



**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 **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):

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

Rio Vista ISD's (RVISD) goal is to improve low-performing schools. To achieve this goal, district leadership will commit time to review, evaluate, monitor identified campuses in need of support to ensure excellence in education for all students. Rio Vista ISD has developed a comprehensive system of support for identified campuses, Rio Vista Elementary and Rio Vista Middle Schools, to successfully implement improvement plan activities. The improvement plan will guide the improvement process and will be reviewed monthly at each campus leadership team meeting. The review process will include a discussion of each activity for that quarter with a review of data or other relevant information to show if progress has been achieved or if modifications are needed to the activities to ensure the outcome goals are achieved. RVISD staff have experience utilizing a web-based improvement planning system through 806 Technologies, Plan4Learning platform. This system has proven to be effective for staff and leadership to access the improvement plan in a central location and for use during meetings to discuss the progress of the efforts at each campus.

For this grant, RVISD will develop a web-based improvement plan for each eligible campus: Rio Vista Elementary and Rio Vista Middle Schools. The improvement plan development process will include the following components:

- 1) Assurances
 - 2) Data Analysis: Comprehensive Needs Assessment with references to specific data based on assessments for each campus
 - 3) Campus Focus Areas: Essential Actions and Implementation Levels
 - 4) Prioritized Focus Areas: Essential Actions, Rationale, Capacity-building, Key Partnerships, Barriers to address, Communication with stakeholders, Desired annual outcomes, District Commitment Theory of Action
 - 5) Review of student performance data for each domain and cycle
 - 6) 90-Day Outcomes
 - 7) Action Plan: Action Steps, Prioritized Essential Action, Start Date/End Date, Resources Needed, Person(s) Responsible, Evidence Used to Determine Progress Toward Action Steps, Evidence Collection Date, Progress Toward Action Step, Necessary Adjustments/Next Steps
 - 8) Reflection and Planning for Next 90-Day Cycle: Carryover Action Steps and New Action Steps
- Each stakeholder will actively participate in the improvement planning process and have a vested interest in supporting the campus to meet and achieve the outcomes. The district will participate in required submissions, on-going continuous improvement feedback, training, coaching and implementation support from the Division of School Improvement.

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.

RVISD will support Rio Vista Elementary and Rio Vista Middle Schools to implement the Effective Schools Framework (ESF) continuous improvement process to improve outcomes for students. The district will commit and schedule time to monitor progress to ensure each school's success and will utilize the web-based improvement plan to guide and track the implementation of the Essential Actions identified for the most effective schools and to support powerful teaching and learning. Each phase of the improvement process will include: data analysis, needs assessment, and developing, implementing, and monitoring a plan for improvement aligned to RVISD's ESF focus area and Pathway #1.

(a) Monitor a web-based improvement plan upon submission and during implementation:

Phase 1: Data Analysis: An improvement team will be assembled to include representatives from district and each campus: one teacher from each grade level, Title I teacher/paraprofessional, Principal, Special Education, Dyslexia, Counselor, and a parent. The team will collect and analyze data to monitor student learning, collect information on what works, and identify gaps in instructional models and curriculum. The data will be reviewed and reported to the district-level leadership during monthly leadership team meetings.

Phase 2: Needs Assessment: The data analysis will inform the development of the web-based improvement plan. During monthly meetings, the district-level leadership team will review the progress of the plan to address the identified needs and ensure student success.

Phase 3: Developing Plan: Each campus will update the web-based improvement plan with strategies and activities aligned with the needs assessment. The improvement team will submit the web-based plan to the district-level leadership for review and to provide ongoing monitoring support to ensure the successful implementation and achievement of strategies and activities.

Phase 4: Implementing/Monitoring: Each campus will document progress towards achieving the improvement plan with monthly data reports submitted to the district-level leadership for review.

(b) After ongoing monitoring, the district level-leadership will implement additional corrective actions and resources following unsuccessful implementation of the improvement plan after the first year of the grant cycle.

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.

RVISD's ESF Diagnostic has identified the following Essential Actions that align with continuous improvement efforts and effective models to support powerful teaching and learning:

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines

Essential Action 4.1: Daily use of high-quality instructional materials

Essential Action 5.1: Professional Development for Effective Classroom Instruction

Essential Action 5.2: Building teacher capacity through observation and feedback cycles

Essential Action 5.3: Data-driven instruction.

Rio Vista ISD's Prioritized Focus areas for each campus are 5.1, 5.2, 5.3.

RVISD will work to ensure that each campus has the ability to meet ESSA requirements for ESF: "to modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans."

To achieve this statutory requirement, district leadership will leverage the following operational flexibilities:

1. Staffing: authority to hire, train, and evaluate staff

2. Curriculum: authority to tailor curriculum to meet the need of the anticipated student population; authority to create, modify, and eliminate programs; and authority to contract for academic support services.

3. General Operations: determine the daily schedule and the year-long calendar; ability to select or opt-in to district services; and ability to control discretionary funds. Determine daily schedule, PLC, and assessment calendar.

As stated in the Target Improvement Plan, the district commits to the following:

1) Providing the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.

2) Policies, practices and support align with and promote positive school culture.

3) Supporting principals by protecting their time dedicated for school instructional leadership.

4) Campus instructional leaders receive initial training and ongoing coaching to support the implementations of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).

5) Effective systems for identifying and supporting struggling learners.

6) Annual academic calendar includes days for school based professional development activities that align with the assessment calendar and allow for data-driven reflection.

These operational flexibilities and district commitment of support will enable each campus to achieve the full and effective implementation of the Effective Schools Framework Essential Actions aligned within the web-based 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.

Budget Narrative: All funds will align to meeting the instructional and academic needs and goals of the program.

6100-Personnel Costs

\$20,000 - Rio Vista Elementary School - Professional Staff Extra-Duty Pay - Support student growth through tutoring, before, after school and on Friday for interventions. Staff will also be used for summer school instruction so students don't lose growth.

\$20,000 - Rio Vista Middle School - Professional Staff Extra-Duty Pay - Support student growth through tutoring, before, after school and on Friday for interventions. Staff will also be used for summer school instruction so students don't lose growth.

6200-Contracted Services

\$21,000 Rio Vista Elementary School: ESC Region 11: Professional development cost for two levers: Feedback and observation and DDI to grow admin to grow teachers long with shoring up DDI. Feedback and observation year 1 and DDI year 2.

\$21,000 Rio Vista Middle School: ESC Region 11: Professional development cost for two levers: Feedback and observation and DDI to grow admin to grow teachers long with shoring up DDI. Feedback and observation year 1 and DDI year 2.

\$30,000-Professional development for teachers to increase instructional effectiveness in core content areas. Focus on Ron Clark Academy in GA along with additional trainings as seen in observation and feedback cycles to grow teachers where they are.

6300-Supplies and Materials

\$76,000-supplemental instructional supplies, resources, curriculum, and assessment materials to support the instructional practice of teachers in core content areas

6400-Miscellaneous Operating Costs

\$12,000-travel costs for attending Teacher Instructional Leadership trainings at ESC Region 11

Subtotal: \$200,000

Total: \$200,000

A high-level snapshot of funds: Currently, Rio Vista ISD allocates Title I (\$271,516) and State Compensatory Education (\$369,193) funds to similar programs. These funds provide support for instructional resources and services to assist students in need of assistance in all core contents and after school tutoring support and a summer school academic intervention program for students in grades PK-12.

Throughout the project period, adjustments to the budget may be necessary to address the needs of students and teachers to ensure the success of students.

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.

Federal Funds: All RVISD schools participate in a Title I School-wide program. Title I services and resources will be coordinated with Title I ESF grant funds to maximize the use of grant funds. Throughout the program period, Title I funded resources will support the implementation of school improvement plan strategies and activities. Examples of resources will include equipment (technology, digital tablets, laptops, and desktop computers equipped with curriculum and instructional software and hardware equipment), books and materials (student reading materials, workbooks, curriculum resources, instructional games, manipulatives), positive behavior supports and personnel, assessment and progress monitoring platforms, and Title I interventionist position.

Title II professional development will support the professional growth needs of teachers at each campus working with Title I students in the areas of reading, math, science and social studies.

Title III funds will provide supplemental academic and instructional services and resources for teachers to use to support the language and literacy needs of English Learners to ensure academic success.

Title IV funds will provide access to resources and services to support social and emotional learning and academic needs of students to include well-rounded learning programs, literacy education, and social-emotional learning programs and resources.

State Funds: RVISD will allocate and coordinate State Compensatory Education funds for academic and intervention resources and staff to support the academic needs of at-risk students : attendance/truancy clerk, social worker, summer academic support program staff and services, curriculum and instructional materials, support services for at-risk students, or other relevant needs to ensure the success of the Title I ESF program.

Local Funds: Local funds will provide additional personnel, technology, digital devices, internet/wifi service, and resources for high-quality intervention and academic support services.

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