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## **3. Shared Services Arrangements**

Shared services arrangements (SSAs) are not permitted for this grant.

## 4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
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#### 5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

We aim to reduce instances of bullying, aggression, and hate crimes. To ensure this is done, we've designed the following SMART Goal: SPECIFIC: We aim to collaborate with Region 20 ESC and TEA provider(s) to escalate the detection of students needing mental health assistance by 10% (Ripple), enhance the student-to-mental health needs ratio by 10%, and curb the incidents of violence offenses by 25%. MEASURABLE: Progress will be tracked via established MOUs, non-academic student support, environmental surveys, PEIMS data, among other means. ACHIEVABLE: The goal is practical, given our partnerships with TEA provider(s), the ESC 20, and our Behavior Threat Assessment Team. RELEVANT: The necessity of fostering secure learning spaces for enhancing academic accomplishments and overall well-being is paramount. TIMELY: The intended results will be achieved by 9/30/2025.

### 6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

## **First-Quarter Benchmark**

 We'll first initiate a recruitment campaign for positions including At-Risk Coordinator and Administrative Assistant.
 New hires will undergo specialized training. 3) We'll align our student support team with the Behavior Assessment Team. 4) Involving parents, students, and staff, we'll establish a Student Support Program across all school levels.
 Collaboration with TEA will help us identify a certified partner (ESC) for contracted services. 6) A meeting with Region 20 ESC will further discuss available services through the Texas Stronger Connections Grant Program. 7) We'll invest in resources like PBIS materials, Raptor Emergency Management System, and Ripple Effects software to address student needs.

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# 6. Measurable Progress (Cont.)

#### Second-Quarter Benchmark

• Continue to participate in planning activities for the Student Support Program, which will occur from the program's inception until implementation in the 2024-2025 school year.

• Work with the Texas Center for Student Supports to align trainings to the needs identified by our Student Support Program.

• Identify stakeholders, including grant staff and community members, to serve on the Advisory Committees.

• Utilize PEIMS and climate surveys to support the student support team structure.

• Work together with the Texas Center for Student Supports to develop a family engagement program that engages parents/caregivers/guardians.

## Third-Quarter Benchmark

• Engage with partners to pinpoint new pathways, sources of income, and substitute funding methods to ensure continuity of activities post-grant period.

Promptly address requests from TEA regarding program creation, execution, performance, and assessment data.
Utilize the data gathering and reporting framework supplied by the state's vendors for data collection and analysis,

aimed at tracking the impact of the Student Support Program's implementation.

• Coordinate with the Behavior Threat Assessment Team, organizing a minimum of two meetings every semester to evaluate the program's progress.

## 7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The team, composed of our school administrator, school counselors (1 at each campus) LPC, the Federal Program Director, and the At-Risk Coordinator, will utilize assessment data from various resources to decide on the appropriate adjustments for the program. This data will encompass a broad spectrum of facets, such as climate survey (Panorama Title 1), grant targets and objectives, quarterly indicators, behavioral referrals such as assaults against school employees, assaults against non-employees, mutual combats, threat evaluations, academic grades, and so on.

Procedure for using assessment data to tweak the program:

• Key Stakeholders listed above, including members of our Behavior Threat Assessment Team, will conduct a monthly review of the compiled evaluation data.

• In light of these meetings, we will evaluate the current progress of the grant implementation.

Procedure for ensuring sustainability if benchmarks and SMART objectives do not indicate progress: If the quarterly indicators and SMART objectives are not progressing as anticipated, our stakeholders will initiate a meeting with the local Region 20 ESC and/or the Texas Center for Student Support to address the identified challenges.

If it is concluded that modifications are needed after these discussions, we will send notifications to the community, students, and staff to inform them about the program's changes. Should these adjustments alter the scope/services proposed in the grant, we will propose an amendment to TEA to obtain approval for this modification. By incorporating feedback from TEA and accommodating suggestions from stakeholders, we aim to garner ongoing support and ensure the longevity of the grant.

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2024-2025 Stronger Connections Grant

CDN Vendor ID	Amendment #
9. Statutory/ TEA Program Requirements	
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2.Describe how the LEA will ensure that campus leaders and staff are committed to the success of the Student Support Program.

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## 9. Statutory/Program Requirements (Cont.)

3. Describe how the LEA will engage parents and families to solicit support for the program.

To garner the support of parents and families for the program, school administrators, school counselors, LPC, the Federal Program Director, the At-Risk Coordinator will implement an array of engagement approaches, such as:

• Establishing dedicated committees as platforms for parents and families to voice their thoughts, suggestions, and concerns about the Student Support Program (SSP). Their contributions will play a crucial role in shaping the program's planning and execution.

• Using media channels to communicate the program's intent and benefits to parents and families, actively appealing for their backing and participation.

• Encouraging collaboration with parent associations to involve parents and families in endorsing the SSP. Combined meetings, workshops, and events will be organized to encourage dialogue and active engagement towards achieving the grant's objectives.

• Providing informational sessions to inform parents about the program's goals, tactics, and results. The focus will be on addressing measurable needs and enhancing student welfare.

• Collecting input from parents and families through surveys and feedback channels. In addition, we will conduct parental meetings to garner further feedback and foster engagement. During these meetings, the district will also address the issue of bullying and other unlawful misconducts and its significant consequences.

• Tapping into the family engagement services provided by TCSS to foster parental and familial support.

In summary, we will employ a multitude of strategies to engage parents and families and secure their support for the program. This will lead to heightened active involvement and support from parents and families.

4. Describe how the LEA will ensure that there is adequate staff to support the establishment and implementation of the Student Support Program.

To ensure sufficient personnel for the establishment and implementation of the Student Support Program (SSP), we will adopt the following tactics:

1. Detailed Staffing Evaluation: Assess staffing requirements based on the involved campuses, student demographics, and necessary services.

2. Resource Distribution and Recruitment: Designate extra resources for the recruitment of staff and specialists capable of addressing students' needs. Through grant funding, we plan to recruit individuals to occupy roles such as At-Risk Coordinator and Administrative Assistant.

3. Professional Advancement: Offer ample, ongoing training and development prospects to enhance the capabilities of current and newly hired staff. These enhanced skills will enable staff members to adequately support students within the program. Some of the trainings include participation in the Texas School Safety Conference and training; Standard Response Protocol Training; and Restorative Justice, Trauma Informed Care, and Grief and Trauma Care Training.

4. Collaborations with External Entities: Widen our partnerships with external organizations, such as the TCSS, to procure additional external mentors or support staff (Note: all mentors/staff will undergo the necessary background checks).

By guaranteeing sufficient personnel through detailed evaluations, resource distribution, professional advancement, and partnerships, we will optimize the effectiveness of the SSP.

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## 9. Statutory/Program Requirements (Cont.)

5. Describe how each of the campuses will be supported by the grant program, if awarded, currently conduct behavioral threat assessments and how the campus will incorporate current systems into the student support team structure.

How Campuses Will Be Supported by The Grant Program: Given funding, both schools within La Pryor Independent School District, Texas (La Pryor Elementary and La Pryor High School) will reap wide-ranging benefits from the grant program. The Behavior Threat Assessment Team will facilitate these benefits, leveraging various information sources, overseeing results, and identifying evolving threats. Through continuous oversight and assistance offered by this grant program, the schools will be proficient at pinpointing concerns, enhancing the school atmosphere, and delivering professional development training for the staff.

Currently Conduct Behavioral Threat Assessments: The Behavior Threat Assessment Team reviews various disciplinary data, evaluates reports from teachers and staff, and shares the findings with our staff and administrators. Personnel typically involved in these discussions range from central administrators and counselors to teachers and security staff members. Through this method, the district recognizes behavioral threats, stipulates priorities, and sets forth strategies aimed at mitigating potential threats.

Incorporate Current Systems into Student Support Team Structure: Should the grant be awarded, the schools will incorporate their existing behavioral threat assessment systems into the student support team framework. The Behavior Threat Assessment Team will collaborate with administrators and staff to synchronize this assessment process. This harmonization will ensure that the schools receive pertinent training, mentoring, and assistance to implement thorough assessments and student intervention.

In conclusion, the integration of existing behavioral threat assessment systems into the student support team framework ensures a cooperative approach towards nurturing a safe and supportive environment across all grade levels and fosters relationships and trust with students and staff.

6. Des	scribe ł	now t	he LEA	currently	y identifies	student	support	needs	and he	ow it ic	lentifies	and e	stablishes
partne	erships	with	externa	al mental	health and	d behavio	oral heal	th prov	riders t	o mee	t studen	t need	ds.

We have adopted a forward-thinking and comprehensive strategy to pinpoint student support requirements and foster collaborations with external mental health and behavioral health service providers.

How LPISD currently identified/pinpoints student support needs:

• Our Licensed Professional Counselor, teachers, and staff actively participate in conducting student evaluations and screenings to recognize student support needs.

• We also facilitate meetings involving our teachers, students, and administrators to appraise student mental health. This method enables us to obtain a broad comprehension of the struggles students might be experiencing.

• Furthermore, we plan to establish a mentoring program. This initiative will involve teachers mentoring students, or older students mentoring their younger counterparts. The need for this mentoring program arises from the lack of local partnership opportunities, as the nearest organization is located a significant 45-minute drive away. How LPISD currently establishes and forms partnerships:

• We locate external mental health and behavioral health providers in our vicinity who excel in the services we require. We take into account aspects like qualifications, experience, proficiency, and accessible services. If the providers fulfill our criteria and are in harmony with our objectives and values, we solidify contracts/MOUs between our district and the vendor.

• Once the partnership is cemented, we maintain regular communication with our external mental health and behavioral health partners to guarantee collaboration and effective service provision. This involves supervising service quality, gathering feedback, and resolving any issues or concerns.

In conclusion, our district employs a focused and all-encompassing approach to pinpoint student support needs and foster collaborations with external mental health and behavioral health service providers.

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# 9. Statutory/Program Requirements (Cont.)

7. Describe how the LEA currently partners with the regional ESC to support improvement in student mental health, behavioral and emotional health, physical health and wellbeing, and improving academic outcomes for students.

Currently, we work in collaboration with the Region 20 Education Service Center (ESC) to enhance student mental health and academic performance. This cooperation includes several aspects:

• Mental Health: In partnership with ESC, we partake in professional development training rooted in evidence-based practices that focus on mental health concerns. These discussions touch upon strategies for identifying and managing students showing symptoms of depression, anxiety, and substance abuse. Our association with Texas Child Health Access Through Telemedicine (TCHATT) further supports this initiative.

• Behavioral and Emotional Health: We work alongside the ESC to establish systems for early detection and intervention for students with substance abuse and disciplinary problems.

• Physical Health and Well-being: Although our collaboration with ESC doesn't directly involve promoting physical

8. Describe how the LEA will use this grant program to supplement current work to improve services and supports for the mental health, behavioral and emotional health, and physical health and wellness of students.

9. Enter the LEA Total Enrollment:
10. Enter the Regional Educational Service Center that serves the LEA:
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