



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 Galveston ISD leaders from the Support Center work closely with principals and their leadership teams to carry out school improvement activities. The Executive Director for Elementary Schools and the Executive Director for Secondary Schools will assist each campus in analyzing their data and in conducting a campus needs assessment in order to develop a Targeted Improvement Plan. The Support Center will ensure that time is built into the district's and the campus's calendars for the Region Service Center to provide the necessary professional learning for all who are participating.

Members of the Teaching and Learning Team which includes the Assistant Superintendent for Teaching and Learning, the Executive Director for Elementary Schools and the Executive Director for Secondary Schools will engage in learning with the campus leadership teams so that everyone understands and supports the work of the campus. The Assistant Superintendent for Student Support who also serves as the District Coordinator of School Improvement (DCSI) will also participate so that the campuses know that their success is a priority. The District Leadership Team (Teaching and Learning and Student Support) will encourage the campuses to engage all stakeholders in the planning process. The Team will assist by facilitating the process or by engaging a facilitator from the Service Center. Once the plan is developed, the Support Center and the campus will establish a mutual calendar for progress monitoring outlining meeting dates and walk-through dates.

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 District Team will monitor the schools receiving the ESF-Focused Support Grant bi-monthly. The team will use the goals and performance objectives from the Targeted Improvement Plan to monitor the progress of the implementation. The Senior Team along with the Campus Leadership Teams and guidance from the Region ESC TIL provider will develop protocols for tracking and reporting progress. They will house the tools in Google Drive so that every member of both teams has access to the information. The District Team along side the Campus Instructional Team will participate in instructional rounds to observe and provide feedback. The campus will be able to include artifacts in Google Drive to support their learning and their findings. The campus will also be able to provide samples of students' work or teachers' work and the success criteria used to review the effectiveness of the work.

The District Team understands the importance of being accessible and visible during any implementation. Scheduled meetings/visits will ensure that the communication lines are open and that the campus has support to acquire resources that are needed to be successful. In addition, frequent interaction allows everyone to course correct in a timely manner because everyone is a partner in the school's success.

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.

The District Leadership Team meets bimonthly with the campus leaders to gain insight as to their needs. The Team will continue the practice and ensure that the campuses have operational flexibility to have an effective implementation of the Effective Schools Framework Essential Actions. The District Team will work collaboratively with the campus leaders and the Region Service Center TIL provider to develop a master calendar that details the dates and times for professional learning, coaching and mentoring, follow-up and progress monitoring. The District Team and the Campus Team will participate in scheduled instructional rounds as well as scheduled Accountability Talks where the campus has the opportunity to share the accomplishments of students and teachers through data analysis.

The District has established an instructional calendar for 2023-2024 that builds in time for professional learning. The campuses participating with ESF will be able to use those days specifically for ESF. The campuses have also built in time for Professional Learning Communities (PLCs). This also allows for operational flexibility for job embedded professional learning. The District Leadership Team is committed to the success of these campuses and sees the benefit of providing the necessary resources and time to implement researched- based practices. The scheduled bi-monthly Principal Meetings afford another opportunity for best practices to be shared. The ESF principals could meet as a cohort and share their learning with each other or they can share with the district principals as a whole.

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 ensure that the District and the campuses meet the needs and the goals of the program. The budget will allow the District to work with the ESC - Texas Instructional Leadership (TIL) provider. The TIL provider will work with the awarded campuses and the district will also have the flexibility to have the provider work with feeder pattern schools. In addition, the funds will be used to purchase high quality instructional materials for mathematics and for reading that are aligned to TEKS. The budget will also enable the district to compensate our teachers for the additional time that may be needed for them to participate in professional development.

The grant funds will help support professional learning related to Teacher Instructional Leadership (TIL), Effective Schools Framework (ESF), and content specific areas related to high quality instructional materials. The District will be able to support campus leadership and teachers with travel to the Region Center or to Conferences associated with the initiative.

The District will set aside 30% of the funds to ensure that schools that impact the awarded schools receive support in the same areas as the receiving schools. The District will conduct a more comprehensive needs assessment and identify the root causes of the educational disparities from one campus to another. In doing so, the District will be able to use a portion of the budget to enhance the skills of all teachers by working with the ESC provider to target the needs of the feeder campuses. By investing in the feeder schools, students and teachers will be better prepared.

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 Administrative Assistant for the Assistant Superintendent for Student Support will work with the Business Office to set up each campus budget as outlined in the grant. The Administrative Assistant will then work with each principal and the principal's designee to ensure that they understand their budget codes and that they also understand the district's processes for making purchases and for securing contracted services. The Assistant Superintendent for Student Support who also serves as the District's Federal Program Officer will serve as a check and balance for spending to ensure the alignment of the campus ESF budget to the Targeted Improvement Plan. Each campus will be provided a monthly progress spending report as related to their ESF budget. The Assistant Superintendent for Student Support will also serve as the liaison between the Business Office and the campus should the campus need additional assistance.

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.

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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.

You may duplicate this page

Amended Section

Reason for Amendment

<input type="text"/>	
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