



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 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

RFA #

SAS #

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 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.

Rapoport Academy has participated in the ESF Diagnostic process at the elementary campus and TIP processes at the middle and elementary campuses. During that process, similar activities and documentation were completed at the middle school campus so that the benefit of the improvement process could be experienced across the district. Both campuses instructional coaches and campus leaders have been trained in the TIL models and have begun work in DDI through pilot teachers. We plan on moving forward with DDI and continuing to strengthen our efforts in Action Coaching over the next several years. We have utilized google docs to archive evidence, monitored outcomes using the TIP tracking documents, and participated in virtual meetings, feedback sessions, professional development, video calibration, etc. This grant will allow us to better support the implementation of Action Coaching and the DDI model through instructional materials, leadership support, program support, and content support for instructional leaders and teachers.

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.

Rapoport Academy is a small district, though located within the urban area of a larger city. As such, we meet regularly with our instructional team. Each campus meets weekly with instructional coaches through the Dean of Academics. Campus leadership teams meet weekly and district leaders meet weekly. Our DCSI meets twice a month (or more as needed) with the campus leadership team to track compliance, state testing, etc. If we receive this grant, the DCSI will meet twice a month with the campus instructional teams to monitor the tracking document which will likely include teacher feedback cycles and DDI meeting cycles. With the integrated, team-based approach, data analysis occurs continually so there is no lengthy delay between data collection and the analysis of the data. Plans to react to data can be made almost immediately and implemented within days. The DCSI will ensure the district leadership team is also monitoring the improvement plan and providing district support as needed to ensure success. At any point during the year, or between years, that the formative teacher and student data is not trending towards success, the district instructional leadership team will reassess the plans along with the partners at the ESC12 and make adjustments as needed. Adjustments might include additional professional development, additional district support, additional content support, or removal of duties to ensure adequate time to implement Action Coaching and DDI with fidelity.

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 elementary campus is currently working to plan campus-wide implementation of the Reading Academy requirements and continue the work from these last two years. The campus has fully implemented all of the best practices in action coaching. This year, the instructional leaders were trained on DDI and utilized a small pilot group of teachers to ensure full understanding of the model and create a plan for implementation. At the middle school campus, training to ensure fidelity of implementation of daily lesson plans and formative assessments as well as the action coaching model were completed and have been implemented. The campus instructional team at the middle school has also participated in the DDI training and implementation support for a pilot group of teachers. Both campuses expect to continue feedback cycles using the waterfall document and action coaching model as well as implementing DDI across the campuses. The district will ensure that both time constraints and financial needs are met and that barriers are removed as they are identified.

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.

The district has already committed funds to support instructional coaches in reading and math at the Elementary campuses (one each in pre-K-1st and 2-4th grades) and in Reading/Math/Science/Social Studies (one each in 5-8 grades). We also have a Dean of Academics that monitors and supports the instructional teams. We have ensured viable curriculum, high-quality materials, and have built in a culture of data collection and analysis. We have partnered with ESC12 to complete the Action Coaching and DDI training modules as well as for on-campus support. If awarded, we would use the additional funds to continue the implementation support for both the action coaching efforts as well as the implementation of DDI across both campuses. A portion would be used for staff to support the grant (\$25,000 for each campus), ESC technical assistance (\$5,000), contracted content support would be requested (\$50,000 per campus), summer professional development for campus leaders, instructional coaches, and teachers (\$20,000), travel for site visits to best-practices campuses and training opportunities (\$10,000), Extra-duty pay for teachers and instructional coaches for professional development (\$20,000), instructional materials focused on intervention and reteach materials as identified in the DDI process (\$20,000). If a full \$150,000 is not available, each of the areas above will be adjusted to allow for the reduction in budget. As these next two years are completed, materials collected, training completed, and systems and structures put in place will be documented to ensure availability for future instructional teams so the expenses do not need to be repeated in future years.

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.

As Title 1 campuses, we already utilize federal funds to support teachers to allow for student intervention opportunities. We will continue to align the use of our state and local funds to support high quality instruction, recruiting and retaining high quality teachers, and ensuring campus cultures that foster effective learning environments. Support for the processes of Action Coaching and DDI across the district will ensure a cohesive, seamless transition for students as they move through Rapoport Academy. RAPS will align other Federal, State, and local resources to carryout the activities supported with the ESF-Focused Support Grant. The district will continue to align all funding to support the improvement of all campuses. Many of the services, contracts, supplies, and professional development are currently being paid for with other fund sources. Each campus will use this grant allocation as additional supplemental funding in order to reach true school improvement and set systems and processes in place effectively. Rapoport will allocate the supplemental school improvement funds to work in tandem with other provisions and funding available.

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