

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.

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.

Sulphur Springs ISD will support our (2) Comprehensive schools in School Improvement by utilize available funds to:

- a) Increase the effectiveness of our Data Driven Instructional practices aligned to ESF Lever 5.3. We will achieve this by working closely with our ESC, Region 8, to bring in necessary trainings for our campus leadership and teaching staff. Additionally, we would utilize the funds to support data meetings at benchmarks throughout the year by having the ESC come and support these meetings to ensure the effectiveness and efficiency is at the level needed.
- b) Campus instructional leaders will use normed tools and processes to conduct observations, capture trends, and track progress over time. Observation debrief conversations will occur face to face within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. Our local ESC will support Observation and feedback by conducting initial calibrations with campus leadership and then provide ongoing support throughout the year.

These activities and trainings will be included and tracked in our campus Targeted Improvement Plans.

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.

A) The DCSI will closely monitor the campuses receiving ESF-Focused Support Grant Funds by meeting with the campus leadership biweekly. During these visits, the DCSI and campus leadership will review the Targeted Improvement Plan goals to determine whether progress is being made. Additionally, campus walks will be conducted to observe the implementation of training that the local ESC is providing related to Observation and Feedback and Data Driven Instruction. Furthermore, the DCSI will attend all required meetings related to the campus T.I.P.s with the TEA provided school improvement specialist.

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.

For campuses awarded the ESF grant, flexibility will be provided by allowing these campuses to have modified master schedules, curriculum supplements not purchased for other campuses, differentiated roles/responsibilities for campus staff (interventionist, academic specialists, and para professional support). Modified master schedule will allow the campuses to run more effective, efficient PLCs and DDI meetings weekly so that we know where are kids at, at any given moment. By modifying roles/responsibilities for our campus staff, we will be able to utilize our personnel in a more effective manner. Currently, interventionists are only allowed to pull students for small group interventions. We would utilize these roles to also coach classroom teachers to improve Tier 1 instruction.

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.

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As we have done before, a special account code will be generated for grant funds. The campus leaders have this code and are able to access the funds at any time.

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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.

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Amended Section

Reason for Amendment