



**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

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

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 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 CDN Campus ESC UEI

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

Pathway 2

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.

The vision of Bastrop Independent School District is "that every student graduates from BISD prepared for life's challenges and ready for tomorrow's opportunities." In order to see this vision a reality, we must intentionally invest in our current and future campus leaders so that the adult behaviors written into our systems and processes positively affect student outcomes. We are called to prioritize the needs of our lowest performing schools and/or schools with high populations of economically disadvantaged students, thus we must ensure that those campus leaders have the tools they need to implement the district mission "to develop and educate every student so they can make a positive impact on their families, the workforce, and the greater community."

BISD plans to partner with The New Teacher Project (TNTP) on their PLUS Instructional Leadership Development model. The PLUS coaching model focuses on foundational leadership skills needed to build strong instructional leadership teams. Leaders will learn how to establish a vision for excellence, how to build staff and community investment in that vision, and how to translate that vision into real results for students. The program is designed to coach and support instructional leaders who are leading the most challenging schools.

Based on ESF diagnostic results for two BISD campuses from the 2022-2023 school year and preliminary ESF self-assessment results from our other low-performing, highly economically disadvantaged campuses, the ESF Essential Actions that the TNTP PLUS Instructional Leadership programming provides will close the gaps on identified ESF Key Practices that are not yet substantially in place and functioning (ESF 1.1, 1.2, 5.1, 5.2, 5.3). Upon receiving the grant, campuses will fully engage in the full ESF Self-Assessment, which will lead to identifying 2-3 high-leverage focus areas for Targeted Improvement Plans.

BISD has a written protocol (aligned to ESF 3.0 1.3) for designing and monitoring all improvement plans, including Targeted Improvement Plans. After attending required beginning of the year school improvement training with a Campus Leadership Team, the DCSI schedules a debrief meeting with the team in order to clear up any misconceptions and work with the team on writing the TIP. This meeting also serves as a planning session for bringing the TIP to campus staff for input. After receiving feedback, the DCSI continues to work with the Campus Leadership Team to complete the TIP for initial submission. In addition to working with the campus, the DCSI works with district-level leadership to identify the ESF District Commitments that need to be prioritized in order for the campus to successfully meet the ESF Key Practices identified as areas of improvement.

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.

Bimonthly meetings are scheduled by the DCSI with the Campus Leadership Team to collect evidence of implementation, review progress, and to make any needed adjustments to the action steps or 90-Day Outcomes for each cycle. At this time, a monthly update for the campus staff is designed to provide an opportunity for feedback or input on future action steps. Before submission for each cycle, TIP evidence and progress is presented to district leadership so that barriers can be identified and removed or so that support can be upgraded to ensure campus success. It is a norm for BISD District support to be prioritized for low performing campuses implementing Targeted Improvement Plans and updates on TIPs are provided to the school board each month. In May, at the conclusion of Cycle 3, the TIP is fully evaluated against the Desired Annual Outcome for each ESF focus area and the ESF Key Practices identified as in need of improvement. Using the ESF Diagnostic results, a determination is made to maintain focus on the chosen ESF focus areas or if there are other areas that may be higher leverage. From this evaluation, Cycle 4 action steps are identified in the TIP for work through the summer months. The written protocol for designing and monitoring Targeted Improvement Plans will be evaluated by campus and district leadership and upgrades will be added.

As the next year of the grant cycle begins, the upgraded protocol for supporting campus teams in designing and monitoring a TIP will be implemented. New members of the Campus Leadership Teams will be jointly trained in collaboration with the DCSI and existing CLT members. The DCSI will continue to work with district leadership to identify and remove barriers and plans for supporting campuses in implementing TIP action steps will continue to be prioritized.

The work campus and district leaders put into the work of designing, implementing, and monitoring the Targeted Improvement Plan is intended to create sustainable change and supports the BISD Core belief that "analyzing information and thinking critically should be part of the daily life of students and staff."

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.

The TNTP Plus Instructional Leadership Development model provides skilled TNTP coaches who will work alongside leaders in our schools—while leaders are observing classrooms, facilitating professional development, and analyzing data—and provide feedback and practical guidance in the moment. The PLUS program prepares leaders who will raise student achievement by strategically managing their campuses.

The professional development and coaching program will focus on PD sessions which are administered in whole-group settings, with the option to deliver training in smaller groups based on district or campus priorities. Participants will receive job-embedded, goals-based coaching for school leadership teams by a TNTP Leadership Coach and district Principal Supervisor. Throughout the program, participants will develop leadership skills in the following Effective School Framework Essential Actions:

- 1.1 Develop campus instructional leaders with clear roles and responsibilities
- 1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction
- 5.1 Professional Development for Effective Classroom Instruction
- 5.2 Building teacher capacity through observations and feedback cycles
- 5.3 data-driven instruction

TNTP has aligned their model to these ESF Essential Actions through five strands of study: Rigorous Instruction and Learning, Vision and Systems, Driving Student Achievement Results, Strategic Talent Management, and Authentic Leadership. The scope and sequence of the model is drafted for our district, but strands may be prioritized or emphasized to better meet our unique needs. The programming opens with a week-long intensive session, followed by a monthly learning session where each leader will be coached in designing high-leverage, bite-sized action steps to improve practice.

Since the Targeted Improvement Plan is written to define ESF-aligned action steps for adult behaviors, it will serve as a road map for the aspirational work to be completed by both campus and district staff throughout the life of the grant. Action steps written in the TIP are personalized for each campus and based on current capacity of all staff as well as formative and summative student outcomes. Because of the unique qualities each campus brings when facing school improvement, our district must provide operational flexibility in order for the campus to gain success in identified areas of need. While some protocols like designing and monitoring the TIP or identifying barriers may be the same for all, the way in which the district provides support must be tailored for each campus.

On campus observations and coaching sessions will be scheduled according to the best fit for each leader and made so as not to coincide with other major events. All training sessions will be within district boundaries, strategically located as close to the campus as possible, thereby reducing participant travel time. District leadership staff will be deployed to serve as support on campuses on training days so that leaders can fully engage in their learning. Assigned principal supervisors will prioritize their schedules in order to collaborate weekly with enrolled leaders to further support implementation of leadership action steps. If more than one campus in BISD is selected to receive grant funds, cross-district debrief and observation will be offered as additional learning opportunities and participants will be slated to share their successes or challenges with the larger, district-wide leadership team.

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.

TNTP worked with us to create a scope and sequence of work over the course of the two years of the grant. Topics of study for the professional development sessions, aligned to our ESF focus areas, have been drafted. The budget for this grant program will be almost entirely devoted to our contract with TNTP. All session materials, hands-on training, personalized coaching, and all costs associated with TNTP staff travel are included in the proposed two-year program cost. Additional staffing is not needed to implement this work.

The district already has an established relationship with TNTP and we are currently engaged with them in a contract that provides training, coaching, and support for instructional coaches at three of our campuses. 2022-2023 Title I, 1003 School Improvement Grant funds have been leveraged to provide this support. Similar to the proposal in this application, the contract with TNTP includes all associated costs and campus leaders were provided with a budget to ensure all materials, associated extra duty pay, and travel were addressed.

In the case of both of these partnerships, If any adjustments to the contracts are needed, the DCSI will work closely with TNTP to determine next steps. Adjustments for the proposed work with TNTP may include addressing leadership turnover at both the campus and district level or reconfiguring the scope and sequence of professional development to align with the outcomes of the ESF Diagnostic in Spring 2024.

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.

Each year of the grant, the campus will receive a budget for any needed supplies, extra duty pay, or travel reimbursement. Budget needs will be determined collaboratively between the DCSI and the campus leader. Upon receiving grant funds, campus leaders will be given direct access to begin utilizing funds. Throughout the course of the budget year, the DCSI and campus leader engage in monthly budget check-ins to ensure funds are spent in a timely and allowable manner. Purchase order requests for low-performing campuses are prioritized. All intended purchases must be Title I, Part A allowable, noted in the CCNA, and aligned to the Targeted Improvement Plan. If campuses have a need for additional funding to support their Targeted Improvement Plan activities, other district funds may be leveraged to ensure implementation success.

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.

| | | | |
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| Group | <input type="text" value="Students"/> | Barrier | <input type="text" value="Learning Disabilities"/> |
| Group | <input type="text" value="Students"/> | Barrier | <input type="text" value="Absenteeism/High Mobility Rates"/> |
| Group | <input type="text" value="Students"/> | Barrier | <input type="text" value="Cultural, Linguistic, or Economic Diversity"/> |
| Group | <input type="text" value="Teachers"/> | Barrier | <input type="text" value="Cultural, Linguistic, or Economic Diversity"/> |

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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