



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

2

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.

Bloomington ISD will support necessary campus level improvement efforts made by Bloomington Elementary School and Bloomington Middle School in carrying out the identified needs in the current ESF Diagnostic for each campus. Bloomington ISD will provide relevant professional development and necessary tools that will best help each campus address the needs identified in the ESF Diagnostic.

Bloomington Elementary School and Bloomington Middle School both have current web-based improvement plans in place that were created using data from the ESF Diagnostic Final Report provided by Region 3 Education Services.

Bloomington ISD will provide support for the campus leaders in creation and implementation of the web-based TIP.

Bloomington ISD will provide the campus with early release each Friday of the school year, and provide the autonomy to utilize those days for professional development and grade level meetings.

Bloomington ISD will provide the necessary substitute teachers to cover classes during times of required training and region service center support visits.

The Federal Programs Director will offer support and training for teachers with SpEd and EL students.

The DCSI will continue to collaborate with the campus principal on classroom walk-thrus and debrief sessions for teachers. The DCSI will collaborate with the campus principal on the progress of each cycle in the campus TIP, and offer direction as needed.

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.

Bloomington ISD will monitor campuses receiving the ESF-Focused Support Grant by completing the quarterly evaluations in the Plan for Learning program. Campus leadership teams will conduct quarterly evaluations using student data and a review of the current process and procedures to determine needed adjustments for success. Region 3 TIL coaches and district leadership will conduct campus visits, walk-throughs, and artifacts to monitor fidelity of implementation and action step completion.

If the need arises, Bloomington ISD will reconvene campus leadership team with the support of Region 3 ESC TIL coaches to analyze data and formulate new problem statements and root causes to establish new pathways for successful implementation. Region 3 ESC TIL coaches will provide additional support to help teachers and leadership team maintain fidelity to the program.

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.

Bloomington ISD will support each awarded campuses by following the district commitment theory of action steps outlined in the ESF Diagnostic completed by Region 3 Education Service Center. For example, the district will provide protected times for planning and meeting. Bloomington ISD will allow each awarded campus flexibility in teaching designated curriculum and assessing student progress.

Bloomington Elementary School and Bloomington Middle School both anticipate continuing with all regularly scheduled events, resources, materials and programs with the potential inclusion of this grant. The proceeds of this grant will help streamline many of the programs and routines that we currently have. For example, a better, more focused lesson planning process will help us make better use of our TRS YAG and DMAC assessments. This grant will enrich the PLC process that we have worked hard to include in our Master Schedule and protect from interruptions. We will maintain our current grade level set up and designation of a lead teacher; however, that leader will receive increased training and resources. We will continue to receive support from our Federal Programs Director and assist our EL students; however, a more efficient lesson planning process will allow us to better incorporate the ELPS. Federal funds that have been earmarked for our district wide Rtl program will continue next year. This grant would help BES and BMS better meet the needs of our students in Tier one instruction, and save our Rtl time for other student gaps.

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.

For year 1, Region 3 ESC costs for TIL lesson aligned formative assessment is \$42,000. For year 2, Region 3 ESC services for data driven instruction is \$21,000 for year 2.

The proposed budget will allocate funds to receive essential training on lesson alignment and help us improve teaching practices. To keep our instruction aligned and engaging for students, we will benefit from a training that ensures we are teaching with fidelity. While teachers put forth their best efforts, it is easy to get off track and if teachers are confused, students are missing out on valuable lessons. We want teachers to help teachers capitalize on every minute of instruction time they have with students to help close gaps and allow students to make the necessary yearly progress. The support services from Region 3 will help us remain on track and help us avoid sliding back into familiar and unproductive habits. Our use of grant funds will not require adding any additional staff because we intend to fully capitalize on the potential of our current staff. In the end, we want aligned lessons that are relevant and engaging; lessons that empower students for successful independent thinking and problem solving.

We intend to purchase supplemental math materials for approximately \$35,000 to help with small group instruction and spiraling. It is our belief that small group instruction will help us offer targeted instruction on specific TEKS as identified in the disaggregation of data. Additionally, we feel that a focus on spiraling in problematic or challenging TEKS will help students build essential skills. For several years, teachers have struggled with math lesson plans and helping students think independently and apply concepts to a variety of problems or situations.

The only funds currently spent on supplementary materials in reading and math are digital intervention and diagnostic programs. We budget approximately \$8,000 for Reading Plus and \$4,500 for Education Galaxy. If we are awarded this grant, the improvements we make in lesson planning and instruction will allow students to have a greater level of confidence that is required to use these programs effectively.

Due to the limitations of the pandemic and our close proximity to the Region 3 ESC, we don't anticipate needing a great deal of funding for travel. This will allow us to use a greater amount of funds for training and follow up support visits.

In the future, we will continue with a second year of support visits from the regional service center to help us with remaining faithful to the model of the program. Yearly turnover among the staff is a potentially dangerous time to lose momentum and continue moving forward. We will incorporate training sessions into the back to school PD calendar to maintain our progress.

This grant budget allows for \$25,000 in teacher stipends for professional development outside of their contract days. It also includes \$12,000 for substitute pay to provide coverage for teachers who are attending required professional development or need additional planning time.

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.

Any available Title 1 and Title 2 district funds that are available to support the implementation and fidelity of the identified areas of improvement will be utilized as necessary.

Bloomington ISD anticipates continuing with all regularly scheduled events, resources, materials and programs with the potential inclusion of this grant. The proceeds of this grant will help us streamline many of the programs and routines that we currently have. For example, a better, more focused lesson planning process will help us make better use of our TRS YAG and DMAC assessments. This grant will enrich the PLC process that we have worked hard to include in our Master Schedule and protect from interruptions. We will maintain our current grade level set up and designation of a lead teacher; however, that leader will receive increased training and resources. We will continue to receive support from our Federal Programs Director and assist our EL students; however, a more efficient lesson planning process will allow us to better incorporate the ELPS. Federal funds that have been earmarked for our district wide Rtl program will continue next year. This grant would help us better meet the needs of our students in tier one instruction, and save our Rtl time for other student gaps.

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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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