



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 [Redacted]

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.

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 **July 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): [Redacted]

Applicant Information

Organization **Brazos School for Inquiry and Creativ** CDN **021803** Campus **021803102** ESC **6** DUNS **966851219**

Address **410 Bethel Lane** City **Bryan** ZIP **77802** Vendor ID **31-1608946**

Primary Contact **Katy Greenwood** Email **kgreenwood@brazoschool.org** Phone **979-775-2152**

Secondary Contact **Nirmala Chennamsetty** Email **nchennamsetty@brazoschool.org** Phone **979-775-2152**

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 **Katy Greenwood, Ph. D.** Title **Superintendent**

Email **kgreenwood@brazoschool.org** Phone **979-775-2152**

Signature *Katy Greenwood, Ph.D.* Date **4/21/2021**

RFA # [Redacted] SAS # [Redacted]

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="1"/>
Pathway 2	<input type="text" value="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.

1. The District will provide leadership in introducing the Effective Schools Framework (ESF) to the campuses as a whole; district commitments will be clear with the aim of fostering full success at the campus level and will have clear expectations of the essential actions required for success at the campus level;
2. Written protocols and organizational charts will provide campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement that addresses the causes of low performance;
3. District commitment focuses on (a) providing adequate funding and the necessary resources to carry out the school's improvement plan, along with high-quality instruction to meet the level of student learning needs as identified; (b) provision of ongoing support and coaching of campus leader; (c) ensuring that instructional leaders and principal have protected time to carry out the improvement plan; monitor progress and provide feedback in a timely manner and provide flexibility to achieve goals; a district goal is for campuses to be fully staffed with highly selected teachers and staff by July 1st with incentives and stipends in place for summer professional development as needed.
4. The district will put in place both district and campus curricular interventionists to assist in the implementation of a TEKS-aligned, guaranteed and viable curriculum, assessments and resources to engage in learning at appropriate levels of rigor.
5. The District will ensure the campus has access to high-quality common formative assessment resources aligned to state standards for all tested areas and for PK-2nd grade math and reading; beginning of year assessments will serve as base-line data and subsequent tests tracking progress each six weeks of the school year.
6. An annual plan of professional development for school leaders, teachers, and all staff, will emphasize school improvement and effective instruction as the highest of priorities.
7. A calendar system of weekly zoom meetings, email, and ongoing communication will emphasize the highly prioritized improvement process, clear expectations, clear roles and responsibilities and reports of progress through the school's web page and through parent meetings and involvement.
8. A master calendar at the campus identifying weekly PLC's, summative assessments, data meetings will be synchronized with the project tasks for coordination and sequencing of events.
9. The district will ensure that the campus is well maintained, safe and conducive to learning; that families have opportunities for engagement and involvement at the school, both on-campus and through remote activities in order to foster a positive school culture.
10. The district will research and seek help in developing a high-quality web-based plan for school improvement.

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 Leadership Team will be key in not only implementing, but monitoring progress in the Effective Schools Framework model. The team will consist of the Superintendent, District DCSI, Campus Principal, Campus Instructional Interventionist, and other key teachers as identified. The Leadership will prepare meeting agendas, minutes, provide a variety of reports and resources, put in place periodic surveys for students, staff, and parents, and gather documentation of the web-based improvement plan being implemented. Periodic meetings will focus on benchmarks and milestones to assess progress within the first year.

The Leadership Team will put in place professional development early in the project implementation and then monitor to see if change in practice is occurring. Paul Bambrick-Santoyo's 90-Day plan will be introduced in the summer in-service prior to school start-up with implementation and evaluation during the Fall Semester.

The Tidwell Campus has spent a year focusing on 5.3 Data Driven Instruction, 5.1 Focusing on Objective-Driven Daily Lesson Plans with Formative Assessments, and on 3.1 Compelling and Aligned Vision, Mission, Goals, Values focused on a safe environment and high expectations. A previous Diagnostic Assessment will be revisited and retaken to see what progress has been made and to set new goals for the web-based improvement plan for the 2021-2022 school year.

If the web-based improvement plan as implemented the first year has not demonstrated growth in targeted areas of effective instruction and brought about change that is needed at the campus, a revision of all aspects of the plan will determine how to strengthen any aspects that need improvement in order to refocus for the second year of the web-based 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.

The District has continuously provided operational flexibility to its campuses during the COVID-19 pandemic and specifically to the Tidwell campus during the Winter Storm of February, 2021. The campus has been able, on very short notice, to implement 100% remote learning if COVID-19 cases have been prevalent from students or staff. Alternative food service has been put in place to accommodate students during these periods. The district has provided a high level of technology support to make sure all teachers have new desk top computers, with heavy use printers, laptops for home use, and each student has been provided a device to be used for remote learning. New policies and practices have been put in place regarding technology, regarding the asynchronous learning model and regarding volunteers to assist with tutoring.

During the catastrophe winter storm in Houston, the campus had to reconfigure the entire campus to move all instruction into alternative classrooms and reconfigure grade level placement because the main building, auditorium and cafeteria suffered water damage from broken pipes. The campus only missed three days of school.

The Emergency Operational Plan is continuously updated in anticipation of the Fall hurricane season in Houston. Flexibility and modification of policies are key agenda items in all Executive Meetings between district and campus personnel.

In terms of effective implementation of the Effective Schools Framework Essential Actions aligned web based improvement plan, the leadership team will outline the plan with goals, procedures, evaluation criteria, and time lines. Should modification be necessary, the district office will lead such an effort with the involvement of the Executive Team of the school as well as the leadership team for this project.

The project team will search for a management software that will facilitate the web-based improvement plan with all forms, surveys, benchmarks, calendar of events identified for effective implementation. A project manager on campus will facilitate procedures that will keep all activities on-track so as to assist the Campus Principal in time management and achievement of all project goals.

If face to face meetings become impractical, ZOOM meetings will suffice; all communications, agendas, minutes from meetings, planning documents, results of benchmarks will be documented in the 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.

Project funds will be used to pay for a project manager, housed at the Tidwell campus, to assist with planning, documentation, communication and monitoring of all aspects of the project. This project manager will be part of the leadership team and will work closely with the Instructional Interventionist at the district office, with the Superintendent in setting up necessary meetings and with the Campus Principal on a day to day basis in implementation of the project.

Project funds will also be used to purchase Pathway 1, where the campus will take advantage, not only of cohort training in various key levers, but will also have the advantage of coaching in each of the key levers, along with training and coaching of the campus principal, the principal supervisor and the leadership team.

Pathway 1 funds will be negotiated with ESC Region VI to combine cohort costs between the two campuses and perhaps provide professional development as needed for teachers including Reading Academies, Data Driven Instruction, and involvement in the Pal Bambrick-Santoyo's "Get Better Fast" - a 90 day plan for coaching new teachers,

These project funds will be coordinated with other funds, such as Title I, Title II, Title III, Title IV and supplemental Esser grant funds, to make sure no funds are overlapping or duplicating efforts, to make sure funds have the greatest impact possible and to view the funding in terms of an umbrella effectively addressing instruction and ultimate growth in student learning.

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.

Federal funds currently received by the Tidwell campus are specific to previously identified needs: teacher aides, parent liaison personnel, remediation of students, enrichment activities and are all charged to Title I, Title II, Title IV. Title III funds are specifically for ELA instructional use, as needed in the classroom; IDEA B funds are used specifically for services provided for the special education population of the school.

This Title I project, the ESF-Focused Support Grant, will be used strictly to implement the web-based improvement plan for school improvement; funds will be used primarily for personnel to implement the project at the campus level and for external assistance from ESC Region VI.

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