



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 [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, 2023**.

Grant period from **July 3, 2023-September 30, 2025**

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 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): [Redacted]

Applicant Information

Organization **Webb CISD** CDN **240904** Campus **041** ESC **1** EIN **741961460**

Address **619 Ave. F.** City **Bruni** ZIP **78344** Vendor ID **741961460**

Primary Contact **Jimmy Padilla** Email **Jimmy.Padilla@webbcisd.com** Phone **956-415-3655**

Secondary Contact **HH Garza** Email **HH.Garza@webbcisd.com** Phone **361-231--1044**

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 **Jimmy Padilla** Title **Superintendent**

Email **jimmy.padilla@webbcisd.com** Phone **956-415-3655**

Signature *[Handwritten Signature]* Date **4/20/23**

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.

Webb Consolidated Independent School District (WCISD) in an effort to retain highly-effective teachers in our classrooms will engage in implementing Pathway 1 in order to increase our instructional effectiveness by developing our teachers as instructional leaders through campus-based distributed leadership models at Bruni Middle School. At the WCISD, learning is the key to a bright and successful future. By setting high standards, the district plays a crucial role in preparing the students to meet the challenges and demands of today's high-tech and multicultural work place. WCISD has a need to develop our teachers as instructional leaders due to the complexities of current events that have our teachers and students adapting to on-line learning models and more data driven instructional pedagogies. As such WCISD commits to providing opportunities to engage with Region 1 Education Service Centers (ESC1) Vetted Improvement Program in providing our teacher leaders and instructional leadership teams participation in Texas Instructional Leadership Program (TIL) trainings under Pathway 1 such as 1) observation and feedback; 2) data-driven instructional models; 3) student cultural routines; and 4) lesson planning and formative assessments. WCISD will develop & implement improvement efforts that directly benefit Bruni Middle School comprehensive support & improvement efforts with specific targeted support & improvement by implementing Pathway 1 aligned Essential School Actions based on the Effective Schools Framework (ESF). WCISD will support Bruni Middle School in carrying out the school improvement activities in the targeted improvement plan addressing three essential actions from the effective school framework including: a) develop campus instructional leaders; b) building teacher capacity through observation and feedback cycles; and c) Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction. WCISD plans to work with ESC 1 to provide training and ongoing support for all our administrators and teachers to develop leadership skills in instructional delivery using this funding as our focus will be on developing instructional leaders based on a) Lesson Planning; b) Formative Assessment; c) Data Driven Instruction; and d) Student Culture. The ESC 1 TIL trainings under Pathway 1 will provide professional development in areas such as 1) observation and feedback; 2) data-driven instructional models; 3) student cultural routines; and 4) lesson planning and formative assessments.

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.

WCISD will continuously monitor/modify/support practices & policies upon submission & during implementation to provide operational flexibility to the campus targeted improvement plan & implement additional actions as needed to remove barriers & address challenges after initial implementation in the first year of the grant cycle. WCISD will have weekly on-site discussions with administration regarding implementation of the Bruni Middle School targeted improvement plan & maintain over site of essential actions that are aligned to the improvement plan. In addition, WCISD will monitor and implement additional actions as needed to remove barriers or challenges moving into subsequent years of the grant funding cycle that builds leadership and instructional capacity. The content will consist of trainings in data-driven instruction, types of research applied, Action Coaching. The frequency of the ESC 1 Teacher Instructional Leadership trainings will entail at least four workshops on data-driven instruction, types of research applied, Action Coaching, & several on site implementation & support sessions & one to one coaching to build organizational capacity. The Action Coaching is designed to blend practice & principals with the T-Tess appraisal framework. The duration of the ESC 1 Teacher Instructional Leadership will be a 90 day plan for coaching new teachers & the data driven instructional workshops & on site implementation support will also be an additional 90 day plan for a total of 180 day action plan for each Campus Leadership Team (CLT). The measures of success including summers will be dictated by ESC 1 and the CLT so as not to disrupt ongoing efforts that may impede school improvement strategies & is therefore flexible and provides greater operational and funding flexibility.

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 goals are to: a) use collaborative planning time, to analyze & use formative, & summative data to improve program effectiveness; b) use of accountability measures to instill accountability in teacher leaders through active participation & communication; c) evaluate/recruit & select a diverse cohort of teachers that represent the student population & have a track record of excellence in improving student outcomes, have strong interpersonal skills and potential for a leadership position; & d) provide operational flexibility & sustained administrative support that integrates activities & strategies applying research-based best practices.

The program objectives include identified critical success factors (CSF's) to create situational awareness in key areas for targeted need that provides an opportunity to retain highly-effective teachers, instructional effectiveness through campus-based distributed leadership modeling, & opportunity to engage teachers in a meaningful Texas Instructional Leadership program with our ESC 1 partner. The critical success factors (CSF's) that are grounded in evidence-based research include: (1) improving Student Academic Performance; (2) increasing the Use of Quality Data to Drive Instructional & leadership-based practices; (3) increasing Leadership Effectiveness; (4) increasing Learning Time; (5) increasing Parent/Stakeholder Involvement; (6) improving School Climate; & (7) increasing Teacher Quality.

Integrated within the program goals & objectives include detailed strategies for teacher leader roles & responsibilities, additional supports, & highly effective teacher retention strategies that include the recruitment & selection; defined roles & responsibilities; leadership training & support; & teacher recruitment & retention.

The performance & evaluation include student outcomes consistent to ensure the effectiveness of project objectives and strategies include: 1) Number of teacher leader applicants & number selected; 2) Percentage of participants receiving TIL trainings/certification & ratio of teacher leaders to teachers being supported; 3) Percentage of participants certified that increase our pool potential for future principal leadership at our high-need campuses based on observation & coaching documentation; 4) Percentage of participants certified that remain in their capacity for a minimum of three years; 5) Percentage of participants that complete TIL and whose campuses demonstrate positive improvement, no improvement, or negative improvement based on pre/post campus measures including student growth, perception surveys, & evaluations; & 6) Percentage of participants that receive their T-Tess rating of distinguished, accomplished, or proficient. The evaluation logic model is designed to (1) ascertain whether program inputs & outputs & activities are implemented with fidelity; (2) identify whether there is contextual factors that influence implementation; & (3) examine the level of program effectiveness (Building Capacity & Sustainability). The summative evaluation includes observation tools (Rubric) has multiple distinct rating options that will allow the program director & administrative development specialist compare & describe variances in the performance of participants instructional & leadership practices. Observation within specific contexts such as leadership team meetings, collaborative team meetings, professional learning communities, teacher observations, interviews, professional development, & school-site visitation will be collected & used for data analysis, improvement planning, & feedback to participants of effective or ineffective leadership practice. The formative evaluation will utilize qualitative & quantitative data. Formative evaluation questions will include, but not limited to the following: Are key staff members in place? Are teachers participating in the proposed program professional development trainings, seminars, meetings, course work, seminars, & workshops? Are collaborative learning & dissemination strategies being implemented as described? Is a process in place for feedback from participants? Are lessons learned being incorporated in professional development activities? Is a process in place for dissemination of program materials? Are the structured leadership practices being applied have an effect on school climate, behaviors, & student academic achievement? Ongoing findings will be compared to performance measures, program timeline, & budget. The evaluation plan will utilize a mixed-methods approach (Use of quantitative and qualitative) to measure program inputs, activities, context, outputs, & outcomes that will facilitate communication of program results to the differentiated needs of the participants.

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.

The budget will be expended on teacher leader strategies that meet needs & goals supporting development & expansion of our Teacher Leadership Model. Funding will apply to TIL Training, implementation, & coaching support costs that will impact overall student outcomes including STARR assessment results, culture, attendance, instructional delivery & content competency of Teacher leadership initiatives, improve/increase grade level content mastery, improve at-risk student academic achievement, improve attendance rates, decreasing gender gaps, & increasing school climate. The budgeted program funds will be applied to expanding the current school improvement initiatives to include costs for payroll, supplies/materials, and professional & contracted service expenditures in order to increase the levels of teacher quality, student outcomes, & school improvement.

Adjustments will be made in the future to meet specific needs as participants will be responsible for: 1) the overall development of the instructional vision driving the academic success for all students based on setting high academic goals & objectives as documented by master schedules, lesson plans, & instructional pedagogies; 2) cultivating professional learning communities & professional development communities through demonstrated leadership assuring the purposeful communities are an intricate part of the school vision; 3) creation of a synergistic school climate conducive to educating students with a strong focus on safety, cooperation, collaboration & vibrant school spirit; 4) instructional improvement as demonstrated by increasing teacher & student capacity through delegation of leadership roles & responsibilities; & 5) managing personnel, data, & processes that foster a true vision of school transformation & improvement. The Program funds will supplement and not supplant state mandates, rules or activities previously conducted or funded through other funding sources.

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.

WCISD will ensure that Bruni Middle School leaders have direct access to ESF - Focused Support Funding to ensure alignment to their targeted improvement plan through the business & support services administrative offices. The business & support services offices will assign an accountant to work directly with Bruni Middle School campus administration providing direct access to funding aligned to the Bruni Middle School targeted improvement plan and work with Bruni Middle School campus administration regarding any budget adjustments necessary to meet the Bruni Middle School improvement planning & implementation of essential actions that provides greater operational flexibility to implement additional actions removing barriers & address challenges after initial implementation to meet future Bruni Middle School campus needs.

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"/>
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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