campuses will also engage in Lead4ward professional development, Engaging learners session. The training will focus on teachers promoting engagement and thinking by planning instruction using lead4ward's four instructional resources, which are aligned to the SWISD Instructional Framework. Teachers will also learn how to proactively address classroom management issues in a learning environment.

In addition, funds will be available to provide professional development focused on the Southwest ISD Instructional Framework for both new and returning teachers. The Southwest ISD Instructional Framework consists of the following:

- Teacher Clarity
- Scaffolding
- Small Group Learning
- Questioning
- Opportunities to Respond
- Feedback

In addition, campus principals will have an opportunity to attend a state or national conference aligned to the essential actions such as the High Reliability Schools Summit and the Models Schools Conference. Campus leaders will also have funds allocated for payroll costs associated with substitutes for staff attending professional learning during the school day. Funds will also be available for tutoring for students struggling or for students needing extension activities. Grant funds will also be used for materials and supplies for campuses and staff development needs.

Campuses will create a cadence to progress monitor their Targeted Improvement Plan. Plans will be adjusted if needed after data is reviewed on an ongoing basis. The Executive Director of Secondary and the Executive Director of Assessment and Accountability will meet with the campuses to help support the data collection cycle.

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.

Southwest ISD will provide each campus direct access to the grant funding to provide professional development or contracted services, payroll costs, other operating costs and supplies and materials aligned with their Targeted Improvement Plan. Curriculum and Instruction staff will meet with campus leaders to meet about their budget throughout the year for support and ensure goals are met. Campus leaders provided feedback on budget and will be provided an overview if the grant is awarded to the district. The Business and Finance Division will also be a resource for any questions regarding 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