



**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](mailto: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	<input type="text" value="0"/>
Pathway 2	<input type="text" value="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.

In July 2020, Boyd ISD gathered stakeholders to collaboratively formulate "Vision 2025," the district's strategic plan. The district and campus plans and goals will be adjusted to a web-based format. There are 3 more ways Boyd ISD will support campuses in improvement activities. First, coordinators will provide support in PLC and RTI. Second, NWEA MAP will continue to target student achievement and growth by teacher and student. Third, targeted professional development opportunities will support school improvement activities. We will design a district-wide unit design training. Furthermore, we have purchased virtual professional development modules through Engage2Learn focused on research-based best-practices. Moreover, we will send administrators and teachers to Corwin's virtual PLC+ training and TEKSCON 2021 to further focus on Standards Alignment, PLC, and RTI. Finally, we are providing the National Educators for Restorative Practices Certified Specialist training for our intermediate school principal in June. Furthermore, Engage2Learn's VIP Catalyst Coaching Program will provide tiered coaching alignment and support for Principal Supervisors, campus instructional leaders and teachers. Executive training focuses on leadership orientation and coaching calibrations to ensure alignment of specific critical actions for supporting campus leaders related to each Prioritized Focus Areas listed in campus web-based improvement plans. The practices are aligned to e2L LEAD Standards© to ensure the key indicators of ESF 1.1.

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 district's monitoring system is referred to as a "Cadence of Accountability." Utilizing Sean Covey's "4 Disciplines of Execution," the district has developed a sequenced cadence of accountability to monitor implementation fidelity, data, and resources. In keeping with the district's "Vision 2025" strategic plan, the district leadership team and campus principals collaboratively set Math and RLA "Wildly Important Goals." For example, Boyd Elementary's 2 wildly important goals consist of: 1) BIS students will grow from 61% to 67% on grade level in reading by May of 2021, and 2) BIS students will grow from 49% to 55% on grade level in math by May of 2021. Utilizing the "From X to Y by When" goal-setting format, the campus measures progress toward the goal with NWEA Map Growth testing 3 times per year as well as district-created unit assessments. As a result of the projected proficiency functionality of MAP, we do not have to wait until the end of the year to implement additional action to enhance student performance. On a weekly basis, in Wildly Important Goals (WIG) sessions, principals make instructional weekly action commitments toward the accomplishment of the goal. These commitments are monitored, reviewed, and celebrated on a weekly basis. In addition, the cadence of accountability system includes campus plans-on-a-page, campus and student scorecards, cycles of Plan-Do-Study-Act, and a district scoreboard. Furthermore, principals report-out on progress, barriers, needs, and successes during cyclical meetings that involve the Superintendent, Assistant Superintendent, directors, and coordinators. Therefore, actions can be taken in real-time to provide increased or adjusted targeted support by campus. e2L provides Principal Supervisors, Principal/Assistant Principals/Other 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® in the experience to ensure leader and teacher growth aligned to Essential Action key practices is documented and reported. eSuite® interweaves web applications that connect to create powerful educator growth opportunities. These applications are designed specifically for all level educators 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.

**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.

Operational flexibility is one of the primary purposes for the "Cadence of Accountability" system described in the answer to the previous question. Through the weekly WIG sessions, the district can keep a pulse of the actions taken and accomplished by campus principals which enables full and effective implementation of the Effective Schools Framework Essential Actions. The cyclical rhythms of accountability built throughout the system will help campuses understand the most to-date student performance data and feedback in order to make appropriate adjustments in a timely fashion at the district or campus levels.

The e2L Catalyst Coaching Program for Principal Supervisors, follows the same program and training focus areas provided for campus instructional leaders. In conjunction with those focus areas, e2L Certified Executive Coaches 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 the Effective Schools Framework Essential Actions aligned web-based improvement plan.



**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 will meet the needs and goals of the program in the following ways. First, the grant funds allocated for staffing will provide personnel focused on PLC programming, RTI programming, curriculum documents, years-at-a-glance, curriculum resources support, unit assessments design, best-practices instructional coaching, lesson modeling, data tracking and analysis, design of intervention and extension activities, teacher-focused professional development trainings, NWEA MAP Growth and Reading Fluency implementations, and Principal curriculum support. Second, the grant funds will facilitate a partnership between the district and Engage2Learn through the "Catalyst Coaching Program." As a result, teachers, principals, and principal supervisors will receive instructional coaching in Coach and Teacher best-practices that will increase performance across a four-leveled rubric with specified performance indicators. Having partnered with Engage2Learn in a previous district, we know the power of this program, and am excited for our teachers and principals to engage in this partnership.

**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.

Boyd ISD will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant. Federal resources will primarily be designated for personnel resources with Math, Reading, PLC, and RTI specialties that will help the district and campuses next-steps continuation of program development in each area. State funding will be utilized on resources such as NWEA MAP, MyPath, and Teaching Strategies' Creative Curriculum (PK). Local funding will support teacher professional learning, campus administration professional learning, and the implementation of Math and Reading resources such as Mentoring Minds workbooks.

**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**