



ESSER III

TISD Community/Stakeholder Engagement

Participación de la Comunidad y Grupos de Interés de Tornillo ISD

Agenda

1. Welcome, Introductions, Norms (15 Minutes)
Bienvenida, Presentaciones, Reglas
2. Safe Return & Continuity of Services Feedback (Breakout Groups 30 Minutes)
Retroalimentación para un Regreso a Clases Seguro y Continuidad de Servicios
3. Group Sharing (Whole Group 5 Minutes)
Colaboración de Grupos
4. Stakeholder Survey Questions (Breakout Groups 7 Minutes)
Preguntas de Encuesta con los Grupos de Interés
5. Closing (Whole Group 3 Minutes)
Clausura

Initial Allocation Distribución Inicial (two-thirds, dos tercios)	Remaining Allocation Distribución Restante (one-third, un tercio)	Total Allocation Distribución Total Amount/Cantidad
2,698,211	1,349,106	4,047,317



ESSER III – The American Rescue Plan ESSER III – Plan Americano de Rescate

Tornillo ISD Rewarded One-Time
Non-Recurring Dollars/Fondos No Recurrentes
Available through September 30, 2023/Disponibles hasta el final de Septiembre 30, 2023

“The intent of ESSER III dollars is to address the impact COVID-19 has had on elementary and secondary schools. El objetivo de los fondos economicos ESSER III es enfocarse en el impacto que COVID-19 ha tenido en las escuelas de educación primaria y secundaria.”

LEAs have the flexibility to use the funds on one of 15 allowable activities, beginning with any allowable activity under ESEA, IDEA, the Adult Education and Family Literacy Act, or the Perkins Act and ending with other activities that are necessary to maintain the operation of and continuity of services in the LEA, including continuing to employ existing staff of the LEA to the greatest extent possible. In between are a host of ideas that include focusing on low-income students, purchasing supplies to sanitize buildings, purchasing technology, addressing learning loss and making facility upgrades that reduce the risk of virus transmission and exposure to environmental health hazards.

ESSER III requires for the LEA to engage in meaningful consultation with stakeholders and give opportunity for public input around use of funds. This will require outreach to specific groups of stakeholders and the creation of a plan that is presented in an understandable format that will be posted on the website within 30 days of receiving the NOGA.

ESSER III require que los distritos escolares establezcan una comunicación significativa con los grupos de interés y tomar en cuenta la opinion pública acerca del uso de los fondos. Esto require hacer un llamado a grupos especificos de interés para crear un plan que sea presentado en un formato sencillo de entender para ser publicado en la página de Internet a los 90 días de haber recibido el NOGA.

TISD Stakeholder Engagement Timeline

June 2nd 6th-12th 8:00-10:30
Campus Instructional Specialists and
Dept/Grade Level Leads

June 2nd PK-5th 12:00-2:30
Campus Instructional Specialists and
Dept/Grade Level Leads

June 3rd 10:00-12:30
School Counselors & CIS

June 9th 1:00-3:00
Parent Focus Groups Zoom

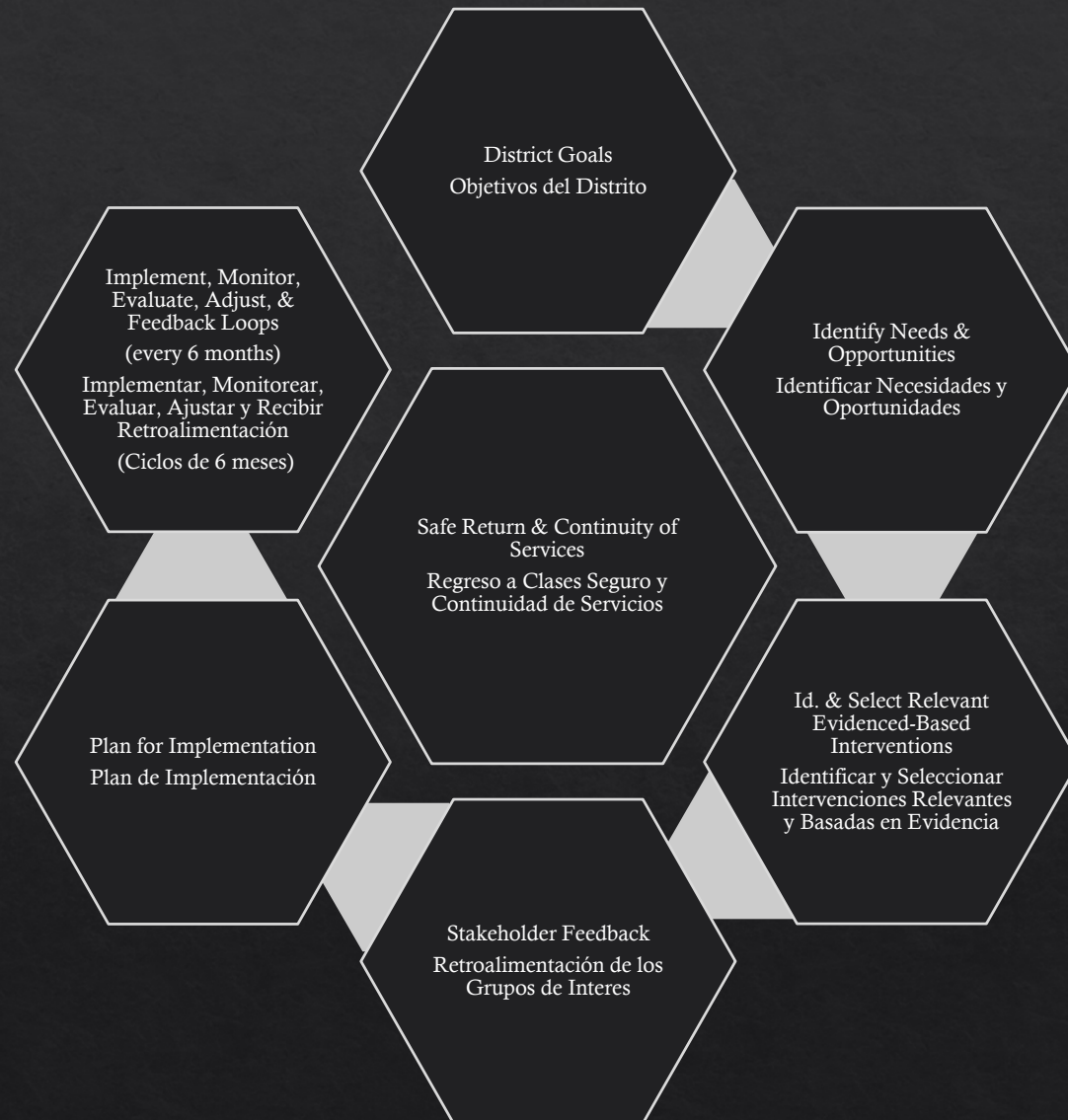
June 9th-15th Community Feedback Survey

June 14th 1:00-5:00
Cabinet, Principals, Asst. Principals

June 16th 4:00
DAB Plan Review & Possible Approval

June 23rd 5:30 Plan Presentation
Board Meeting & Community Input

June 24th Safe Return to In-Person Inst. and
Continuity of Service
Post on District Website



Focus Group Objectives

Objetivo de Grupos de Enfoque

Build strong stakeholder connections, gather feedback, and key practices to improve student outcomes with a focus on a safe return & continuity of services .

Establecer conexiones sólidas con los grupos de interés, recibir retroalimentación acerca de prácticas claves para mejorar resultados académicos de los estudiantes con el enfoque en un regreso a la escuela seguro y la continuidad de servicios.

<https://www.tasbo.org/news/covid-19-funding-for-school-districts>



Norms

- ◆ Share your thoughts, knowledge, and experiences

Compartir sus comentarios, conocimiento y experience

- ◆ Engage and participate respectfully

Participacion activa y respetuosa

- ◆ Give your team members space to participate

Dar oportunidades de participación a otros miembros del comité

- ◆ What is said here stays here, what is learned here leaves here

Lo que se dice aquí se queda aquí, lo que se aprende aquí se comparte afuera

Breakout Group

- ◆ Think aspirationally – what would this look like at the highest level in our district to improve student outcomes with the help of parents?

Pensar con aspiraciones – En nuestro distrito, como funcionaría, a el nivel mas alto, mejorar el aprendizaje de los estudiantes con la ayuda de sus padres?

- ◆ ***Lever 3- Palanca 3***

- ◆ **POSITIVE SCHOOL CULTURE/CULTURA ESCOLAR POSITIVA**

- ◆ Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management systems, proactive and responsive student support services, and involved families and community.

Una cultura escolar positiva require de una misión, visión, objetivos y valores convincentes y alineados, expectativas de comportamiento y sistemas de manejo explícitos, servicios de apoyo estudiantil responsivos y proactivos, ademas de familias y comunidades involucradas.

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

3.1 Visión, misión, objetivos, y valores alineados y convincentes enfocados en un ambiente seguro y con altas expectativas

- Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Grupos de interés están interesados en crear y refinar constantemente la misión, visión y valores de la escuela y el distrito

- Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

Las prácticas y políticas demuestran altas expectativas y responsabilidad compartida para el éxito de los estudiantes, con el objetivo de prepararlos para la universidad, una carrera de su elección y para un futuro prometedor.

3.2 Explicit behavioral expectations and management systems for students and staff

3.2 Expectativas de comportamiento y sistemas de manejo explícitos

- Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values.
Rituales y foros públicos celebran a estudiantes que alcanzan las expectativas y demuestran comportamientos y valores de sus escuelas.

3.3 Proactive and responsive student support services

3.3 Servicios de apoyo estudiantil que son responsivos y proactivos

- Students are provided with the support services (e.g., behavior, academics, mental health, wellness, counseling, mentoring, external service referrals) that address their needs.

Los estudiantes obtienen servicios de apoyo (ejemplo: comportamiento, académico, mental, de salud, bienestar, consejería, referencias a servicios externos) que cubren sus necesidades

3.4 Involving families and community

3.4 Involucrando familias y comunidad

- The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.
La escuela promueve un ambiente de inclusión y bienvenida que involucra a todas las familias en aspectos críticos de aprendizaje
- Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.
Existen sistemas para involucrar familias regularmente acerca del aprovechamiento de su hijo(a) de manera individualizada, constructiva, incluyendo preparación para la universidad, la carrera de su elección y/o éxito postsecundario
- Multiple communication strategies with families are integrated into teacher roles and responsibilities.
Diferentes estrategias de comunicación son integradas en las responsabilidades y desempeño de los maestros
- Family and community engagement and impact data are reviewed regularly, and plans are adapted as needed.
Información de participación de la familia y la comunidad y su impacto son revisadas regularmente, y los planes se adaptan según las necesidades

Learning Community ESSER III Funding Stakeholder Input Survey

https://docs.google.com/forms/d/1G_uUPtTXSqe4l5Vtsh74pf2ROcwIO3FnbQ6Jur9UkCw/viewform?ts=60bfc26d&edit_request_ed=true



Session Wrap Up
Whole Group
Final de la Sesión-Grupo Completo

Short Feedback Survey
Encuesta Rápida

Thank You!
Gracias!