



**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 [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](mailto: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 **June 3, 2021-August 31, 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): [Redacted]

**Applicant Information**

Organization **Corpus Christi ISD** CDN **178904** Campus **NA** ESC **02** DUNS **055123988**

Address **801 Leopard** City **Corpus Christi** ZIP **78401** Vendor ID **174600058**

Primary Contact **Sandra Clement** Email **Sandra.Clement@ccisd.us** Phone **361-695-7500**

Secondary Contact **Amanda Cameron** Email **Amanda.cameron@ccisd.us** Phone **361-695-7563**

**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 **Roland Hernandez** Title **Superintendent**

Email **Roland.Hernandez@ccisd.us** Phone **361-695-7405**

Signature  Date **4-15-21**

**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="16"/> |
| 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.

Corpus Christi Independent School District (CCISD) will support Title I-served federally identified campuses in the Effective Schools Framework (ESF). CCISD will provide ESF-aligned professional development (PD) to strengthen instructional practices and high-quality curriculum, enhance positive school culture, and build capacity in implementing school reform strategies. The District Coordinator of School Improvement (DCSI) and principal supervisors will ensure that support is provided to achieve a successful implementation of the web-based improvement plans for each campus. The DCSI and principal supervisors will ensure principals implement all elements of the plan with fidelity. The district will support data-driven instructional practices, teachers fully understanding, preplanning and taking ownership of lesson plans, formative assessments, and data management systems that provide timely assessment results to guide instruction. The district will partner with the Education Service Center, Region 2 (ESC-2), to implement the Texas Instructional Leadership (TIL) Observation and Feedback and Data-Driven Instruction to foster continuous improvement. According to Paul Bambrick-Santoyo, "The purpose of instructional leadership is not to evaluate teachers but to develop them." (Get Better Faster, 2016) The district is committed to developing instructional leaders to achieve sustainable success. The initial phase of the grant cycle will be dedicated to building alignment with the ESF, developing and building capacity in teachers, the instructional coaches, and principals as instructional leaders, strengthening campus systems, ensuring sustainability of the coaching framework, utilizing the ESF in providing for high-quality curriculum, data-driven instruction, positive school culture, effective and well-supported teachers, strong school leadership, planning, and effective instruction. The second phase of the grant cycle will be spent refining the aforementioned and ensuring that a positive coaching culture is present at each of the identified campuses. District and campus leaders will work closely in identifying trends, utilizing quantitative and qualitative data in order to address identified campus needs, including an implementation and monitoring plan. Our district will purchase Teach Like a Champion 2.0 and Get Better Faster for all teachers on the identified campuses to be used for PD to strengthen the teaching practice. CCISD's Curriculum and Instruction team will support the implementation of best practices, PLCs, 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. The campus leadership team will provide teachers with timely constructive feedback to enhance instructional delivery. CCISD will provide diagnostic, formative, and summative TEKS-aligned assessments to provide specific and timely feedback to guide instruction. CCISD will support campuses in the redesign of the school schedule to allow for regularly scheduled collaborative team meetings (PLCs). Campuses will participate in frequent PD to address curriculum and assessment design, campus culture, student differentiated learning needs, science of reading, aggressive monitoring, immediate feedback, vertical and campus initiatives as identified in the web-based improvement plans, CNA and CIP. CCISD will utilize the web-based platform, Plan4Learning, to ensure an efficient improvement planning process and systematic compliance monitoring.

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 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 web-based improvement plans to ensure successful implementation. The DCSI and principal supervisors will monitor the web-based 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. Stakeholder feedback will help determine what improvements and adjustments are needed. 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 web-based improvement plan, TIP. The plan will include PD and direct coaching for principals, teachers, and instructional coaches. The intense data analysis will allow for collaboration between the district and campus to enhance and modify the web-based improvement plan, 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 ESC-2, to reevaluate the trends, quantitative and qualitative data, review the web-based improvement plans, 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, attendance, and feedback, Plan4Learning Formative Reviews of the web-based improvement plans, CIPs and TIPs, PLC Agendas, Master Schedules, coaching documentation/feedback, walkthroughs (DMAC Reports), instructional walks documentation by key district staff, common assessments, MAP NWEA, mCLASS reports, STAAR results, budgets and 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 aligned web-based Improvement Plan.

The district and the ESC-2 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 ESC-2 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 ESC-2 commits to supporting campuses with the implementation of the TIL Observation and 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 TIL 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. Coaching will be provided by utilizing the coaching techniques gained from the TIL Observation and Feedback framework which incorporates the Get Better Faster Coaching Model that CCISD is currently utilizing. TIL Observation and Feedback is also blended with the T-TESS appraisal framework. This will strengthen the district's instructional coaching program. The campuses will have operational flexibility to implement the TIL Observation and Feedback 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.

**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 proposed budget will meet the needs and goals of the program because every aspect has been considered and prioritized in the development of the proposed budget in order to meet the needs of each identified campus. The proposed budget will allow for the district to partner with the ESC-2 to implement the TIL Observation and Feedback (\$160,000.00 Year 1) and Data-Driven Instruction framework (\$160,000.00 Year 2) to foster continuous improvement at our campuses at a total cost of \$320,000.00 for two years for the 16 identified campuses. The district is committed to building a solid foundation of instructional leaders in order to achieve and sustain long-term success for all stakeholders. The first year as a grant recipient will be spent learning and building the foundation, in alignment with the ESF, to improve the teaching practice, the coaching practice, and building instructional principal leaders to improve school outcomes. Additionally, the first year of the grant will be spent on strengthening campus systems, ensuring sustainability of the coaching framework, ensuring that the ESF is being utilized to provide high-quality curriculum, positive school culture, effective and well-supported teachers. The second year as a grant recipient will be spent on ensuring that a positive coaching culture has been built on each campus and across the district. Our district will purchase Doug Lemov's Teach Like a Champion 2.0 and Paul Bambrick-Santoyo's Get Better Faster for teachers on the identified campuses. The purchase of the books for all 16 campuses will cost \$34,107.70. Both books will be used in PD sessions throughout the two-year span of the grant to strengthen the teaching practice. 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 identified campuses (56 total participants) will attend the ESC-13's Instructional Coaching Conference in July 2021 and July 2022 at a cost of \$36,288.00. Additionally, assistant principals and instructional coaches will receive extra-duty pay for attending the coaching conference both years for a total cost of \$18,240.00. CCISD will partner with Sharon Wells to provide high quality PD for principals, assistant principals, and instructional coaches on the curriculum look fors, Sharon Wells onsite visits 6 times a year to plan with teachers and model effective implementation of curriculum at a cost of \$169,700 a year. The cost of subs will be \$160,000 (2 years) for teachers to attend the sessions. CCISD currently uses Sharon Wells math curriculum with success, however, we need to build principals into stronger instructional leaders by educating them on the curriculum. Amplify Reading and Tools For Reading PD for teachers and principals on how to effectively diagnose, group, and instruct struggling readers in grades 1-8 who lack the basic reading skills necessary for accurate and fluent reading will be provided at a cost of \$33,200.00 Guided reading PD will be provided for middle school teachers and leaders for six days. An educational strategist will provide training on best practices and strategies to differentiate instruction, target students' individualized learning needs, and assist students in processing increasingly challenging texts. The cost for all seven middle schools will be \$115,500.00. Teachers will engage in hands-on PD sessions on data analysis and how to utilize it to drive effective, high quality, differentiated, and targeted instruction 614 teachers will receive extra-duty pay at \$456 each for participation in the PD utilizing their own classroom data at a cost of \$279,984.00. CCISD will utilize grant funds to purchase Teaching Channel Plus for 461 teachers, administrators, and instructional coaches at a price of \$60,887.82 for two years of services. It is an interactive collaboration platform to address long-standing barriers that prevent leader and teacher growth. Teaching Channel Plus will align with TIL Observation and Feedback and Data-Driven Instruction to further facilitate positive change within CCISD. Full-day onsite launch training, two follow-up face-to-face sessions, parallel blended learning sessions, and customizable online follow-up and self-paced modules to support effective practices will be provided. The budget will include funds for the district to implement additional learning opportunities for students, after school, Saturday, and during the day tutoring to support higher student academic achievement. Each of the nine identified middle schools will receive \$8,000.00 per year and each of the seven identified elementary schools will receive \$6,000.00 per year totalling \$220,000.00. Tutors will be assigned to classrooms where data indicates the greatest need to address student learning gaps. The budget will also include high-quality research-based Science of Reading instructional materials. The district will purchase syllaboards (\$51,040.00), phoneme/grapheme alphabet strips (\$63,800.00), Tools4Reading Mouth Cards (\$12,760.00), and Teacher's Instructional Set (\$17,545.00) at a total cost of \$145,145.00. 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.

**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.

The district will align other resources for the school improvement interventions by ensuring federal, state, and local funds are utilized in compliance with federal, state, and district guidelines to supplement the regular education program and TITLE I, 1003 ESF-FOCUSED SUPPORT GRANT.

Each campus will continually review and update the web-based improvement plans, CNA and CIP, to ensure all needs are addressed with coordination of funding sources. Local, State Compensatory Education, Title I, Part A, Title II, Title III, and Title IV funds will be analyzed to ensure the most efficient use is achieved. The district will braid funds to provide schools with funding to improve student achievement. The DCSI and Director of Federal Programs collaborated to determine the appropriate braiding of federal, state, and local funds to support the identified campuses. Budgetary support will be provided to campuses in ensuring for effective and compliant use of funds.

State Compensatory Education (SCE) funds will be utilized to purchase supplemental programs and services for at-risk and educationally disadvantaged students. Programs include an online math intervention program for K-8 students, additional research-based instructional materials for reading, math, science, and social studies, Communities in Schools at all the middle schools, and social workers. In addition, SCE funds are used to support our district's implementation of Capturing Kids' Hearts to strengthen the campus's culture, students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. To conclude, SCE funds will be utilized to hire Reading Interventionists at the elementary campuses and double block teachers at the middle school campuses. Local funds will be allocated for campus leadership and teachers to participate in PLC Training with Solution Tree, Inc. on the implementation of effective PLC's at all campuses. Teachers and administrators will learn the value and importance of collaboration, focusing on student learning outcomes, and building essential knowledge and skills to improve instruction.

Title I Part A funds will be utilized to address the needs of those students at risk of not meeting academic standards by increasing the amount and quality of learning time, providing access to improved instructional resources, providing enriched and/or accelerated curriculum, and increased access to educational technology. Title I funding will be used to hire additional instructional support staff and an instructional coach for all campuses. All Title I campuses are assigned a parent involvement/instructional paraprofessional to promote family engagement and provide in-classroom support for struggling students on interventions, as provided and directed by the teachers. Parent involvement/instructional paraprofessionals and the campus will work together to increase family engagement at the campus by hosting campus meetings for families to attend. The goals of these meetings is to educate families on strategies they can use at home to help support their child's education. The meetings will focus on academic, social/emotional, health, and technology topics. The parent involvement/instructional paraprofessionals will encourage families to attend district-paid conferences on family engagement. Home visits will be conducted by the parent involvement/instructional paraprofessionals to assist families with remote learning, attendance, technology, and other needs families may have.

Title II funds will be utilized to provide high-quality, research-based PD that provides ongoing opportunities for growth for administrators, teachers, and staff that enable all stakeholders to achieve shared district goals and initiatives.

Title III funds will be utilized to support English Language Learners (ELLs) with language acquisition and instructional strategies to ensure that ELLs attain English proficiency and develop high levels of academic attainment in English. This includes providing training and resources for teachers, instructional paraprofessionals and tutors to help support English learners. Title III funds are also used to promote parental, family, and community engagement activities and strategies that enhance or supplement language instruction for English learners.

Title IV funds will be used to support the following activities: Well-rounded education, safe and healthy schools, and activities to support effective use of technology. Provide high-quality PD for educators, school leaders, and administrators on the integration of technology in the curriculum to improve teaching and academic achievement for students. Provide social-emotional learning (SEL) support for all students through the implementation of Second Step Curriculum.

**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



**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**