



2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021

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, 2021**.

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 Pathway Attachment
 3. Pathway 2: Pathway 2 Supplemental Pathway Attachment
- 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 DUNS
 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="3"/>
Pathway 2	<input type="text" value="0"/>

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 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 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. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. 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 web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

The prioritized focus for Hillsboro ISD campus support will be in the areas of Prioritized Lever 5: Effective Instruction with a focus on objective-driven daily lessons with formative assessments and data-driven instruction. Hillsboro ISD will partner with ESC 12 to support campuses in carrying out school support and improvement activities that are aligned to the ESF framework by:

- *implementing and continually assessing the current curriculum for the degree of both horizontal and vertical alignment;
- *implementing weekly Formative/Checkpoint Assessments and Curriculum Based Assessments each grading period to measure student and overall system progress;
- *analyzing data following each grading period using multiple measures;
- *providing time, resources and models to ensure effective planning and lesson design which in turn will fill students learning gaps and extend the learning opportunities for all students;
- *providing opportunities for the professional growth of campus staff through targeted professional development that focuses on data informed instruction, effective lesson planning and TEKS aligned instruction and assessment;
- *building capacity for all administrators, teacher leaders and teachers and to enhance continuous understanding of the ESF process and effective actions in order to build the campus capacity to support the necessary changes.

The LEA will develop a web-based improvement plan for the campuses selected through the program Plan4Learning. This program is already familiar to our campus leaders and will be a way to incorporate the ESF focus strategies for improvement with the campus and district improvement plans.

All school improvement efforts will include participating in and utilizing the ESF diagnostic in the spring of 2022, participation in ESF aligned training, professional development in how to purposefully use the web-based improvement plan tool, participation in feedback and coaching from Texas Instructional Leadership, and participation in grant spending coaching.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

a) The District will monitor campuses receiving the ESF Focused Support Grant in the following ways:

- *utilize Plan4Learning as a tool to develop and monitor the improvement plan during implementation through regular checkpoints throughout both years of implementation.
- *incorporate strategies for school improvement focused on efforts to strengthen campus systems, build staff capacity, improve school outcomes, and continue improvement efforts into the campus improvement plans for the Hillsboro Intermediate, Junior High and High School campuses. The CIPs are presented to the board for approval at the beginning of each school year. Each strategy is then evaluated in December, March and June by the CIP committee. The Campus Improvement plans are uploaded to the district and campus websites.
- *schedule monthly meetings between District and Campus Grant Project Contacts for evaluation of specific action steps in the prioritized area of improvement that include budget monitoring, TIL participation, ESF diagnostic and provide effective and timely feedback and recommendations for necessary adjustments.

(b) If the implementation of the effective actions aligned to the campus' s prioritized focus is not successful, the district will undertake the following actions:

- *review data from Spring 2022 ESF diagnostic to ensure that actions are aligned to current needs;
- *meet with ESC 12 for guidance and support in building the capacity of district and campus instructional leaders;
- *meet with campus leadership and TIL participants for feedback on implementation and attendance in ESF-aligned differentiated training;
- *revisit each action in the web-based improvement plan undertaken during Year 1 to ensure that each was done with fidelity throughout the first year of implementation;
- *determine necessary adjustments and next steps for re-aligning with prioritized focus.

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 aligned web-based Improvement Plan.

*Ensure campuses have operational flexibility and autonomy to effectively implement the web-based improvement plan.

* Engage staff as partners in improvement to ensure buy-in and engagement.

* Create leadership groups consisting of the principal, assistant principal(s), and teacher advocates that are responsible for communicating and assessing the level of understanding of the web-based improvement plan, and support positive morale of staff when implementing the plan.

* Provide professional development for campus leaders in utilizing Plan4Learning to effectively develop a campus plan with strategies that are aligned to the identified ESF levers.

* Identify strengths and challenges in the school climate by surveying parents, teachers, and students. Based on results, make needed changes to the “norms” of teachers and students in order to support improvement.

* Develop benchmarks to monitor plan implementation by setting and measuring pre-determined success metrics.

* Promote “quick wins” with staff when data indicate positive results

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Based on the results of the ESF Self-Assessment, Hillsboro ISD has identified Prioritized Lever #5 Effective Instruction- Essential Action 5.1: Objective-driven daily lesson plans with formative assessments, Essential Action 5.3: Data-Driven Instruction and Lever 4 High Quality Curriculum- Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence. The need for the program is based on the results of the ESF Self-Assessment. Hillsboro ISD has identified Prioritized Lever #5, Essential Action 5.3: Data-Driven Instruction(DDI) as the focus. The goals of the program are to partner with ESC Region 12 to provide campus and district leaders an opportunity to grow in guiding teachers in purposefully analyzing data in order to inform instruction and effectively meet the needs of each student so they show growth. DDI training will also provide our campus administrators with a model of how to effectively analyze data, identify student misconceptions, and a process for developing a reteach plan to address those gaps and misconceptions. During year two, campuses will engage in Observation and Feedback which will provide campus and district leaders opportunities to develop proficiency in establishing and coaching toward effective instructional practices in every classroom. The proposed budget will meet the needs and the goals of the program in the following ways:

Payroll-
It will not include any additional staff, but does include funds for before and after school tutoring and a stipend for the grant project contact.

Professional and Contracted Services-
Additionally, the proposed budget includes support from contracted services for supplemental resources that support the TIL framework
Partnership with ESC 12 Texas Instructional Leadership

- *Data-Driven Instruction
- *Observation and Feedback
- *Lesson Alignment and Formative Assessment

professional development including STAAR Forward for Leaders and Data Analysis Tools & Connection through Lead4Ward;
professional development with the Schlechty Center for support in alignment of instruction to grade level/content area TEKS;
assessment development /alignment for math teachers through “Mr. Math” consultant Joseph Diaz.

- *Patterns of Power professional development which provides supplemental resources as they are participating in lesson alignment and formative assessments in TIL that support reading and writing aligned instruction.

Supplies and Materials-
Adaptive digital learning and hard copy resources aligned with the TEKS that provide rich, dynamic data

- *Reading--IXL, Lexia, iStation
- *Math--IXL
- *Patterns of Power Instructional Resources

Capital Outlay-
Laptops for teachers to utilize while moving around the classroom, data meetings, and outside of school to analyze data and plan effectively.

If in the future adjustments are necessary to the actual improvement plan, budget, and/or as determined by the monthly meetings, the project contact would make necessary amendments to the budget, utilize additional federal, state and local funds if needed to provide more support for campus and teacher leaders, reach out for support of ESC 12 to align necessary actions with the program goals, and reassess needs based on the ESF diagnostic.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

Resources include a range of elements beyond just funding, such as staff talent and expertise, staff time, student learning time, and outside services. HISD coordinates all supplemental funds with local and state to ensure that the needs identified in the ESF process are prioritized and met.

*Regular reviews of resource allocation data will be conducted to determine the greatest areas of impact and where to make adjustments.

*District leaders will examine all available resources to support improvement. Once all resources are determined, district leaders can then layer funds to maximize available resources.

*State and local funds that are less restrictive in nature can be appropriately aligned to programs and services that support all students and improvement.

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