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| **Name of Grant Program:** Student Opportunity Act – Evidence-Based Practice Grant | **Fund Code:** 117 |

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| PART III – REQUIRED PROGRAM INFORMATION |

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| **District:** |  |
| **Contact (Name, Title):** |  |
| **Contact Email:** |  |
| **Evidence-Based Practice** |  |
| **Student Group Identified for Gap Closing** |  |

1. **FY24 EBP Plan Update (one page maximum):**

Please provide any updates to your original EBP Grant proposal submitted in January 2023. Consider providing updates to strategies to support the selected EBP, timelines, and new data on gaps between student groups that will be addressed throughout FY24.

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| RESPONSE: |

1. **Leadership and Communication (one page maximum):**

Successful implementation of the Evidence-Based Practice (EBP) selected for this grant is, in part, reliant on strong communication. Only with support and input from decision-makers and stakeholders can practices be implemented with fidelity . In one page or less, describe how you will ensure that structures for regular and effective communication between the district, school leadership, teachers, students, and families are prioritized. Please note that your response should align with and expand upon your full Student Opportunity Act plan. In your response please explain:

1. Identify a team that will support the implementation of the EBP. Whether a new or existing team, ideal membership should be comprised of those most connected with the work and could include, but is not limited to; a district leader, school leader for each participating school, a data analyst/personnel with expertise in analyzing and tracking disaggregated data, special education teacher, ESL teacher, general education teacher, instructional coach(es), and family liaison.
2. How will your team collaborate to support the implementation and progress monitor the work? Please include details about who will be meeting, how often, and to engage in what specific monitoring activities.
3. How and when will the team communicate progress to and gather input from stakeholders?

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| RESPONSE: |

1. **Measuring and Tracking Progress:**

Establishing a coherent set of metrics that will help the school/district frequently monitor progress and measure the impact on closing gaps for prioritized student groups is critical to successful plan implementation. Actively tracking progress allows for adjustments to practice to be made with urgency and efficiency. Using the chart below, please identify the metrics to be used that are most appropriate to your prioritized student group(s) that you will use to monitor progress. Although this is not an exhaustive list, some examples of metrics may include interim assessments, attendance, teacher/paraprofessional recruitment, survey data, classroom observation data, etc.

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| **Metric/Interim Measure\*** | **Frequency\*\*** | **Baseline\*\*\*** | **Anticipated Progress by December 31, 2023** | **Anticipated Progress by June 30, 2024** |
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\*How will you track progress?

\*\*How often will data be collected and analyzed?

\*\*\*What gap are you trying to close through this EBP and what is the size of the gap currently?

1. **Strategy Costs:**

In the table below please list each grant-related activity that will support your implementation of the evidence-based practice you have chosen. Include only those activities that have the best potential for positive student outcomes and gap closing for your identified student group(s).

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| FY24 | Grant-Related Activity | Approximate Cost of Activity |
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| FY25 | Grant-Related Activity | Approximate Cost of Activity |
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1. **Sustainability Plan** **(1 page maximum):**

It is an expectation that, in receiving this funding, it will be used as “seed” money to deepen practice in ways that result in positive student outcomes and close gaps beyond the life of the grant. This means that the work in which districts/schools engage during the grant duration (ending June 30, 2025) continues and grows when funding ends. In the space provided, please explain how you are planning to sustain strong practices and strategies beyond the duration of the grant. Your response should describe not only how you plan to sustain the work beyond the grant duration but should also consider the following questions:

* 1. If you are creating positions with grant funding and supporting them only through grant funding, will they be prioritized when funding ends? If not, how will you continue the work that was started?
  2. What structures will you put in place to ensure that practices strengthened through robust professional development (PD) throughout the grant duration continue to support all teachers, including new teachers, and foster continuous improvement?

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| RESPONSE: |