



**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

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](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, 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  EIN

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 Beaumont Independent School District is a member of the System of Great Schools network and has committed to engaging in understanding school performance and community demand and delivering to families in Beaumont ISD the types of schools that our families and stakeholders want, need, and deserve. By expanding what is working, replacing that which is not working, and pursuing all options to create high quality schools, the Beaumont Independent School District is committed to continuous improvement planning aligned to the Effective Schools Framework. As we continue to create new organizational structures, expand and improve access to options, and analyze school performance, the district is committed to providing the tools and resources needed to ensure effective systems and high quality materials and assessments for supporting struggling learners and practices to support effective instruction at each campus.

These systems have been identified as a vehicle that the District will leverage to attain our North Star Goal of increasing the percentage of students in "A or B" rated schools from 34% to 50% by 2025. We have strategically prioritized campus interventions supports through our Annual Portfolio Planning Process which allows the District to target interventions based upon the needs of individual campuses. Additionally, the district has provided the needed time and oversight to improve teaching and learning through the implementation of High Quality Instructional Materials and a focus on instructional planning that promotes the level of rigor vital to lesson development and instructional delivery. The district strives to ensure leadership and staff professional development focuses on one-on-one leadership coaching, face-to-face staff development, implementation support, and dynamic distributed leadership.

Our process has been enhanced through collective feedback from the Effective Schools Framework Diagnostics and ESF Self Assessments conducted in 2022-23, Targeted Improvement Plan feedback, and implementation feedback from our Vetted Improvement Partners. This unbiased examination of campus practices has provided us with a laser focus on the areas that have the maximum impact on student learning. The artifact review and campus visit along with the district commitments and monitoring for implementation serves as an excellent tool in helping us to refine our approach to coaching campus leadership and teacher teams and making sure the processes are systemic and practiced campus-wide. The District leverages the results of the ESF diagnostic to design school supports and improvement activities based upon a trend analysis and evaluation of district processes against the key practices identified in the Effective Schools Framework. Current analysis has resulted in prioritizing Levers 4.1: High-Quality Instructional Materials and Assessments, and Lever 5: 5.1 Effective Instruction. Beaumont ISD will leverage Pathways 1 and Pathway 2 of the Vetted Improvement Program (VIP). In partnership with our ESC Region 5, King Middle School will participate in Texas Lesson Study to examine teacher practices and improve student work analysis. In addition, Texas Lesson Study will support campus leadership and teacher teams with Professional Learning Communities. In addition, the other five BISSD campuses will partner with the Relay Graduate School of Education (RELAY) to support the implementation of ESF essential actions and the high quality implementation of improvement activities at campuses designated for more comprehensive support. With a focus on low-income students, students of color, and other students whose needs have not been well met, RELAY will assist principals in driving instructional changes in the midst of new accountability updates and STAAR 2.0. Campus Leadership, instructional coaches and teacher teams will participate in "Practice Clinics" by experienced RELAY staff to ensure alignment and execution of high quality instruction. Beaumont ISD utilizes the Plan4Learning web-based planning program for our Targeted Improvement Plans. Campus leaders set school improvement goals, create action plans, monitor progress and align budgets. In addition, the district commitments guide and ensure campuses receive individualized supports based on their needs, performance and progress monitoring of action steps. The Beaumont ISD district leadership team will conduct the change management actions necessary to ensure the process is coherent, data driven, and action oriented to provide support with each individual campus in mind. Beaumont ISD will act on system level analysis and develop effective systems for individual campuses to achieve and maintain long-term, sustainable growth.

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.

Beaumont ISD is committed to ensuring high quality implementation of key practices and strategies aligned to the Effective Schools Framework. The District's investment in building leadership capacity, as evidenced by the Effective Schools Framework Diagnostics conducted in 2023, favorably positions us to accelerate our progress on Levers 4: 4.1 High Quality Instructional Materials and Assessments and Lever 5: 5.1 Effective Instruction during the first year of the grant cycle.

The District Leadership Team will conduct monthly progress monitoring on Targeted Improvement Plan action steps and district commitments. The DCSI will review progress related to the specific essential actions and maintain a direct contact with District Leadership to assist with campus and system supports. The DCSI will also conduct biweekly classroom walk-through observations to determine progress on action steps, data analysis of specific subgroup performance, and provide feedback to campus leadership. In addition, the DCSI will meet monthly with the Assistant Superintendents and the Chief Innovation Officer to provide updates and feedback on campus plans in Plan4 Learning, action steps, and TEA monitoring feedback.

Campus leaders will submit artifacts that provide evidence of progress towards the cycle goals for each essential action. The protocol for campus cycle submissions will include feedback on artifacts submitted, as they relate to the Success Criteria, potential next steps and additional strategies to enhance implementation based on campus reflections and barrier analysis. The frequent submissions will allow the District and campus to objectively evaluate the lead measures of student achievement data, discipline and attendance data, and observation data in real time to ensure timely adjustments to the action plan. Through the development of a strong coaching and support relationship, and communication plan with the DCSI/Principal Supervisor/VIP/District departments, all campuses engaging in the ESF continuous improvement process will be optimally positioned to attain their goals.

In the event of an unsuccessful implementation of ESF aligned improvement plans, campuses will be subject to other tiered interventions as outlined in the District's Portfolio Planning Process. The District will continue to re-examine systems and processes and address barriers and challenges as necessary to meet the goals and intended student outcomes necessary for school improvement.

**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 Beaumont Independent School District is committed to the research based practices and policies that support the need for campuses in School Improvement to have the operational flexibility and autonomy needed to address the unique needs to meet their goals as outlined in the Effective Schools Framework. In prioritizing the needs of our ESF focused campuses, Beaumont ISD will align district wide processes and procedures to the district commitments outlined in the prioritized essential actions. Furthermore, the District will continue to limit and/or omit mandates that are contradictory or in direct competition to the strategies and prioritized focus areas each campus has identified in the ESF aligned School Improvement Plan. With a focus on universal processes to guide instructional leadership practices, the District, in coordination with the external and internal Vetted Improvement Partners will support each campus in implementing High Quality Instructional Materials and rigorous instructional strategies. Additionally, the District and DCSI will continue the work to create alignment across all areas of operations and departments to ensure system-wide practices and expectations enable the campus to fully implement research based practices as outlined in the Effective Schools Framework.

**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.

Beaumont ISD is committed to the research based practices outlined in the Effective Schools Framework. The alignment of budgets to the key school improvement actions such as enabled school districts around the nation to pivot and serve students in ways that are innovative and beneficial. Beaumont ISD has found that one of the most efficient and effective ways to shift instructional practices and equip instructional staff and leaders with research based strategies and tools needed to ensure student success is to link student performance goals to budgetary actions.

As a result of the ESF Diagnostics and ESF Self Assessments for multiple campuses, Beaumont ISD has identified Levers 4.1 and 5.1 as our highest need. The 2023-25 ESF Focused Support Grant will enable five campuses to partner with the Relay Graduate School of Education to address the common challenges aligned to instructional planning, effective practices, adapting instruction to allow students to see the relevance between rigorous content and their lived experiences. Beaumont ISD has selected the Relay Graduate School of Education the Vetted Improvement Provider because of its practice-based, equity-centered ongoing professional learning model.

In addition to technical assistance, it is the district’s intention to support efforts in professional development by budgeting funds awarded to payroll costs to support instructional staff and leadership devoting time outside of contracted hours to training, curriculum development, and other instructional preparation. Potential award funds have also been earmarked for travel associated with professional development through site visits to campuses outside of the district that have engaged in similar initiatives with HQIM and innovative campus structures to observe ongoing and successful implementation and glean from the knowledge and experiences of other schools.

Funds have also been allocated in the proposed budget to our 1882 partnership with a focus on ESF Levers 5.1 and 5.3. The campus will participate in Texas Lesson Study through our ESC Region 5 partner. The campus focus will be grounded in the work of the ESF with a focus on Professional Learning Communities and high quality instruction.

In order to support all actions in each of the campus Targeted Improvement Plans, funds have been designated for supplies and materials. These funds will be purposed for support of implementation of High Quality Instructional Materials, professional development, and all instructional needs of the campus. As a district it is imperative that staffing in key areas of instruction remain at healthy, consistent levels for improving student outcomes. Funds have been earmarked to assist the district with payroll funds as stipends to retain and recruit the necessary personnel for key areas at campuses where assistance is needed.

After all funds awarded from the 2023-25 ESF Focused Support Grant program are expended, our overarching goal, with the assistance of our Vetted Improvement Partners, is to see our low-performing schools close the achievement gap and ensure that every student in BISD receives a quality education. The investment in building the instructional capacity of our campus leadership and teacher teams will foster the confidence, competence, and achievement needed to sustain the research-based practices outlined in the Effective Schools Framework.

**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.

The Beaumont Independent School District is committed to ensuring that campuses have the autonomy to use their campus funds to make the necessary campus based decisions to improve student outcomes. The District has a consistent practice that ensures each campus receiving grant funding has a process for budgeting, monitoring, and directly expending allocations.

After the notification of an award to the district for each campus, an electronic folder containing key grant and district information as well as a tracker tailored to the specific grant program are disseminated to the campus leaders. The trackers consist of budget planning sheets that require the leader to enter a plan for the allocated funds for the full grant term, quick grant information sheets highlighting key guidelines for allowable and unallowable expenditures, along with a general budget sheet outlining funding levels for each campus in each object code. Campus leaders use this living document to plan out their budgets for funds as well as justify the association of the purpose of the funds with their Targeted Improvement Plans using references to their indicated Essential Actions and fields for uploaded documentation. These drafts dictate the necessary coding for the campuses' budgets to be entered and activated in the district system and to be distinguished from other Title funds in the district.

Once all budgets are planned and the appropriate budgets have been activated in the district's accounting system, campuses have the ability to begin expending funds on actions outlined in their budget plans. To ensure compliance with all guidelines, as well as fidelity to the Targeted Improvement Plan, each expense, once requisitioned using the district's accounting system, flows through the appropriate approval workflow.

The District's 1882 partner has elected to participate in this grant program and will engage in the same process for planning the use of funds using the grant folder with a grant tracker. Due to the structure of the agreement between the district and the campus' operating partner, the structure of the system for requisition will vary from the other campuses receiving an award. Since the operating partner, who independently employs instructional personnel, is chartered to operate the campus under an agreement with the district, certain expenditures such as allowable payroll costs for Targeted Improvement Plan aligned initiatives deemed supplementary to their current model, are paid on a reimbursement basis under the category of contracted services upon invoice from the partner; however, to ensure the purchasing process for goods is streamlined and in compliance with district protocols and federal requirements, any allowable supplies and materials requested will be submitted by a designated requisitioner into the district system using grant fund coding and delivered to the campus upon receipt. The tracker, much like the other campuses, but with an added requisitioning tool, will be utilized as a form of communication, tracking of the campus's allocation, and submission of required documentation for requests from the district's operating partner.

Campus grant trackers will also be utilized as a part of the continuous monitoring of Targeted Improvement Plans for each campus. Budget sheets will be updated with each TEA submission date with a synopsis of the spending levels and alignment to the specific action steps as outlined in each campus's plan.

**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**