



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="2"/>
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 mission of Venus ISD is to allow each student to achieve academic success by taking ownership of their learning to become independent, life-long learners, and our faculty and staff will guide the success of all students through preparation and personalized instruction. As each campus develops and implements strategies to improve in each of the essential action areas, Venus ISD will support and empower them to fulfill our mission by providing the necessary tools and resources, making strategic adjustments to district-wide systems, and engaging with the campuses in research-based professional learning and coaching with appropriate providers.

In order to fulfill our district's mission, we have recently implemented district-wide assessment measures for reading and math as part of our district improvement plan. Now that we have the assessments in place, our teachers need support in using the data generated by the assessments to make instructional decisions to support the growth of each student. They will also need instructional resources to implement the data-driven instructional plans that are objective-driven and plan and use formative assessments to continually monitor student learning. As a district, we have taken initial steps to provide time for teachers to analyze data in teams. For example, we have adjusted our school calendar to provide Professional Learning Community (PLC) days that will give all reading and math teachers time to analyze and respond to data and plan for aligned curriculum and assessments that follow the scope and sequence provided by the TEKS Resource System. However, for this process to be fully effective, we need training and support at the district administration level so we can properly train and coach campus leadership teams. District administrators will collaborate with campus leadership teams to revise current campus improvement plans to include strategies that target the essential actions from effective schools.

Therefore, our improvement plan will include utilizing the framework established in Leverage Leadership 2.0 (Bambrick-Santoya, 2018) as we develop capacity through the Next Level Leadership coaching model provided by ESC Region 11. Our goal is to establish a district-wide framework for data-driven instruction. The ESF-Focused Grant will provide the funds needed to help us access and apply the learning and resources necessary for improving each campus involved. As we partner with the regional service center, we will be able to develop the best strategies and identify specific action steps to build capacity in our campus leadership teams so they can, in turn, build capacity in our teachers to use a framework for data-driven instruction that will effect the greatest change and growth for our students.

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.

The district administrators will work with each campus to develop improvement plans that include utilizing a framework for data-driven instruction. Once the plans are submitted, district administrators will review and provide any additional feedback. We will establish regular meetings to monitor progress of the plans to ensure that action steps are being taken and strategies are being implemented. District administrators will also regularly observe campus activities such as data meetings, campus leadership meetings, and teacher trainings to gather data on how each strategy is being implemented. In addition, student data will be reviewed and monitored to evaluate what kind of impact the strategies are having.

Should observations and reviews lead to the conclusion that strategies are not being implemented successfully, district administrators will meet with campus administrators to discuss steps taken for implementation. District administrators will use strategies learned through our coaching from the regional service center to help campus administrators identify missteps and collaborate with them to develop solutions that will work for the campus.

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.

In order for each campus to fully and effectively implement strategies related to the ESF Essential Actions that they develop in their improvement plans, the district will need to make modifications in several areas of practice and policy. The major goal of the program is to implement a district-wide framework for data-driven instruction that allows teachers to use and respond to data through instruction and formative assessments aligned to the curriculum.

One modification is already in place for 2021-2022, which is a district calendar that provides teacher work days designated as Professional Learning Community Days. These days are intended for campus leadership teams to engage with teacher teams in data-driven instruction practices.

Another modification that is needed relates to the planning and delivery of professional development for teachers. In the past, the district has planned for the bulk of staff development days; however, it will be necessary for campuses to have more control over the time allotted for staff development. Campus leadership teams need to plan for professional learning that will help their teachers acquire and apply the strategies and skills necessary for data-driven instruction that will have an effect on student growth.

Beyond calendaring, campuses will need flexibility in using their budgeted funds when and how necessary to implement strategies demanded by the improvement plans. Use of budget funds for instructional materials related to problem-based learning, STEM, literacy, etc., will be necessary if we are to help students develop in their unique areas of interest. The district will also need to allow campuses to designate funds for items such as stipends for team leaders as demands on their time increase as they take on more responsibility during the implementation of a data-driven instruction framework, or extra-duty pay or stipends for teachers should the need arise for it.

The district must also be prepared to make adjustments in programs used for curriculum, instruction, and assessment based on campus needs. For example, district lesson plan templates in Eduphoria may need to be revised, or how students are rostered in class sections may need to be adjusted to make it easier for teachers to access reports. District administrators will guide staff who serve as instructional support to monitor such programs and usage to ensure that their functions serve the needs of teachers and students.

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.

Since our improvement plan focuses on developing the capacity of campus leadership teams to implement key strategies in the areas of culture, curriculum and assessment, lesson planning, and data-driven instruction, teacher leaders will need to devote more time for training and meeting with the campus administration team. Part of our payroll costs will go to increase the stipends teacher leaders, e.g., grade level team leads, content area team leads, etc., receive annually. Additionally, teachers may be asked to participate in afterschool trainings or meetings or summer learning, so we have budgeted for extra-duty pay for teachers. Currently, grade level team leaders receive a small stipend, but stipends for team leaders across campuses are not equitable and do not all accurately reflect the hours team leaders will need to devote in order to fulfill their responsibilities in implementing our improvement plan.

We will contract with ESC Region 11 as our Vetted Improvement Program and have allotted funds for professional and contracted services for that expense. We would also like to contract with ESC Region 11 or other educational consultants for content-specific support for core content teachers. Furthermore, we have budgeted for staff development and travel expenses so that teachers can attend conferences or workshops that are more targeted, or specialized, for their specific teaching assignment. We want to equip teachers as content experts by providing the opportunities or by providing access to opportunities that will help them develop their knowledge and skills.

We have recently added program for assessment and individualized student learning in reading and math and plan to continue those programs. However, in order for teachers to be able to use data from these programs to plan more customized and differentiated instruction, they will need access to supplementary instructional materials. Therefore, a third of our funds are budgeted for supplies and materials so that we can provide teachers with what they need to develop and implement data-driven instruction and lessons aligned to learning objectives with effective formative assessments.

Finally, we have identified a need in our technology resources for teachers. While we currently provide each teacher a Windows laptop device, teachers do not have access to a secondary device that can be used to facilitate instruction while their primary device is being used to monitor student data. For example, teachers working with students in a small group may need to display a digital anchor chart for other students to reference while accessing digital running records forms in the small group. We want to provide each teacher with a Chromebook as a secondary device, primarily for instructional purposes so that their laptop can be utilized for progress monitoring, planning, assessment, and record keeping. Therefore, we have budgeted 20% of the funds for one campus for the purchase of Chromebook devices for teachers.

As we gain more knowledge and skills in how to implement a district-wide program for data-driven instruction, we will monitor the supplies and resources needed to equip and empower teachers to implement that program effectively.

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.

As a district, we will ensure that Federal, State, and local resources are used appropriately and effectively to implement our improvement plans. District administrators will review the district plan for using Federal, State, and local funds to determine what new or additional resources or materials may be supported with funds received under the ESF-Focused grant to ensure that current materials and resources are not supplanted. District and campus administrators will monitor purchase requisitions to prevent unnecessary or duplicate expenditures.

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	

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

