



**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

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 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.

Campus professionals adhere to a district wide system that allows time to collect and review data with instructional interventions, campus administrators, and special program staff. At this time, data indicates a student deficit in reading comprehension and fluency. The self assessment confirmed that teachers would benefit from support in the area of creating targeted lessons for the purpose of reteach and interventions based on the data collected and discussed. Support in the area of reading strategies and interventions during curriculum meetings and RTI meetings coupled with follow up and classroom observations would assure that educators are able to implement strategies to their fidelity and increase student growth. In addition, the campus would benefit from a data tracking system that correlates with current programs being utilized in the classroom. MAP Growth has been identified as a program that works with a program currently being utilized by teachers on this campus, Education Galaxy. An increased emphasis on differentiating instruction and reteach strategies would be advantageous to target the needs of the high population of economically disadvantaged students and English Language Learners. This could be accomplished by allotting a designated period of time in monthly curriculum meetings to review and address any grow areas in regards to lesson planning and additional interventions for identified students. Meetings will be designed to address the level of rigor for all students, strategies for students being served in special programs to include English Language Learners, RTI, 504, and Gifted and Talented. In addition to utilizing district instructional coaches and special programs staff, Rice ISD will implement a new reading intervention program that will provide support and additional data for teachers to utilize in planning. Campus administrators will be asked to create a campus level team to create an improvement plan to implement on the identified campus. This plan should include current baseline data for lesson planning and differentiated instruction, current student levels, expectations for lesson planning, calendared training opportunities, and a system to review lesson plans and provide feedback to classroom instructors. The impact of the reading program on student learning would be tracked by utilizing the MAP growth system of monitoring progress. The improvement plan will be created and shared on the campus Google classroom for all teachers to have access to the designated plan and expectations for differentiation based on student needs. In addition, resources will also be provided on this platform to reinforce implementation of lesson planning, reteach strategies and utilizing data to target instruction.

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 Director of Special Programs will participate with the campus level team to create an improvement plan that will address the grow area of targeted instruction as well as timeline for implementing the plan and reviewing progress with campus teachers. The district will assure time is allotted in monthly curriculum meetings to provide support in differentiated instruction and reteach as well as provide training for administrators through the Texas Instructional Leadership program with focus in the area of data driven instruction. The campus level team will meet each nine week period to review progress and address any needs that may arise during the implementation of the action plan. The campus level team will meet at the completion of the first year of the grant cycle to evaluate how the plan implementation has impacted student learning. Questionnaires for educational staff will be utilized to determine additional needs or changes that need to be made in order to ensure success in the classroom. In the event that the plan has not made an impact on student learning, goals will be reevaluated, additional professional development throughout the summer months will be added, and meetings will be held monthly vs. each nine weeks to monitor the implementation of the plan.

Goals, Objectives, and Strategies, Performance and Evaluation

1. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan.

Campus level administrators will select a team of educators to review data, create Improvement Plan, and manage the master schedule to accommodate intervention time during the school day. Allotted time during the day will allow classroom teachers to provide support, reteach lessons, and address learning gaps on a daily basis. This time should be strategically planned and reviewed by campus administrators on a regular basis to assure targeted instruction based on current student data and performance.

In addition, the campus level team will determine any concerns or needs that will be addressed during monthly meetings to provide support to teachers with struggling students. Administrators will also schedule training for the school year for the MAP Growth program to promote implementation with fidelity across campus.

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.

Current funds are being utilized to allow for special programs personnel, instructional coaches, and classroom supplemental teaching materials. The proposed budget will allow for a reading interventionist, research based student growth monitoring program, and training for campus administrators in the area of data driven instruction.

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.

Rice ISD currently utilizes Title I and State Comp Ed funds to allow for tutorials, paraprofessionals, instructional coaches, and staff identified to monitor students being served in special programs. In addition to federal and state funding, local resources have been allotted to provide instructional materials for the classroom, manipulatives, and programs designed to meet the needs of students in the classroom. Funds have also been allocated to purchase a reading intervention program to support struggling learners.

The additional monies from this grant will allow the district to fund a certified reading specialist to oversee the new program and teachers will have access to a new screening system, MAP growth, to assist with identifying individual student learning needs and monitor progress towards mastery. This will allow administration and teachers to evaluate the impact of the reading intervention program/educator on student growth.

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