



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 [Redacted]

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 **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 **July 3, 2023-September 30, 2025**

Pre-award costs permitted from **Award Date**

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): [Redacted]

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

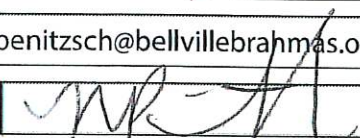
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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="1"/>

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 school must have a local vision led by the principal to create an intentional high-performance culture. Leaders develop the systems and culture on campus that will determine school success. It is critical that they receive ongoing, job-embedded coaching to grow in their ability to enhance and improve the learner experience and school culture, as well as develop, implement and monitor focused continuous improvement plans to address causes of low performance. To accomplish this, BISD will partner with engage2learn(e2L). Their Catalyst Coaching Program(CCP) aligns with Lever 1.1, Strong School Leadership and Planning and is designed to ensure professional growth, continuous improvement, cultural shifts, job satisfaction, and retention. O'Bryant Primary(OBP) will be hiring a new AP for next year and two instructional coaches will become full-time positions allowing them to work with teachers on standards alignment, planning, and analyzing data. The principal is also moving into year two on the campus. The principal, AP, and coaches will participate in the CCP with e2L to strengthen campus leadership by focusing on protocols and processes to effectively lead the campus while building capacity in themselves and their staff with core leadership tasks, shared calendars and ongoing structured collaboration. The CCP supports the ESF Grant with a continuous improvement plan for schools that is proven to increase student engagement and achievement by utilizing targeted, multi-layered support for teachers to strengthen campus systems, build staff capacity, improve school outcomes and create sustainable, high-performance culture. One of the key elements is a unified leadership team. In the 22-23 school year, we partnered with e2L to provide onsite coaching for instructional best practices with some of the teachers, but we need to provide this along with additional professional development for all teachers. We will continue through our TIP with the CCP to follow through with what has been initiated and strategize with e2L to fulfill the goals we have set as indicated below:

Lever 4.1-In our ESF Diagnostic, we identified that the majority of the teachers at OBP do not understand students should be doing the cognitive lift and enabling students by consistently answering for them is not helpful. The use of HQIM provides the standards-based, rigorous resources enabling teachers to support students to take ownership of their learning. The mindset to overcome challenges will require coaching and training, specifically on the topics of engaging students and questioning. Lever 5.1-Teachers at OBP will internalize their planning, teaching, assessing, and roles in student development. Teachers will benefit from open conversations about their practice and during such reflections will make the biggest impact with best practices from the training provided. Ongoing coaching and job-embedded training with e2L will provide opportunities for this reflection to grow our teachers. To support our activities identified above, e2L will provide access to their talent development platform that documents growth. Leaders can review progress and embedded tools and resources directly supporting our prioritized focus areas. Using this repository of evidence, along with being in year two of comprehensive support, our ESF Targeted Improvements will be updated and submitted according to TEA requirements.

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.

District personnel, including the DCSI, will meet with e2L and campus leadership to monitor the levers and supporting documentation that will be reviewed during 30-, 60-, 90-, and 120-day cycles and determine if any components were not successful. We will identify the causes, create new strategies to address the needs, and ensure that all needed resources are provided. Following revision of the plan, campus leaders and district support personnel will work directly with the teachers on the campus to communicate and implement the revised goals/strategies and report out according to a predetermined schedule. If at the end of the first year of the grant implementation the campus is unsuccessful in implementing change, the district will conduct an updated ESF Diagnostic to ensure they are focusing on the right initiatives. This may also include reflection to reassess the partnership with our VIP, assess the strength and abilities of the campus leadership teams, and commit to adjustments to remove barriers and promote student 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 will meet biweekly with e2L to continuously evaluate progress and identify needs. When needs are identified, e2L will work with the DCSI, who will then communicate with campus leadership and their teams. As campuses identify additional needs, they will communicate with the DCSI who will assure they receive the appropriate resources and support. The district, in conjunction with the campus, will develop SMART goals, objectives, and strategies to monitor and measure the program's impact over time for OBP. Required Pathway 2 performance measures will be monitored and reported to TEA via the Targeted Improvement Plan including, but not limited to: training and professional development participation, on-site observation visits and feedback, direct coaching, and implementation of VIP practices.

Any identified practices or policies will be identified and reviewed to determine how to best support OBP through operational flexibility to support implementation of the ESF Essential Actions aligned with the Targeted Improvement Plan which will occur on a quarterly basis through a team effort and discussions in an effort to ensure OBP does not encounter any barriers in fulfilling the ESF.

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 district will receive support form ESF that spans two years of comprehensive talent development services to include the following: Teacher Training to launch the project; regularly-scheduled Teacher Coaching over the two years; Coaches Academy Training for instructional leaders; Coaches Academy Coaching for instructional leaders; access and utilization of the GroweLab talent development platform that has teacher and leader levels of access for both coaching, leader management, and quantifying the activities aligned to the ESF levers, activities, and goals; and Project Management support. Through coaching sessions and project management support, the district will use data and guidance by e2L to adjust the support for OBP as needed to enable, through a team effort, the successful implementation of the ESF Essential Actions aligned to the Targeted Improvement Plan. Funds are supplemental and will not supplant existing federal, state, or local funds available.

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 district will work collaboratively with the campus to ensure the funds are being used as identified. The DSCI works with the campus principal to develop, progress monitor, and evaluate the TIP plan to ensure the campus has access to funds and needs-identified resources.

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