



**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

RFA # SAS #

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1

0

Pathway 2

7

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.

Abilene ISD will utilize engage2learn (e2L) to provide campus leaders coaching and calibrations on specific critical actions related to each of the Prioritized Focus Areas listed in campus web-based improvement plans. The training and coaching is designed to utilize best practices for adult learning, deliberate modeling and observation, and feedback cycles. The practices are purposefully aligned to e2L LEAD Standards® and e2L Coach Standards® to ensure the key practices of E.A. 1.1 are continuously enacted so the campus leaders have transparency in roles and responsibilities, expectations, and protocols/processes to lead change effectively. e2L will meet regularly with district and campus staff to monitor progress and review data, infusing job-embedded professional development to ensure fidelity of implementation and growth to ultimately build capacity to create sustainable systems to ensure effective Tier 1 instruction.

District and campus leaders will collaborate with Region 14 ESC to participate in training for school improvement and creating of web-based improvement plans. To develop the web-based improvement plans, Curriculum and Instruction personnel, including the DCSI, data specialists, and content coordinators, will meet with the campus principals, instructional coordinators, and teacher leaders to analyze the needs of the campus; build upon identified strengths; develop goals, time-lines, and strategies to address the most significant needs; and determine the necessary resources required. The district leaders, including the DCSI, will meet biweekly with e2L leadership to review the progress and challenges of the participating campuses and to identify areas requiring additional training, support, and intervention. The district leaders will use the information obtained from these meetings as well as campus site visits, meetings with campus leadership teams, and student assessment data to provide ongoing supervision and support as follows: development and implementation of the web-based improvement plans; integration of campus and leadership goals into the T-P ESS and Campus Improvement Plan processes; goal setting, implementation, and ongoing monitoring of instructional coaching and Unit Design; and development of an action plan to ensure sustainability of the processes and skills obtained through the e2L training and systems implementation.

Abilene ISD will also provide ongoing training for campus leaders and teachers in Social Emotional Learning to equip them with the knowledge and tools required to better meet the needs of students who are dealing with the most challenges in their academic and personal lives. The District has a clearly established system of assessment and support to identify students' academic achievements and weaknesses. District Curriculum and Instruction personnel will work with campus leaders and teachers to analyze mCLASS, MAP, benchmark, and STAAR data to identify areas of need and to impact instructional practices at the classroom, campus, and district levels.

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.

Campus principals will serve as campus contacts for the grant under the supervision of the DCSI. Appropriate PD dates will be scheduled to address district/campus needs related to implementation of plans. District and campus level personnel will monitor the improvement plans during implementation as follows: participating in select plan-defined campus activities such as Unit Design sessions, coaching visits, and team meetings; completing status checks according to the time-lines established within the plans; analyzing student data; reviewing campus created artifacts; and utilizing the support services provided by e2L as described below.

e2L will provide district leaders, campus leaders, and teachers access to the eSuite® web-based platform that documents growth through evidence-based coaching on best practices for leadership and instructional best practices. To ensure fidelity of implementation for campus web-based improvement plans, e2L employs eSuite® to ensure leader and teacher growth is documented and reported. eSuite® interweaves web applications to create powerful growth opportunities for educators. These applications are designed specifically for educators at all levels to help them grow and master their craft and serve as a repository for resources, a location for collaboration, interactive Unit Design platform, and a transparent, intentional system to document all growth interactions. It provides educators 24/7 access to data to track both the effort and impact of coaching and growth. The biweekly meetings between e2L leadership and district leaders will include a thorough review of this data and discussions centered around campus progress, challenges, and needs. Action steps will be identified and implemented.

After the first year of the grant cycle, if it is determined that the implementation of the plan has not been successful, district personnel, including the DCSI, will meet with e2L and campus leadership to determine which components were not successful, identify the causes, create new strategies to address the needs, and ensure that all needed resources are provided. Following revision of the plan, campus leaders and district support personnel will work directly with the teachers on the campus to communicate and implement the revised goals and strategies.

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 the flexibility to address those needs, including opportunities for ongoing support and coaching of campus leaders. Coaching of campus leadership is designed to create a systemic paradigm shift that leads to instructional transformation and increased student achievement. The academic calendar includes days for school-based professional development activities. NWEA's MAP Growth is used as the data assessment platform to capture assessment data by item and student level. Additionally, data is available from programs such as IXL, mCLASS, and other common formative assessment tools. The District has developed designated curriculum documents which provide campuses with a standards-aligned scope and sequence that includes appropriate resources and supplemental materials that are aligned to the TEKS and the expected level of rigor. District content coordinators work with campus leaders to analyze campus assessment data and share the information with teachers to inform their instructional plans.

To enable awarded campuses to fully and effectively implement their web-based Improvement Plans, the District will modify, as appropriate, practices and policies according to demonstrated need. We anticipate that flexibility and modifications to existing policies will be required in, but not limited to, the following areas: provisions for additional planning time each grading period for teacher participation in Unit Design activities, assignment of substitute teachers during Unit Design times, and clearly defined procedures to expedite requests for the purchase of needed instructional resources not currently included in the District's approved resources list. If additional training or support needs arise, the District will ensure that these needs are met even if they fall outside of traditionally accepted offerings.

The e2L Leadership Coaching and Calibrations provided for principals, assistant principals, and instructional coaches (teacher leaders) is designed to build their capacity to provide coaching support and facilitate Unit Design to increase teachers' capacity to design and implement effective Tier I instruction, which is aligned to the campus focus areas. In conjunction with those focus areas, e2L Certified Coaches will collaborate with district leaders on specific critical moves for supporting campus leaders related to each focus area to ensure continuity and long-term sustainability of continuous improvement processes across all campuses receiving the grant. e2L coaches will align Unit Design and coaching outcomes to the Effective Schools Framework Essential Actions aligned web-based Improvement Plans.

The District will meet biweekly with e2L to continuously evaluate progress and identify needs. When needs are identified, e2L will work with district leaders, who will then communicate with campus leadership and their teams. As campuses identify additional needs, they will communicate with the DCSI who will assure they receive the appropriate resources and support to effectively implement their plans and any revision to those plans.

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.

All expenses will be directly linked to the ESF priorities identified by the District and campuses to be served and will be supplementary to other Title 1 Funds. The funds will be utilized only to support the District's school-level improvement efforts at the Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement schools awarded these Title I, 1003 ESF-Focused Support Grant funds.

Funds will be budgeted in 6100 to pay for substitutes to complete teachers' instructional assignments while teachers are engaged in a total of nine (9) Unit Design training sessions. Each of the approximately 140 teachers will require a substitute for nine half-days over the grant period.

Abilene ISD will budget funds in 6200 to contract with engage2learn (e2L) for the two-year grant period to serve as the external VIP designated to help the District address Essential Action 1.1. and other campus identified Essential Actions. Services and associated costs include the following: Leadership Training, Unit Design, Project Management, and e2L Travel Reimbursement.

Through Leadership Training, e2L will provide principals, assistant principals, and other campus leaders, including instructional coaches, leadership coaching and calibrations that provide implementation support to help campus leaders design systems for securing the best possible teaching faculty, transforming campus culture, and increasing elements of effective instruction in every classroom. The campus leaders will have at least seven (7) coaching and calibration sessions spread over 2 years to ensure the capacity-building is effective and sustainable. All sessions will be scaled for efficiency based on district needs. Using local funds the District will purchase access to the accompanying eSuite® web-based platform, supporting documentation and ensuring fidelity of implementation for campus web-based improvement plans

Unit Design, led by e2L's certified coaches, will address campus identified prioritized Essential Actions by providing teachers with targeted, intensive support through Unit Design days embedded throughout the school year that are focused on effective instruction and instructional strategies that improve both objective-driven daily lesson plans and data-driven instruction. In year one, campus leaders will use consistent processes to shadow, model, and build their capacity to lead grade level teams through professional learning sessions. In year two, principals will assume more responsibility, ultimately developing the capacity to independently lead Unit Design days for year three and beyond.

Through e2L's biweekly Project Management meetings, District instructional leaders, including the DCSI, will monitor all aspects of the project to ensure goals and objectives are met. As web-based improvement plans are implemented and monitored, budget adjustments will be made as necessary to meet the revised plans.

Funds will also be budgeted in 6200 to pay for necessary travel expenses of e2L coaches as they provide on-site services and training.

Funds will be budgeted in 6300 for the purchase of instructional materials that are directly aligned to the ESF prioritized focus areas identified by the campuses and that meet the TEA criteria for high-quality instructional materials aligned to TEKS and the rigor of State assessments.

Finally, minimal funds will be budgeted in 6400 for other operating expenses that do not require specific approval.

The District will provide all accounting and business services and will not charge any indirect costs to this grant. This local support will allow all grant funds to directly support program operations.

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.

The District will rely on a variety of Federal, State and local funding sources to support this grant project.

Local funds will be used to purchase, maintain and provide training for technology required to implement instruction. Local funds will also be used to purchase access to e2L's eSuite® web-based platform that documents growth through evidence-based coaching on best practices for leadership and instruction. Additional e2L coaching trainings and a Unit Design Overview session for district and campus instructional personnel in the summer of the 2021-2022 school year will be funded locally prior to the start of grant activities.

The District will provide salaries for all district and campus personnel responsible for the activities described in this grant. These locally funded positions would include, but not be limited to, district leaders, principals, instructional coordinators, content coordinators and teachers.

Social-Emotional Learning support is necessary to achieve the academic goals of this grant project. Our district is utilizing local funds to provide SEL curriculum for students and plans to utilize local or Federal funds to provide supplementary SEL-based professional learning to all faculty and staff throughout the 2021-2022 school year.

Numerous TEKS-aligned curriculum resources funded through the Instructional Materials Allotment will be utilized throughout the Unit Design process.

Title I funds allocated to campuses awarded the ESF-Focused Support grant funds will be expended in alignment with the Essential Actions prioritized by the campus improvement plans. Additional Title I, Part A funds will be allotted to awarded campuses for use in supporting the activities implemented to address the campuses' improvement needs.

Title I, 1003 School Improvement Grant funds rolled over from the 2020-2021 school year will be used to further support the school improvement efforts at Jackson Elementary as indicated in our letter of intent to apply.

Title II, Part A funds will support the development and provision of training for school leaders, instructional/leadership coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform improvement strategies.

Region 14 Education Service Center (ESC-14) will support awarded campuses with Effective Schools Framework (ESF) aligned training, coaching, and completion of the ESF Diagnostic. Participation in differentiated trainings includes Effective Schools Framework Overview, if not yet attended, web-based improvement plan development, and grant spending.

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