TEA
Texas Education Agency ®

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	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, 2021**.

Grant period from	**July 8, 2021-September 30, 2023**
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 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	Promise Community School	CDN	101853	Campus		ESC	4	DUNS	073032765

Address	4450 Harrisburg Blvd.	City	Houston	ZIP	77011	Vendor ID	

Primary Contact	Anastasia Anderson	Email	aanderson@bakerripley.org	Phone	713-669-5252
Secondary Contact	Joel Munoz	Email	jmunoz@bakerripley.org	Phone	713-667-9400

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

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name	Anastasia Anderson	Title	Superintendent

Email	aanderson@bakerripley.org	Phone	713-669-5252

Signature _Anastasia Anderson_
DocuSigned by:
1ADDEEB099B1409...
4/21/2021 | 12:24:40 PM CDT
Date 04-21-2021

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Shared Services Arrangements

☐ Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1   0

Pathway 2   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.

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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.

Promise Community School (101853) will support Ripley House Middle School (101853042) and BakerRipley Charter School (101853106) in carrying out school improvement activities and web-based improvement plans throughout the 2021-2023 school years. These activities will provide much needed leadership coaching and teacher support to achieve higher reading, literacy, and EL mastery. After a long planning process, we identified English language learning and leadership development as keys to our success. The support that will be provided by the LEA includes: 1. Planning Support through regular, structured coaching meetings and professional development with the Superintendent, Head of Schools, and Asst. Sup. of Teaching and Learning to ensure that school leaders are able to focus their time on supporting teachers, students, and families, 2. Financial Support through concise, easy to follow purchasing, budgeting, and invoicing procedures, 3. Administrative support through ongoing completion of tasks by the district to minimize campus requirements, 4. Facilities support through cleaning and maintenance of all school facilities and compliance with ADA and other regulations, and 5. Web-based improvement plan support - Training and compliance review will be provided by the Senior Manager of Accountability and Compliance. The roles and responsibilities for support for the School Support and Improvement Activities include: 1. Campus Grant Project Contact/School Leader - Meets weekly with the Head of Schools to discuss progress on the School Improvement grant. 2. Head of Schools - supports school in completing reports, submitting invoices, and any other tasks that might be a barrier to completion of the activities. 3. Superintendent of Schools - Meets bi-monthly with the School Leader and Head of Schools to ensure all activities are proceeding. 4. Senior Manager of Accountability and Compliance - Maintains reporting and fiscal compliance schedule. Meets with the Head of Schools and Campus Grant Project Contact to ensure understanding of the requirements of the grant. Trains School Leaders in requirements of the web-based planning processes. Ensures web-based plans are completed on time. Reviews plans to be sure all components are up-to-date and accurate. 5. Asst. Superintendent - supports the recruitment, hiring, induction, and retention activities. Supports the assessment, data processing and review activities. 6. Data Analyst/Instructional Coach - provides STAAR, MAP, TELPAS, American Reading Company, Eureka data for campus review on schedule for teachers and school leaders to adjust instructional approaches. The web-based improvement plan will be developed by the campus. The campus will be trained by the Senior Manager of Accountability and Compliance. The campus will be provided data by the Data Analyst. The campus will convene their Campus Leadership Team, Teacher Leadership, and Parent Leadership to work through the needs assessment questions, data analysis, instructional alignment, and planning needed to complete the web-based improvement plan. The Campus Improvement team will input all necessary information. The Senior Manager of Accountability and Compliance will review the plan for completeness. The Campus will then present their plan to the Superintendent. The Campus will revise their plan if student or teacher needs or data change. The Campus will present their new plan to the Superintendent.

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 LEA will monitor schools receiving the ESF-Focused Support Grant through regular, supportive, coaching, clear expectations, clear timelines, support, and regular follow-up. We utilize clear agendas and team meeting protocols to support our leaders. The LEA administrators who support campuses are diverse, successful teachers and school leaders from high need environments similar to our campuses. Additionally, our Superintendent, Asst. Superintendent, and Head of Schools come from cultural, ethnic, racial backgrounds similar to our students' backgrounds. Studies have shown the importance of leadership being representative of the community that they serve.

The LEA will (a) Monitor the Web-Based Improvement plans upon submission and during implementation as follows: The Superintendent will meet bi-monthly with each School Leader and Head of School to check on progress at the campus on the web-based improvement plan. The Senior Manager of Accountability and Compliance will schedule a formal touch base with District and School Leadership three times a year to be compare the plans with the implementation of the plans to be sure each school is up to date with activities and needs. At least three times a year after each common/mock assessment, the campus will participate in a "data step back" to review data and make adjustments.

The LEA will (b) implement additional action following unsuccessful implementation of the plan after the first year of the grant cycle in the following manner: At the end of the year in June 2022, the Campus Team and the Head of Schools will review progress with the Superintendent and Senior Manager of Accountability and Compliance to identify areas of work that were successful, areas of implementation that were partially successful, and areas that were not successful. In this conversation, sta will discuss and identify possible root causes of the success, partial success, or lack of success as well as the strengths we have that could be utilized to overcome challenges. To persist through, the team will determine what strengths are in place that could be bolstered to help. These strengths will be written into the revised plan and funds and/or time allocated if needed. Areas of data that will be utilized include MAP, STAAR, TELPAS, Teacher Observation data from Whetstone, observations from our VIP Partner, parent surveys, teacher comments, and teacher surveys.

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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.

Full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan may require operational flexibility and adaptations in policies and practices for the awarded campuses, as appropriate. Promise Community School is a small charter school. As such, we provide operational flexibility to campuses including but not limited to the following options:

1. Flexibility in Time - Our students are all 'parent pickup' and have after-school programs funded through public dollars. As a result, we are able to offer after-school tutoring or small group sessions. Additionally, students can come early.
2. Flexibility in Meals/Snacks for Students - We control our own food services. As a result, we are able to adjust schedules without undue barriers.
3. Flexibility in Staffing Arrangements - Different staff and teachers have different talents and strengths. Sometimes, we group students so that they receive lessons from the best teacher in a certain subject matter with the second teacher serving as a co-teacher. This allows for a stronger lesson and better follow-up.
4. Instructional Support - Our staffing structure provides mentor teachers as well as Instructional Leadership Team members who are available to provide mentoring, coaching, and support once they are trained and instructed.
5. Senior Director of Compliance - Manages the Plan4Learning platform and has many years of successful accountability and compliance experience. This individual has been trained in ESF and is open about being available to campuses to make changes as needed to the campus plans in order to ensure operational flexibility.
6. Superintendent - The Superintendent has many years of experience as a principal and instructional leader in HISD and other public school settings in our geographic area. This wealth of experience creates an atmosphere that allows for campus flexibility.
7. Budget Flexibility - The Superintendent and Senior Director of Compliance and Accountability are prepared to adjust budgets as needed if recommend, following a budget process.
Additional time for teachers to prepare:
8. In 2021-2022, we have scheduled 3 additional teacher professional development days for a total of 6 professional development days in addition to the 10 summer pre-service professional development days in order for teachers to have enough time to complete different training and preparation requirements. We are prepared to schedule additional days if needed.

STAAR Goals for 2022 - ESF School Improvement Program
2022 ELA - 32% cum.; 17% meets; 15% masters
2022 Math - 41% cum.; 24% meets; 17% masters
2022 Writing - 26% cum.; 16% meets; 10% masters
2022 Average - 33% cum.; 19% meets; 14% masters

STAAR Goals for 2023 - ESF School Improvement Program
2023 ELA - 38% cum.; 21% meets; 17% masters
2023 Math - 47% cum.; 28% meets; 19% masters
2023 Writing - 31% cum.; 19% meets; 12% masters
2023 Average - 39% cum.; 23% meets; 16% masters

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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.

Proposed budget will meet the needs and goals of the program as follows:
1. Staffing: $4,000 Total
-- Head of Schools/School Improvement Shepherd - provide school support -
Description: Head of Schools will act in a School Improvement Shepherd role to ensure that schools have clear timelines, duties, roles, and responsibilities so that all activities are completed early or on time. Head of Schools will work with the Senior Manager of Accountability and Compliance to review each part so that each aspect is completed accurately and reviewed and approved prior to submission.
-- Teacher Stipends -
Description: Teacher stipends will allow teachers to attend needed summer professional development, provide additional instructional time to students, work on curriculum or lesson plan adjustments to meet English learner needs, and accept leadership roles. Activities are designed to support retention and recruitment of teachers.

2. Supplies: $8,000 Total
-- Curriculum materials and supplies -
Description: Curriculum supplies are needed at both Ripley House Middle School (101853042) and BakerRipley Charter School (101853106) to engage student learning more effectively. The instructional materials align perfectly with the curriculum and needs of the students.

3. Contracted Services: $168,000 Total
-- VIP Program - Instruction Partner
Description: Instructional Partners will provide instructional support and training for teachers and leadership to ensure stability in leadership and additional support in curriculum.
-- VIP Program - TNTP
Description: TNTP will provide leadership training and support, instructional support and training for teachers and leadership according to the needs of the campus.
-- ESF Diagnostic - External
Description: An External consultant will be hired to conduct the ESF Diagnostic in Spring 2022.

4. Travel: $6,384 Total
--Travel to ESF Trainings each year
Description: Funds for 4 people to travel to the ESF training each year.

5. Indirect Cost: $7,615
--Supports compliance and monitoring of the school improvement and compliance of the program.

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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.

Activities proposed in this School Improvement Program are aligned with our strategic plan, district improvement plan, campus improvement plans.

The LEA completes a budget planning process each year to align the available budget with the district and campus improvement plans to ensure that student and family needs are addressed.

The planning improvement planning processes involves all stakeholders through a series of meetings during which the CIT team conducts data analysis, asks questions, engages in discussions, reads surveys, and recommends actions. These stakeholders at the campus level include the School Leader, Lead Teachers, School Sta , Parents, and Students. Input is sought also through surveys. Our district and campus improvement plans include plans and strategies to support students and families. Every aspect of our expenditures align with these plans.

Federal Resources - Title I, Title II, IDEA B, Title IV - These dollars are utilized to provide direct service and interventions for students through additional sta who support student learning and growth. The types of positions funded include teachers, instructional coordinators, and paraprofessionals.

State Resources - Comp. Ed., ELL, SPED, At-Risk, Teacher Incentive Alotment, Mentor Alotment - These funds are allocated to serve the student and teacher populations according to student and teacher needs and funding requirements.

Local Resources - BakerRipley community centers provide connections to di erent opportunities such as food distribution, senior services, tax assistance, and other community programs.

Promise Community Schools is a very diverse community with very urgent needs. Campus demographics tell part of the story: Ripley House MS is 96.5% Economically Disadvantaged, 14% Special Education, 36.8% English language learners. BakerRipley ES is 99.4% Economically Disadvantaged, 6.3% Special Education, 83.3% English language learners. More than 50% of our teachers have less than 5 years of experience.

The mission of Promise Community Schools (PCS) is to help students achieve True Choice, or the knowledge, mindsets, habits, and skills needed to identify and successfully navigate a pathway of their choosing, so that every option is a real option for their futures. Our vision is for every student and family in the community realize their destiny, setting our youngest neighbors on a path to crush inequities by building the academic excellence, community leadership, and personal agency to earn, learn, belong, and be well - outcomes which are especially relevant and resonant in the wake of the COVID-19 crisis. An innovative model that remains di erentiated in Houston and demanded by our community, PCS's community school model (CSM) is uniquely designed to help community thrive in this way by creating conditions for students and families to feel safe, valued, ready to learn and leverage opportunities available.

Accelerate English language arts (ELA) and math growth and proficiency
Define and implement core community school model practices
Build and implement the systems to become a high performing team
Streamline operating model and align resources within for e ective program implementation

Students and their families build the skills, habits, mindsets, and knowledge to leverage their unique strengths, interests, and passions to earn, learn, belong, and be well over the course of their lives.

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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 [   ]

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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**

RFA # [ ]   SAS # [ ]