



**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

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, 2021**.

Grant period from

June 8, 2021-September 30, 2023

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 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

CDN

Vendor ID

Amendment #

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="0"/>
Pathway 2	<input type="text" value="15"/>

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.

All San Angelo ISD campuses included in this grant application have engaged in either an ESF diagnostic conducted by ESC XV within the past two years or a self-assessment process using the ESF self-assessment tool. A compilation of the data from all 15 campuses, has given focus and direction for the school improvement activities SAISD will engage in for the 2021-2022 and 2022-2023 school years. Overwhelmingly, the data demonstrates a need to focus on Essential Actions 1.1 (Developing campus instructional leaders), 5.1 (Objective-driven lesson plans with formative assessments) and 5.3 (data-driven instruction) with a few campus also identifying action 3.1 (Compelling and aligned vision, mission and goals) as a secondary area of focus.

In order to support campuses in carrying out improvement activities, the Vetted Improvement Program provider (VIP) will provide campus principals executive training and coaching on specific critical actions for supporting campus leadership teams related to each of the Prioritized Focus Areas listed in campus web-based improvement plans. The training and coaching cycles are designed to utilize best practices for adult learning, deliberate modeling, and observation and feedback cycles. The practices are purposefully aligned to ensure the key practices of ESF 1.1 are continuously enacted so campus leaders have clarity and transparency in roles and responsibilities, expectations, and protocols/processes to lead effectively. The VIP 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.

The Director of Campus Academic Success and the Executive Director of Teaching and Learning will also receive executive coaching from the VIP and will provide continuous support for campuses between the VIP coaching visits to ensure campuses are meeting the goals tied to the identified focus areas as determined by the campus ESF tool. This support will include coaching conversations, modeling and examples of best practices, and side by side real time support using district tools and resources to help the campus instructional leaders become more successful in implementation of the campus systems to ensure campus leaders are intentional with their focusing on prioritized areas.

Campuses within SAISD have completed Targeted Improvement Plans for improvement required and comprehensive support campuses uploaded in TEAL and targeted support campuses have kept TIPs in house and/or address actions in their Campus Improvement Plans. All campuses in San Angelo ISD use Plan4Learning to house and update Campus Improvement Plans. The 90 day reflections will assist each campus in monitoring implementation of performance expectations and job responsibilities through these web-based systems.

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 VIP will provide Principal Supervisors, Principal/Assistant Principals/Other Campus Leaders, and Teachers access to the web-based platform that documents growth through evidence-based coaching on best practices for leadership and instructional practices.

Along with the approved TEA web-based improvement plan documentation, and to ensure fidelity of implementation for campus web-based improvement plans, e2L employs eSuite into the experience to ensure the leader and teacher growth aligned to each essential action key practices is documented and reported. eSuite interweaves web applications that connect 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 serves as a repository for resources, a location for collaboration, and a transparent, intentional system to document all growth interactions that provides educators 24/7 access to data to track both the effort and impact of coaching and growth.

Principal supervisors will also meet on a monthly basis with campus principals to discuss progress on prioritized areas of focus and track campus data. Campus principals will also update CIPs each 90 day cycle in Plan4Learning to document progress. If a campus is unsuccessful in meeting its 90 day goals, a support team including the VIP, the District Director of Academic Success, the Executive Director of Teaching and Learning (also the DSCI), the Chief of School Leadership (also the co-DCSI) and the Assistant Superintendent of Curriculum and Instruction, will meet with the CLT of that campus to offer additional support, guidance and clarity. If at the end of the first year of the grant implementation a campus is unsuccessful in implementing change, the district will conduct an updated ESF to ensure they are focusing on the right things. This may also include reflection to reassess the partnership with our VIP, assess the strength and abilities of the campus leadership teams and commit to making adjustments needed to remove barriers and promote student success.

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.

San Angelo ISD is committed to expanding a systemic approach of job-embedded professional learning and coaching throughout the district over the next two years. The central office team has made a significant investment in placing the appropriate people in the right positions to make systemic continuous improvement. In 2020-2021, the district created the position of Director of Campus Academic Support and has filled it with one of its most competent campus leaders with a proven track record in academic success. Her position is devoted solely to coaching campus principals and leaders in their prioritized areas of focus with weekly meetings that include collaborative conversations, classroom visits and PLC support. The district has also set aside monthly professional learning days for all campus principals and assistant principals focused on continuous improvement.

If the district is granted the ability to work with our chosen VIP, Engage2Learn, the e2L team will collaborate with us to ensure a common district vision and direction. e2L Executive Training and Coaching for Principals Supervisors follows the same program and training focus areas provided for principals and assistant principals. In conjunction with those focus areas, e2L Certified Executive Coaches will work with Principal Supervisors 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 improvement required campuses. e2L facilitators will align training and coaching outcomes to Effective Schools Framework Essential Actions and the web-based improvement plan. The district is also committed to using the resources necessary to close the learning gaps that have always existed for some of our students but have now been exacerbated by the COVID-19 pandemic. SAISD is committed to addressing learning loss immediately and knows that a well-supported, competent and committed campus leadership team who support teachers is the key to closing these gaps.

The district is committed to operational flexibility that coordinates efforts to ensure campuses do not encounter any barriers in fulfilling the ESF. This includes training in the web-based improvement plan development, master scheduling, time for professional learning, collaboration from key stakeholders and a commitment to ongoing review and support. If the district provides opportunities for ongoing support and coaching to principals and members of the CLT, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.

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.

San Angelo ISD has been allocating resources for staffing, professional and contracted services, and supplies and materials for the past three years through the Title I, 1003 School Improvement Grant. The campuses that have been recipients of these funds have seen growth in their pursuit of continuous improvement. In the 2020-2021 school year, we were awarded \$660,000 with \$113,000 carryover (due to the abbreviated nature of in-person learning with COVID shut-downs in 19-20). SAISD allocated \$437,000 in 6100 to hire both full-time and part-time interventionists to work with students through our MTSS framework, \$216,000 in 6200 for contracted and consulting services and \$120,000 in 6300 for supplies and materials. Our 6200 contracted and consulting services expenses included literacy coaching through Scholastic Education, Executive Coaching for campus leaders through a partnership with Engage2Learn and support & professional learning from ESC XV.

SAISD has already seen professional growth in campus leaders and teachers through the literacy and executive coaching they have received. These expenditures are all approved and monitored by the Executive Director of Teaching and Learning who is also the District Coordinator of School Improvement under the guidance of the Assistant Superintendent of Curriculum and Instruction, the Assistant Superintendent of Business and Support Services and the Superintendent.

The district would commit to a somewhat similar allocation of funds of the Title I ESF grant, but will decrease the percentages allotted to personnel and increase our commitment to our partnership with an approved Vetted Improvement Provider. The district is committed to cycle of data collection, evaluation, feedback and adjustment to ensure funds are used to positively impact powerful teaching and learning.

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.

SAISD is committed to aligning Federal, State and local resources to maximize the ability to carry out activities necessary to address campus needs as reflected through the ESF process. The district will align the District Improvement Plan to focus on areas of need and each campus will align its Campus Improvement Plan in prioritizing work.

SAISD has no plans to reduce staff who work with students in need of intervention, and in fact, are broadening the scope of our intervention personnel by using alternative funding sources not tied directly to school improvement. The intent is to provide greater equity for intervention throughout the district and allocate more resources for job-embedded professional learning through contracted services from the selected VIP.

The district will continue to use funds allocated through State Compensatory Education to provide support for at-risk students, especially to address learning loss due to the pandemic. Title II funds will continue to be used to provide high-quality and aligned professional development to district and campus staff that support powerful teaching and learning. Title IV funds have an on-going purpose in aligning to Lever 3 in providing a safe environment and high expectations for all students. Use of Title I funds will remain focused on supporting campuses where demographic data demonstrates higher needs. San Angelo ISD has also "opted in" for the Title 1 1003 formula grant and will continue to use those funds to support improvement in our Comprehensive Support campuses and those that have received an F rating.

San Angelo ISD needs this competitive grant to carry on and expand the coaching the district was able to engage in through last year's SIG grant funding and to provide additional personnel support using part-time employees and tutors. Leadership and teacher coaching cycles through the support of a vetted improvement provider will broadly impact our campuses in addressing the ESF prioritized area of focus.

CDN

Vendor ID

Amendment #

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

Vendor ID

Amendment #

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

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<input type="text"/>	<input type="text"/>
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RFA #

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