



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 **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 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 **Harlandale ISD** CDN **015904** Campus [Redacted] ESC **10** UEI [Redacted]

Address **102 Genevieve Drive** City **San Antonio** ZIP **78214** Vendor ID [Redacted]

Primary Contact **Melissa Casey** Email **melissa.casey@myhisd.net** Phone **(210) 989-4362**

Secondary Contact **Michael Littlefield** Email **michael.littlefield@myhisd.net** Phone [Redacted]

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 **Gerardo Soto** Title **Superintendent of Schools**

Email **gerardo.soto@myhisd.net** Phone **210-989-4340**

Signature *Gerardo Soto* Date **4/21/23**

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="3"/>

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.

Harlandale Independent School District (HISD) has three campuses that hold the Targeted Support federal identification and are qualified to apply for the 2023-2025 Title 1, 1003 Effective Schools Framework (ESF) Grant: Harlandale High School, Leal Middle School, and Stonewall Flanders Elementary School. With the ESF grant, HISD district and campus leaders will develop and implement a plan to support the schools that are aligned to the core ESF Essential Actions, based on district-wide goals, and focused on campus-specific needs of teachers and leaders. HISD is confident that the development of their Targeted Improvement Plans will successfully impact student outcomes HISD by focusing on the following Essential Actions by campus: Harlandale HS - EAs 3.1 and 5.1; Leal MS - EAs 5.1 and 5.2; Stonewall Flanders ES - EAs 5.1 and 5.2.

Leaders are motivated and eager to receive this ongoing support to guide their teachers toward impactful change. This guidance begins with each campus engaging in a Goal-Setting/Leadership Development Workshop to identify highest leverage goals to improve student achievement. Campus would refine and align those goals to their campus's Essential Actions. From there, leaders would create student benchmark goals to track student growth and measure the progress towards the campus goals. This process would culminate in the drafting of the Targeted Improvement Plan.

District staff have extensive experience in supporting campuses to accelerate learning for students. For the past two years, HISD Curriculum and Instruction leaders have been actively engaged in the Resilient School Support Program. HISD has successfully built and implemented systems and structures to assist campuses with improving teacher instructional practices to impact student achievement. The Curriculum and Instruction Director will serve as the DCSI, while district staff will meet with priority campus leaders monthly to conduct learning walks and analyze student achievement data. Based on data collected, HISD Curriculum and Instruction Coordinators will provide more intensive on-campus support to PLCs and grade level teams. The ESF grant will allow Harlandale ISD to create sustainable change on these three campuses through the intentional implementation of the ESF Levers and Essential Actions. Curriculum and Instruction leaders have also built clear expectations for instruction. HISD built and introduced the "Critical Components of Effective Instruction" in 2021 - six evidence based instructional practices that align to John Hattie's Backwards Design principles. The district has provided ongoing professional learning and coaching on these components to both teachers and leaders over the past two years. HISD will leverage the common language we have established through the Critical Components to provide clarity on instructional practices, particularly when thinking about the implementation of Essential Action 5.1. The district will partner with Ed Direction for goal-setting, professional development, implementation support, and one-on-one coaching.

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.

HISD plans to progress monitor the three identified campuses through existing systems and structures. The selected VIP, Ed Direction, has previously supported HISD's planning, support, and data collection/analysis and will continue to do so during the two years of ESF grant. The schedule of monitoring and adjustment will be as follows:

Annually: Ed Direction, alongside HISD district-leaders, will support each campus in writing their campus-based TIP. At the end of the 2023-2024 school year, Ed Direction, HISD district, and each campus will review the actions and use this information to allocate the appropriate support to each individual campus.

Quarterly: HISD will leverage a quarterly reflection to progress monitor identified priorities from the TIP. Additionally, as part of this reflection protocol, HISD leaders will be able to review interim data and determine which actions will have the greatest impact on teachers and students.

Bi-Monthly: HISD will continue leading and engaging in formal check-ins with each of the focus campuses twice every month. Currently, each HISD campus is partnered with an HISD leader (Director-level or above) for regular support. HISD plans to leverage these already existing relationships so that each campus has the support and guidance they need for the duration of the ESF grant. Through these check-ins, leaders are able to review their TIP goals and action plan, as necessary. The VIP, Ed Direction, will also hold bi-monthly check-ins with HISD and the focus campuses to provide ongoing support and guidance.

Harlandale ISD has created regular communication structures between the district and each campus leader for consistent communication. For example, currently the district has Instructional Leadership Monthly Summits (ILMS) where campus leaders are able to come together with district leaders to learn as a community and action plan together. This current structure will be modified to be more campus-focused, allowing for collaboration between campuses through existing meetings, PLCs, or training.

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.

Harlandale ISD district leaders will work in partnership with leadership teams at each focus campus to implement district-wide practices and policies for school improvement. Within this framework, campuses will be allowed autonomy and operational flexibility in order to prioritize school improvement. These decisions will be developed through the ESF process and reflected in the Targeted Improvement Plan for each campus.

Harlandale ISD has experience adjusting practices to provide operational flexibility. Most recently, HISD leaders adjusted the master schedule to accommodate the implementation and rollout of Professional Learning Communities, providing the opportunity for teachers to create more rigorous lessons aligned to the TEKS.

Overall, HISD is looking forward to supporting the campuses through the ESF grant to the full extent possible to ensure success with the Essential Actions. HISD has supported the eligible campuses through the self-assessment process and found the following needs at each campus:

Harlandale High School: Essential Actions 3.1 and 5.1 will be crucial to meeting their goal of providing a well-rounded learning environment. Harlandale High School has experienced high turnover in administration, teaching staff, and instructional support staff. Furthermore, all data points indicate a decline in academic performance in ELAR and Math, a lack of college readiness, and a reduction in course completion rates. In addition, attendance rates and graduation rates have declined over the past two years, while drop out rates and discipline removal rates have increased. Campus leadership will be new to the campus for 2023-2024. Essential Actions 3.1 will be critical to Harlandale H.S. continuous improvement.

Leal Middle School: Essential Actions 5.1 and 5.2 will allow LMS leaders to support their teachers with implementing highly effective instruction. The leaders at LMS worked closely with Ed Direction in 2021 to implement the Critical Components and The Backwards Design Model. They are committed to instructional excellence and the ESF-grant will provide them with tools and resources, such as tailored job-embedded professional learning and coaching to continue their target support and ensure educators reach their full potential.

Stonewall Flanders Elementary School: Essential Actions 5.1 and 5.2 will ensure Stonewall Flanders ES is able to create strong instructional practices across the campus. Stonewall Flanders Elementary has made significant progress academically over the last 5 years. With the repurposing of elementary campuses across the district, Stonewall Flanders student enrollment will increase significantly, along with the addition of approximately 25% more staff. Through the ESF grant, Ed Direction and HISD leaders would work to increase sustainability and capacity at the campus-level for years to come, ensuring that the success built does not turn into success lost.

District leadership are committed to ensuring that campuses are supported, monitored, and given the operational flexibility necessary to address the prioritized EAs through their TIP. Ongoing data collection will ensure that all stakeholders are monitoring progress and making the necessary iterations and shifts along the way to ensure student achievement gains are realized.

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.

Aside from money allotted for the VIP, all grant monies will directly support campuses and their staff in addressing their Essential Actions. Campuses will have direct access to funds in order to supplement their local, Title I, and SCE funds when accessing professional development for teachers, providing substitutes for training and planning, and supplying materials for teachers and students. In addition, Funds will be used to meet the needs of special populations, which may include extra duty pay and supplemental materials. Money will be budgeted proportionally by student enrollment and staff allocations to each campus.

Ed Direction supports will be aligned to the three pillars of professional development, implementation support, and one-on-one coaching. Ed Direction coaches will work in close partnership with district and campus leaders to monitor progress and customize supports to best meet the individual needs of the campuses.

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.

Per district processes and procedures, grant monies will be budgeted to campuses, for which the respective campuses will have direct access monies to purchase items and services needed to implement and support their Targeted Improvement Plan and ESF Grant goals. All HISD processes and procedures will be followed, including documenting how the purchase relates to the plan as well as appropriate approvals required. Preliminary needs include professional development, contracted services, supplies, materials, and extra duty pay.

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"/>
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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.

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Amended Section

Reason for Amendment

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