



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 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 Digitally signed by Millard L. House II
 Date: 2023.04.20 19:02:36 -05'00'  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="3"/>
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.

Houston ISD has been working diligently to support all campuses to improve student achievement. Throughout the years, the district has had many changes. These changes have included revisions and updates to curriculum instruction, data implementation and professional development for leaders and teachers focusing on higher expectations for students and staff. To better support and improve our schools, the district has provided tools such as High-Quality Instructional Material and continues to focus on data-driven instruction and professional development that strengthens culture and instruction for our students and staff.

Adopting high-quality instructional materials and curriculum provides teachers with instructional planning tools encompassing different strategies to support student learning. The curriculum-driven instruction is aligned with data that is aligned to assessments. Teachers analyze and use the data obtained from the data assessment results to ensure that the needs of all students are met. To assist with meeting the needs of the students and staff, the district launched CANVAS, a reliable and web-based learning management system that allowed educators to create and present learning materials, assess student learning, engage students in courses, and receive feedback about skill development and learning achievement. CANVAS has provided opportunities for teachers to create STAAR 2.0 questions for students to practice with and improve their academic achievement.

Even though the district has been through many changes, it has continued to strengthen strategies that improve instruction which include teacher feedback and observations. The district introduced the See It, Name It, Do It feedback protocol for leaders and teachers. This protocol has created consistency for the district. The district introduced the T-TESS appraisal system to improve planning and instruction in the learning environment and professional practices and responsibilities to refine each teacher's craft and improve student performance. The district knows that high student achievement relies on strategic leadership implementing, monitoring, and following through effectively and efficiently with evidenced-based school improvement plans.

The district currently utilizes Plan4Learning to support the school supervisor and principal during the process of assessing needs, setting improvement goals, creating action plans, and monitoring progress. Furthermore, it also allows time to implement the strategies, review the outcomes, and drive decision-making about budgeting, curriculum, staffing patterns, and school organization among our executive directors and principals.

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 school improvement plans will include clear and effective protocols for measuring progress and implementation within Plan4Learning. Plan4Learning is a software system to create, monitor, and evaluate school improvement plans. Planning is encouraged to be utilized as an essential component for creating and growing high-performing schools while ensuring success. The district will work with schools to ensure the day-to-day systems and protocols by gathering information on short and long-term metrics over time within their plans.

A) The district will support the campuses in efforts and help develop critical milestones throughout the school year, which assess progress to date, make future decisions and implement corrections as needed within the plans. During the initial implementation, the district and school leaders will systematically monitor the school by doing walk-through observations. The district and school leaders will gather the data from their observations and adjust, if needed. The adjustments will be based on their plans and short and long-term goals. As the team analyzes the data, they will modify and provide professional development to the staff to ensure students continue to improve academically.

B) The district will also use Plan4Learning for performance monitoring to ensure the program works efficiently. In order to ensure that the grant is effective, it will take all stakeholders, including school leadership, principals, and school supervisors, involved to provide support and guidance as needed.

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.

In efforts to provide operational flexibility to comprehensive, targeted, and additional targeted support campuses, the district has committed its efforts and practices to provide support to its identified lowest-performing schools. These efforts and protocols have shown commitment to schools to provide funds and resources that implement practices within the transformational model. Many of these efforts have focused on curriculum implementation, professional development, and many more strategies focusing on student achievement.

Houston ISD has aligned essential actions within the Federal and State’s Effective School Framework (ESF) to the district’s current web-based targeted improvement planning instrument, Plan4Learning. Campuses will be able to align their goals utilizing Plan4Learning.

The district has aligned its action with the Effective Schools Framework (ESF) essential actions in analyzing campuses needs and proactively implementing programs that address these needs. The efforts will focus on embedding interventions that are aligned with the school improvement plan that will be long-term and sustain gains in student achievement.

Schools will have operational flexibility within the following areas:

- ability to hire, train and educate their staff,
- determine their daily schedule, and
- ability to control discretionary funds provided to campuses to utilize to improve student achievement.

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 proposed budget will meet the needs and goals of the program considering every aspect has been examined and prioritized in the development of the proposed budget. In addition, the proposed budget will ensure that the needs of each identified campus is aligned with the intent and purpose of the grant. The district is committed to building a solid foundation of instructional leaders to achieve and sustain long-term success for all stakeholders.

The first year as a grant recipient will be spent learning and building the foundation, in alignment with the ESF, to improve the teaching practices, the coaching practices, and building instructional principal leaders to improve school outcomes. An additional process taking place for the first year will be to strengthen campus systems, ensuring sustainability of the coaching framework assuring that ESF is being utilized to provide high-quality curriculum, positive school culture, and appropriate levels of support for teachers.

The second year as a grant recipient will be spent focusing on analyzing the data from the previous year of implementations and making updates or changes if needed to the program. Campuses will also focus on growing their leaders in order for them to continue to provide effective support to their teachers.

Campuses will utilize grant funds to partner with their vetted improvement program (VIP), attend trainings and purchase materials and supplies related to their increased academic support to the students. Throughout the years, reviews of how much progress is being made and goals being met will be completed. The district will make identified changes and revise the budget, if needed to ensure grant funds are utilized effectively, efficiently, reasonably, and are allowable while aligning with the intent and purpose of the grant.

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 support campuses with aligning all resources to carry out the grant activities in a sustainable manner to support and scale identified needs. This includes ensuring that the school improvement and student achievement funding streams are included to build long-term capacity for all stakeholders.

Awarded campuses will maintain control over how their funds are allocated with review and approval from the district's central office on how funds will be expended. Campuses will utilize funds to partner with their vetted improvement program (VIP), attend trainings in-district and in-state, and purchase materials and supplies to support the VIP, trainings, academic needs for students and provide staff with the resources needed to improve student achievement.

All expenditures will be aligned to the needs and goals addressed in each campus' individual needs and goals in Plan4Learning and aligned to district goals while being allowable, allocable, and reasonably related to the purpose and intent of the grant.

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