



**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

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, 2021**.

Grant period from

**June 8, 2021-September 30, 2023**

Pre-award costs permitted from

**Award Date**

**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.

Beaumont Independent School District is a member of the System of Great Schools network and has committed to engaging in innovative school models and continuous improvement planning aligned to the Effective Schools Framework. These systems have been identified as a vehicle that the District will leverage to attain our North Star Goal of increasing the number of A and B rated district campuses from 2 to 10 by June, 2024. We have strategically prioritized campus interventions and supports through our Annual Portfolio Planning Process. This process allows the District to target interventions based upon the needs of individual campuses.

Our process has been enhanced by the Effective Schools Framework Diagnostics conducted in Spring 2020 at six campuses. The artifact review and campus visit grounded in the ESF was insightful and served as an excellent tool in helping us to refine our approach to continuous improvement and monitoring procedures across all campuses through thoughtful evaluation of our practices against each of the five levels. The District is leveraging the diagnostic results 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 results in the prioritization of campus supports in Levers 1: Strong School Leadership and Planning, Lever 4: High Quality Curriculum, and Lever 5: 5.1 Effective Instruction and 5.3 Data Driven Instruction.

To achieve our intended outcomes of ensuring that all schools improve their A-F accountability rating through high quality implementation of improvement activities, the District will partner with Vetted Improvement Programs in Pathways 1 & 2. Campuses identified for Pathway 1 supports with Region 5 ESC Texas Instructional Leadership (TIL) are those designated with a need for a year long focus on a single ESF lever 5.1, Effective Instruction or 5.3, Data Driven Instruction to drive their school improvement efforts. The District's Senior Leadership Team has received training in Data Driven Instruction through Texas ILPD thereby increasing District capacity to support campuses with enhancing the systems and structures around effective data meetings.

Beaumont ISD will leverage Vetted Improvement Program (VIP), Big Rock Educational Services (BRES) to support the implementation of ESF essential actions at campuses designated for more comprehensive support. With BRES support, campuses identified for Pathway 2 will receive professional development and on campus support with prioritization & implementation, student culture routines, data driven instruction, and classroom rigor over a two-year period. The Beaumont 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 of support for individual campuses and long-term

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 is highly motivated and committed to ensuring high quality implementation of the key practices and strategies aligned to the Effective Schools Framework. Foundational work has been conducted to build leader capacity in observation feedback protocols, data driven instruction, and school culture that we believe favorably positions us to accelerate our progress during the first year of the grant cycle.

Beaumont ISD will review progress related to the unique essential actions outlined in the web based improvement plans in three week intervals for individual campuses and make adjustments as necessary. The monitoring system implemented by the District will foster a data-driven culture and collaborative practices that will continue after the conclusion of the grant cycle. Data analysis will include student performance and implementation data as it pertains to the school prioritized essential actions.

Campuses will submit artifacts that provide evidence of progress towards the cycle goals for each essential action. The protocol for campus check-ins will include feedback on artifacts submitted, potential next steps and additional strategies to enhance implementation based on campus reflections and barrier analysis. These frequent check-ins will allow the District and campus to objectively evaluate the lead measures of student achievement data, discipline and attendance data, and observation data real time to ensure timely adjustments to the action plan. Through the development of a strong coaching and support relationship with the DCSI/Principal Supervisor/VIP, all campus 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 intervention outlined in the District's Annual Portfolio Plan up to and including more intensive interventions, assignment of new school leadership, and consideration for school actions (ie restart, redesign, partnership ) in our Annual Call for Quality Schools.

**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.

Beaumont Independent School District recognizes and values the need to identify areas of operational flexibility and autonomy to campuses based upon their individual needs and goals. As a result, the District will prioritize the needs of ESF focused support campuses by aligning District wide processes and procedures to the commitments aligned to the prioritized essential actions. The District will limit or omit district mandates that are a contradiction or direct competition to the strategies and prioritized focus areas the campus identified in the ESF aligned school improvement plan. The District will not add new instructional initiatives during the grant period to ensure that campuses have the bandwidth necessary to implement the ESF improvement plan with fidelity and focus on the core actions developed in coordination with the VIP. Additionally, the District will work to create alignment across all areas of operations to ensure system wide practices and expectations enable the campus to fully implement.

**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.

Allocating a portion of the school improvement funding to the development of Beaumont ISD will ensure that the school not only receives adequate support through the duration of this two-year grant opportunity, but also that sustainable practices are put into place so that lasting improvement occurs.

Beaumont ISD is a dedicated team, but a small team given the number of identified district schools pursuing this grant opportunity with TEA. Allocation of a portion of the funding to develop evidence-based collaborative practices will not only strengthen the customized support Beaumont can provide schools, but can also add value to the district’s internal improvement process by establishing and cultivating a pathway to systemwide transformation. Through direct coaching and related data supports from VIP providers, Beaumont ISD can maximize their impact on the ESF-Focused improvement initiative.

If the district is awarded the ESF Focused Support Grant, funds will be dedicated to the purpose of hiring an additional staff member to oversee the grant project implementation, substitute and extra duty pay to supplement district budgets for additional planning and training time for professionals, supplies and materials necessary for coaching and training, and the required VETted Improvement Program provider services to implement the designated Pathways.

As it pertains to staffing, the district intends to use budgeted grant funds as the funding source for an Innovation/School Improvement Specialist. As part of the Office of Innovation team, this position will have the required expertise in one or more of the levers and serve as a liaison to campuses to support their implementation. The Innovation/School Improvement Specialist will monitor, support and coach leadership teams during the implementation of strategies aligned to the essential actions and provide feedback received from VETted Improvement Program providers. Also, the district intends to use a portion of grant funds to supplement existing substitute pay budgets for the participating campuses to facilitate professional development and planning days required. Extra duty pay is included in the proposed budget for the extended planning and professional development for teachers, stipend for each Campus Grant Project Contacts, and the training of support staff on instructional practices in cases where they will be required to lead student intervention groups.

The district has drafted a plan to integrate both Pathways 1 and 2 in order to create a program that will affect change both at the district and campus levels simultaneously. The proposed budget includes funds earmarked for services from Texas Instructional Leadership for campuses identified and awarded for Pathway 1 as well as the cost of an External VETted Improvement Program provider at campuses identified for Pathway 2 and more comprehensive support of multiple essential actions.

The proposed budget has outlined funds to be used for technology that will be allocated per campus according to size as well as department and grade level structure and at the district level. This technology will equip leadership teams at the district and campus levels with the technology necessary to facilitate coaching, WDMs, and district level coaching and training purposes.

The district has been awarded School Improvement Grant funding, and currently, the total award to the district is \$641,730.00. The vast majority of these funds is used at campuses to fund the Communities In Schools program, extra duty/supplemental pay, and part is held at the district level for curricular resources. Most recently, a portion has been in use for the purchase of supplies and instructional materials necessitated by the onset of COVID-19 and its effects on equitable access to instruction. Many of the current funds have been carryover funds as our district has seen some extraordinary circumstances since 2017, including several natural disasters and the COVID-19 pandemic that has affected the globe, and affected the expending of the funds allocated to the district through the grant program.

In the future, the district intends to replicate all the professional development and coaching using the trained district personnel to ensure continued program sustainability. The Innovation/School Improvement Specialist role will function within the Office of Innovation and will, thus, continue to be sustained by other funding streams under which it will be an allowable payroll expense. The implementation of this program will move on after the grant term’s close to replace some of the functions that have historically been supported by School Improvement

**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.

**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**