

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.

To support campuses in carrying out school support and improvement activities, the School of Excellence in Education Charter School District ("SEE") will appoint a district level coordinator of school improvement to coordinate and oversee all support and improvement activities to include essential actions("EA") for schools such as best policies and practices in: developing instructional leaders, recruiting, onboarding, and sustaining qualified staff, developing compelling mission, vision, goals and values focused on high expectations, curriculum and assessments aligned to TEKS, objective driven lesson plans, and data driven instruction. District commitments will be implemented that will support campuses at effective teaching and learning that meets the campus need. In addition to the district level appointee, each campus will also be assigned a Campus Grant Project Contact that will be on the campus to monitor the day-to-day implementation of the web-based plan and coordinate with campus level and the district coordinator on the daily/weekly progress.

The district will develop a web-based improvement plan which aligns to and addresses EA needs after engaging in and participating in the Effective Schools Framework ("ESF") continuous improvement process for each campus. ESF overview and web-based improvement planning trainings will ensure everyone is on the same page and speaking the same language of the program. The ESF Self-Assessment, which has been completed for both campuses, will be used to identify where each school currently resides on Essential Actions, and engagement in an ESF Diagnostic conducted by others will be completed for both campuses to identify where each school is, non-biased, and will show both strengths and opportunities for improvement in Essential Actions of the schools. The Dr. David Walker Elementary campus has completed the ESF Diagnostic already. Once the strengths and opportunities have been identified through both the Self-Assessment and Diagnostic, the Essential Actions that are identified as priority will be addressed in the web-based plan which will have input from all stakeholders to include: teachers, parents, students, and the community.

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. The plan 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. The engagement will focus on data analysis, alignment of curriculum, instructions, and the TEKS as evidenced in lesson plans and walk throughs. 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 if 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. An analysis 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 not working for their campus and to recommend solutions that align to the established Essentials Actions that are different from the original plan. If necessary, a corrective action will be devised to explain the change and how it will be implemented and the expected results of the change and how it will be measured. Flexibility will be utilized at the discretion of the program coordinator and school leadership as oversight and accountability will be sustained without exception.

Academic achievement in the areas of Reading and Mathematics is one of the primary goals of the web-based improvement plan for both campuses through the support provided by the ESF-Focused Support Grant funds. This goal is derived directly from the 2019 state assessment results, indicating a significant gap in Reading and Math proficiency as compared to the overall Texas state averages: Only 53% of the students at the Walker campus tested proficient in Math versus 81% of their peers and only 49% of our students tested proficient in Reading versus 81% of their peers. Only 63% of the students at the Saenz campus tested proficient in Math versus 82% of their peers and only 72% of the students tested proficient in Reading versus 81% of their peers. This is a significant achievement gap that has only widened due to a lack of response and a worldwide pandemic. Moreover, these strategies align directly with the following ESF Prioritized Focus areas identified in the Self-Assessments created for both campuses which include the need to develop a campus instructional leader with clear roles and responsibilities, compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations as well as objective-driven daily lesson plans with formative assessments.

- SEE is committed to achieving this goal through implementation of the following strategies:
- *Creating and implementing high-quality curriculum pacing guides aligned to standards and core curriculum. This will provide consistency and ensure fidelity of implementation of the curriculum and TEKS standards to close the achievement gap identified through summative assessment results.
 - *Purchasing and implementing supplies that enhance teacher learning as well as classroom instruction. This includes the purchase of TIL Observation Feedback and DDI from ESC Region 20 for 7 participants and 3 campus teams at each campus.
 - *Hiring a Math and Reading Interventionist to provide direct and intensive coaching for teachers as well as intervention instruction and support for students at both campuses. This is critical to provide staff to support RTI and MTSS models that are research based and designed to increase student success.
 - *Utilizing contractual services to ensure that professional and accurate diagnostics are collected at each campus.
 - *Providing stipends for teachers to participate in professional development experiences outside of the regular contract day and school year calendar.

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 of \$199,998 was developed to meet the immediate needs of the program and dedicate funds towards much needed additional support to help recover learning gaps created by the pandemic over the past two academic school years. Additionally, the budget focuses on the need for a Reading and Math Interventionist that will be shared by both campuses in order to provide direct instruction to at-risk students. Further, this role will support teacher instruction by providing training as well as direct and intensive coaching for teachers both in the classroom and outside of the classroom as needed. This will ensure the continued introduction and inclusion of the RTI and MTSS models being utilized at both campuses.

Teachers will need additional targeted support to tailor instruction to meet the diverse learning needs of our student population. Instructional materials and supplies will complement the curriculum that is the vehicle to assist our students with reaching proficiency in Reading and Math, minimizing the achievement gap that exists on the two campuses. The additional funds will be used to strengthen campus leader skills, teacher skills, social emotional learning skills, etc. through continued professional development so more time can be dedicated to data analysis to meet individual student needs. Stipends for extra duty pay for after school and for summer professional development is needed as well as ESF diagnostics to support the program.

The ESF - Focused Support Grant funds will be utilized along with School Improvement and ESSA funds to support the changing needs of our students over the next two years. The goal is to fill gaps created by the pandemic and provide opportunities to implement research based strategies that will allow students to make significant academic gains while allowing teachers opportunities to retool instructional practices as well. In the future, ESSA funds will be used to meet the needs of students whose learning has recovered from the pandemic and we anticipate that our students will experience significant academic gains after the two-year recovery period.

Data from formative and summative assessments will be analyzed to determine the needs of students beyond the life of the ESF grant funding.

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, Title IV, 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 B. 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 of 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. The 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.).

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"/>
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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.

You may duplicate this page

Amended Section

Reason for Amendment