2023-2025 Ti le I, 1003 ESF-Fo c ed S -o G an

Le e -of In e e (LOI) A lica ion D e 11:59 .m. CT, A il 21, 2023

NOGA ID

Authorizing legislation: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

This LOI application must be submitted via email to **ioia 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**

Pre-award costs permitted from: **A a d Da e**

Re i ed A achmen s

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 a lican s MUST sbmi an a -o ia e S lemen al Pa h a A achmen fo EACH CAMPUS -on behalf -of hich he a lican i a l ing.

Amendmen N mbe

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Authorized Offi

A lican Info ma ion

Email

Organization | CDN | ESC | UEI | Signature

Address | City | ZIP | Vendor ID

Primary Contact | Email

CDN V037 Tm p 0.5 -18.319 l 0 -18.819 l h f 0 0 1 89.875 750.252 cSin80.826 56.u71 c76 0.523.950.5 1823.45l 0 -1

S mma -●f 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.

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.

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.

Reviewing the most recent ESF Campus Diagnostic Assessments, the district and campus school improvement teams prioritized the essential actions that are proposed in this grant application and are included in our aligned Web-Based Improvement Plan. As part of this process, the teams identified areas of operational flexibility that would be required for full and effective implementation of the plans for each school. West Hardin CCISD is a District of Innovation and has agreed to provide flexibility to include the following:

-flexibility in staffing through hiring, training, and evaluation of staff,
-flexibility in curriculum by using curriculum and instructional programs tailored to the specific and unique needs of our student population,
-flexibility in general operations through a calendar and daily schedule that lend themselves to optimal learning conditions, and
-flexibility in resource allocation through local (school-level) control of discretionary funds.
-flexibility in scheduling time of instructional leaders to provide dedicated time to the project.

As needs are further analyzed, new data becomes available, and future web-based improvement plans are developed, additional needs for flexibility may be identified. The DCSI and school principals have a regularly-scheduled forum (district leadership team meetings) through which they can communicate those needs directly to the district administrator with the ability to provide additional flexibility.

B dge Na a i e

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.

CDN [ ] Vendor ID [ ] Amendment # [ ]

E i able Acce ssand Pa ici a ion

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	

SAS #