



**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 EIN

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="1"/>
Pathway 2	<input type="text" value="0"/>

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.

Harmony ISD's vision is to create a school district that has a positive impact on students' lives. Harmony is dedicated to supporting our campuses as they continue seeking improvement in building staff capacity, improving student growth, and increasing student achievement. Harmony Junior High School was identified in the 2022 Accountability System as a Targeted Support Campus. The DSCI and District Superintendent will support the campus principal as the primary supervisor of the development of their Targeted Improvement Plan. We will follow Pathway 1 and partner with Region 7 to receive support to help in the development of clear roles and responsibility for campus instructional leaders through the instructional leadership team training, instructional focused accountability training and cooperative, student centered professional learning that enables them to improve practice, grow in the leadership capacity, and meet performance expectations. Harmony ISD's goal is to improve the performance of the junior high school by reviewing, evaluating, monitoring and intervening with the junior high campus to ensure excellence in education for all students. Harmony ISD has developed a comprehensive system of support for the junior high campus to successfully implement targeted improvement plan activities. The Effective Schools Framework plan will be reviewed every three weeks during each campus leadership team meeting. The review process will include a discussion of each strategy for the quarter with a review of data or other relevant information to determine if progress has been achieved or if modifications are needed.

Harmony Junior High will utilize all resources to develop a Targeted Improvement Plan. The Targeted Improvement Plan for Harmony Junior High will include the following components: Assurances; These will follow what is required under the Every Student Succeeds Act (ESSA) Provisions and Assurances Data analysis based on findings from the required diagnostics conducted by Region 7.

Area Targeted for support: Essential Actions and Implementation levels. Prioritize focus areas; essential actions, rationale, capacity building, key partnerships, barriers to address, communication with stakeholders, desired annual outcomes. Review of student performance data for a domain cycle. Quarterly outcomes. Action Plan; action steps, prioritize essential action, start date/end date, resources needed, persons responsible, evidence used to determine progress towards action steps, evidence collection date, progress toward action steps, necessary adjustments/next steps. Reflection and planning for next Quarter cycle: carryover action steps and new action steps. District level monitoring support will continue to identify local needs, select relevant evidence-based interventions, plan for implementation, implement the plan and review and reflect progress.

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.

Harmony ISD will monitor the campus while implementing the Targeted Improvement Plan and working with Region 7 to determine how the campus is progressing throughout the implementation. Based on the initial ESF diagnostic, we will develop a plan for the scope of work for the campus and use the Targeted Improvement Plan to document clear cyclical assessment points. Working with Region 7, we will determine additional actions that may need to be taken if implementation was unsuccessful. Additional needed actions will be put in place as immediately as possible. We will use the ESF success criteria to determine the metrics by which we assess the success of the program and to determine possible adjustments. We will plan for built-in continuous support from Region 7 for the following year that will be based on the outcomes from the first year. Potential continued supports may include additional training for identified groups, including new staff. We will also use results data to identify further needs and revise campus goals based on our progress.

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.

Harmony ISD will support the Junior High campus and partner with Region 7 to identify the essential practices that may be different from our current practices and policies. Harmony ISD is committed to ensuring the freedom and flexibility to implement the Targeted Improvement Plan as written and, through progress monitoring, we will make any necessary adjustments. Through this progress monitoring, we will communicate findings with all involved parties and solicit feedback in order to make efficient and effective modifications to the TIP.

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 campus Principal and the DCSI will collaborate with the Business Manager and the Superintendent to ensure grant funding is allocated appropriately and that all funds will align and meet with the instructional academic needs and goals of the Targeted Improvement Plan. The proposed budget will provide for contracted services with Region 7 ESC to address the needs listed in the plan. Each of the areas identified will be directed towards positive outcomes for students. Remaining funds may be allocated for substitutes, supplemental pay for campus leaders, instructional coaches and campus and district administrators to receive appropriate professional development. All training will be conducted through the Texas Instructional Leadership (TIL) program and Region 7.

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.

As is already in place, the Harmony Junior High Principal and the DCSI have access to the purchasing system and routinely make necessary purchases for all the departments to ensure teachers have adequate resources. Once the diagnostics are completed and the Targeted Improvement Plan is in place, we will appropriate funding from the ESF grant for any necessary training, equipment and expenditures deemed essential for the improvement of Harmony Junior High.

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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>