



**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

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): **N/A**

Applicant Information

Organization **Brownsville ISD** CDN **031-901** Campus **5 campuses** ESC **1** UEI **LNyUV6TAM7J9**

Address **1900 E. Price Rd** City **Brownsville** ZIP **78521** Vendor ID **174-6000418**

Primary Contact **Dr. Anysia R. Trevino** Email **dratrevino@bisd.us** Phone **956-547-4113**

Secondary Contact **Roni Louise Rentfro, Ed.D.** Email **roni.rentfro@bisd.us** Phone **956-547-3590**

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 **Dr. Rene Gutierrez** Title **Superintendent of Schools**

Email **rene.gutierrez@bisd.us** Phone **956-548-0011**

Signature  Date **04/20/2023**

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="5"/>

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.

Brownsville ISD will support the selected schools through the continuation and expansion of current district services and staff time. This includes the support of the Campus Intervention Teams (CIT) that is composed of the District Coordinator of School Improvement (DCSI) and the Assistant Superintendent/District Directors assigned as each principal's supervisor. In addition, the BISD curriculum-related support staff, the BISD Human Resources Department staff, and other program support staff will be tasked as appropriate to meet the needs of each campus. The district has the staff and support programs in place to assist campuses in implementing school improvement activities. The district is applying for this grant to be able to continue to fund external service providers that have been vetted by the Texas Education Agency that have been successful in helping campuses and the district accelerate the improvement process and take advantage of the outside expertise in a more intensive and extensive manner than is feasible with only district resources.

The district continues using the 806Technologies Plan4Learning software for the creation, revision, monitoring, and evaluation of the Campus Improvement Plans (CIPs), by campus Site-based Decision-Making (SBDM) Committees. Campus Leadership Teams (CLTs) are composed of a subset of the campus SBDM membership along with any other appropriate staff members from the district or campus and this group more specifically works to develop and monitor the Targeted Improvement Plans (TIPs). Since district and campuses are already used to using this program for the TEA preferred web-based Targeted Improvement Plan (TIP) and have been creating TIPs that have been rated as proficient by TEA Specialists for the past two years, we are very confident in the ability to continue using the TIPs to guide the implementation of campus specific school improvement activities.

Campus facilitators will continue to receive district training and supports for the implementation and documentation of the continuous improvement process from the DCSI and other program staff. We will also take full advantage of the ESC Region One supports. The schools in improvement (identified for Targeted supports) all have CLTs and SBDMs that will continue working with the DCSI and principal's supervisor to develop stronger Campus Improvement Plans as well as the required Targeted Improvement Plans based on the ESF. We will update the training for the campuses to be familiar with the Effective Schools Framework 3.0 so their plans will be even more focused on the revised Essential Actions that will have the most significant impact on the school improvement process. The CIT and CLTs will monitor the implementation of the Targeted Improvement Plans after the plans are revised for 2022-2023 and then transition them into the web-based improvement plans. The web-based format should facilitate the CIT and CLT monitoring of the implementation of the selected activities each cycle.

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 will monitor schools receiving the 2023-2025 Title I, 1003 ESF-Focused Support Grant implementation through effective use of appropriate district staff as well as Region One support staff. The District Coordinator of School Improvement (DCSI), along with the campus's Assistant Superintendent/District Directors and Region One Leads, will work closely with the Campus Leadership Team (CLT) to create the TIPs to be submitted as well as consistent check-ins with the campus implementation of the campus Action Steps for each Cycle of the TIP and evaluating progress on their implementation using the student data and Essential Action cycle and annual goals.

The DCSI along with the principal's supervisor and other District Program Directors will work to address barriers identified by the campuses as they develop and implement their Targeted Improvement Plan goals and action steps. Because the campuses in this proposal already have two years of experience as participants in the 2021-2023 ESF grant, the expectation is to continue right on through with addressing barriers as identified rather than needing to wait until after the first year of the current grant to see if there is a need for any significant changes to the grant or plans.

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.

Brownsville ISD has already addressed some practices and policies to provide needed operational flexibility to awarded campuses to support the implementation of campus Targeted Improvement Plans. The district is supporting the choice of the campuses to continue to work with their current TEA Vetted Improvement Plan (VIP) providers and both providers should be approved in May as bid vendors for 2023-2024 to facilitate the renewing of these contracts. The district will continue to provide additional and more focused programmatic supports to ensure the full and effective implementation of the essential actions that are identified in the Targeted Improvement Plans. These supports generally include more flexible budgeting of funds by the campus to better align various funds, prioritize district responses to identified needs for supports, and additional time committed by district staff supporting the implementation of the ESF Improvement Plans' action steps.

In the prior grant, initially all of the school improvement campuses identified the need to improve the Essential Actions 5.1 and 5.3 and all but one included EA 1.1 as priority focus areas. During negotiations, the decisions were made to focus primarily on only 2 EAs and all campuses dropped the EA 1.1. This decision was not made lightly but through the discussions with TEA, with Regional ESC staff, and the VIP staff to ensure that the leadership area would be imbedded in the work of the other two essential actions. After the ESF Diagnostic visits in the Spring of 2022, several of the current grant participants made adjustments to include different Essential Actions but the diagnostics confirmed that EAs 4.1, 5.1 and 5.3 were of higher need than the other essential actions for the second year of implementation.

As this grant is already requiring campuses to select from the revised Essential Actions from the ESF 3.0 (on which they have not had the opportunity to fully use as a self-assessment), the following are the tentative selections based on a review of the changes to the ESF:

Aiken Elementary: 4.1 and 5.1 (continuing with same)

Besteiro Middle School: 4.1 and 5.3 (this campus was focused on 5.1 and 5.3 in the 2021-2023 grant)

Cromack Elementary: 4.1 and 5.3 (continuing with same)

Lucio Middle School: 4.1 and 5.3 (continuing with same)

Stell Middle School: 4.1 and 5.3 (continuing with same)

All campuses will be more focused on strong instructional planning and implementation that fully addresses the needs of all students using the adopted and selected HQIM resources. The STAAR 2.0 is requiring that teachers not only analyze the stronger and weaker performance areas but also ensure that they address the varied ways that student's understanding is now being assessed with the online testing and new question types. It is now even more important that teachers critically analyze individual as well as aggregate student data to best determine how they will revise instruction after analyzing available formative assessment data and consistently using daily formative assessments and analysis of student work.

As part of the district supports, the Curriculum and Instruction Department staff will continue to prioritize meeting the campus needs for development of stronger implementation of the district's core scope and sequences/ frameworks as well as support for implementation of the district's on-line lesson planning software application that integrates sharing of successful lessons and feedback from campus and district staff. In addition, the Assessment, Research and Evaluation Department staff will continue to provide additional supports for actions steps related to developing stronger formative assessments and using the district's assessment software to provide rapid turnaround of assessment data. The Bilingual, Special Education, and College and Career Ready staff are also ensuring that these campuses receive priority in supports as identified based on data from assessments, campus and classroom visits, and campus requests.

The district and campus leadership have worked diligently to ensure the 2021-2023 ESF grant funds have been used effectively to support the implementation of the Targeted Improvement plans and are confident that continued funding for the five campuses that remained identified for Targeted Supports will greatly benefit from the opportunity to accelerate their improvement through the availability of these funds and the oversight and guidance that will come as part of participating in the 2023-2025 Title I, ESF-Focused Support Grant.

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.

Outside of the professional and contracted services budget area (6200), minimal grant funding will be allocated for substitutes and stipends (6100), supplies and materials (6300), and travel (6400) because these expenditures will be supported by campus and district funds allocated from other local, state, and federal sources. No grant funds will be allocated to actual salaries. The 6100 area funds are expected to be used to pay for substitutes for teacher participation in professional development activities and stipends are for professional development participation outside of teachers' contract time along with associated fringe expenses.

The grant is not expected to be the only source of funds being provided to implement identified action steps. One example of other funds supporting the implementation is the district funding of the lesson planning and assessment softwares with additional training for these teachers and leaders that are using the applications. Another example is supplemental funds from Title and State Compensatory sources being targeted for additional supplies and materials to address action steps. In addition, the district and campuses have used ESSER funding for the past few years to ensure that HQIM materials and gap-addressing supplemental resources have been provided for all campuses based on identified district and campus needs.

Campuses that are eligible for the grant are fully in support of including some of their feeder pattern campuses in accessing some services and professional development, especially for services from their selected Vetted Improvement Providers (Instruction Partners and E3 Alliance). The district will work with the contracts with the VIP to get the most possible services within grant budgeted funds. The district will continue working on determining other funds that may be tasked to support feeder pattern campuses that have been part of the 2021-2023 ESF Grant and are already vested in these school improvement activities as part of the budgeting process for 2023-2024.

District provided resources will also include additional time of district and campus personnel to assist campuses in addressing the TIP action steps as well as support the external service provider activities at the campuses. Implementation will require additional time and effort from program support staff, Assistant Superintendents/Curriculum Directors assigned to the campuses, and the District Coordinator of School Improvement.

If needs change during the life of the grant, the district will support campuses revising their allocations as long as they are aligned to the goals of the program and address action steps in their Targeted Improvement Plan. The district will submit an amendment to TEA if the revisions meet the requirements to do so. The DCSI has extensive grant experience and will be tasked to ensure that the budgets will meet the needs and goals of the program and assist all participating campuses with any needed revisions.

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.

In the work on the grant application, the campus leaders have input into the allocation of the grant funds. As the campuses develop their Targeted Improvement Plans, the DCSI works with the campus leadership to make sure the all appropriate funds have been allocated to the campus location to allow them to have direct access to spending their funds for substitutes, professional development stipends, HQIM or professional development supplies and materials, professional development services including Regional ESC supports and sessions, and travel to in-state conferences or sessions aligned to their Targeted Improvement Plan action steps.

The DCSI will assist campuses with all of the needed procedures to secure the approvals and purchase orders, especially for expenditures that campuses want to collaborate on or participate with other eligible campuses, including the contracts for the VIP services, shared/multi-campus professional development activities, and district-wide activities that align to all of the Targeted Improvement Plans. For example, in the current grant, participating campus leadership came to consensus on having joint sessions with their VIPs in August of 2022 so they could share learnings from the first year and be more effective and efficient with implementation of their VIP services during 2022-2023. The DCSI had the operational flexibility to support the organizing and acquiring the finance approvals for the group with campus allocated funds rather than each campus principal having to individually go through the BISD purchasing process, but only with full approval and support of the campus leadership.

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	