



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

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 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.

APISD will support our campuses in carrying out school support and improvement activities identified in their Targeted Improvement Plans (TIP) by providing tiered supports. The first three tiers support the campus principal while the last four tiers support the campus teachers and campus leadership team. The first tier of principal support is DCSI TIP development support and quarterly monitoring as well as on-demand support. The DCSI will work with principals and their teams in the development of their initial TIPS while identifying strengths and barriers and determining action steps to address barriers. Follow-up will occur in quarterly progress monitoring meetings. All plans will be housed in an online platform accessible to all staff. Additionally, the DCSI will assist principals in securing the resources and training. The Superintendents will support the campuses by reviewing the initial TIPS and providing feedback to the principals and DCSI. The second tier of principal support is one-on-one executive coaching for our principals. Leadership support was identified as a need for both targeted support campuses in the Effective Schools Framework self-assessment tool, where each scored Essential Action 1.1 Campus Instructional Leaders a Level 2- Planning for Implementation. Therefore, the LEA will provide the coaching support for 1.1 in monthly sessions. The final tier of principal support is weekly administrative leadership support meetings (consisting of the superintendents, directors, principals and DCSI) with progress monitoring and action steps focused on TIP activities included as a standing agenda item. District and campus leaders will assist one another with issues using discussion and problem solving protocols.

Other prioritized areas for support was 5.1 Objective-driven Daily Lesson Plans with Formative Assessments and 5.3 Data-driven Instruction leading the next four tiers of campus support. First, the district will support the campuses in this area by providing scheduled time for teachers to collaborate and plan quality instruction. Teachers will receive extra weekly planning time during their scheduled workdays and one full day per month to plan instruction as departments/grade levels. Secondly, instructional coaches and principals will be provided one-on-one coaching aimed at coaching teachers in 5.1 and 5.3. Coaches and principals will receive at least 7 coaching touches throughout the year to develop their coaching skills. The third tier of campus support is providing one-on-one coaching for teachers in best practices for planning and assessment. Teachers will receive a minimum of 7 coaching touches throughout the year to support them in these areas. The final tier of support includes the implementation of campus walks. The DCSI, Executive Coaches and the campus leadership teams will participate in campus walks monthly and provide feedback and coaching to develop instructional 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.

In APISD, the DCSI, the Superintendent, and the Executive Coach will hold the responsibility for monitoring the web-based improvement plans upon submission and during their implementation. The principal support (described in question #1) provided by the district is designed so that the DCSI will assist the campus leadership team in TIP development and submission of the web-based improvement plan. The Superintendent will follow-up with a review of the plan and provide feedback to the principal and DCSI. All plans will be housed in an online platform accessible to all staff.

After submission, implementation will be monitored through quarterly DCSI meetings, monthly executive coaching, weekly district leadership team meetings and campus walks. The DCSI will meet quarterly (monthly during the first three months) with the principal to monitor progress and assist in identifying next steps. The minutes will be housed in the web-based platform. The principal will set goals and receive monthly executive coaching focused on best practices in 1.1. Progress will be tracked utilizing a best practices rubric and evidence will be housed in the coaching platform.

Executive coaches will debrief with the Superintendent and DCSI after each coaching session with the principals to identify strengths and areas of improvement in TIP implementation at the campuses. Additionally the DCSI, Campus Leadership Team and Executive Coach will participate in monthly focused campus walks. The group will meet to debrief the campus walks and identify areas of strength and improvement. This data will be housed in the web-based platform.

Finally, the Superintendent will utilize all of this information to develop weekly district leadership team (principals, directors, DCSI, superintendents) agendas. After the first year of the grant cycle, an evaluation of implementation of the TIP will be conducted by the campus leadership team and the DCSI and submitted to the Superintendent for review. If the Superintendent, after review of the evaluation, determines that the campus implementation was unsuccessful, the Superintendent, the campus principal and the DCSI will determine additional actions needed to support future successful implementation.

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.

APISD will provide operational flexibility to any awarded campuses in order to enable full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan. The district recognizes that these campuses have needs that are unique to them and will modify practices and policies in order to accommodate these needs. The Superintendent meets weekly with Campus Leaders to monitor progress and get their input on any needs that arise, keeping the lines of communication open and allowing for decisions to be made in an efficient manner for maximum effect. Additionally, Campus Leaders are provided with Executive Coaches to assist them through the Targeted Improvement Plan and Implementation process. They are thought partners with the Principal and assist them by encouraging "out of the box" thinking. Executive Coaches meet with Principals monthly. The DCSI also works with the principal to facilitate the execution of the TIP. Executive Coaches meet with the Superintendent, who is the principal supervisor, and the DCSI to debrief them on the campus leader needs after each coaching cycle. By regularly communicating, each party is kept abreast of the status of the plan at all times which facilitates campus progress toward plan goals. Campus Leaders will receive adequate funding through the grant and other district funding sources and will have the flexibility to designate their dedicated funds in order to access necessary resources for implementation of the plan. Through the campus needs assessment and TIP development process, the campus leadership team will create an action plan that identifies the resources needed to carry out the plan milestones. The identified resources will be utilized to create the campus budget dedicated to the TIP. The Principal and the DCSI will meet to review the requested budget and the budget will be approved. As Campus Leaders walk through implementation of the plan, they may need to revise the action plan milestones and resources which will result in a need to change the budget. Principals will be provided with the flexibility to adjust their budgets provided that any requests to amend the budget are aligned with the goals of the TIP. The Superintendent and the DCSI work together to create conditions for success and remove barriers for the Principals. Principal activities are prioritized to ensure adequate time is devoted to instructional leadership on the campus. The Superintendent and the Executive Coaches will work with the Principals to ensure that tasks not devoted to instructional leadership are delegated to other campus staff. Additionally, the Superintendent will minimize unnecessary meetings to protect Principal instructional leadership time. The Superintendent provides the Principals with sufficient control over teacher hiring and placement. Initial staffing meetings with the Superintendent, Principals, DCSI and Directors have taken place. In these meetings, Principals are able to communicate their needs, such as changes in placement, non-renewal of teacher contracts, resignations and retirements, and new position requests, to district leadership and collaborate with them on how to meet their needs. Principals have the flexibility to place teachers in the positions that most benefit the students and are guided in the proper handling of non-renewals by the Superintendent. In the case of hiring, Principals create campus committees made up of campus teachers that interview and recommend new teachers for hire. Because there is constant communication between the Superintendent and the Principals, Principal requests to place, hire and non-renew teachers are approved by the Superintendent in almost all instances. APISD administration provides campuses with the ability to choose curriculum materials and develop schedules according to the Action Plan Resources identified in their Targeted Improvement Plan. APISD teachers utilize district adopted materials that match the Texas Essential Knowledge and Skills and are required to use the TEKS Resource Scope and Sequence to align instruction districtwide. Teachers have the ability, by working with their campus principals, to adjust the scope and sequence for their courses. APISD teachers have the flexibility to supplement the adopted materials with additional resources that are TEKS-based. They may also replace the adopted materials when needed by going through an approval process through the curriculum department. APISD Principals create their own campus schedules to meet student needs. The Superintendent encourages Principals to think outside the box when planning to meet the needs of students.

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.

The proposed budget is designed to meet the needs of goals of the Effective Schools Framework Support program for the Aransas Pass ISD schools eligible for the program. The majority of the \$99,000 budgeted, \$85,748, will be allocated to the Pathway 2 External Vetted Improvement Program provider, engage2learn for their Catalyst Coaching program. APISD administration believes that job embedded coaching for professionals is the most powerful research-based strategy for improving results for our students. With Catalyst Coaching, professional coaching will occur at 3 levels.

The first level is Principal Supervisor training and coaching at a cost of \$5100 per campus. This coaching is designed to support principal supervisors in supporting the campus principals related to each of the Prioritized Focus Areas of the Targeted Improvement Plans, ensuring consistency across campuses. Principal supervisors will receive 2 training days and 7 1-hour coaching sessions.

The second level of coaching is executive training and coaching for campus principals and assistant principals, costing \$28,300 per campus. Engage2learn coaches will support principals in defining roles and determining systems needed to implement and monitor improvement plans, securing the best possible teaching faculty and facilitating the elements of effective instruction. This will occur through 2 training days and 7 2 to 3 hour coaching sessions for the principal and assistant principal at each campus.

The third level of coaching is teacher training and coaching which will provide targeted personalized coaching using an evidenced-based coaching model to facilitate teacher implementation of effective instruction that improve both objective driven daily lesson plans and data driven instruction at a cost of \$42,000. Each teacher will receive 3 days of training and from 7 to 9 1-hour coaching sessions. All of the coaching evidence will be housed in the eSuite online platform. Project management and travel vendor costs equal \$10,348. APISD believes that this coaching structure will greatly impact all areas of the Targeted Improvement Plans for all campuses identified. Through tiered coaching, all aspects of the adult led systems are impacted, leading to systemic change.

Coaching in the district for some teachers and administrators began last school year with funds coming from state and federal grant funds. With the addition of this grant, we can expand coaching in the district to include all instructional professionals in the district.

The remainder of the funds from this grant will be used for instructional supplies (\$2626), travel (\$2626), teacher leadership stipends (3@\$1000=\$3000) and project coordinator stipends (1@\$5000) for each campus. These funds will be directly tied to the effective implementation of the Targeted Improvement Plan and the action steps identified in it. Any additional funds needed to carry out the TIPs will be covered using district funding sources.

The Targeted Improvement Plan implementation will be a standing agenda item at the weekly district leadership collaborative meetings of which the principals, the DCSI, and the district directors attend and the superintendent leads. At these meetings, the status of the Targeted Improvement Plan implementation will be discussed. The superintendent and the DCSI will provoke discussion around plan implementation leading to the collaborative determination of any necessary adjustments and the creation of action plans to support them. Coaching data will be evaluated and prepared by the DCSI for discussion at the district leadership meetings on a monthly cycle. Additionally, executive coaches will be heavily involved in supporting principals with TIP implementation at the campus level. Executive coaches will debrief with the superintendent and the DCSI after each coaching cycle so that all parties are continuously made aware of progress. Through the three layers of support: the DCSI, the executive coach and the superintendent, progress will be effectively monitored so that adjustments can be made to meet future needs.

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.

APISD will ensure that funding for this grant will align with all other Federal, State, and local sources to carry out the activities of this grant and support the implementation of the web-based targeted improvement plan.

Because the district leadership feels strongly that the tiered coaching model of Catalyst Coaching for all instructional employees is the most powerful research-based strategy for improvement, it will provide this for all campuses, allocating the majority of ESF Focus Support Funds for Charlie Marshall Elementary and A C Blunt Middle School to coaching costs. All campuses in the district directly feed into the next level and all campuses are Title I campuses; therefore, a district-wide coaching initiative will help to provide continuity of support throughout the district. The LEA will provide coaching support for all campuses in the district with coaching costs being supplied by a combination of Title I, Part A Schoolwide Program Funds and ESF Focus Support Funds.

APISD received the Blended Learning Non-MIZ grant last year. The majority of these funds are being utilized to provide an instructional coach for the district. The instructional coach position will assist principals with coaching teachers in effective classroom practices to promote increased student learning. One instructional coach for the district cannot support all teachers in the district, so other funds, such as the ESF Focus Support funds and Title I Part A funds are necessary to carry out the Catalyst Coaching model.

To sustain the coaching model in the district, the LEA will utilize a gradual release of responsibility so that principals learn how to coach teachers in the model by the end of the second year of the grant. Responsibility for teacher coaching will transferred over the two year period from vendor provided coaching to district principal and instructional coach provided coaching. Also, to ensure sustainability of the coaching model, principal supervisors will receive coaching in how to support the principals so that they can provide instructional coaching for their teachers. Sustainability will also occur as each instructional professional experiences a district-wide coaching model each year. This will become part of the district culture as a result of district-wide implementation and support.

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.

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Amended Section

Reason for Amendment

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