



**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](mailto: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):

- |  |   |
|--|---|
| <input type="checkbox"/> LOI application, guidelines, and instructions                         | <input type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input type="checkbox"/> 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

Pathway 2

**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.

Chapel Hill ISD's goal is to improve our low-performing school, Kissam Intermediate, by reviewing, evaluating, monitoring, and intervening with this identified campus in need of academic support to ensure excellence in education for all students. Kissam Intermediate has developed a comprehensive system of support for the intermediate campus to successfully implement improvement plan activities.

The Effective Schools Framework (ESF)/improvement plan will be reviewed monthly during each campus leadership team meeting. The review process will include a discussion of each strategy for that quarter with a review of data or other relevant information to determine if adequate progress is made or modifications are needed. Kissam will utilize a web-based improvement planning system. District and campus staff will receive professional development on using the system before the planning and evaluation process. The system will provide convenient access to read and update quarterly progress monitoring data. The improvement plan will be in a central location and for use during meetings to discuss the progress of the efforts.

The web-based improvement planning process for Kissam will include the following components:

1. Assurances
2. Data Analysis: Comprehensive Needs Assessment with references to specific data based on assessments for each campus
3. Campus Focus Areas: Essential Actions and Implementation Levels
4. Prioritized Focus Areas: Essential Actions, Rationale, Capacity-building, Key Partnerships, Barriers to address, Communication with stakeholders, Desired annual outcomes, District Commitment Theory of Action
5. Review of student performance data for each domain and cycle
6. 90-Day Outcomes
7. Action Plan: Action Steps, Prioritized Essential Action, Start Date/End Date, Resources Needed, Person(s) Responsible, Evidence Used to Determine Progress Toward Action Steps, Evidence Collection Date, Progress Toward Action Step, Necessary Adjustments/Next Steps
8. Reflection and Planning for Next 90-Day Cycle: Carryover Action Steps and New Action Steps

District-level monitoring support will follow the US Department of Education's evidence-based decision-making cycle that has been found effective for school improvement: 1) Identify local needs; 2) Select relevant evidence-based interventions; 3) Plan for implementation; 4) Implement; and 5) Examine and reflect.

The district will participate in required submissions, ongoing continuous improvement feedback, training, coaching, and implementation support from the Region 7 Educational Service Center's Division of School Improvement.

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.

Chapel Hill ISD will support Kissam's implementation of the Effective Schools Framework (ESF) continuous improvement process to improve student outcomes. The district will commit and schedule a time to monitor the intermediate school's progress to ensure the school's success. We will utilize the web-based improvement plan to guide and track the implementation of the Essential Actions identified in the most effective schools and to support powerful teaching and learning. Each phase of the improvement process will include: data analysis, needs assessment, and developing, implementing, and monitoring an improvement plan aligned to Kissam's ESF focus area and Pathway #1. (a) Monitor a web-based improvement plan upon submission and during implementation:

Phase 1: Data Analysis: An internal cross-departmental team will assemble to include representatives from the district and Kissam's stakeholders groups: Principal, Assistant Principal, Literacy & Numeracy Coach, Counselor, Lead Teachers, Special Education & Dyslexia Staff, and at least one parent. The team will collect and analyze data to monitor student learning, collect information on current strengths, and identify instructional models and curriculum gaps. The team will review the data and report to the district-level leadership during the monthly leadership team meetings.

Phase 2: Needs Assessment: The data analysis will inform the development of the web-based improvement plan. During monthly meetings, the district-level leadership team will review the plan's progress to address the identified needs and ensure student success.

Phase 3: Developing Plan: Kissam will develop the web-based improvement plan to include strategies and activities aligned with the need assessment. The district-level leadership will review the plan and provide ongoing monitoring support to ensure the successful implementation and achievement of strategies and activities.

Phase 4: Implementing/Monitoring: Kissam will document progress towards achieving the improvement plan with monthly data reports submitted to the district-level leadership for review

(b) After ongoing monitoring, the district-level leadership will implement additional corrective actions and resources following any unsuccessful improvement plan implementation after the first year of the grant cycle.

**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.

Kissam's ESF Texas Instructional Leadership Diagnostic has identified the following Essential Actions that align with continuous improvement efforts and effective models to support powerful teaching and learning:  
 Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.  
 Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.  
 Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.  
 Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.  
 Essential Action 5.1: Effective classroom routines and instructional strategies.  
 Essential Action 5.3: Data-driven instruction.

Kissam Intermediate School has identified three ESF Essential Actions for this grant: 4.1, 5.1, and 5.3.

Chapel Hill ISD (CHISD) will work to ensure that Kissam Intermediate School has the ability to meet ESSA requirements for ESF: "to modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans." To achieve this statutory requirement, district leadership will leverage the following operational flexibilities:

- 2. Curriculum: authority to tailor curriculum to meet the need of the anticipated student population; authority to create, modify, and eliminate programs; and authority to contract for academic support services.
- 13. General Operations: determine the daily schedule and the year-long calendar; ability to select or opt-in to district services, and ability to control discretionary funds.

In addition, the district commits to the following to ensure full and effective implementation of the Effective Schools Framework Essential Actions that will align with the web-based improvement plan:

- CHISD will provide the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.
- CHISD will support principals by protecting their time dedicated to school instructional leadership.
- CHISD will ensure that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers).
- CHISD's policies and practices will prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).
- CHISD will provide effective governance to support and promote student outcomes.
- CHISD will ensure that campus buildings are well maintained, safe, and conducive to learning.
- CHISD will provide data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).

These operational flexibilities and district commitment of support will enable Kissam to achieve the full and effective implementation of the Effective Schools Framework Essential Actions aligned within the web-based Improvement Plan.

**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.

6100-Payroll

Instructional Support Aides- \$91,900

Year 1 and 2 will provide the same supports that include:

1. Enhanced Individualized Instruction: Instructional Specialist will provide small group instruction, allowing students to receive personalized attention and tailored instruction that meets their specific needs. This individualized approach can help students struggling with academic concepts catch up while challenging high-performing students to excel.
2. Academic Improvement: Instructional Specialists will help improve student performance by providing additional support in areas where students may be struggling, such as in reading, math, or other subjects. Instructional Specialists can work with students to reinforce classroom lessons, clarify concepts, and provide extra practice, improving academic outcomes.
3. Increased Student Engagement: Instructional Specialists will engage students in learning using various instructional strategies catering to their individual learning styles. This can make learning more enjoyable and meaningful for students, leading to increased motivation, participation, and knowledge retention.
4. Support for Special Needs Students: Instructional Specialists will provide additional support for students with special needs, such as students with learning disabilities, language barriers, or other challenges. Instructional Specialists can work closely with special education teachers and other school staff to provide individualized instruction and support that meets the unique needs of these students.
5. Supplemental Enrichment: Instructional Specialists will offer supplemental enrichment activities beyond the regular curriculum, such as additional reading, writing, or STEM (Science, Technology, Engineering, and Mathematics) activities. This will help students develop a deeper understanding of the subject and broaden their horizons.
6. Collaborative Partnership: Instructional Specialists will work collaboratively with classroom teachers and other school staff to support students' overall academic progress. They can communicate regularly with teachers, provide feedback on student performance, and align their instruction with classroom instruction to ensure a cohesive and comprehensive approach to student learning.

6300-Supplies and Materials

\$8,100 - Technology tools for small group instruction and intervention needs.

Total: \$8,100

Total: \$100,000

A high-level snapshot of funds: Currently, Chapel Hill ISD allocates Title I (\$17,393) and State Compensatory Education (\$67,294) funds to similar programs. These funds provide academic assistance for economically disadvantaged and at-risk students in the content areas of Reading and Math and after school instructional support and a summer school academic intervention program.

Throughout the project period, adjustments to the budget may be necessary to address the needs of students and teachers to ensure the success of students.

**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 Local Education Agency (LEA) will take several steps to ensure that campus leaders have direct access to grant funding to ensure alignment with the Targeted Improvement Plan (TIP).

1. Grant Identification and Notification: The LEA will proactively identify and notify campus leaders about relevant grant opportunities that align with the goals and objectives of the TIP. This will involve regular monitoring federal, state, and local grant databases, as well as staying updated on funding announcements and opportunities from relevant agencies and organizations.
2. Grant Application Support: The LEA will provide comprehensive support to campus leaders in the grant application process. This will include offering training workshops, webinars, and resources on grant writing, budgeting, and compliance. The LEA will also assign grant writing experts or consultants to work closely with campus leaders to develop strong grant proposals that align with the TIP.
3. Grant Submission and Tracking: The LEA will establish efficient systems for grant submission and tracking to ensure that campus leaders can easily submit their grant applications and monitor the progress of their submissions. This may involve creating an online portal or platform where campus leaders can access grant applications, upload required documents, and track the status of their submissions.
4. Grant Management and Accountability: Once grants are awarded, the LEA will support campus leaders in managing and implementing grant-funded programs or initiatives. This will include ensuring that grant funds are used by grant requirements, providing guidance on reporting and monitoring, and conducting regular audits to ensure compliance. The LEA will also hold campus leaders accountable for achieving the outcomes and objectives outlined in the TIP through grant-funded programs or initiatives.
5. Collaboration and Networking: The LEA will foster collaboration with the ESC to share best practices, lessons learned, and successful strategies in accessing and utilizing grant funding to align with the TIP. This may include organizing regular meetings, workshops, or conferences where campus leaders will focus on best research-based instructional practices to improve student outcomes.

Overall, the LEA will take a proactive, supportive, and accountable approach to ensure that campus leaders have direct access to grant funding to align with the TIP. By providing comprehensive support throughout the grant application process and fostering collaboration among campus leaders, the LEA will facilitate the successful acquisition and utilization of grant funding to support the improvement efforts outlined in the TIP.

**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**