



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 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 ApplicationPathway 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.

Heritage Academy will support the campus in carrying out school support and improvement activities by:

- 1) Allowing operational flexibility through the shifting of resources, processes, and practices in response to critical needs identified.
- 2) Allowing tailored approaches, expedition of resources, and departures from standard practice when the need is substantiated.
- 3) Eliminating barriers to improvement and empower staff to be responsive in support of campus leadership moves
- 4) Utilizing internal and external human capital and necessary resources to meet all needs for a successful implementation of strategies from the Targeted Improvement Plan
- 5) Prioritizing teaching and learning by implementing systemic protocols
- 6) Communicate a clear, focused vision for continuous improvement aligned with collaborative efforts for student success
- 7) Supporting the campus leaders in the development of a Targeted Improvement Plan; this includes:
 - *convening a diverse, representative team with assigned roles and responsibilities
 - *reviewing data sources
 - *identifying priority areas
 - *conducting a root cause analysis
 - *developing goals and strategies for implementation

Heritage Academy has partnered with E3 Alliance/Aligned Systems for Student-Centered School a TEA-approved External Vetted Improvement Program to support the LEA/campus school improvement initiatives throughout the grant period. Specifically, E3 Alliance/Aligned Systems for Student-Centered School will work with the district/campus leadership team to plan and deliver high-quality contracted services and supports that best addresses the foundational essential actions that aligned with the ESF Self-Assessment for the Heritage Academy of Windcrest campus.

E3 Alliance/Aligned Systems for Student-Centered School and the LEA/campus will engage a systematic approach in the development of a web-based improvement plan and provide consistent follow-up to ensure that the LEA/campus objectives are achieved. This includes providing resources and support to the instructional leadership team and teachers designed to increase student academic growth and teacher effectiveness in the classroom. Some examples of professional learning for teachers include MAP & DMAC training, TEKS Resource, and differentiated instructional delivery of the Reading and Math curriculum. Heritage Academy will also designate a Campus Grant Project Contact (CGPC) with primary responsibilities for supporting the LEA/campus* school improvement efforts. This individual will have the experience, skills, and competency necessary to ensure the grant program remains within budget, on schedule, and within scope.

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.

Heritage Academy will monitor schools in the following ways to ensure compliance with the Targeted Improvement Plan:

- 1) Quarterly check-ins for Formative Reviews.
- 2) Principal supervision and coaching.
- 3) Training and professional development participation.
- 4) Campus visits/observation focused on targeted.
- 5) Direct coaching.
- 6) Implementation and support of VIP practices.
- 7) On-site observation visits and feedback.

If the campus is unsuccessful in the implementation of the plan in the first year of the grant cycle the LEA and school will:

- 1) Review all sources of data.
- 2) Conduct root cause analysis.
- 3) Develop strategies for corrective implementation.
- 4) Monitor implementation of correction actions and project strategies.

In order to ensure feedback and continuous improvement, grant program administrators are required to meet regularly with stakeholders (i.e. teachers, support staff, etc.) to collect feedback pertaining to the proper implementation of identified activities. This will include conducting surveys that will provide feedback on the progress of the program. It is of high priority for the LEA/campus to meet student needs and ensure that all funds are utilized to their maximum potential. Thus, feedback is essential in monitoring the programs effectiveness. The Campus Grant Project Contact, E3 Alliance/Aligned Systems for Student-Centered School, and district/campus leadership are required to review data collected to determine if adjustments to the program need to be implemented and report quarterly progress to stakeholders.

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.

Heritage Academy 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 identified in the Targeted Improvement Plan by:

- 1) Setting a priority to change ineffective practices and processes that hinder student success.
- 2) Putting in place explicit and rigorous standards for student learning.
- 3) Responding and/or adjusting goals when they are not met in a timely manner.
- 4) Interacting with all stakeholders to plan and implement improvement initiatives.
- 5) Continuously review systemic, district-wide practices.
- 6) Addressing and modifying support based on needs and personnel.

Accordingly, the Campus Grant Project Contact, Campus Leadership Team, and E3 Alliance/Aligned Systems for Student-Centered School will meet on a quarterly basis, or as needed, to ensure all policies and practices are being properly assessed to afford operational flexibility to the Heritage Academy of Windcrest campus. If areas of weaknesses are identified, the LEA will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the Superintendent, Board of Directors, and TEA for approval.

Heritage Academy leadership team will work to modify practices and policies to provide operational flexibility to the campus, enabling full and effective implementation of the Effective Schools Framework Essential Actions outlined in the Targeted Improvement Plan.

To reduce potential barriers, Heritage Academy will carefully review and modify their processes to address any identified areas of weakness or need. Any significant changes will be presented to the Superintendent, Board of Directors, and TEA for approval.

To obtain feedback from stakeholders, Heritage Academy leadership team is committed to interacting with all stakeholders to plan and implement improvement initiatives. This includes regular meetings with the Campus Grant Project Contact, Campus Leadership Team, and E3 Alliance/Aligned Systems for Student-Centered School to ensure that all policies and practices are being properly assessed and modified as needed. Additionally, Heritage Academy will seek feedback from teachers, parents, and students to inform decision-making.

Tools and metrics for evaluating the effectiveness of the ESF aligned Targeted Improvement Plan will include student performance data, teacher and staff feedback, and stakeholder input. Heritage Academy will use these metrics to assess progress towards meeting the identified goals and make adjustments as necessary. Additionally, regular meetings and evaluations with the Campus Grant Project Contact, Campus Leadership Team, and E3 Alliance/Aligned Systems for Student-Centered School will ensure that the plan is being implemented effectively and that any necessary modifications are made in a timely manner.

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 was collectively and collaboratively developed by instructional leadership and other stakeholders within Heritage Academy to meet the prioritized needs of students and staff as identified during a comprehensive needs assessment process. To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, Heritage Academy will coordinate these supplemental funds with federal (TI, TII, TIII, TIV), state (SCE), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.

The primary expenditure for the proposed budget will be within the (6200 object code) for contracted services to work in strategic partnership with E3 Alliance/Aligned Systems for Student-Centered School towards improvement in focus areas of Leadership, Culture, and Effective Instruction. Campus leaders and instructional staff will engage with E3 Alliance/Aligned Systems for Student-Centered School facilitators, in activities such as, but not limited to coaching sessions, professional learning, transformational work, connecting to the Effective Schools Framework, enhancing strategic plans, instructional models, the utilization of data to drive best practices, the utilization of a multi-tiered system of support/response for student attendance/engagement/academic performance, and personalized pathways for supporting instructional staff through the cycles of observation, feedback, coaching, and continuous improvement.

Supplies/materials (6300 object code) will include but are not limited to: instructional manipulatives, technology hardware/software, supplemental instructional materials, books for professional development, including supplies to enhance culture/climate, etc. Travel costs (6400 object code) will be minimal but budgeted for mileage to and from campus/training site, consultant travel, etc.

The two-year grant will allow Heritage Academy to plan for budgeting for other campuses within the district to receive similar supports. Heritage Academy will be able to plan for future year's budgets and make priority decisions about spending to ensure sustainability of this work and expand to more campuses in our district. The district's plan for sustainability will include an examination of grant initiative aims, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. Additionally, the district will sustain school improvement goals and objectives through effective avenues to ensure program continuity beyond the grant period, to include more efficient use of existing resources and continuing to build public-private partnerships. The Heritage Academy of Windcrest campus will continue to utilize, as in-kind contribution, their current software, books, computers, and related instructional resources to continue the essential actions and ESF processes beyond the grant funding cycle.

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 proposed budget was collectively and collaboratively developed by instructional leaders within the school district to meet the prioritized needs of students and staff as identified during a comprehensive needs assessment process. To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate these supplemental funds with federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources. Initial planning of schedules, time, available resources will all be taken into consideration prior to the full implementation of services and goods being procured.

CDN 015815

Vendor ID 74-2823746

Amendment # N/A

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	

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Amendment #

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