

Statutory/Program Assurances

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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

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.

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.

Once the web-based plan is completed, the Campus Grant Project Contact will ensure that every teacher receives a final copy. This will be discussed and disaggregated so that each member will understand their role in the implementation of the plan. This will include daily, weekly, monthly and quarterly basis reviews which will highlight when submissions are due and next steps. Daily, campus leadership will discuss the status of the implementation of the plan. On a weekly basis, the plan will be a part of the staff meeting agenda. A discussion around the Essential Actions of the plan and the weekly objectives will be arranged for alignment and status engagement will focus on data analysis, alignment of curriculum, instructions, and the TEKS as evidenced in lesson plans and walkthroughs. This may also include discussions around staffing needs, if applicable. On a weekly basis, the Campus Grant Project Contact and the campus leader will brief the district coordinator on the status of the plan and next steps needed, such as a corrective action warranted, for improvement to reach the established goals.

At the end of the first year of the grant cycle, the Essential Actions will be evaluated to see if the established goals were met. Any of those goals that were not met will be conducted to see why they were not met and if they are necessary to reach the overarching purpose of student achievement. If accomplishment of the goal has major impact on student achievement, the goal will be revamped and a corrective action plan devised. Finally, the unaccomplished goal will be rolled into the next cycle, if applicable.

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.

When necessary, SEE will modify, as appropriate, practices and policies that provide operational flexibility to the awarded campuses, that enable full and effective implementation of the ESF Essential Actions to meet individual campus needs. Campus needs are just as fluid as the diverse needs of the students and the instructors of the students. Therefore, the campus leaders and Campus Grant Project Contact will be given the autonomy to identify what is working and what is

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.

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 SEE schools receive funds from other sources including: (ESEA federal funding sources) Title 1, Title II, Title III, School Improvement and ESSA funds. These funds will support ESF funding by providing salaries and benefits for all teaching staff, curriculum and classroom supplies. The district ' s general fund provides salaries and benefits for school leaders as well as technology. Set aside funds from Title 1 benefit students identified as homeless under the Stewart McKinney-Vento Homeless Student Assistance Act and supplies to maintain family engagement events. Title IV funds provide materials and assistance meeting the social/emotional needs of our student population. Additional provisions from these other funding sources include: supplies and training related to school improvement, alternative learning opportunities (ex: summer school and afterschool tutoring, Saturday school).

The ESF - Focused Support Grant funds align with all of the other funding sources that contribute to the SEE schools goals are universal in contributing financial means to elevate the academic achievement of struggling students, assist school leaders and teachers in navigating complex environments and ensuring access while creating an equitable learning space for students who are atypical learners (students with disabilities, ESL students, etc.).

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