2023-2025 Ti le I, 1003 ESF-Foc ed S   ● G an
Le e of In e e s (LOI) A   lica ion D e 11:59   .m. CT, A   il 21, 2023

This LOI application must be submitted via email to loia   lica ion   @ ea.   e a   go .

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   .m. CT, A   il 21, 2023**.

Grant period from

J l 3, 2023-Se   embe 30, 2025

Re i ed A achmen s

001,002,004,009,013,014   20   085672652

4434 Roland Rd   San Antonio   78222   1742939346

kevin.phillips@jubileeacademic.org

Michelle Apodaca   michelle.a   daca@j bileeacademic.   g

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

S a -●   /P-●g am A☒☒s ance☒sc●n 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.

S mma of P g am

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.

Jubilee Academies has a strong commitment to improving student achievement and outcomes to become the premier choice in education. Our district will support our school improvement identified campuses by utilizing Plan4learning to streamline our planning process. In using the platform, we will ensure each campus identifies key needs and develops action steps and strategies that will improve student outcomes. All administrative teams will attend a training focused on an Overview of the Effective School Framework and the development of the Targeted Improvement Plan. Campuses will prioritize focus areas for improvement based on their ESF diagnostic report that was conducted for each improvement required campus. Once a Targeted Improvement plan is created through a comprehensive needs assessment process, each campus will include the results for the diagnostic and CNA into the campus Improvement Plan. Jubilee Academies uses a collaborative approach where administrative teams utilize Plan4learning as a hub where they can indicate the performance objective/strategy, essential actions and create an implementation plan with action steps that will address the academic gaps. Our campus needs assessments are administered with a diverse team where campus administrators, staff, teachers, parents and community members are part of the process. Our district reinforces the CNA/CIP process by conducting weekly training sessions that allow for the implementation of the focused skills. We conduct a data analysis of the Comprehensive Needs Assessment. This data analysis process provides campus leadership teams with the opportunity to gather and inspect information to gain an in-depth understanding of student achievement levels including current graduation rates. Also analyzed, are challenges and barriers that may impact student outcomes. The campus teams use multiple measures of data: student results, demographics, campus/district processes, programs and survey perceptions. Results from the data analysis allow campuses to identify priority areas for improvement and strengths, which in turn help to identify root causes. Once priority areas and root causes have been identified, smart goals and strategies are created to improve the identified challenges. Principals utilize the budget tool feature to assign and strategically plan the use of money allocated for each identified activity in the improvement plan. District has given campus principals the flexibility to reallocate funds and shift resources as principals evaluate and progress monitor our campus improvement plans during our four cycle reviews with TEA. Our DCSI and Associate Superintendents will provide ongoing coaching and professional development throughout the year. The DCSI will also support the campus leadership teams with Cycle review workshops to prepare for the quarterly monitoring of the campus data and instructional artifacts uploaded to Plan4learning. Our district has prioritized Lever 4.1, daily use of high-quality instructional materials aligned to instructional planning calendars, interim and formative assessments, Lever 5.1- Effective classroom routines and instructional strategies, and Lever 5.3 Data driven instruction. Our Targeted improvement plans will reflect these essential actions as we use the Effective Schools Framework as a guide to identify our campus needs, create 90-day plans, evaluate implementation processes as we progress and monitor our improvement efforts.

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.

Jubilee Academies will use a variety of monitoring methods such as site visits, Targeted Improvement Plan (TIP) progress reports and data analysis to ensure successful implementation of the TIPs. The DCSI and principal supervisor will strategically provide ongoing coaching, professional development, targeted feedback while monitoring and evaluating the improvement plans. DCSI and principal supervisors will also conduct weekly campus visits to include: TIP implementation walk-throughs and coaching support of principals and leadership teams. DCSI will also hold TIP implementation meetings bi-weekly with principals and their leadership teams to guide, discuss and facilitate the implementation of the action steps. DCSI and principal supervisors will also progress monitor their ninety day outcomes in their TIPs by updating student performance data, embedding high leverage action steps and monitoring the budget summaries. To ensure accountability and progress, the DCSI will establish a monitoring and reporting system using the Schoolmint Grow and Plc

Goal⊠sObjec i e⊠sand S a egie⊠sPe fo mance and E al a i n

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.

<gT[ʹWV3USVV_[V⊄ZSeUa__[ffVVfa geVVagdFVjⁱSe;`efdgUf[a`S^>VⁱSVV⷏Z[b∕ℋ;Bfi⷏⷏dah[VVdS`V i [⊁U⷏V8fWekefV_ eaXSU⷏⷏ag` fST[ʹfk i ZV⷏⷏fZW65E;S`V b⷏`U[bS⋀egbV⷏⷏h[ea⷏⷏e i [⊁ahV⷏⷏eVVVTgVYV⷏⷏egbb⷏⷏adfi Z[V⷏⷏b⷏dah[V[`Y fZVV⷏⷏US_ bgeb⷏⷏d[`U[bS⋀e⷏⷏abb⷏⷏adfg` [f[V⷏⷏fa `gef[⊁k d⷏V8⋀aUSf[a` aX⷏Xg`Ve[X`WU⷏V⷏⷏eSck⷏<gT[ʹWV3USVV_[V⷏⷏i [⊁_ aV[⊁k⷏Se⷏Sbb⷏⷏dab⷏d[SfV⷏⷏b⷏⷏dSUf[U⷏⷏e⷏`V ba⋀[U⷏⷏efa b⷏dah[V⷏V⷏ab⷏⷏W⷏Sf[a`S^

15822   1742939346

B dge Na a i e, c●n d.

2. Describe how the LEA will ensure campus leaders have direct access to grant funding to ensure alignment to the Targeted Improvement Plan.

Ù˘]][¦cã}*Ác@^ÁÖã•c¦ã&cÁÔ[[¦åã}æc[¦Á[~ÁÙ&@[[¦ÁQ{]¦[ç^{^}cÁçÖÔÙQDÁc@¦[˘*@Ác@^ÁÒ~~^&cãç^ÁÙ&@[[¦Á
Ø¦æ{^¸[¦\Á*¦æ}cÁ¸ã¦¦Á@^¦]Áã}Á•˘]][cã}*Ác@^Á&æ{]˘•Á¦^æå^¦•Á[}Áæ¦ã*}ã}*Á~˘}å•Ác[Ác@^ã¦Á[¸}ÁVæ¦*^c^åÁ
Q{]¦[ç^{^}cÁÚ¦æ}ÈÁÒæ&@Á&æ{]˘•Á¦^æå^¦Á¸ã¦¦Á@æç^Áåã¦^&cÁæ&&^••Ác[Ác@^ã¦Á*¦æ}cÁ~˘}å•Ác@¦[˘*@Ác@^Á~ãæ}&^Á
•ˆ•c^{Á˘•^åÁà^Ác@^ÁÁåã•c¦ã&cÈÜ^˘˘^•cÁ~[¦Á~˘}å•Á¸ã¦¦Áà^Á&¦[•^¦^Á{[}ãc[¦^åÁà^Ác@^ÁÖÔÙQÁæ}åÁá~ã}æ}&^Ác^æ{Ác[Á
^}•˘¦^Á]¦[]^¦Á˘•^Á[~Á~˘}å•Áåæ¦ã*}{^}cÁÁc[ÁVæ¦*^c^åÁQ{]¦[ç^{^}cÁÚ¦æ}•ÈÁÔæ{]˘•Á¦^æå^¦•Á¸ã¦¦Á@æç^Á
[]]¦c˘}ãcâ^•Ác[Áb˘•cã~^Ác@^ã¦˘^•Á[~Á~˘}å•Á~[¦Áæ&cãçãcã^•Ác@¦[˘*@Ác@^ã¦Áã{{^åãæc^Á˘]^¦çã•[¦Áæ}åc@^ÁÖÔÙQÈÁ
T[åã~ã&æcã[}•Á~[¦¦^æ•[}æ¦^Á˘•c¸¸ã¦¦Áà^Áæçæã¦æà¦^Á¸ãc@Á]¦[]^¦Áb˘•cã~ã&æcã[}•ÈÁV@^ÁÖÔÙQÁ¸ã¦¦Áà^Á˘câ¦ã:^åÁ
c[Á]¦[çãå^Á*˘åæ}&^Á[}Á}æ¦ã*}ã}*Á*ã}*}*Á}å•Á*~˘}å•Ác[ÁVæ¦*^c^åÁQ{]¦[ç^{^}cÁÚ¦æ}•Áæ}åÁ{æ¢ã{ã:ã}*Áæçæã¦æà¦^~˘}å•Ác[Á
c@^Á&æ{]˘•Ác@æcÁ¸ã¦¦Áà^•c•^]][¦cÁ•c˘å^}cÁæ&@ã^ç^{^}cÁ[ç^¦¦æ||ÈÁV@ã•Ác^]^Á[~Á•ˆ•c^{Á¸ã¦¦Áæ||[¸Á~[¦Ác@^Á
~¦^¢ãàã¦âc^Á[~Á˘}å•Ác[Á•˘]][cÁc@^ÁÁåâçãå˘~æ|Á}^^å•Á[~Á~^å~ã&Á*[æ|•ÈÁ

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	

Aendi I: Amendmen De⌧siion and P-●⌧g (leaehi⌧ecion blankhen comleinghe iniial alicaion fofnding)

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 Secion   **Rea⌧on fo Amendmen**