



**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.

Mount Calm will work with ESC12 to implement our focused-support plan addressing our targeted area of student achievement by establishing learning and leadership growth to strengthen campus systems, build staff capacity, improve school outcomes and build sustainable, on-going improvement efforts. Our rural district is targeted for all students, due to the minimum size, it is the white student subpopulation; close to being targeted in the Economically Disadvantaged subpopulation. Our district is one campus so implementation will be district-wide. As a result of the ESF Self-Assessment, Mount Calm ISD has identified Lever 5 as our highest need. In year one, our campus will focus on EA 5.1, objective-driven daily lesson plans with formative assessments, in all tested areas and Pk- 2nd grade reading and math. We will enhance teacher and leader quality and production of designing aligned lessons for daily instructional practice and formative assessments through weekly data PLCs, monthly instructional coaching, and ongoing feedback sessions. In year two, our campus will focus on EA 5.3, data-driven instruction, informed by ongoing formative assessments. Teachers will begin incorporating more than one formative assessment throughout the planning and implementation stages; the expectation will be that teachers include 2-4 formative assessments in their lessons. Our partnership with ESC 12 will provide campus and district leaders opportunity to grow in their skills to guide teachers to build effective daily lessons that drive student learning, monitor planning to assess growth areas, focus on crafting rigorous daily and weekly assessments, unpack the standards to write objectives, understand alignment of the standards, differentiation, interventions, using "What do they know, with a focus on what they need to know" model; supporting teachers by providing them access to use high-quality common formative assessment resources that are aligned to the state standards. ESC12 will train our CLT in Change Management on July 19, 2021; Cycle I PD on July 22, 2021, Cycle 2 staff PD Oct. 11, 2021 and Cycle 3 staff PD Feb. 21, 2021; provide staff TIL training July 28, 2021 with monthly implementation support and systemic one-to-one coaching support for teachers and campus leaders with coaching visits in Sept., Oct., Nov., Jan., Feb., Mar., Apr. Coaches will conduct lesson planning workshops with our teachers at the 3rd, 6th, and 9th week of each 9week grading period. We will have one end of year Closure and Next Steps Planning Meeting with ESC12 in May or June. District practices and policies will support TIL with the campus/district implementation of the Effective Schools Framework. Plan4learning supports our web-based district improvement plan and we will utilize Plan4learning to support our district web-based ESF-Focused Improvement Plan, as well. Our ESF-Focused Improvement plan correlates with and is aligned to our district improvement plan. The campus/district will review our ESF-FIP every 90 days and update or adjust the plan throughout the year to monitor the impact it is having on our student outcomes, just as we monitor our DIP.

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.

Upon submission of our campus plan, on May 25, 2021 we will introduce our staff to ESF through professional development; introducing staff to the 5 levers and reviewing the results of our ESF Self-Assessment and our TIL Self-Assessment which both showed that our campus was lacking systemic practices in the area of lever 5 (EA 5.1 and 5.3.) We will share our campus plan for improving student and school outcomes in our targeted area of student achievement and TIL/ESF PD will be built into our back to school PD August 2-5, 2021. Our campus leadership team will attend TIL change management training at ESC12 on July 19, 2021 and cycle 1 TIL on July 22, 2021. Teachers will attend TIL training at ESC12 on July 28, 2021. The district administration will work closely with ESC12 and the CLT to monitor campus implementation of the ESF-Focused Support Grant during implementation: our district/campus leadership team will hold grant review meetings every 90 days, grant compliance meetings with ESC12 every 90 days, monthly coaching and feedback sessions with our CLT and ESC12, weekly CLT meetings, weekly data PLCs with teachers, TIL professional development sessions, TTESS observations and walkthroughs. Our district will use 806 Plan4learning as our web-based improvement plan, which we also use for our campus/district improvement plan. Our campus improvement plan will include and directly correlate to our ESF-focused support plan. The ESF EA 5.1 & 5.3 key practice and success criteria will be the targeted areas that will be monitored in our web-based plan. Our ESF plan is a living document that will be updated as tasks are accomplished, modifications are made; and every 90 days. The ESF-Improvement Plan will also be updated on the district website as our campus/district improvement plan is. CLT and teacher level training will be aligned through monthly support at both levels to be able to monitor and assess progress. We will work with TIL and ESC staff to customize and make adjustments in any areas of need based on frequent feedback and assessment of how the plan is working. We will make any necessary adjustments immediately to ensure sustainability and systemic practice of our ESF-Focused Support Plan.

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.

In year 1, our focus will be on Essential Action 5.1: Objective-driven daily lesson plans with formative assessments. Teachers will create and submit complete daily lesson plans that include clear objectives, opening/closing activities, pacing, instructional activities that are differentiated and include a formative assessment with an exemplar response. Instruction is informed by student data and includes frequent checks for understanding. Lesson activities and assessments will be aligned to the scope and sequence, the daily objective is aligned to the standard and written as a measurable student learning outcome. Campus instructional leaders review lesson plans frequently for alignment to the standards, scope and sequence, and expected level of rigor. Our campus leaders will provide specific, immediate feedback, and support teachers in lesson planning with enough time for teachers to make recommended changes before lesson delivery. In order for our teachers to be successful in their planning and instruction, we provide flexibility to accommodate teacher planning, creating formative assessments, aligning the standards, and any area in which teachers need support by using our 3 "Late Start Days" in Sept., Nov., and Mar. that are built into the school calendar. We have also built in early release days that we will utilize to coach our teachers in needed areas of growth: 1 in Oct., 1 in Dec., 1 in Jan., 2 in Feb. and 2 in Apr., and 2 in May. We have PD days on Oct. 11, Jan. 3, Feb. 21, Apr. 14, and May 24, 25. May 24 and 25 will be PD days used to transition from Essential Action 5.1 demonstrating how it sets the foundation for Essential Action 5.3. As a District of Innovation, we will modify and adjust the schedule for placing emphasis on areas where our teachers may be lacking in their practice of the success criteria of Essential Action 5.1. As our CLT formatively assesses our teachers in their practice of creating objective-driven daily lesson plans with formative assessments, we will provide coaching or reteach in the specific areas in which the teacher is struggling. We will use TTESS to formally and informally observe and record teacher practice of the EA 5.1 success criteria. With the use of observations and our success criteria rubric, we will record teacher data that we will use to inform the type of differentiated feedback and coaching we will give each teacher. In year 2, we will focus on Essential Action 5.3: Data-driven instruction. The schedule or calendar may be modified or similar based on the results and outcomes from year one. If adjustments of practice or implementation need to occur, we will make those modifications. Our campus instructional leaders will review disaggregated data to track and monitor the progress of all students, providing evidence-based feedback to teachers. We will create an assessment calendar that includes windows for data analysis. CIL will meet with teachers, utilizing a meeting protocol, after each of the 8 assessments to disaggregate and review data to provide coaching and support that is informed by data. Teachers utilize a protocol to conduct data conferences with their students and guide students through tracking their individual data, as well as their class data. Students will utilize individual data binders and teachers will post their data in their classrooms and halls. Teachers will analyze their data to identify trends, misconceptions, determine the root cause of why students may not have learned the concept to create the instructional action plan for reteach. Through this process and in data meetings teachers will unpack the standards, determine key conceptual and procedural gaps between student work and exemplars, plan for reteach, and delivery of reteach concepts. Teachers will be provided with one extra meeting period one day each week. This time will be utilized to converse about formative and interim student data, effective instructional strategies, and differentiated instruction to meet the needs of struggling learners. Data updates will be presented to the school board after 5 of the relevant assessment periods, as well as 90-day updates regarding our implementation of our ESF-Focused 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.

Mount Calm ISD is a 1A rural school consisting of one campus of PK-12th grade students with 80% of our students qualifying as economically disadvantaged. In our most recent accountability we were targeted for student achievement in all area and in our white student subpopulation. Our district will work with ESC12 to implement our ESF plan to address our targeted area of student achievement by establishing learning and leadership growth to strengthen campus systems, build sustainable, on-going improvement efforts. It will provide campus and district leaders an opportunity to grow as instructional leaders to build effective daily lesson plans that will drive student learning through formative assessments. As a result of our ESF Self-Assessment, Our district has identified Lever 5 as our highest need. In year one, our campus will focus on EA-5.1 and in year two, we will incorporate EA-5.3. Our campus leadership team will consist of the principal who also serves as assistant superintendent, the assistant principal, and superintendent. Our assistant superintendent will also serve as our principal manager. Our journey will begin with ESC12 training our CLT in Change Management on July 19, 2021. Our CLT will attend Cycle 1 PD Lesson Alignment and Formative Assessment at ESC 12 on July 22, 2021. In Cycle 1, our CLT will collaborate, learn, and grow in their craft of leading learning with a cohort of lead learners. ESC12 TIL will provide teacher level TIL training July 28, 2021 with monthly implementation support and systemic one-to-one coaching support for teachers and campus leaders with seven monthly coaching visits. The Cycle 2 staff PD will be on Oct. 11, 2021 and Cycle 3 staff PD will be on Feb. 21, 2021. Coaches will conduct lesson planning workshops with our teachers at the 3rd, 6th, and 9th week of each 9week grading period. We will have one end of year Closure and Next Steps Planning meeting with ESC 12 in May/June. Our plan is to engage in Data Driven Instruction in year two to grow our leaders in guiding teachers to spend more time teaching students what they need to know through individualized and differentiated data-driven instruction. DDI will provide our campus instructional leaders with a model of how to effectively analyze data, identify student misconceptions, and a process for developing a reteach plan. Plan4learning supports our web-based district improvement plan and we will utilize Plan4learning to support our district web-based ESF-Focused Improvement Plan, as well. Our ESF-Focused Improvement plan correlates with and is aligned to our district improvement plan. The campus/district will review our ESF-FIP every 90 days and update or adjust the plan throughout the year to monitor the impact it is having on our student outcomes, just as we monitor our DIP. Region 12 ESC Support will be up to \$14,500 - this includes Campus Leadership Team TIL training (Change Management summer PD Session; 3 half day PD sessions Cycle 1, Cycle 2, and Cycle 3; Supplies, materials and books for the CLT; 7 coaching visits (Sept., Oct., Nov., Jan., Feb., Mar., Apr.) for \$11, 500; an additional \$1500 for possible Quality Formative Assessments summer PD depending on our teacher needs; up to \$1500 for any additional needed summer PD in growth areas as identified in TIL/ESF training pertaining to Lever 5 Essential Actions 5.1 and 5.3; one end of year closure meeting and next steps planning in May or June. We plan to utilize 806 Technologies Plan4learning as our web-based program and will consult with 806 Technologies and ESC12 for Technology support for an allocated amount of up to \$3000. Our ESF-Focused Support Plan will allocate up to \$9000 for total Summer PD; up to \$1500 for Change Management for CLT Cycle 1 TIL Training, up to \$1500 for possible Quality Formative Assessments Training, up to \$2000 for anticipated additional training to dive deeper into identified areas for continued growth in TIL/ESF. Up to \$4000 will be allocated for continuous ESF PD, any required TEA training, or TIL CLT training. Our campus plan allocates up to \$26,700 which includes stipends and extra duty pay for 13 teachers, and substitute teacher pay for teacher data, planning, and formative assessment instructional coaching sessions. For monitoring of and plan implementation of our grant project, our campus plan will allocate up to \$20,000. As our district continues our work to increase student achievement and outcomes through differentiated and individualized instruction that supports our RTI process, our campus is lacking in key practices of objective-driven daily lesson plans, creating and using formative assessments, and the practice of data-driven instruction. Our campus plan will allocate \$22800 for the selection of high quality instructional resources that are research-based, will support our use of the TEKS Resource System, and add a deeper focus on incorporating STEAM curriculum. We are interested in STEMscopes Math and Science to support our Math, Science, and STEAM content; intervention resources to support RTI Reading and Math intervention; resources and materials to support lesson design, formative assessment, and data-driven instruction that supports the TEKS RS content areas.

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.

Our ESF campus plan in conjunction with our district/campus improvement plan focuses on improving alignment, focus, and performance in strengthening our learner outcomes through Lever 5: Essential Actions 5.1 objective-driven daily lesson plans with formative assessments and 5.3 Data-driven Instruction. Mount Calm ISD will allocate state funding through the Foundation Program to support student growth and target gaps in learning or learning loss that is a result of the pandemic, lack of ability to recruit and retain highly qualified teachers, and lack of support systems available to many economically disadvantaged students. Our campus plan focuses on our targeted area of student achievement for all students and builds a foundation for intervention in reading and math. State funds will be allocated to support struggling learners by providing specialized support through RTI interventions, special education, dyslexia, and ESL. Our district will monitor Title I funds to support our campus ESF plan that works in conjunction with our District Improvement Plan in our Plan4learning web-based program; and align other Federal, state, and local resources to carry out the implementation of the improvement plan. Title I funds will also be used to provide after-school enrichment and intervention programs. We will use Title I and Title II funds to continue to support teacher training, selection, recruitment to induct highly qualified educators; to provide stipends to recruit highly effective administrators, teachers and staff to support and sustain the implementation of our campus ESF plan. With our campus ESF-Focused Support Plan centered on Lever 5, we will also support our learner outcomes with the expectation that teachers demonstrate an unwavering belief that ALL students can achieve. A growth mind-set is embraced for students and adults with a commitment to continuous improvement. Objective-driven daily lesson plans with formative assessments are used to accelerate learning for all students. A commitment to data driven instruction is utilized to diagnose needs, adjust/reteach, measure progress and parent and community partnership is valued and supported.

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.

You may duplicate this page

Amended Section

Reason for Amendment