



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" value="0"/>
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.

Campus leaders have worked on the self-assessment and completed the Targeted Improvement Plan (TIP) for two of the three campuses. The middle school campus has started the framework for a targeted improvement plan and is working to complete the process. The middle school will work with the Education Service Center to complete the diagnostic. Principal supervisors receive training and coaching on specific critical moves for supporting school leaders related to each of the Prioritized Focus Areas listed in the Targeted Improvement Plan (TIP). The primary role of engage2Learn is to ensure the implementation and sustainability of Effective Schools Framework. The Assistant Superintendent of Curriculum and Instruction, the Coordinators and e2L will help the campuses review the TIP's from 2022-23 school year. The district and campus leadership will analyze the data, in the form of a needs assessment, to identify if the needs remained the same, improvements were made or if new areas of concern have arisen. The district committee and campus teams will participate in the same training as the campus in order to support the campus and play an active role in the implementation and program processes. Professional development will be provided throughout the school year. engage2Learn is also a data source for each campus and can help the campuses disaggregate gathered data to revise or develop a new TIP as well as support campuses in collecting data while progress monitoring to track efficacy of improvement activities. The district coordinators will be able to help coordinate the district level resources and allocate them toward the prioritized focus areas of each campus. As each campus monitors systems implemented a, e2L will assist with making sure the district and campus systems are cohesive and do not impede progress for the campus or the district. Every campus will use the same improvement plan platform, which will provide consistency in tracking and documentation for the campus and district.

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.

engage2learn will work with each campus to develop and align their improvement plans to the Priority Focus Areas identified in the self-assessment. The current campus plans have timelines included for monitoring progress and implementation. e2L will schedule times with each campus team to collect and review data related to the implementation of their plan and coach leaders through implementation strategies and effective leadership. The information will be recorded and documented in the plan. e2L will include all needed district and campus personnel in the planned meetings. There will be quarterly review periods, with the final review coming at the end of the school year. Changes can be made to the plan at any time in the review process if it is deemed that the actionable items are not achieving the desired result. At the end of the first year, additional items may be added to the plan if review of the current plan indicates a need for change. Before adding additional actions to the plan, e2L, the district team and the campus team will need to determine how those actions will improve implementation, if those actions will achieve the desired result, or if a failure to follow the implementation plan limited the effectiveness of the plan. Adding additional actionable items to the plan will not achieve the desired results if poor implementation is an obstacle toward progress. The additional action needed may be a more robust monitoring system and schedule. Engage2Learn and the campuses will work closely with the Assistant Superintendent of Curriculum and Instruction for the District to determine the need for changes. All the data and documentation gathered in the first year of implementation will be used to determine if the current plan is being successful as it is written or if additional action items are necessary for success. Each campus should also have their ESF Diagnostic report in order to further support the current implementation or the need for changes. The campuses, e2L, and the district leadership may also determine that another priority focus may be needed before the campus can reach the desired result of the current plan. In this case, the entire team would look at the self-assessment again to determine the best approach to systems improvement for the campus to reach the needed academic improvement. The TIP for the campus will be updated with actionable items and review dates.

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 will partner with engage2Learn(e2L). The e2L will have the flexibility to work with each of the campus to determine the needed training and professional development for the campus. While some training is mandatory, the campuses awarded the ESF Grant would have the flexibility to plan professional development based on the needs of their campus.

The district currently has a common site to house lesson plans. The campuses will use a uniform format, to the extent possible when considering the need to differ as grade appropriate. As long as the lesson plan has the requirements of the district, the campus may choose the format of those plans to best fit the needs of the campus and align with the Effective Schools Framework (ESF) . Again, if changes need to be made to the lesson plan template or format, the campus leadership has the flexibility to do that with approval from the Assistant Superintendent of Curriculum and Instruction.

If the e2L and the Assistant Superintendent of Curriculum and Instruction see that there is a local policy that conflicts with campus needs related to the prioritized focus areas, they may present the policy change to the Superintendent and Board of Trustees to change the policy if Board approval is required. Before any changes are presented the team will thoroughly review the policy and have it reviewed legally to ensure the policy change meets all Texas Education Code (TEC) and Texas Administrative Code (TAC) requirements. The team would also want to look at the long term effects of any policy change. We do not anticipate any needed policy changes at this time, but will make adjustments and propose changes if the need arises.

Campus principals are given a great deal of flexibility to operate their campuses in a manner that is best for the student population that they serve for the highest possible outcomes. All Henderson ISD campuses have been introduced to the Effective Schools Framework and are expected to use the Framework when creating their campus plans. Since the three campuses included in this grant are already familiar with the Targeted Improvement Plan (TIP), there will be no issue with the campuses using a web based planning process.

The main goal is to have the opportunity for the three identified campuses to benefit from the services related to the diagnostic process at the Education Service Center. With this goal in mind, the district and campus leadership will focus on implementation and sustainability of the planning, implementing, reviewing and adjusting throughout the plan years.

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 engage2learn (e2L) VIP fee will be paid through the grant. This partnership is important to the success of the grant because e2L will help coordinate the implementation at a district level for all campuses involved in the grant. e2L will meet with the campuses collectively and individually to ensure the implementation of each campus plan and include coaching in needed leadership areas. e2L will work with the campus to develop the improvement plan and narrow the scope and focus of the work for each campus to achieve the best overall results.

In the case of each campus, they have chosen to partner with the Education Service Center for the Diagnostic process. In order to have the best possible implementation, the campuses want training in the focus areas specific to their lever areas. Northside Intermediate and Henderson Middle Schools prioritized levers are Strong School Leadership and Planning (Essential Action 1.1) and High-Quality Curriculum (Essential Action 4.1)

Wylie Elementary Schools prioritized levers are Effective Instruction (Essential Action 5.1) and Effective Instruction (Essential Action 5.3).

Some funds are allocated to Instructional Materials to support the implementation of a web-based improvement plan if needed or adjustments to the current planning practices. Materials may be needed to provide instruction to students regarding content rich texts, focused tutoring, specifically designed resources to support students with disabilities and English learners and assessment readiness strategies.

A small amount of funds are allocated to travel for any required events or trips to improve the Effective Schools Framework Implementation.

Throughout the implementation of the ESF-Grant, the e2L will meet with the campus leadership and district committee to determine if adjustments are needed to any individual campus budget. The Improvement plans will have targeted review dates, so adjustments could be made at that time to the budget. As each campus engages in the ESF process, they are likely to find that they may need to concentrate resources in one area over another. Through collaboration, the campuses will have the flexibility to make those adjustments. In order to make those adjustments, each campus will need to provide evidence and documentation of the need through the data gathered each review period. The district committee can communicate any needed adjustments to the Assistant Superintendent of Curriculum and Instruction in order to make the adjustments within the purchasing system and file any needed amendments to the grant.

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 LEA plans to contract e2L initially funded with the ESF Grant. Over the course of the two years of implementation of the ESF Grant, the district will make funds available to support the contract after the grant cycle has ended. Currently the district has ESSER-funded Instructional Coaches at each of the campuses. These positions will transition to Title I, Part A at the end of the ESSER III grant period to support the ongoing work to support teachers in order to retain highly qualified educators. The Instructional Coaches are a part of the campus Instructional Leadership Team and will be trained to continue to effectively support the campus. e2L will provide district and campus administrators executive training and coaching on specific critical actions for supporting campus leaders related to operational flexibility and fiscal responsibility. Scheduled quarterly reviews will be held to determine how grant-related expenditures are meeting the instructional needs at the campuses and ensure they are aligned with the campus TIP. Local, state and federal funds are used to purchase the assessment tools, curriculum tools, and planning tools that the campuses use to create assessments and lesson plans. As a part of our agreements with those entities, we will have training available to the Instructional Leadership Teams as well as the teachers. Through ESSA funds, the district has purchased various planning and curricular tools. All of these tools that are funded through various local, state and federal funds will continue to help support the improvement of campuses and align with the ESF Grant. After the ESF Grant ends, Title I, Part A and Title II, Part A funds can still be used to allow additional leadership on campuses to receive appropriate training.

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

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

Memo of Discussion

LEAs must submit this form as an attachment to the 2023-2025 ESF Focused Support Grant application packet. This is a required component of the grant application. The VIP must be named on the ESF Website.

As a requirement of the 2023-2025 ESF Focused Support Grant application, LEAs must confer with the selected ESF VIP to establish a preliminary partnership to satisfy grant requirements. LEA selection of a VIP at this stage is reflective of an intent to engage in the 2023-2024 School Year. The LEA may find a need to adjust VIP partnership to meet the campus needs. These changes will be reviewed and approved on a case-by-case basis by the Division of School Improvement.

LEA Name:

CDN:

Campuses included on the 2023-2025 ESF Focused Support Application:

NORTHSIDE EL
WILLIAM E WYLIE EL
HENDERSON MIDDLE

By signing this application attachment, the VIP understands the LEA's need for support if awarded the 2023-2025 ESF Focused Support Grant. This Memo of Discussion does not bind the ESC or VIP to support if support capacity is reached.

ESF Vetted Improvement Program identified:

Name of VIP contact:

Signature of VIP contact: