



**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 [Redacted]

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 [Redacted] **Award Date** [Redacted]

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): [Redacted]

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="0"/>
Pathway 2	<input type="text" value="9"/>

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.

Corpus Christi ISD will support identified campuses in the Effective Schools Framework (ESF) by aligning PD to strengthen instructional practices, high-quality curriculum, positive school culture, and building capacity to implement school reform strategies. The District Coordinator of School Improvement (DCSI) and principal supervisors will support the successful implementation of the Targeted Improvement Plans (TIP) with fidelity. The district will partner with The New Teacher Project's (TNTP) Pathway to Leadership in Urban Schools (PLUS) to ensure that instructional leaders and teachers are equipped to increase student achievement. PLUS will train campus leaders to recognize exemplary, rigorous, college and career-ready standards-aligned RLA and math lessons, use of effective observation and feedback, and coaching to improve teacher practice to maximize student achievement for all student populations. Leaders training will serve as a Coaching Scope and Sequence Plan foundation aligned to the district's instructional priorities, needs, vision, coaching model and tools, and the development of effective coaching metrics that will include capacity building, ongoing support structures, observation debriefing conversations, and focus on high-leverage objectives and action steps. Monthly PD for instructional leaders will focus on stakeholder investments in a coaching model, campus walks, building instructional coaching capacity, and supporting the development of teachers through observation and feedback cycles. The district and the vetted improvement partner will assist campuses in increasing student engagement and achievement through targeted, multilayered instructional support for teachers and leaders. Building campus capacity will generate a systemic change and a district-wide replicable system. The district will support data-driven instructional practices, pre-planning, lesson internalization, formative assessments, and data management systems that provide timely assessment results to guide instruction. CCISD is dedicated to building alignment with the ESF, developing and building capacity in campus leadership, strengthening campus systems, ensuring sustainability of the coaching framework, providing for high-quality curriculum, data-driven instruction, positive school culture, effective and well-supported teachers, and effective planning and instruction in order to achieve sustainable success. The curriculum and Instruction team will support the implementation of best practices, Professional Learning Communities (PLC), data-driven instruction and reflection, TEKS-aligned instructional guides, engaging lessons, formative and summative assessments, rigor, and differentiated activities to meet the needs of all students. CCISD will provide diagnostic, formative, and summative TEKS-aligned assessments to provide specific and timely feedback to guide instruction. Campus leaders will provide teachers with timely constructive feedback to enhance instructional delivery. Ongoing PD will provide campus leaders skills necessary to address curriculum and assessment design, enhance culture, differentiate student learning, improve academic monitoring, immediate feedback, ensure for vertical and campus initiative alignment to the TIP, CNA, and CIP. Plan4Learning will be used for efficient planning and systematic compliance monitoring for all campus TIPs, CIPs, and CNAs.

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.

The DCSI and principal supervisors will consistently and strategically provide ongoing leadership coaching, research-based PD, and targeted feedback in the oversight, monitoring and evaluation of the Targeted Improvement Plans (TIP) to ensure successful implementation. For each cycle, each TIP will have Specific, Measurable, Achievable, Relevant, Timebound (SMART) performance objectives. The DCSI and principal supervisors will monitor the targeted plan monthly and ensure each campus makes progress on ninety-day cycles throughout each school year. Campus support will include observing, coaching, and providing timely, actionable feedback. CCISD will utilize MAP NWEA, mCLASS results, and district-created common assessments to monitor the progress of students at the identified campuses. Feedback from assessments will be provided to guide instructional practices. Data will be analyzed by key stakeholders to refine the TIP. The plan will include PD and direct coaching for principals, assistant principals, teachers, and instructional coaches. The intense data analysis will allow for collaboration between the district and campus to enhance and modify the TIP, for continuous improvement. The DCSI and the principal supervisors will monitor principals' use of the Instructional Feedback Tracking System. Administrators will utilize the instructional feedback systems to provide ongoing implementation of PD based on walkthroughs, lesson plans, lesson delivery, and assessment data. The DCSI and principal supervisors will ensure implementation with fidelity and operational flexibility. In the event of unsuccessful implementation after the first year of the grant cycle, the DCSI and the principal supervisors will collaborate with the Curriculum and Instruction team, and the TNTP, to reevaluate the trends, quantitative and qualitative data, review the TIPs, CIPs and CNAs in Plan4Learning, revise the current action plan for school improvement utilizing the ESF, to address specific campus needs. Progress monitoring and walkthroughs conducted by the DCSI, principal supervisors, campus admin, content specialists, SpEd, and Bilingual Ed will be more frequent, laser-focused and used for data-informed decision making. School improvement planning will be based on the desired 90-day results and will be fluid as CCISD continuously implements, monitors, and adjusts (when warranted). Evidence of monitoring will include OmniTrack reports to track PD, Plan4Learning Formative Reviews of the TIPs, PLC Agendas, Master Schedules, school improvement campus visits and coaching documentation/feedback, and walkthrough data conducted by campus leadership team. Data sources that will be monitored will include, MAP NWEA, mCLASS reports, STAAR results, budgets, budget revisions, and staff evaluations.

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.

The district will ensure the school receives ongoing, intensive technical assistance to implement a comprehensive coaching model to substantially improve student achievement outcomes. The DCSI and principal supervisors will collaborate with TNTP to provide a consistent follow-through on all technical assistance to ensure implementation is improving student outcome targets identified in the improvement plans. The district and TNTP commit to supporting campuses with the implementation of the instructional coaching practices, feedback and data-driven instruction for improvement in student achievement and the use of research-based professional development. The district will provide coaching support based on the Get Better Faster Observation and Feedback framework, professional development, and operational flexibility for the campus leadership team in developing teachers and instructional support staff while utilizing the ESF Essential Actions. Evidence of effective teaching will be obtained through learning walks, classroom observations, student assessment data, and student engagement. The coaching scope and sequence plan will be blended with the T-TESS appraisal framework. This will strengthen the district's instructional coaching program. The campuses will have the operational flexibility to implement the coaching framework on each respective campus as they deem appropriate and necessary for the development and building of capacity in their teachers and ultimately for favorable student outcomes. The district will support strong school leadership and planning in the redesign of the school schedule to facilitate regularly scheduled collaborative team meetings (PLCs). The schedule will reflect bi-weekly 90-minute collaborative team meetings to address campus-specific needs. During the bi-weekly collaborative team meetings, grade levels and vertical smaller-learning communities will meet to analyze data, design quality lessons, review student work, and focus on student learning outcomes. In addition, the campuses will participate in monthly professional development sessions that address curriculum and assessment design, campus culture, student differentiated learning needs, the science of reading, aggressive monitoring with immediate feedback, vertical and campus initiatives as identified in the web-based improvement plans, CNA and the CIP. All PD will be on-going. The district will support school leadership in creating a systematic plan to incorporate follow-up coaching and PD to ensure effective implementation of learned strategies. Follow-up to PD will be consistent, intentional, and a priority for all. An instructional coach has been assigned to each campus to provide coaching, modeling, and feedback in order to develop more effective and well-supported teachers. Additionally, instructional coaches will support data analysis, data-driven instruction, effective and engaging instructional delivery of high-quality curriculum, differentiated instruction to include targeted interventions and enrichment, classroom management techniques, positive learning environment, best practices, and the integration of technology. Instructional coaching will build capacity in teachers resulting in higher student achievement. Teachers being well supported will greatly contribute to a positive school culture. The district will provide operational flexibility to school leaders for addressing and changing campus-specific support depending on the campus needs. The district will provide data systems for tracking relevant campus and student information. Adjustments will be made based on the plan and data analysis to provide flexibility and support for student achievement.

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.

The proposed budget will meet the needs and goals of the program because every aspect has been considered and prioritized in order to meet the needs of each identified campus when developing the proposed budget. The proposed budget will allow the district to partner with the TNTP to implement the PLUS Program to foster continuous improvement on nine identified campuses for a total cost of \$99,000 per campus over two years. In order to achieve and sustain long-term success for all stakeholders, the district is committed to developing a solid base of instructional leaders. In accordance with the ESF, the first year as a grant recipient will be spent learning and laying the groundwork to enhance teaching practice, coaching practice, and the development of instructional leaders to improve school outcomes. In addition, the first year of the grant will be used to strengthen campus systems, ensure the sustainability of the coaching framework, and ensure that the ESF is being utilized to provide high-quality curriculum, a positive school culture, and effective and well-supported teachers. Research-based PD will be provided to build capacity and further develop the success of the District's teachers, leaders, and educational support staff. Principals, assistant principals, and instructional coaches from the designated campuses will attend the TESP/TAASP summer conference to improve their leadership skills, thereby enhancing student achievement on their campus.

The budget will include funds for the district to implement additional learning opportunities for students, including after school, Saturday, and during the day tutoring, to support higher student academic achievement. Each of the six identified middle schools will receive \$20,000.00 per year, and each of the three identified elementary schools will receive \$20,000.00 per year totaling \$180,000. Tutors will be assigned to classrooms where data indicates the greatest need to address student learning gaps. Tutors will collaborate with teachers to plan for small-group interventions. Adjustments will be made in the future to meet the aforementioned needs by effectively utilizing funds to continuously support and improve instruction, create a culture of coaching, develop master teachers and leaders who will have a positive impact on student outcomes. The DCSI and the Director of Federal Programs will ensure that all parameters of the grant are implemented.

Summary of Budget

6100-Extra Duty Pay for teachers, tutors, paraprofessional, school administrators, Stipend for Summer Professional Development

6200-Contracted Services with approved TEA Vetted Program PLUS Instructional Leadership Development

6400-Travel for instructional leaders to attend high impact professional conferences

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.

The DCSI and the Director of Federal Programs will make certain that all principals and administrative assistants have access to their ESF budgets through Business Plus. The principal and the administrative assistant will receive a monthly report on their current budget from the Director of Federal Programs and have monthly meetings with principals to discuss their current budget and expenditures and to ensure that expenditures are written in their Targeted Improvement Plan. These meetings will take place in order to examine the current budget and expenditures. Additionally, the Director of Federal Programs will meet one-on-one with principals who may require additional assistance with the implementation of the expenditures. During the 2023-2025 school years, the supervisor, Director of Federal Programs, Deputy Superintendent of Business Services and principal will evaluate available local, state, and federal money in order to prioritize campus instructional enhancement resources. The ESF grant funding will supplement the campus's funds. The DCSI, Federal Programs Director, and principal supervisors will monitor and track resources on a constant schedule. This will ensure the efficient and effective use of grant funds.

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