



**2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

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, 2021**.

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 Pathway Attachment
3. Pathway 2: Pathway 2 Supplemental Pathway Attachment

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 DUNS

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="11"/> |
| 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 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 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. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. 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 web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

Conroe ISD implemented a web-based improvement plan software (Plan4Learning) district-wide during the 2019-2020 school year. While it was a difficult time to transition to an online planning tool during the response to a pandemic, the transition did allow us to provide staff development support to campuses regarding how to conduct thorough needs assessments, identify needs, identify the root cause, allocate resources to address identified needs, and monitor progress throughout the school year modifying the activity as needed. This ability to target all available resources to address identified needs has been a powerful tool in addressing learning loss of students.

School improvement campuses continue to analyze data, address identified needs, and continually re-assess actions to ensure students are demonstrating growth. Conroe ISD is committed to providing school district support to our campuses with the most needs. Each ESF-Focused Campus has undergone a self-assessment, with exception of Houston Elementary who conducted a diagnostic within the last few years. The self-assessments identified focus areas for TIL trainings. The district will provide each campus a Principal Coach who will provide administrative support to each campus team by monitoring the trainings and implementation and providing feedback to campus teams. An ESF Grant Specialist will also be added to support targeted, additional targeted, and comprehensive schools. This position will ensure campuses are implementing the TIL training with fidelity and address any newly identified areas of need.

The district will provide prescriptive improvement support to each campus based on their identified areas of need and will follow the suggested tenets from the ESF that include providing opportunity for ongoing coaching and support to campus principals, ensuring that campuses are using best practices, resources and tools, and maintaining a standards-aligned viable curriculum. Conroe ISD is seeking to support all eligible ESF campuses (11). These campuses have been identified by the District as needing the most school support. The ESF-Focused Grant will provide the opportunity to provide wrap-around support to strengthen the foundation of the schools with on-going, targeted, and research based activities.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

During submission and implementation of improvement plans, principal coaches and supervisors will have a systemic process for identification of needs – including action steps and strategies to address the need. The Principal Coach will monitor formative and summative reviews throughout the school year, attend campus planning meetings, and actively engage in school improvement reviews with real time data. During the formative review cycles, needed adjustments will be based on baseline data goals that were set during initial implementation. If goals are not met during the cycle, adjustments will be made to the strategies and action steps. An ESF Grant Specialist will also be added to support targeted, additional targeted, and comprehensive schools. This position will ensure campuses are implementing the TIL training with fidelity and address any newly identified areas of need. A more intense summative review will be part of the school improvement process to evaluate the effectiveness of planned activities and plan adjustments for future activities to address new needs.

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 aligned web-based Improvement Plan.

The District will support all ESF Focused Grant campuses in the process of monitoring essential actions. Campuses conducted an ESF self assessment which identified practices that have not been started, practices that are developing, or practices that have not yet been initiated. Each campus will have the flexibility to address the identified area of need. The District will provide each campus a Principal Coach who will provide support to each campus team by monitoring the trainings and implementation and providing feedback to campus teams. With the ESF Focused Grant funding, an ESF Grant Specialist will provide campus specific support to ensure ESF campuses do not encounter any barriers during the implementation of the TIL. The ESF Specialist will work with the campus leaders and school based teams to monitor growth. Listed below is a summary of the TIL Area of Support Year 1 for each of the 11 eligible ESF Focused Grant Schools based on school self assessments or diagnostic:

TIL Area of Support Year 1

School Culture: Austin Elementary, Creighton Elementary, Oak Ridge Elementary, and Reaves Elementary

Data Driven Instruction: Grangerland Intermediate, San Jacinto Elementary, and Travis Intermediate

Lesson Planning and Formative Assessment: Houser Elementary, Milam Elementary, and Vogel Intermediate

Observation and Feedback: Houston Elementary

Each ESF campus complete the diagnostic during the grant period and training/support will be modified to address areas of need. The ESF campuses will learn in cohorts for training and job embedded coaching. The ESF Grant Specialist will set up the trainings, participate in the training, and ensure campuses have all the tools to embed new knowledge in school operations. This position will provide ongoing support to grow leaders and campus teams. Formative and summative reviews will be conducted throughout the school year and the web based improvement plan will be utilized to track progress in each identified area. The ESF Grant Specialist will ensure resources are leveraged to address areas of need specific to each campus. Activities can be modified throughout the grant time line to ensure the campus has all needed supports to demonstrate growth.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The ESF Specialist will work with each ESF school to identify needs specific to the campus. Each ESF campus completed the self assessment or diagnostic to develop a Year 1 area of focus for TIL training. The specific area of need varied from campus to campus based on the assessment results. Each ESF campus developed a preliminary budget based on the two identified areas of need. The campus drafted activities to support the identified area. For example, one of Grangerland Intermediate's area of need is Data Driven Instruction. In addition to the TIL training in the area of Data Driven Instruction, the campus is planning to dig deeper into actively planning PLC planning days with campus teams (includes subs for teachers to spend a good chunk of time digger into data and developing an action plan for address data needs). Grangerland also budgeted instructional materials upgrades for reading, math, and science to ensure teachers have the tools needed to address grade level content. Finally, the campus is planning to support the ESF grant activities with Lead4ward training to ensure campus teams know how to analyze the data and develop quick action steps to intervene in the instructional approach. Each ESF campus planned a preliminary budget for salary, extra duty, subs, contracted services, instructional materials, and registrations/travel.

Quarterly, throughout the grant time line, the ESF Specialist, Principal Coach, and Federal Programs will review budget spending with the campus principal to ensure that funds are being used to address identified needs. As campus data is analyzed and new needs are identified, all stakeholders will work together to determine how to best leverage resources available to address ESF Focused Grant schools. All grant activities will follow federal funds spending guidelines. ESF Campuses will go back to the campus improvement plan to review and revise identified needs, address resources available, and allocate budget plans to address needs. The Director of Federal Programs and the Director of Purchasing monitor all federal spending approvals. Additional corrections are requested prior to approval, if needed. All EDGAR and UGG spending requirements will be applied.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

All ESF Focused Grant campuses will be able to supplement ESF Grant activities with federal, state, and local resources applicable to the campus. Conroe ISD determines all funding sources based on an allocation formula and ESF Focused Grant schools will continue to generate all applicable funding. Title I will be used to further address identified campus needs, create instructional support, and engage families in the learning process on campuses. State compensatory education funds will address students identified as at-risk of struggling academically. Local funds will address general and specific campus needs.

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