



**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

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 - Pathway 1: Pathway 1 Supplemental Pathway Attachment
 - 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

1

Pathway 2

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.

BISD is familiar with supporting campuses in School Improvement. In 2019, North Elementary was a Comprehensive, F-rated campus. The district supported North and East Elementary (paired campus with North Elementary) by funding participation in TIL, participation in instructional rounds through the ESC, and providing instructional support and resources. The Board of Trustees voted to close the North campus and restructure the campus configurations. Former North students are currently located at South Elementary. The new DCSI is the former principal of North who participated in the School Improvement processes by developing TIP, participating in TIL, and interventions and submissions. She will provide ongoing support as the DCSI to the principal at South. The DCSI, Chief Learning Officer, will participate in the Texas Instructional Leadership (TIL) program as the principal supervisor to ensure that the principal who is supervised can achieve successful implementation of the plan elements and goals. In addition to the Targeted Title I campus, all district administrators including lead teachers, principals, assistant principals, Elementary Director of Learning, Chief Learning Officer, and the Superintendent will participate in the TIL program as a district level leadership plan of action. The Texas Instructional Leadership program will support leadership development by leveraging action steps that will improve the skills of the principal supervisor, principals and teachers that will lead to student academic growth and address additional learning gaps due to loss of direct instruction during COVID-19. The DCSI will support campus administration as well as participate in Campus Leadership Team meetings to ensure principal action steps and timelines are executed and implemented with fidelity.

The required ESF diagnostic visit was held in the spring of 2020 for the North and East campuses. The district will use the ESF diagnostic reports along with the existing ESF aligned TIP for South Elementary to develop the new web-based improvement plan. The Targeted Title I campus principals, DCSI and Elementary Director of Learning will attend all required ESC training for the creation and writing of the web-based improvement plan. Teacher representatives, administrators, DCSI and the Elementary Director of Learning will collaboratively develop the new plan. The DCSI will provide and/or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of TEA intervention and submission requirements. All district-level leadership will participate in required training provided by ESC, focusing on content-based district readiness and Effective Schools Framework. In order to better support campuses, Breckenridge ISD has partnered with lead4ward and the ESC TIL to begin the foundation of leadership capacity building, school improvement, and instructional support. In addition to current partnerships and the TIL program, Breckenridge ISD will add a mentoring program in order to build veteran and new teacher capacity.

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 campus contact for the grant will be the current campus principal. The DCSI, campus principal, campus assistant principal and Elementary Director of Learning will ensure time is set aside to conduct monthly leadership team meetings in order to review and monitor the web-based plan and progress. The campus principal and/or assistant principal will be responsible for entering improvement plan information into the online platform. The DCSI and Elementary Director of Learning will establish essential meeting structures and consistent protocols that result in effective meetings and evidence-based action planning. The creation of effective principal monitoring tools for post-meeting action steps and a weekly observation schedule will also be provided by the DCSI and/or the Elementary Director of Learning. The campus has conducted a self-assessment in the spring of 2021 and will use those results to plan for the upcoming school year, and will conduct a campus ESF diagnostic which will be performed by the ESC in the spring of 2022. The DCSI, campus principal, campus assistant principal, and Elementary Director of Learning will monitor progress by investigating patterns in the student-level data and identifying highest leverage action steps for implementation of the campus improvement plan. The district has created a year-long calendar that includes dates for TIL implementation support and coaching visits beginning with TIL professional development in June 2021. The district will continue to conduct Instructional Leadership Team meetings bi-monthly to provide support for the DCSI, campus administration, and Elementary Director of Learning. The district will continue its contract with the ESC to provide additional curriculum support for our administrators and teachers. Three staff development days have been built into the district calendar, specifically for teacher professional development: November 8, 2021, February 18, 2022, and April 14, 2022. These dates will be reserved to address district/campus needs related to the implementation of the improvement plan. The campuses will conduct self-assessments during the last quarter of the school year to determine adjustments for year 2 of the implementation plan.

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.

The district recognizes the unique needs of low-performing schools and provides campus administration the flexibility to address those needs. Based on data collected during weekly campus PLC meetings as well as principal observations, the DCSI and Elementary Director of Learning will provide implementation plan adjustment recommendations. The DCSI and Elementary Director of Learning will utilize the TIL observation feedback framework and district created principal monitoring tools to communicate adjustments needed at the campus level. These recommendations will be discussed during monthly campus meetings that will follow district created meeting structures resulting in evidence-based action planning. Campus needs will be addressed during the same monthly meetings by disaggregating the assessment data and observation patterns related to the implementation plan. The district will continue to provide the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.

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.

Breckenridge ISD will reserve 30% of the awarded grant funds to the Title I served feeder campus East Elementary which was paired with the North Elementary and rated an F in 2019. The district will utilize \$27,650 for Professional and Contracted Services. The grant will fund the campus administrators from the two Title I campuses, along with the DCSI and Elementary Director of Learning to participate in the TIL program focusing on Leading Lesson Alignment and Formative Assessment. The remaining monies in Professional and Contracted Services will be used for additional professional development and resources to support data-driven instruction. The district will utilize \$27,650 for Supplies and Materials which will give teachers the ability to execute lesson plans that are consistently aligned to curricular standards. Additional funds in Supplies and Materials will support technology resources to assist at-home learners during remote instruction.

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.

In the past, Breckenridge ISD has allotted Title I and Title IIA funds to partner with lead4ward and the ESC to better improve instructional strategies and provide curriculum support to classroom teachers. Breckenridge ISD has provided training in programs such as Really Great Reading and Texas Reading Academies to increase student phonological awareness in order to develop and sustain foundational language skills. In order to build leadership capacity, principals from the Title I campuses received leadership coaching support with an acting principal through lead4ward. Title IIA funds were used to purchase books that include evidence-based strategies including: GET BETTER FASTER, LEVERAGE LEADERSHIP 2.0, and TEACH LIKE A CHAMPION. Breckenridge ISD will continue to utilize Title I, Title IIA, and ESF-Focused Support Grant funds to further foundational systems to promote positive student outcomes. TIL for secondary administrators, the Director of Special Education, and the Superintendent will be funded out of other district funds.

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

