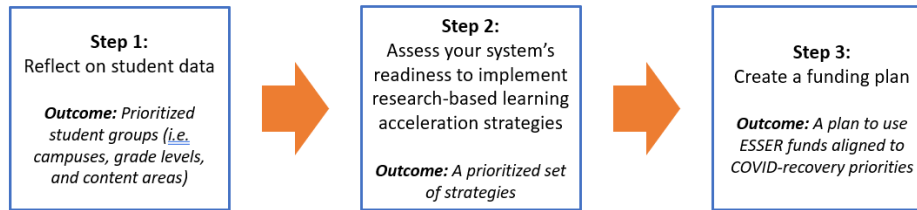Use this workbook to plan how your LEA will use ESSER funds to support COVID recovery. Start with Tab 1, which contains tools for an optional student data reflection. Then, use the checklist in Tab 2 to identify which research-based strategies for learning acceleration your LEA is ready to implement. Finally, use that information alongside the guiding questions in Tab 3 to map out a plan for your ESSER funds.

Step 1: Reflect on student data **Outcome:** *Prioritized student groups (i.e. campuses, grade levels, and content areas)*	→	**Step 2:** Assess your system's readiness to implement research-based learning acceleration strategies **Outcome:** *A prioritized set of strategies*	→	**Step 3:** Create a funding plan **Outcome:** *A plan to use ESSER funds aligned to COVID-recovery priorities*

Once you've completed the other 3 tabs, the funding overview below will auto populate, allowing you to compare your funding plan with expected federal funds.

Tab 1: (Optional) Student Data Reflection

This tab, created by Bellwether Education Partners, contains a protocol and supporting resources to help you identify the areas of greatest need in your system. Use the results of this reflection to determine which campuses, grade levels, and/or content areas you'll prioritize for additional support in Tab 3: Funding Plan.

Tab 2: Learning Acceleration Readiness Checklist

This tab, created by Bellwether Education Partners, describes strategies for learning acceleration and key considerations for implementing each. It is designed to lead your team through a readiness reflection and prioritization process, in order to ultimately help you determine which strategies for learning acceleration are a good fit for your LEA. Use the results of this Readiness Checklist to inform the strategies you select in Tab 3: Funding Plan.

Tab 3: Funding Plan

This tab is designed to help your team think through how to align funding with your COVID-recovery priorities. For each priority you identify, input dollar amounts in the relevant categories. Then use the reflection questions to discuss the implications of your plan and alignment with LEA priorities.

Tab 4: References

This tab contains links to more information about the learning acceleration strategies articulated in Tab 2.

Overview	

Supported Teachers	
Build Teacher Capacity	$4,124,000.00
Add Instructional Support Staff	$5,646,000.00
Rigorous Instructional Materials	
Adopt High-Quality Instructional Materials	
Create More Time for Learning	
Summer Learning	
Extend Instructional Time	$0.00
High-Dosage Tutoring	$0.00
Acceleration Academies	$0.00
Empower Parents	
Family Engagement	
Provide Wraparound Services	
Other SY21-22 Priorities	
Virtual/Hybrid/Blended Instruction &	$1,495,000.00
Facilities & Infrastructure	$0.00
Continuity of Services	
Staffing Costs:	$4,805,340.00
Virus Mitigation:	$462,168.00

Expected Federal Funds ($)	*$16,527,168.00*
(See TEA Reference list)	
Total Spending Planned in this Document:	$16,532,508.00
% set aside to address the impact of lost instructional time	59.11%

Instructions:

1. Select a subset of available student data to help your team understand the current state of student performance in your LEA. See **this document** for additional guidance on choosing the highest leverage set of data for your particular LEA.

2. Format the data set so that it can be easily broken down by campus, special populations, grade levels, subject areas, and '21 learning format (virtual, hybrid, in-person). Insert link(s) to relevant data in *Table E: Links to Data Sets*.

3. Use the data to reflect on trends across your student population. Individually and then as a team, consider the guiding questions in *Table F: Data Reflections + Insights*. Be sure to pay particular attention to the performance of student groups who have historically been underserved by your district. These prompts are meant as a starting place; be sure to capture relevant insights beyond these reflections questions as well.

Supporting Tools

Table E: Links to Data Sets

Report Title	Description	Link
mCass Amplify SY 2020 - 2021	State required Early Childhood Literacy assessment - Growth for grades K, 1, 2	
NWEA MAP Growth Math/Reading	Diagnostic Growth assessment for grades 3-8; Comparison of Fall 2019 to Fall 2020	
STAAR EOC 2019 to 2021 Comparison	Comparison of district and campus performance on all 5 EOC subjects	

Table F: Data Reflections + Insights

Reflection Questions	Reflections/Insights	Potential Impact for SY22
Which groups of students have the highest/lowest **absolute performance** this academic year? Consider by campus, special populations, grade levels, subject areas, and '20-21 learning format.	K-2: Title I Schools showed 1/3 of students, on average, in all grades, in the lowest performing group, with close to half of all students below grade level in the fall of 2020. 2nd grade students showed a higher number of students below grade level. Title I schools showed the highest number of students in all grades who were below grade level at all 3 testing periods throughout the year. 3-8: MAP Growth scores in Math showed 46% of students were Below grade level across grades 3-8 at Title I schools. 37% of students at Title I schools were classified as Below grade level in Reading. A comparison of performance on NWEA MAP from Fall 2019 to Fall 2020 showed a 10% increase in the number of students below grade level for all grades in Math. Students showed steady performance from 2019 to 2020 in reading for most grades. Title I schools had the largest fluctuation in student performance on MAP tests in both Math and Reading. 9-12: Performance on TEA STAAR for End of Course Exams in Algebra 1, English 1, English 2, Biology, and US History, showed lower pass rates on average for all schools and a steep decline in the number of students who Meet Grade Level Standards. For our Title I and Alternative Accountability schools' students who passed the EOC for Alg.1, Eng. 1, and Eng.2 were 43%, 35% and 48% respectively. English 1 and 2, showed the highest decrease, with around a 10% drop in the number of students who passed, and a further 10% decrease in those students who Meet Grade Level Standard. Algebra 1 also showed a decrease in the number of students who Meet Grade Level Standard. Biology and US History, while showing higher overall pass rates for 2021, showed a 5% decrease in students who Approached and Met Grade Level Standards each. Participation rates were lower than previous years.	Students below grade level will be less prepared for: Continuing grade curriculum Continuing grade prerequisite knowledge STAAR preparation EOC preparation SAT/ACT preparation Completion of CTE courses and industry certification
Which groups of students demonstrated the highest/lowest levels of **growth** this academic year?	K-2: Kindergarten students showed the most gains across all schools, specifically Title 1 schools. However, even with these gains Title 1 schools showed 30-50% (more in some cases) of students who were Below or Well Below grade level at the final testing period in 2021. 2 grade students more often than not showed either no growth or a decline in some schools. 3-8: Math showed the most significant decline from Fall to Fall for all grades at Title I schools. Reading showed a steady period of no growth from Fall to Fall. 9-12: All EOC subjects showed a drop in the number of students passing end of year STAAR Tests, with the largest impact being seen in the steep decline of students, across all schools and subjects, who Meet Grade Level Standard. English 1 and 2 show the largest learning loss.	
How much does the performance of each group of students differ from the LEAs average performance? The state's?		
How much does the performance of each group of students differ from their performance last year?	**K-2:** Students in these grade have not been formally assessed in prior years. Performance at the Beginning compared to the End of year show some growth, but not enough. **3-8:** A comparison of performance on NWEA MAP from Fall 2019 to Fall 2020 showed a 10% increase in the number of students below grade level for all grades in Math. Students showed steady performance from 2019 to 2020 in reading for most grades. Title I schools had the largest fluctuation in student performance on MAP tests in both Math and Reading. **9-12:** Performance on TEA STAAR for End of Course Exams in Algebra 1, English 1, English 2, Biology, and US History, showed lower pass rates on average for all schools and a steep decline in the number of students who Meet Grade Level Standards. English 1 and 2, showed the highest decrease, with around a 10% drop in the number of students who passed, and a further 10% decrease in those students who Meet Grade Level Standard. Algebra 1 also showed a decrease in the number of students who Meet Grade Level Standard. Biology and US History, while showing higher overall pass rates for 2021, showed a 5% decrease in students who Approached and Met Grade Level Standards each. Participation rates were lower than previous years for Title I Schools.	

An integral portion of your SY21-22 plan will be defining your LEA's strategy to address unfinished learning. The purpose of this reflection tool is to help you systematically consider which research-based Learning Acceleration Strategies should be highest priority for your LEA. Note that this tool is meant to facilitate a conversation, not to use as a formula to determine the right outcome for you. Your team's knowledge of your local context will be essential in selecting the right number and subset of strategies.

TEA To Catch Kids Up, Schools Must Make Significant Changes

Supported teachers who are equipped to deliver excellence, getting more than 1 year of growth in 1 year

Rigorous **instructional materials** designed to make up ground, and designed to work remotely & on campus

More time for the students most in need, including in the summer and with targeted **tutoring**

Work to **empower parents** as a child's first teacher must be expanded

Instructions:

1. For each Learning Acceleration Strategy (Column D), consider the Reflection Questions in Column E. Discuss your answer (Yes/No/Somewhat) and check the box in the appropriate column (F-H). Record any reflection notes in Column I. Based on your reflections in Columns F-I, rate **the current need** for implementing each strategy in your LEA as High, Medium, Low, or Already in Place in Column I. [*For more information about each learning acceleration strategy, see Tab 4: References*]

2. Once you have completed your Current State Assessment (Columns C-J), your team will need to determine which subset of strategies you will pursue for SY21-22. It is not realistic or productive to take on too many Learning Acceleration Strategies at once, even if there is a high need for many strategies. To start prioritizing which strategies you will select, assess **the level of effort** it would take to implement each strategy successfully. To determine this, consider current state, leadership capacity, local context, etc. Rate the effort required **for implementing each strategy** as high, medium, or low in *Column L*.

3. Your team will assign a priority level to each strategy in Column N. Options include Top Priority, Maybe Later, Deprioritized, and Already In Place. Top Priorities will move forward to implementation planning. To determine the right total number of strategies to move forward, reflect realistically on your team's size and capacity. You should also carefully consider trade offs between need and level of effort. For example, you might choose fewer high need strategies to move forward if the level of effort necessary to implement is also higher. After reflecting, select an appropriate number of strategies to prioritize. Ensure that you include these strategies in your Funding Plan.

Learning Acceleration Readiness Reflection Tool

	Learning Acceleration Strategy	System Readiness Reflection	Is this present at my school/LEA?			Reflection Notes	Current Need	Effort Level	Priority Level
			Yes	No	Somewhat				
Supported Teachers / Build Teacher Capacity to...	Implement Key Components of Effective Instruction in Reading Language Arts	Do students have explicit, systematic practice with Foundational Skills?			x	Approximately 70% of our campuses implemented an explicit K-3 phonics program or will implement one in the 2021-2022 school year. With the low performance of 2nd grade students in literacy, additional time on phonics instruction in the lower grades is needed along with additional teacher training on literacy instruction.	Medium	Medium	Top Priority
		Does our current approach to literacy include opportunities for students to read, write, and speak about both literary and informational grade-level texts?			x				
		Do we have embedded literacy assessments that drive instruction?	x						
		Are teachers trained in delivering research-based literacy instruction? Is that training translating to effective practice?			x				
	Implement Key Components of Effective Instruction in Math	Does our current approach to math include a strategic progression of concepts, not just isolated skills?			x	In review of the current math programs, there is a TEKS alignment focus. There are areas of opportunities to place more focus on the mastery of conceptual understanding prior to procedural fluency. Additional embedded math assessments are needed to drive instruction along with training for instructional staff in 3-8 and Algebra 1.	High	High	Top Priority
		Does our approach emphasize mastery of conceptual understanding prior to moving to procedural fluency and applications?		x					
		Do we have embedded math assessments that drive instruction?		x					
		Are teachers trained in delivering research-based math instruction? Is that training translating to effective practice?		x					
	Deliver Interventions and Individualized Supports (e.g. Just-in-Time Intervention, Differentiation, Scaffolding, and Small Group/1:1 Intervention)	Do we have a plan to collect student-level data on prerequisite skill gaps?			x	There is currently a need for a **systematic** approach to provide interventions, how we train personnel and the selection of robust high quality intervention materials for reading and mathematics. There is a current need to develop a system to track and progress monitor students and the effectiveness of our intervention programs that lack consistency in material use, implementation strategies, support and data collection. We believe this has contributed to the continued overall low performance, particularly in math, by students at all grade levels.	High	High	Top Priority
		Do we have enough time and flexibility in our schedule and staffing model to allow for strategic pre-teaching?		x					
		Do we have instructional materials aligned to prerequisite skill gaps that teachers can use for pre-teaching or interventions?			x				
		Do we have a clear set of researched-based differentiation/scaffolding strategies (e.g., leveled texts and questioning) that teachers know how to implement?		x					
		Do we have a plan in place to monitor student progress and the effectiveness of intervention programs?		x					
	Add Instructional Support Staff	Do we have additional staff who could be reassigned to support student interventions?			x	For certain geographic areas, there is a struggle to hire, support, and retain highly qualified paraprofessionals. The plan moving forward would be to hire a team of district math and literacy coaches that would deploy to high need areas and provide additional support and train teachers on instructional best practices. Emphasis would also be placed on how to effectively utilize instructional support staff within their classrooms. An MTSS intervention team is vital to support intervention and individualized student supports.	High	High	Top Priority
		Have we historically been able to find and hire high-quality paraeducators and interventionists?		x					
		Do we have a system in place for training and coaching instructional support staff?		x					
		Have teachers been trained on how to utilize instructional support staff in their classrooms?		x					
Rigorous Instructional Materials	Ensure that all students have access to high-quality instructional materials	Have we adopted materials across all grade levels and subject areas that are considered high quality by the Texas Resource Review (TRR) (i.e. Full coverage of TEKS and ELPS and rated 80% or above in the 3 essential rubric domains)?			x	Each model currently has a robust TEKS aligned curriculum. Deficiencies exist in training, tracking of student progress and the fidelity of how materials are implemented. Shoring up these areas will allow us to pinpoint gaps in student performance and/or teacher support.	Low	Low	Maybe Later
		If our instructional materials have not been externally rated, do TRR Rubrics indicate that they are high quality?	x						
		Do our instructional materials support all learners, including students with disabilities, English Learners, and students identified as gifted and talented?			x				
		Are teachers adequately trained on those materials?			x				
		Are those materials currently implemented with fidelity?		x					
		Do we have formative and summative assessments in place aligned to these materials that enable frequent progress monitoring toward grade-level mastery?			x				
Create More Time for Learning	Provide Summer Learning Opportunities	Do we have the physical space, financial resources, and time necessary to provide summer programming?	x			Many campuses provide adequate summer learning opportunities; however, campuses often execute these plan on their own. We do not have a coordinated district plan for summer learning opportunities or to track programs in number or effectiveness.	Low	Low	Maybe Later
		Do we have qualified staff who are able and willing to support learning during the summer?			x				
		Do we have a clear vision and plan for how summer learning time will increase students' readiness for the school year?			x				
		Is there demand from families for summer programs?	x						
	Extend Instructional Time	Do we have access to the financial resources and physical space necessary to extend instructional time by lengthening the day or year?	x			Many of our campuses are implementing extended school days and /or intervention periods. During this time, the structure and resources are provided. Deficits exists in the consistency of training of paraprofessionals and implementation with fidelity. This structure is new for our campus directores and instructional staff. Training is needed on how to properly plan, implement, and conduct extended instructional time.	Low	Low	Maybe Later
		Do we have access to qualified staff who could support learning during that extended time?			x				
		Do we have the leadership capacity to develop a clear vision and plan for a high impact use of that time?	x						
		Do we have buy in from the family and community on the option of extended instructional time?	x						
	Provide High-Dosage Tutoring	Do we have high-quality materials that could be utilized by tutors?	x			Many campuses have a tutoring program. In previous years, emphasis was placed on individualized tutoring and student hours/ tracked. Due to COVID, this process lacked focus and the time on task for students was limited. This is reflected in the lower performance of our EOC scores across the district.	Medium	Medium	Maybe Later
		Do we have adequate time in the schedule (or outside of school hours) to ensure students engage in at least 3 sessions per week?	x						
		Do we have access to sufficient numbers of staff or volunteers to provide consistent supports and resources to compensate them (if necessary)?			x				
		Do we have the capacity to adequately train and monitor our tutoring corps?			x				
	Create Acceleration Academies	Do we have space in our schedule (holiday breaks, intersessions, weekends) to provide additional instruction in a focus content area?			x	We currently do not have a G/T program and/or acceleration academies	Low	Low	Maybe Later
		Do we have highly qualified teachers who could work in this setting and resources to compensate them?			x				
		Do we have high quality instructional materials to use in the academies?			x				
		Do we have a sufficient need and interest from families for such a model?	x						
Empower Parents	Engage Families	Do we have systems in place to ensure that every family has one primary point-of-contact at the school (especially for secondary campuses)?	x				Low	Low	In Place
		Is there demand from families and the community for more contact and resources to support learning at home?	x						
		Have we ever provided training for parents to support their students at home?			x				
		Do we have translation resources and other supports to ensure that we can reach all families?			x				
	Provide Wraparound Services	Do we have a plan in place to measure students' social, emotional, and mental health needs?	x			With the strain of COVID and the burden placed on families, additional social and emotional support staff are needed.	Medium	Medium	Maybe Later
		Do we have sufficient staff to meet students' needs, such as counselors, social workers, and school psychologists?			x				
		Do we have access to resources (e.g. curriculum, technology) to support students' social and emotional development?			x				
		Is there time built into the school day for students to receive individualized wraparound supports?			x				

COVID-Recovery Priorities Funding Plan

Instructions: Use this tab to think through how you will fund your COVID-recovery priorities. For each priority you identify, input estimated dollar amounts in the relevant rows. Cells shaded light yellow will automatically total the funding amounts for that priority. Then use the reflection questions in columns H-Q to think through the implications of your plan and to what degree it aligns with LEA priorities.

Included in ESSER III Application	Priority / Line item	High Level Plan (yes/no/brief description)	Estimated Amount ($)	Campus(es)	Grade Level(s)	Content Area(s)	Do you plan to fund this strategy with other grants, support from your LEA's federal funds, or with a blend of in-house and external grant funding?	Do you plan to sustain this work beyond the life of federal funds?	If yes/maybe, describe what funding sources you will use to sustain this work in the long-term.	How does this work align to your LEA's mission and vision?	How will this work promote equity?	Will this work have an impact on staffing or scheduling?	If yes, how do you plan to adjust staffing and scheduling to maximize the impact of this work on student learning and overall wellbeing?	Will this work require changes to oversight roles and responsibilities?	If yes, how do you plan to adjust your structures for oversight and accountability to maximize the impact of this work on student learning and overall well being?
Strategies for Learning Acceleration															
	Build teacher capacity to implement key components of effective instruction and deliver interventions & individualized supports		$4,124,000.00	Available to Founders, Quest, iSchool, and Thrive/Ignite Schools	Grades k-12	Math ELAR Science Social Studies	No With in-house funding.	Maybe	Should coaching prove to benefit teacher effectiveness, and thus improve student learning, a reallocation of existing funding between support personnel and the functions of district staff may be required to maintain the use of school level coaches.	The LEA believes in people. It has promoted staff development at various levels for the past decade, building a professional development department that has served to support and drive staff improvement at the school and district levels. The LEA has invested in its people and will continue to provide our staff with great opportunities for growth.	Staff come from a variety of experiences and trainings. The LEA approaches every staff member with an attention to improving not just the employee, but the community of colleagues around them. We are continuously making an effort to bring about awareness for each person's place in creating and maintaining a culture of professionalism and inclusiveness.	Yes	The role of coaching requires time for experts to view, model, and communicate excellence in teaching and learning. School schedules will need to build in opportunities for staff to utilize the coaches including: planning time, pre and post lesson dialogue, observations, and trainings.	Yes	The role of an expert in teaching and learning will need to work collaboratively with the school administrative staff. Campus Leaders will help to identify the staff in need of coaching, and coaches will be vital in communicating progress and growth. This collaborative approach to staff effectiveness will be achieved through clear and consistent communication and leadership oversight.
Yes	Personnel (FTE): Will additional teachers or staff be needed to reduce class sizes, implement interventions, or provide training?	Yes (17 coaches)	$3,825,000.00												
Yes	Instructional Materials: Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions?	Yes (17 $1000 budgets)	$51,000.00												
Yes	Stipends: Are stipends needed to support training, coaching, or additional time for collaboration?	Yes (sub pay for release time during coaching)	$45,000.00												
Yes	Technology: Will additional technology be needed to implement effective core and supplemental instruction?	Yes (tech)	$50,000.00												
Yes	Operations: What will improvements to core instruction and targeted supports have on operations, e.g. transportation, food, and facilities?	Travel expenses for Coaches with more than one campus	$153,000.00												
	Add instructional support staff		$5,646,000.00	All campuses have a need for specialized support in interventions and ESL/BE.	Grades k-12	ELAR	Yes With in-house funding and Title III.	Maybe	Should interventionists prove successful in improving student learning, a reallocation of existing general and Title funds may be required.	The LEA is committed the success of all students.	Every students deserves an opportunity to be academically successful. The interventionists will contribute to the proving the academic supports necessary for	Yes	The use of interventionists must complement the existing teaching and learning that takes place during the scheduled classroom time. Interventions and small group supports will occur	Yes	The general education teacher will oversee the use of the interventionalist with their students. This coordination will allow for specific skill identification and provide opportunity to collaborate on instructional ideas, re-teaching,
Yes	Personnel (FTE): What additional staff will you hire to provide interventions or support differentiation and scaffolding in core courses?	Yes (31 Interventionists)	$5,580,000.00												
Yes	Stipends: Are stipends needed to support training, coaching, or additional time for collaboration?	Yes (22 $1000 budgets)	$66,000.00												
	Ensure that all students have access to high-quality instructional materials														
No	Instructional Materials: What additional instructional materials will you need to ensure that that high-quality materials are used in every grade and content area?	No													
No	Stipends: Are stipends needed to support training, coaching, or additional time for collaboration?	No													
No	Technology: Will additional technology be needed to fully utilize new instructional materials?	No													
	Provide summer learning opportunities														
No	Personnel (FTE): Will you need to hire any additional staff to support summer programming?	No													
No	Instructional Materials: Do you need to purchase additional instructional materials to support summer learning, aligned to the core curriculum?	No													
No	Stipends: What stipends will be needed for teachers and support staff?	No													
No	Technology: Is additional technology needed for specific summer programs?	No													
No	Operations: What transportation, food, and facilities will be needed for summer programs?	No													
	Extend instructional time		$0.00												
No	Personnel (FTE): Are additional staff needed to provide instruction or student supports during extended time?	No													
No	Instructional Materials: What additional materials are needed to effectively utilize extended time?	No													
No	Stipends: What stipends will be needed for teachers and support staff?	No													
No	Technology: Will you utilize technology to enhance learning during extended time?	No													
No	Operations: What impact will extending instructional time have on operations, e.g. transportation, food, and facilities?	No													
	Provide high-dosage tutoring		$0.00												
No	Personnel (FTE): Who will provide tutoring services? Will any additional personnel be needed to administer the program?	No (See "Interventionists")													
No	Instructional Materials: Will you need to purchase additional high-quality instructional materials for tutors to use?	No													
No	Stipends: Are stipends needed to support training, coaching, progress monitoring, etc.?	No													
No	Technology: Will additional technology be needed to implement the tutoring program?	No													
No	Operations: What transportation, food, and facilities will be needed for tutoring programs?	No													
	Create acceleration academies		$0.00												
No	Personnel (FTE): Who will provide instruction during acceleration academies? Will any additional personnel be needed to administer the program?	No													
No	Instructional Materials: Will you need to purchase additional high-quality instructional materials?	No													
No	Stipends: Are stipends needed to support training, coaching, progress monitoring, etc.?	No													
No	Technology: Will additional technology be needed to implement acceleration academies?	No													
No	Operations: What transportation, food, and facilities will be needed for acceleration academies?	No													
	Engage families														
No	Personnel (FTE): Will additional staff be needed to implement new systems for family engagement (e.g. a parent liaison, staff for a family center, home visits coordinator)	No													
No	Stipends: Are stipends needed to support outreach outside of school hours, or for training, coaching, progress monitoring, etc.?	No													
No	Technology: Will additional technology be needed to support family engagement?	No													
No	Operations: Will transportation, food, or facilities be needed for family engagement (e.g. for a family center, parent nights)?	No													
	Provide wraparound services														
No	Personnel (FTE): Do you plan to hire additional counselors, mental health professionals, or other student support personnel?	No													
No	Instructional Materials: Will you purchase new materials (e.g. social-emotional health curricula) to support students' overall well-being?	No													
No	Stipends: What stipends will be needed to support increased duties for teachers and support staff?	No													
No	Technology: Will you purchase technology to support students' overall well-being?	No													
No	Operations: What impact will wraparound services have on food, transportation, and facilities?	No													
	Virtual, hybrid, or blended instruction and increased connectivity		$1,495,000.00	All	Grade 3-12	Math ELA Social Studies Science	Not at this time. Yes, supported in house funds.	No	Most costs are start-up and LMS/Registration creation and design.	The LEA believes that students should have multiple opportunities to enrich their learning, continue their studies, and receive remediation and year-round supports.	All students should have year-round access to learning opportunities.	Yes	Once built out, staffing and operational costs will be managed through enrollment in summer school offerings.	Yes	Brand superintendents will need to manage, or delegate management, to appropriate people within their organizational structure.
Yes	Personnel (FTE): What additional teachers, administrators, and support staff will be needed to implement virtual, hybrid, or blended learning?	Project Manager	$100,000.00												
Yes	Instructional Materials: Will additional high-quality instructional materials be needed to support new instructional models?	LMS and Registration platform over 2 years	$1,270,000.00												
Yes	Stipends: What stipends will be needed to support increased duties for teachers and support staff?	Training to deliver online instruction ($1000/person, x 25)	$25,000.00												
Yes	Technology: What additional technology will be needed to ensure instruction is high quality? Will additional technology be necessary increase connectivity and ensure students can engage with virtual materials at home?	Monitors, drawing pads, hotspots	$100,000.00												
No	Operations: What impact will virtual/hybrid instruction have on food, transportation, and facilities?	No													
	Facilities & Infrastructure		$0.00												
No	Facilities: What facilities improvements do you plan to make next year? E.g. Building renovations, ventilation system upgrades, etc.	No													
	Continuity of Services		$5,262,168.00	All students			No LEA will fund part of these initiatives from the ESSER III grant.	Yes	The LEA's Safe Return to In-Person Instruction and Continuity of Services Plan details efforts and attention to these measures for the foreseeable future.	Yes	The LEA is committed to creating and maintaining a safe environment for all staff and students.	It is too difficult to speculate on what may need to be adjusted, however, based on our experience, we will work to avoid unnecessary impacts on staffing		The LEA has already created positions to deal with the ongoing issues, and are committed to keeping those roles for as long as necessary.	
Yes	Staffing Costs: Extra costs incurred specifically due to the COVID-19 Pandemic?	Grant support, full-time staff at all campuses, unemployment and benefits	$4,800,000.00												
Yes	Virus Mitigation: What costs were incurred in protecting the health and safety of staff and students?	Pre-award only: PPE, Shields, COVID oversight team support, Custodial, related Air improvement measures, Cleaning Costs	$462,168.00												

Strategy	Learn More
Implement Key Components of Effective Instruction in Reading Language Arts	ETS (2015): Key Practices in the English Language Arts (ELA): Linking Learning Theory, Assessment, and Instruction
	Timothy Shanahan (2014): Should We Teach Students at Their Reading Levels?
	Council of the Great City Schools (2020): Addressing Unfinished Learning After COVID-19 School Closures
Implement Key Components of Effective Instruction in Math	Michelle Hodara (2011): Reforming Mathematics Classroom Pedagogy: Evidence-Based Findings and Recommendations for the Developmental Math Classroom
Just-in-Time Intervention	TNTP Presentation Recording & Slides (March 2021)
Differentiation	The Alberta Initiative for School Improvement (2010): A provincial perspective on differentiated instruction
Scaffolding	Martha Larkin (2002): Using Scaffolded Instruction to Optimize Learning
Small Group & 1:1 Intervention	RTI Action Network: How to Develop an Effective Tier 2 System
Ensure that all students have access to high-quality instructional materials	Learning First (2019): High-quality curriculum and system improvement
	TNTP (2018): The Opportunity Myth
Extend Instructional Time	National Center on Time & Learning (2015): The Case for Improving and Expanding Time in School
Provide High-Dosage Tutoring	National Tutoring Programme: Best Tutoring Practices (Briefing for Schools)
Create Acceleration Academies	National Bureau of Economic Research: Can States Take Over and Turn Around School Districts? Evidence from Lawrence Massachusetts

Additional Learning Acceleration Research
TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It. https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf
Allensworth, E. and Schwartz, N. (2020). School Practices to Address Student Learning Loss. EdResearch for Recovery: Brief No. 1. https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf
Levenson, N. (2020). Making Up for Learning Loss Will Require Best Practices in Intervention. Ready for the Restart: Teaching Smarter. Vol. 15 (23). http://www.ascd.org/ascd-express/vol15/num23/making-up-for-learning-losses-will-require-best-practices-in-intervention.aspx
Steiner, D., Magee, J., and Jensen, B. (2019). High-quality curriculum and school improvement: steps for systems. Learning First & the Johns Hopkins Institute for Education Policy. https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf
Council of the Great City Schools. (June 2020). Addressing Unfinished Learning After COVID-19 School Closures. https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/CGCS_Unfinished%20Learning.pdf
(2021). ESC ED HQIM Discussion Session 2: RLA RBIS Part 2 [PowerPoint presentation]. Virtual.
Leinwand, S. (2012). Accessible mathematics: 10 instructional shifts that raise student achievement. Portsmouth, NH: Heinemann.
Steiner, D. and Weisberg, D. (2020). Steiner & Weisberg: When Students Go Back to School, Too Many Will Start the Year Behind. Here's How to Catch Them Up – in Real Time. The 74 Million. https://www.the74million.org/article/steiner-weisberg-when-students-go-back-to-school-too-many-will-start-the-year-behind-heres-how-to-catch-them-up-in-real-time/
Anderson, K. M., (2007). Differentiating instruction to include all students. Preventing School Failure, 51(3), 49–54.
McQuarrie, L., McRae, P., Stack-Cutler, H. (2008). Differentiated Instruction Provincial Research Review. Edmonton: Alberta Initiative for School Improvement (AISI).
Larkin, M. (2002). Using Scaffolded Instruction to Optimize Learning. https://www.duplinschools.net/cms/lib01/NC01001360/Centricity/Domain/22/ScaffoldingArticle_Feb2013.pdf
Farbman, D. (2015). The Case for Improving and Expanding Time in School: A Review of Key Research and Practice. National Center for Time and Learning. https://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf
Guryan, J., Ludwig, J., Bhatt, M., Cook, P., Davis, J. M. V., Dodge, K., Farkas, G., Fryer, R., Mayer, S., Pollack, H., & Steinberg, L. (2021). Not Too Late: Improving Academic Outcomes Among Adolescents. National Bureau of Economic Research. https://doi.org/10.3386/w28531
National Tutoring Programme. (2020). Best Tutoring Practices: Briefing for schools. https://d3vgwsfdkj1ams.cloudfront.net/documents/Best_Tutoring_Practice_Briefing_For_Schools.pdf?mtime=20200901093621&focal=none
Loeb, S. (2021). Addressing Learning Gaps with High-Dosage Tutoring Interventions [PowerPoint presentation]. Covid-19 Challenges and Opportunities in K-12 Education, Virtual.
Guryan, J., Ludwig, J., Bhatt, M., Cook, P., Davis, J. M. V., Dodge, K., Farkas, G., Fryer, R., Mayer, S., Pollack, H., & Steinberg, L. (2021). Not Too Late: Improving Academic Outcomes Among Adolescents. National Bureau of Economic Research. https://doi.org/10.3386/w28531
Schueler, B. E., Goodman, J. S., & Deming, D. J. (2017). Can States Take Over and Turn Around School Districts? Evidence From Lawrence, Massachusetts. Educational Evaluation and Policy Analysis, 39(2), 311–332. https://doi.org/10.3102/0162373716685824
Meyer, L. How to Develop an Effective Tier 2 System. RTI Action Network. http://www.rtinetwork.org/essential/tieredinstruction/tier2/how-to-develop-an-effective-tier-2-system