TEA
Texas Education Agency ®

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):

Applicant Information

Organization Edgewood ISD | **CDN** 015-905 | **Campus** Henry B. Gonzale: | **ESC** 20 | **UEI** 010541092

Address 5358 W. Commerce Street | **City** San Antonio | **ZIP** 78237 | **Vendor ID** 11746003122

Primary Contact Kimberly Gilmore Madkins | **Email** kimberly.madkins@eisd.net | **Phone** 210-898-2000

Secondary Contact Travis McKelvain | **Email** travis.mckelvain@eisd.net | **Phone** 210-898-2000

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 Eduardo Hernandez | **Title** Superintendent

Email eduardo.hernandez@eisd.net | **Phone** 210-898-2000

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   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.

Henry B Gonzalez Elementary is a comprehensive support identified school for the 2022 Academic Year. The Texas Education Agency (TEA) 2022 Accountability Ratings Overall Summary report for Loma Park Elementary indicates that the academic performance of the campus is of immediate concern.

HBG demonstrates several strengths and areas of opportunity for the instructional leadership team to leverage as they plan for the upcoming school year. Through our analysis of artifacts, on-site observations, and meetings with leaders and teachers, we have identified three areas for Henry B Gonzalez Elementary School to analyze deeper as planning for the school improvement process continues. The following recommendations are Prioritized Focus Areas of Improvement:

" Essential Action 1.1: Strong School Leadership and Planning
" Essential Action 5.1: Effective classroom routines and instructional strategies
" Essential Action 5.3: Data-Driven Instruction

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities. There needs to be more evidence that campus instructional leaders have clear, written, and transparent roles and responsibilities and core leadership tasks scheduled on weekly calendars.

Essential Action 5.1: Effective classroom routines and instructional strategies
More evidence is needed that instructional leaders provide training and ongoing support for establishing and maintaining a strong classroom culture, including establishing routines and procedures that maximize instructional time. The CHAMPS framework was evident; however, some things could be more consistent in the language and expectations used from one classroom to another. Classroom observations revealed small group instruction; however, there was limited evidence to support that students are doing the cognitive lift in the learning and that teachers engage students using techniques that encourage productive struggle.

Essential Action 5.3 Teachers use a corrective instruction action planning process, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause of why students may not have learned the concept, and create plans to

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.

EISD office of School Leadership and Academic Services will create an ESF-Focused Support Grant Team to review the web-based improvement plans monthly and provide feedback to the campus leadership and our VIP Partner Big Rock Educational Sevices (BRES) on the progress with the implementation of the targeted plans. Suppose the team observes gaps in proogress or limited implact on student outcomes. In that case, School Leadership and Academic Services will implement an intervention plan to get the campus on track with the ESF plan. The team will meet bi-weekly with the BRES partner to identify lead and lag measureswith the overall implementation of systems to enhance leadership development, data-drive instruction, observation and feedbacck, student culture, and classrooom rigor.

In addition to the routine monitoring and feedback process, EISD will align administrator learning plans with the objectives identified as common themes in our ESF Diagnostic Reports for all targeted improvement schools. EISD also provides a data-driven instruction and assessment review process at the district level, providing high-level feedback on potential instructional strengths and concerns. Students are administered common assessments in all core contents. EISD will administer NWEA Map Assessments at BOY, MOY, and EOY to all students in K-12 Mathematics, 4-12 Reading, and K-3 mClass. These common assessments will provide EISD with precise data about student outcomes that will aid us in determining the implementation of ESF Improvement Plans.

The Office of School Leadership and Academic Services will also work closely with BRES to observe campus leaders implementing Leadership Team Meetings, Coaching Conversations, and calibrating observation and feedback. Central Office will monitor campuses working with BRES to provide support and alignment and further develop the campus leadership teams to support the full implementation of the ESF Improvement Plans.

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.

EISD will support the identified campuses and the VIP Partner Big Rock Educational Services (BRES) to determine the essential practices that might differ from current practices and policies for the ESF Grant purposes. We are committed to providing the autonomy needed to implement the ESF Improvement Plans coherently. As we work through the grant and the full implementation of the ESF Improvement Plans, we will routinely evaluate any policies or practices that might need adjustments to support the effective implementation of the grant.

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 provide contracted services with Big Rock Educational Services to address ESF-targeted areas 5.3 and 5.5. The BRES team will provide a scope and sequence as outlined below:

Objective (Systems Creation & Leadership Development)
Big Rock Educational Services (BRES), in close collaboration with campus and district leadership, creates/revises all big rock documents, frameworks, rubrics, trackers, exemplars, etc., to support the successful implementation of the following big rocks: 1. Big Rock Prioritization & Calendaring 2. Student Culture 3. Data-Driven Instruction 4. Classroom Rigor 5. Observation and Feedback.

Each of these areas addresses key areas identified as needs in the ESF Diagnostic for this campus and will yield positive results on student outcomes. The Office of School Leadership and the campus will allocate additional funds for substitutes and supplemental pay for teacher leaders, instructional coaches, and campus and district administrators to engage in training.

SYSTEMS CREATION BRES will collaboratively design/revise all documents school leadership teams use during the coaching & implementation process (rubrics, coaching guides, exemplars, progress to goals trackers, etc.) to ensure successful implementation of the big rocks.

PROFESSIONAL DEVELOPMENT BRES will deliver engaging, practice-based professional development sessions. School leadership teams walk out with systems created to begin successfully implementing the big rocks.

COACHING & IMPLEMENTATION BRES will provide weekly coaching alongside school leadership teams to achieve project goals and build leadership capacity. The coaching is metrics-based, and the weekly cadence ensures accountability for successful implementation.

Each of these areas addresses key areas identified as needs in the ESF Diagnostic for this campus and will yield positive results on student outcomes. The Office of School Leadership and Campus will allocate additional funds to substitutes and supplemental pay for teacher leaders, instructional coaches, and campus and district administrators to engage in training.

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 align other Federal, State, and Local public and private resources to carry out the grant activities sustainably by re-purposing current funding sources to support and scale identified needs. This process includes ensuring that the school improvement and student achievement funding stream promotes using one-time funding to build long-term capacity and infrastructure and leveraging where feasible.

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	

CDN 015-905 Vendor ID [ ]   Amendment # [ ]

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