



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.

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 UEI

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.

West Sabine ISD will partner with the Texas Instructional Leadership/Region 7 service providers to build instructional leadership capacity focused on improving Tier 1 instruction at West Sabine Elementary. The partnership aims to perform ESF Diagnostic assessments, TIL readiness assessments, and create a Targeted Improvement Plan based on the results of those assessments. In addition, the partnership will provide face-to-face training, monthly coaching and implementation support to improve specific areas identified in the self-assessment tool, ESF diagnostic assessments, and the TIL readiness assessment.

West Sabine ISD will ensure implementation of the collaborative Targeted Improvement Plan by participating and completing all of the necessary elements of training, submissions, and progress monitoring of action steps. There will be one district level principal supervisor that will attend all training sessions, professional development, and coaching sessions to ensure the effectiveness of campus principal coaching. The district will also communicate this priority to stakeholders and provide clear expectations for implementation practices surrounding campus instructional leaders and data-driven instructional practices. The Principal Supervisor will be responsible for ensuring implementation and holding the campus accountable for fidelity of implementation.

To maximize the success of the learning outcomes resulting from our partnership, the LEA will clearly communicate the following expectations of campus leaders participating in the grant: campus leaders will attend and participate in all trainings; will remain committed to the accomplishment of the targeted improvement plan's goals and objectives; will provide effective systems of support, modeling, and coaching; will utilize calendars identifying observation and feedback meetings; will use Solution Focused PLC meetings, along with data meetings to review student progress and formative data results; will provide clear and written responsibilities and expectations for all campus level stakeholders which may include providing agendas, protocols, exemplars, and opportunities for learning to ensure the successful achievement of identified goals and objectives; and provide an instructional aide to assist teachers in the instructional practice of closing academic gaps and improving student outcomes.

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.

West Sabine ISD, upon completion of the Targeted Improvement Plan, will communicate campus goals that are clear, specific, measurable, achievable, and time bound. The goals of the Targeted Instruction Plan will be reviewed through a monthly check-in to monitor for progress and to determine needed action steps.

Goals will be regularly monitored for progress towards achievement utilizing formative and summative evaluations to include progress measures, and observations. Progress measures will include both formative and summative assessments that follow a district created assessment calendar and data cycle. Campus leaders will meet following each relevant assessment to disaggregate and review the data in order to make informed decisions that lead to improved and effective instructional practices. Lastly, we anticipate that we will see mindset shifts as we implement our partnership with the Texas Instructional Leadership/Region 7 service providers and further develop our instructional leadership abilities and campus culture.

To assist in alleviating anticipated barriers regarding time and space within the master schedule, the district principal supervisor will communicate clearly with campus leaders the adjustments required in the master schedule in advance of its development. A collaborative plan for implementing and maintaining the student data tracker will then be developed with shared responsibilities assigned equally. Deadlines will be scheduled in advance and placed on the calendar. Use of the digital calendar will be utilized to schedule related events and deadlines for data submissions. Corrective Action Plans will be developed at data meetings which will be scheduled strategically to follow relevant assessments. The corrective action plan or reteach plan will be included in the weekly lesson plans. Campus principals will include identification of the Corrective Action Plan during weekly lesson plan reviews.

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.

Essential Action 1.1 Campus Instructional Leaders

1. A new partnership will be entered into with the Texas Instructional Leadership/Region 7 service providers to build capacity in the areas of instructional leadership and data driven instruction. This will include training, professional development, an ESF Diagnostic assessment, instructional coaching, and the development of a Targeted Improvement Plan with goals and objectives.
2. SMART Goals and objectives will be developed to identify performance expectations.
3. Campus systems will be developed and identified for providing written processes and protocols
4. Campus administrators will adjust the 23-24 master schedule to include a block of time for weekly data analysis meetings.
5. A schedule will also be developed so that at least one campus or district leader will be in attendance at each data analysis meeting.

Essential Action 5.3 Data Driven Instruction

1. Implementation of Data Analysis Cycles and weekly data meetings
2. Campus wide utilization of DMAC for data collection and analysis.
3. Development of a universal labeling system for assessments
4. Hire an additional instructional aide to ensure best practice for corrective instructional support and any other support areas that may be determined.

Operational Flexibility

1. The campus principal will have the flexibility to:
2. hire an additional instructional aide to support teachers and students in core content areas and
3. Make decisions regarding job embedded pd based on observational and formative data to ensure effectiveness in the classroom to support the Targeted Improvement Plan;
4. Adjust the master schedule in order to provide time to ensure the targeted needs of the campus are met; and
5. Scheduling flexibility for professional development, trainings, data and staff meetings, and any other items that may be necessary to implement the Targeted Improvement Plan.

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.

West Sabine ISD utilized the ESF Self-Assessment to determine the needs of West Sabine Elementary and it was determined that West Sabine Elementary would benefit from partnering with Texas Instructional Leadership under the 2023-2025 Title I, 1003 ESF-Focused Support Grant to improve campus leadership and data driven instruction. If awarded the \$100,000, the funds will only be expended in payroll (6100), Professional & Contracted Services (6200), and Supplies and Materials (6300).

Payroll (6100) expenditures will include creating a position for one (1) instructional aide in the amount of \$20,000 per year, substitute pay in the amount of \$1,250 per year, and employee benefits in the amount of \$3,350 per year. The total amount of expenditures over the period of the grant for Payroll (6100) is \$46,700. Data driven instruction will be the focus area of this grant award therefore, the payroll expenditure for the instructional aide position will be necessary to provide instructional support for teachers in the classroom. The job duties for this position will be determined in collaboration with the Texas Instructional Leadership/Region 7 partner to ensure best practice in the classroom for corrective instructional support and any other support areas that may be determined. Substitute teachers will be necessary in order to provide classroom support while teachers are involved in professional development and training.

Professional and Contracted Services (6200) will include all services provided through Region 7 Educational Service Center. in the amount of \$21,000. Services include:

1. Texas Instructional Leadership - Data Driven Instruction training
2. Texas Instructional Leadership - Monthly Implementation Support
3. Texas Instructional Leadership - Monthly Principal Coaching
4. Effective Schools Framework - Diagnostic

Supplies and Materials (6300) expenditures will include all supplies and materials needed to effectively implement the Targeted Improvement Plan in the amount of \$32,300.

Other Operating Costs (6400), Deb Service (6500), and Capital Outlay (6600) will not have any expenditures for this grant.

The total budget summary expenditures equal the amount of the grant award of \$100,000.

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.

West Sabine ISD, West Sabine Elementary, and Texas Instructional Leadership will collaborate to determine the needs of the campus. The campus leader will have direct access to funding through the district procurement process and will adhere to all the provisions within the West Sabine ISD State and Federal Grant Manual. Upon determination of needed expenditures, the campus leader will enter all requests for purchases into ASCENDER, the district financial management system. The Director of Finance will ensure that correct account codes are established and that the funds are campus designated in the Title I, Part A (211) fund and the Director of Federal & State programs will ensure that all expenditures are in compliance with EDGAR provisions and all other compliance requirements as noted in the terms and conditions of the grant award.

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

2023-2025 ESF Focused Support Grant Program Attachment: Pathway 1 ESC Supported VIP

Pathway 1 - Participation in Education Service Center Vetted Improvement Program:

Texas Instructional Leadership is a program through which we provide training and support to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, student culture, and data driven instruction.

Other ESC VIPs available. Find approved ESC Vetted Improvement Programs on the Effective Schools Framework [website](#).

Campus Name: West Sabine ISD

CDN: 202905

9 Digit Campus Number: 202905102

Question 1: What is the name and email address of the identified Campus Grant Project Contact responsible for managing implementation of the grant?

Sabrina Socha [sabrena.socha@westsabineisd.net](mailto:sabrina.socha@westsabineisd.net)

Question 2: How did the applicant determine the ESF Prioritized Focus Areas for the campus?

ESF Diagnostic

ESF Self-Assessment

Question 3: What are the ESF Prioritized Focus Areas identified by the campus? Check 2-3 areas.

- 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities
- 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction
- 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators
- 3.1: Explicit school-wide behavioral expectations and culture routines
- 4.1: Daily Use of High-Quality Instructional Materials
- 5.1: Professional Development for Effective Classroom Instruction
- 5.2: Build Teacher Capacity Through Observation and Feedback Cycles
- 5.3: Data-driven instruction

Question 4: With which ESC VIP will the campus participate?

Texas Instructional Leadership/Region 7

If participating in TIL, name the TIL Content Area: Data Driven Instruction

Question 5: Has the Applicant connected with the ESC VIP at the campus' service region regarding application of this grant and obtained a signature on the Memo of Discussion from the VIP? *This is a requirement of the application.

Yes

No

Question 6: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.

Based on the ESF Self-Assessment West Sabine Elementary identified needs in the areas of Essential Action 1:1 (Campus Instructional Leaders) and Essential Action 5:3 (Data Driven Instruction). West Sabine Elementary will partner with Region 7 Texas Instructional Leadership team to complete a TIL Readiness Assessment in July or August to prioritize specific TIL content.

Question 7: Describe the challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Areas that must be addressed by the district/campus over the grant cycle.

West Sabine Elementary anticipates challenges in implementing changes to time within the campus leadership calendars, implementation of tracking tools, and a shift in campus leadership mindset for Essential Action 1.1. Within Essential Action 5.3 it has been determined that there may be implementation challenges within the master schedule for teacher team meetings, determination and collection of valid data, teacher use of a corrective instruction action plan to ensure student academic growth, and student progress trackers being displayed and updated regularly. The campus, anticipating these challenges, will be proactive and collaborate with district leadership to ensure that these barriers are proactively addressed prior to the start of the school year and implementation of the Targeted Improvement Plan.

Question 8: Describe how the VIP will support the campus in meeting its needs and improving outcomes for students?

Texas Instructional Leadership will provide support for West Sabine Elementary by providing face-to-face training for campus leadership, provide monthly implementation support and coaching for principal supervisors, and ensure campus principal coaching through the principal supervisor.

The monthly implementation support and coaching provided by the ESC TIL coach will not only help the campus leader implement key practices on campus, but also assist them in defining key action steps within their Targeted Improvement Plan. All coaching sessions will be focused on evidence and artifact review of key leader practices aligned to 1.1 and 5.3.

Self-Reported Priority Points

Please check one box for each priority point question for the campus named on this Pathway 1 Supplemental Attachment.

Campus Federal Accountability Identification (2022):

- Comprehensive Support and Improvement Campus
- Additional Targeted Support and Improvement Campus

Economically Disadvantaged Campus – Per the 2021-2022 [TAPR Reports](#) – Student Information Campus Percentage

- 71-85% economically disadvantaged
- 86-100% economically disadvantaged

Defined as rural per [NCES](#) or TEA Reporting Categories:

- Rural Campus
- Town Campus
- Suburban Campus
- City Campus

3+ years of academically unacceptable rating:

Is the campus identified on [The Count of Unacceptable Performance](#) as posted by Performance Reporting?

- Yes No

Memo of Discussion

LEAs must submit this form as an attachment to the 2023-2025 ESF Focused Support Grant application packet. This is a required component of the grant application. The VIP must be named on the ESF Website.

As a requirement of the 2023-2025 ESF Focused Support Grant application, LEAs must confer with the selected ESF VIP to establish a preliminary partnership to satisfy grant requirements. LEA selection of a VIP at this stage is reflective of an intent to engage in the 2023-2024 School Year. The LEA may find a need to adjust VIP partnership to meet the campus needs. These changes will be reviewed and approved on a case-by-case basis by the Division of School Improvement.

LEA Name:

CDN:

Campuses included on the 2023-2025 ESF Focused Support Application:

By signing this application attachment, the VIP understands the LEA's need for support if awarded the 2023-2025 ESF Focused Support Grant. This Memo of Discussion does not bind the ESC or VIP to support if support capacity is reached.

ESF Vetted Improvement Program identified:

Name of VIP contact:

Signature of VIP contact: