



**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	2
Pathway 2	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.

Vernon ISD has two campuses that qualify for this grant. Vernon ISD will support Shive Elementary and Vernon Middle School through a variety of measures. The District Coordinator of School Improvement (DCSI) will be the Principal Supervisor with support from the district ' s superintendent. The DCSI has direct impact and influence by overseeing the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI will be responsible for working directly with Region 9 staff and the Region 9 VIP TIL Coach. In addition the DCSI will oversee development of the Targeted Improvement Plan, engage in the comprehensive needs assessment, and review the ESF diagnostic. Throughout the school year as mandated in the TIP, the DCSI will review the TIP progress by each campus and will help develop a new TIP for the 2021-2022 school year. The DCSI will lead meetings with the administrative team on a bi-monthly basis during which the team will review TIP progress with supporting documentation, calibrate teacher observations through walk-throughs and T-TESS. The DCSI will attend all TEA and ESC trainings including the ESF Overview and training around the web-based improvement plan training. The DCSI has a working knowledge of grant expectations, expenditures, and compliance reporting thus she will be able to provide coaching to the administrative team in this area. Additionally, the DCSI will engage in capacity building pathways for on-going feedback, coaching, and implementing support from the division of school improvement. DCSI will oversee the TIP submissions and will provide updates to Region 9 and TEA through phone calls, emails, and video conferencing. Following each progress check, the DCSI will work with each campus administrator to problem solve identified barriers.

The district superintendent, DCSI, campus principals, assistant principals, and campus instructional leaders will attend the Region 9 VIP TIL professional development in a face to face format to develop a base of knowledge. The district will participate and support the DCSI and administrative team by attending vetted Region 9 training determined by the EFS diagnostic (Spring 2020) 5.1 Objective-driven daily lesson plans with formative assessments and the Reflective Prioritization Activity (RPA) 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. The DCSI will serve as the principal supervisor to support implementation, and will be coached to support and grow the staff. In the event of pushback from the administrative team members or from the teachers, the DCSI will be the lead learner to help those struggling with implementation of TIL. In order to be successful, the LEA will ensure viable curriculum materials that align to assessments are available. Curriculum materials include interim assessments, aligned scope and sequence, unit plans, and lesson plans. A corrective action plan will be developed for needed areas of improvement. The DCSI will monitor and support implementation and provide 1-on-1 coaching for the campus principals. The DCSI is willing to be coached by Region 9 TIL Coach in order to provide the necessary coaching to the administrative team members.

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 DCSI will monitor web-based improvement plans upon submission and during implementation with non-negotiable bi-monthly meetings with superintendent, DCSI, administration teams, and leadership teams for discussion of implementation and effectiveness. This will allow the DCSI to provide campus principals to build their capacity as instructional leaders. Additionally the DCSI will aggressively monitor completion of tasks, implementation of plan, data collection and analysis. Internal audits will be conducted on a monthly basis by both the administrative team and the DCSI for review of artifacts supporting implementation of action steps in the TIL modules. The DCSI will meet with the Region 9 School Improvement Lead for the campuses and review the documentation.

The DCSI and superintendent will develop additional corrective actions following unsuccessful implementation of this plan after the first year of the grant cycle. This can include developing corrective action plans to address areas of unsuccessful implementation created jointly with campus leaders and the DCSI. All corrective action plans will be based on evidence and not on emotion. Lastly, the administrative team will review the effectiveness of implementation and determine current or new barriers and needed support for success based on survey results and participant feedback. Barriers will be identified through administrative team input, surveys, and teacher input. The team will address each newly discovered barrier and determine an appropriate methodology to achieve the grant ' s success.

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 LEA and each campus complete a comprehensive needs assessment which includes the finding from the ESF Diagnostic and the RSA. As a result the LEA and its CLTs create the district and school improvement plans. The LEA collaborates with the CLT, reviews progress of the current year's TIP to identify priorities as part of the comprehensive needs assessment, school and district improvement plans. The ESF diagnostic indicated 5.1 as an area of focus. The campuses will continue to focus on this area as we plan for gaps of knowledge and instruction due to COVID in the spring of 2020 and the current year breaks in face to face instruction due to COVID. The lesson plan template was introduced in November 2019. Teachers are to submit lesson plans on Wednesdays before the next week of instruction. Lesson plan samples provided include objective, instructional activities, formative assessments, RTI, differentiation, TEKS. However, the teachers reported they complete the lesson plan template for compliance but execute differently when delivering the lesson. They concluded the lesson plan template feels overwhelming, time consuming, and scripted. Teachers receive minimal lesson plan feedback. Feedback was neither precise nor focused enough to have an impact on student learning. Teachers reported that feedback has not led to improved quality of instruction. Campus leaders expressed lesson plan feedback becomes less of a priority due to campus concerns that require their immediate attention. Teachers reported feedback was not received in a timely manner. Flexibility will be granted to make the template user friendly while utilizing daily pacing tools and exemplars. Campus PLCs have ownership over the unit assessments and daily formative assessments/exit tickets. Each campus has authority to support effective instruction as long as it aligns with the district policies and practices. The LEA is aggressively addressing the gaps in all core content areas.

Through the RPA the LEA has determined to implement 3.1. We will see a shift from individual autonomy around classroom routines to sustainable campus-wide routines and procedures to set high expectations for students, staff, and families. Flexibility will be given to the campuses as they develop a strong vision and mission statement that aligns with the district's vision and mission. Campus Leaders and teachers reported they collaborated in the creation of vision and mission this spring. The district provides data systems to track pertinent school culture data such as discipline referrals, attendance, and campus climate. Campus practices and policies for student expectations are captured in writing. Capturing Kids' Hearts is the behavior model for expectations. However, campus leaders reported there are inconsistencies with implementation. Capturing Kids' Hearts Social Contracts and artifacts hang in the majority of classrooms. Flexibility is granted through the use of a discipline matrix and positive behavior supports.

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.

DCSI will collaborate with the business manager and superintendent to ensure grant funding is allocated appropriately. For this grant, 10% of the funding will be allocated to Region 9's vetted VIP TIL contract. 30% of the funds will be for a nationally normed program to monitor student progress throughout the year in kindergarten-12th grade math, language literacy, reading, and science for 2nd-8th grade and high school biology. This program will provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices. 5% will be allocated to substitutes for staff training days. 15% will be allocated to stipends for staff attending professional development after the contract day. 10% will be allocated to travel for training. 30% will be allocated to reading and math materials for special populations.

The district will continue to support TIL in future through the use of federal, state and local funds. As the district continues to implement a continuous cycle of improvement, it will evaluate the needs of the campuses during the second year of the grant cycle. If adjustments are needed as indicated by the data analysis then the district will meet with Region 9 to determine it's next steps. The DCSI and superintendent will be the final decision makers after collaboration with the administrative team and Region 9 TIL Coach.

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.

Currently, the LEA utilizes federal funds for reading and math, state compensatory education funds for accelerated instruction, and local funds for kindergarten through third grade for early literacy and math instruction. The DCSI, superintendent, business manager, and Region 9 business personnel will collaborate on intent codes and grant requirements for all funding sources. Additionally, the LEA has tax abatement funding to assist with carrying out the activities of this two-year 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 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

Application Part 2:

2021-2023 Title I, ESF-Focused Support Grant

Authorized by: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

County District Number or Vendor ID:		244-903		Amendment # (for amendments only):	
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	
Academic/Instructional					
1	Teacher			\$	-
2	Educational Aide			\$	-
3	Tutor			\$	-
Program Management and Administration					
4	Project Director			\$	-
5	Project Coordinator			\$	-
6	Teacher Facilitator			\$	-
7	Teacher Supervisor			\$	-
8	Secretary/Admin Assistant			\$	-
9	Data Entry Clerk				
10	Grant Accountant/Bookkeeper			\$	-
11	Evaluator/Evaluation Specialist			\$	-
Auxiliary					
12	Counselor			\$	-
13	Social Worker			\$	-
14	Community Liaison/Parent Coordinator			\$	-
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			\$	-
16	ESC Coordinator/Manager/Supervisor			\$	-
17	ESC Support Staff			\$	-
18	ESC Other: (Enter position title here)			\$	-
19	ESC Other: (Enter position title here)			\$	-
20	ESC Other: (Enter position title here)			\$	-
Other Employee Positions					
21	(Enter position title here)			\$	-
22	(Enter position title here)			\$	-
23	Subtotal Employee Costs:			\$	-
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$	9,900
25	6119 - Professional Staff Extra-Duty Pay			\$	29,700
26	6121 - Support Staff Extra-Duty Pay			\$	-
27	6140 - Employee Benefits			\$	-
28	61XX - Tuition Remission (IHEs only)			\$	-
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$	39,600
30	Grand Total:			\$	39,600
31	Total Program Costs*:			\$	39,600
32	Total Direct Admin Costs*:			\$	-
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

[For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.](#)

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Via telephone/fax/email (circle as appropriate):	By TEA staff person:

Application Part 2:

2021-2023 Title I, ESF-Focused Support Grant

Authorized by: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

County District Number or Vendor ID: 244-903 Amendment #: 0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

Description of Service and Purpose		Grant Amount Budgeted
1	6269 - Rental or lease of buildings, space in buildings, or land	\$ -
2	Service: Specify purpose:	\$ -
3	Service: Specify purpose:	\$ -
4	Service: Specify purpose:	\$ -
5	Service: Specify purpose:	\$ -
6	Service: Specify purpose:	\$ -
7	Service: Specify purpose:	\$ -
8	Service: Specify purpose:	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 79,200
11	Grand Total:	\$ 79,200
12	Total Program Costs*:	\$ 79,200
13	Total Direct Admin Costs*:	\$ -

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:

2021-2023 Title I, ESF-Focused Support Grant

Authorized by: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

County District Number or Vendor ID: <i>244-903</i>		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	59,400
2	Grand Total:	\$	59,400
3	Total Program Costs*:	\$	59,400
4	Total Direct Admin Costs*:	\$	-

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:

2021-2023 Title I, ESF-Focused Support Grant

Authorized by: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

County District Number or Vendor ID: 244-903 Amendment #: 0

Other Operating Costs (6400)	
Expense Item Description	Grant Amount Budgeted
1 6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -
2 6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -
3 6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -
4 6413 - Stipends for non-employees other than those included in 6419.	\$ -
5 6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -
6 6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	
7 6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -
8 64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -
9 Subtotal of other operating costs (6400) requiring specific approval:	\$ -
10 Remaining 6400 - Other operating costs that do not require specific approval.	\$ 19,800
11 Grand Total:	\$ 19,800
12 Total Program Costs*:	\$ 19,800
13 Total Direct Admin Costs*:	\$ -

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

In-state travel for employees does not require specific approval.

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Capital Outlay (6600)			
Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669 - Library Books and Media (capitalized and controlled by library)			
1	N/A	N/A	\$ -
66XX - Computing Devices, capitalized			
2 (Enter description and brief purpose)		\$ -	\$ -
3		\$ -	\$ -
4		\$ -	\$ -
5		\$ -	\$ -
6		\$ -	\$ -
7		\$ -	\$ -
8		\$ -	\$ -
9		\$ -	\$ -
66XX - Software, capitalized			
10 (Enter description and brief purpose)		\$ -	\$ -
11		\$ -	\$ -
12		\$ -	\$ -
66XX - Equipment, furniture, or vehicles			
13 (Enter description and brief purpose)		\$ -	\$ -
14		\$ -	\$ -
15		\$ -	\$ -
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)			
16 (Enter description and brief purpose)			\$ -
17	Grand Total (sum of all lines):		\$ -
18	Total Program Costs*:		\$ -
19	Total Direct Admin Costs*:		\$ -

*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:

2021-2023 Title I, ESF-Focused Support Grant

Authorized by: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

County District Number or vendor ID: <i>244-903</i>		Amendment #	0
Grant Period:	July 8, 2021 to September 30, 2023	Fund Code: 211	

Program Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
1	Payroll Costs	6100	\$ 39,600	\$ -	\$ 39,600
2	Professional and Contracted Services	6200	\$ 79,200	\$ -	\$ 79,200
3	Supplies and Materials	6300	\$ 59,400	\$ -	\$ 59,400
4	Other Operating Costs	6400	\$ 19,800	\$ -	\$ 19,800
5	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds				N/A	
6	Total Direct Costs:		\$ 198,000	\$ -	\$ 198,000
7	Enter Percentage (%) of Indirect Costs:		N/A	\$ -	\$ -
8	Grand Total of Budgeted Costs :		\$ 198,000	\$ -	\$ 198,000
Shared Services Arrangement					
9	6493	Payments to member districts of shared services arrangements	\$ -	\$ -	\$ -
Administrative Cost Calculation					
10	Total Grant Amount Budgeted:				\$ 198,000
11	Reasonable and necessary administrative costs established for the program:				
12	Maximum amount allowable for administrative costs, including indirect costs:				\$ -

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Pathway 1 – ESC Supported VIP

Pathway Options:

Texas Instructional Leadership (TIL) is a program through which training and support is provided 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.

Positive Behavioral Interventions and Support (PBIS) is the application of evidence based strategies and systems to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.

District Name: VERNON ISD CDN: 244-903

Campus Name: SHIVE ELEMENTARY 9-Digit Campus Number: 244-903-104

Question 1: Identify the Campus Grant Project Contact responsible for managing the implementation of the grant.

DR. HOPE APPEL, DCSI, 940-553-1900 EXT 2241
hope.appel@visdtx.org

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

ESF Diagnostic

ESF-Self Assessment

Question 3: What are the two to three ESF Prioritized Focus Area(s) identified by the campus?

Check all that apply

1.1

2.1

3.1

4.1

5.1

5.3

Question 4: Which ESC Supported VIP is chosen by the campus? Select all that apply

Texas Instructional Leaders (TIL)

Positive Behavioral Interventions and Support (PBIS)

Question 5: If the campus is engaging with TIL, with which cohort will the campus participate?

Check all that apply

Observation and Feedback

Data-Driven Instruction

Schoolwide Culture Routines

Lesson Alignment and Formative Assessment

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 6: Has the Applicant connected with the ESC VIP, at the campus' service region, regarding application of this grant and the intention of collaboration with the VIP? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 7: Has the Applicant received confirmation from the ESC VIP indicating availability to support? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 8: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.

The ESF Diagnostic was completed in March of 2020 for Shive Elementary which found 5.1 as Planning for Implementation. The DCSI and campus administrator agree a gap continues to exist. A new lesson plan template was introduced in November. This was created collaboratively with the CLT and DLT, yet, the staff determined it was more of a checklist for compliance than a usable document. Lesson plan samples provided include objective, instructional activities, formative assessments, RTI, differentiation, TEKS. Teachers receive minimal lesson plan feedback. Feedback was neither precise nor focused enough to have an impact on student learning. Teachers reported that feedback has not led to improved quality of instruction. In the RPA, Essential Action 3.1 became our second area of focus and was rated as Planning for Implementation in our ESF. During the 2020-2021 school year the administrative team determined that 3.1 was a necessary focus due to 66.7% of the administrative team being new assistant principals with no experience. Region 9 partnered with the campus to create a meaningful vision and mission statements. Prior to the creation of the vision and mission, there was no evidence that widespread reflection and reinforcement existed even though teachers had input into the vision and mission statements. Teachers were not able to articulate the district mission and vision. The administrative team collaborated with the staff at Shive Elementary for buy-in. Although climate surveys are administered, the campus leaders reported there is minimal feedback from family climate surveys.

The LEA will contract with Region 9 as our vetted partner for the ESF SI grant. The DCSI and superintendent have spoken with Region 9 about pathway one and the TIL package for Vernon Shive Elementary.

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 9: Describe challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Area(s) that must be addressed by the district/campus over the grant cycle.

- The response should include action steps to be taken to overcome these challenges.

Time is a barrier for all stakeholders. The campus will host meetings before, during, and after school to accommodate each group.

Teachers have expressed the lesson plan template is too much. The campus will redesign the template with more teacher input and permit flexibility for different courses while maintaining non-negotiables.

Teachers have a lack of urgency and want to remain in their comfort zone. The campus administration will need to be consistent and maintain high expectations for the implementation of effective lesson plans with timely administrator feedback.

Priority Point Information – If the applicant does not complete this section Priority Points will not be awarded.

1. What was the campus' State Accountability Rating in 2019? <https://txschools.gov/>

- F rating D rating C rating
 B rating A rating

2. What percentage of the campus was identified as Economically Disadvantaged in the 2019-2020 TAPR Report? <https://rptsrv1.tea.texas.gov/perfreport/tapr/2020/index.html>

- 71% - 85% Eco Dis 86% - 100% Eco Dis
 Other

3. How was the campus defined on the 2018-2019 NCES report? <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

- Rural Town Suburban City

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Pathway 1 – ESC Supported VIP

Pathway Options:

Texas Instructional Leadership (TIL) is a program through which training and support is provided 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.

Positive Behavioral Interventions and Support (PBIS) is the application of evidence based strategies and systems to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.

District Name: VERNON ISD CDN: 244-903

Campus Name: VERNON MIDDLE SCHOOL 9-Digit Campus Number: 244-903-041

Question 1: Identify the Campus Grant Project Contact responsible for managing the implementation of the grant.

**DR. HOPE APPEL, DCSI, 940553-1900 EXT. 2241
hope.appel@visdtx.org**

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

- ESF Diagnostic ESF-Self Assessment

Question 3: What are the two to three ESF Prioritized Focus Area(s) identified by the campus?

Check all that apply

- 1.1 2.1 3.1 4.1 5.1 5.3

Question 4: Which ESC Supported VIP is chosen by the campus? Select all that apply

- Texas Instructional Leaders (TIL) Positive Behavioral Interventions and Support (PBIS)

Question 5: If the campus is engaging with TIL, with which cohort will the campus participate?

Check all that apply

- Observation and Feedback Data-Driven Instruction
 Schoolwide Culture Routines Lesson Alignment and Formative Assessment

**2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP**

Question 6: Has the Applicant connected with the ESC VIP, at the campus' service region, regarding application of this grant and the intention of collaboration with the VIP? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 7: Has the Applicant received confirmation from the ESC VIP indicating availability to support? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 8: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.

The LEA determined a need for an ESF Diagnostic in the spring of 2020 with 5.1 as Planning for Implementation. The DCSI and campus administrator agree a gap continues to exist. A new lesson plan template was introduced in November and as evidenced through classroom observations, lesson plans do not include enough information to determine alignment between the objective and activities. There was no evidence of daily formative assessments with exemplar responses, expected level of rigor, and provide teachers with feedback and lesson planning support. Lesson objectives do not contain measurable student learning outputs. Teacher believed the feedback is currently more for compliance.

In the RPA, 3.1 became our second area of focus and was rated Beginning Implementation in the ESF. During the 2020-2021 school year the administrative team determined that 3.1 was a necessary focus due to 66.7% of the administrative team being new assistant principals with no experience. Although the vision and mission were created four years ago, there is a lack of clarity as to what they are. Models of Instruction posters were present in 9/9 classrooms observed, however, academic expectations are not consistently reinforced. A student campus climate survey was submitted as pre-work. Eighty-eight percent of students indicate the school has high standards for achievement. As observed through classroom and PLC observations, it is not evident how administrators and teachers demonstrate high expectations for students. The LEA will contract with Region 9 as our vetted partner for the ESF SI grant. The DCSI and superintendent have spoken with Region 9 about pathway one and the TIL package for Vernon Middle School.

**2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP**

Question 9: Describe challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Area(s) that must be addressed by the district/campus over the grant cycle.

- The response should include action steps to be taken to overcome these challenges.

Time is a barrier for all stakeholders. The campus will host meetings before, during, and after school to accommodate each group.

Creation of visible track and monitoring for student progress. The DCSI and the principal both support the need to evaluate the campus ' s current process of analyzing assessments. The instructional coaches are presenting several ideas on how to implement with non-negotiables.

A lack of growth mindsets on the campus has hindered progress in collaboration. Teacher leaders lack a knowledge of specific roles and responsibilities. In response, the teacher leadership and administrative teams will develop a matrix for roles and responsibilities.

Priority Point Information – If the applicant does not complete this section Priority Points will not be awarded.

1. What was the campus' State Accountability Rating in 2019? <https://txschools.gov/>

- F rating D rating C rating
 B rating A rating

2. What percentage of the campus was identified as Economically Disadvantaged in the 2019-2020 TAPR Report? <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

- 71% - 85% Eco Dis 86% - 100% Eco Dis
 Other

3. How was the campus defined on the 2018-2019 NCES report? <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

- Rural Town Suburban City