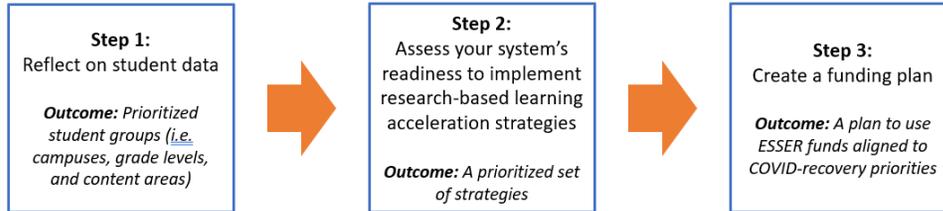


Instructions:

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.



Once you've completed the other 3 tabs, the funding overview below will autopopulate, 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 | \$1,563,687.00 |
| Add Instructional Support Staff | \$375,000.00 |
| Rigorous Instructional Materials | |
| Adopt High-Quality Instructional Materials | \$935,000.00 |
| Create More Time for Learning | |
| Summer Learning | \$275,000.00 |
| Extend Instructional Time | \$650,000.00 |
| High-Dosage Tutoring | \$425,000.00 |
| Acceleration Academies | \$150,000.00 |
| Empower Parents | |
| Family Engagement | \$425,000.00 |
| Provide Wraparound Services | \$840,000.00 |
| Other SY21-22 Priorities | |
| Virtual/Hybrid/Blended Instruction & Connectivity | \$185,000.00 |
| Facilities & Infrastructure | \$710,000.00 |

| Expected Federal Funds (\$) | [input \$ amount] |
|---|-------------------|
| (See TEA Reference list) | |
| Total Spending Planned in this Document: | \$6,533,687.00 |
| % set aside to address the impact of lost instructional time | 30.00% |

* Not included: 13% indirect costs

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 |
|---|-------------|------|
| TAPR Attendance and Enrollment 2020-2021 E-Learning Enrollment Strategic Support Plan. RDA- Discipline / Sped STAAR Results Interim Test Results Parent, Student, Community and Staff Surveys | | |

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. | Travis Middle School - Transition a concern. STAAR scores below state level. POC- increased 5th grade scores. Smaller classes and no E-learning. Individualized instruction w/quality assessments. Lower grade elementary students had small growth in early reading skills. | Increase role of counselor and specialist. Include additional support staff. Due to COVID mentor program was temporarily stopped. Student show need for social/emotional support. Mentor program must be expanded as well as new partnerships established to support students. |
| Which groups of students demonstrated the highest/lowest levels of growth this academic year? | POC continues to perform. Small group interventions at the lower grades are critical. | E learners show learning gaps requiring immediate intervention. Class size reduction teacher requested. |
| How much does the performance of each group of students differ from the LEAs average performance? The state? | Students returning from E-Learning show learning gaps, large class size exists | Learning gaps/ lost learning due to at-home disengagement. |
| How much does the performance of each group of students differ from their performance last year? | E Learning students had a significant decline in attendance. | At home learning did not result in student growth for all students. Elementary learning gap in early grades visible. |
| What does engagement data (attendance, assignment submission, etc) say about student experience/needs? | Google classroom was new for some. At home support not always present to ensure student attendance and participation. | |
| Other insights? | Parents, students and teachers report that unpredictable movement between staff and students caused anxiety, stress, confusion and disengagement. Faculty and staff show signs of anxiety, exhaustion and self-doubt due to the multiple teaching assignments during quarantines. Parents report that child specific communication was needed. Administrators report that COVID related responsibilities impacted school management. | Mental and behavioral support is needed to address student and staff needs. Learning gaps / learning loss present due to covid impact on scheduling, staffing and instruction/ intervention. Communication systems that build trust with partners must be reestablished. |

Parent Survey General Feedback

| Employee Survey/ DEIAC Input™ Face-to-Face Input | Student Survey/ Student DEIAC Representatives Input | Medical Professionals Meeting/ Community Survey/ CRCG Community Meeting |
|---|--|---|
| School messenger was an effective general communication tool | Teacher fatigue as a result of both Face to Face and E Learning responsibilities | DR. reports increase in student anxiety, depression and isolation. Few practitioners in the area. |
| Parents report that approximately 44% of students were impacted by COVID or quarantine. | Parent Input: Increased communication needed to connect with the school regarding student progress | RN requests continues COVID testing program on site |
| Over 90% used district-issued technology | Poor attendance and lack of online participation hindered student growth | DR. recommends Face to Face instruction for all who are able. |
| Google Classroom used at both home and school | School Messenger and one-click sign on was helpful | JPO concerned about behaviors resulting in suspensions with no home supervision |
| Over 60% of parents believe students are performing at grade level | Both parents and employees cite enrichment travel opportunities would enrich students academic experience. | Face to face instruction recommended |
| Approx. 74% not interested in summer learning opportunities | | |
| Parents prioritized field trips, reading for fun, and online tutoring at home | | |
| Mental health support available through school | 37% of staff worked from home | |
| Adjusted Reading support requested | 52% took advantage of free district COVID testing | |
| Continue sanitation and safety procedures | 84% used district technology at home | |
| Technology assistance for parents and students | 51% think students have fallen behind | |
| Smaller class size for personal attention and social distancing | | |
| Interventions for struggling students | 62% believe students need pull out for classroom interventions | |
| Transportation for those who stay after school | 47% believe students need mental/behavioral health support | |
| More physical activity; less screen time | Improve communication with parents | |
| More consistency with teachers and schedules | Technology training, support and resources - need for remote learning | |
| Parent Recommendation: Auto flush toilets and urinals; non- | | |
| | Google classroom training for easy access year-round | |
| | Paraprofessionals for assistance when students are remoting in | |
| | Time for teacher planning and preparation to address learning gaps | |
| | Mentor/tutoring program | |
| | Smaller classes | |
| | Touchless bathroom equipment | |

| Date | Method | Location or Website connected to www.ccsisd.org through a highlighted link. |
|----------------|--|---|
| May 11, 2021 | Parent Survey | http://www.ccsisd.org/departments/federal_programs/e_s_s_e_r |
| May 2021 | Student Survey | http://www.ccsisd.org/departments/federal_programs/e_s_s_e_r |
| May 21, 2021 | Employee Survey | http://www.ccsisd.org/departments/federal_programs/e_s_s_e_r |
| June 14, 2021 | Community Survey | http://www.ccsisd.org/departments/federal_programs/e_s_s_e_r |
| March 10, 2021 | | |
| March 31, 2021 | | |
| April 14, 2021 | | |
| April 28, 2021 | | |
| May 12, 2021 | | |
| June 2, 2021 | Administrative Input Meetings | Travis Middle School 705 N. Nuaces Street Port Lavaca, TX 77979 |
| May 6, 2021 | Healthcare Partners Meeting | CCISD District Office 525 N. Commerce Port Lavaca, TX 77979 |
| June 3, 2021 | Leadership Team Briefing | HDM Elementary 605 N. Commerce Port Lavaca, TX 77979 |
| May 24, 2021 | DEIAC Meeting with District and Community Representatives | Travis Middle School 705 N. Nuaces Street Port Lavaca, TX 77979 |
| June 14, 2021 | Presentation to the Board of Trustees with an opportunity for community feedback. Publicly posted. | 5:30 PM, CCISD District Office 525 N. Commerce Port Lavaca, TX 77979 |
| July 12, 2021 | Presentation to the Board of Trustees with an opportunity for community feedback. Publicly posted. | 5:30 PM, CCISD District Office 525 N. Commerce Port Lavaca, TX 77979 |
| July 22, 2021 | Public Meeting: Posted in the Port Lavaca Wave and through Social Media. | 12:30 PM & 5:30 PM, CCISD District Office 525 N. Commerce Port Lavaca, TX 77979 |

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 released to deliver research-based instruction, getting more than 1 year of growth in 1 year**
- Rigorous instructional materials designed for middle or high school, and designed to work remotely & on campus**
- More time for the students that need it, including in the summer and with targeted tutoring**

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

Instructions:

- Once you have completed your Current State Assessment (Columns C-I), 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.
- 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 | CURRENT STATE ASSESSMENT Is this present at my school/LEA? | | | Reflection Notes | Current Need | Effort Level | Priority Level | |
|--|--|----|----------|------------------|---|--------------|----------------|--------------|
| | Yes | No | Somewhat | | | | | |
| Implement Key Components of Effective Instruction in Reading Language Arts | Do students have explicit, systematic practice with Foundational Skills? | x | | | Reading Academies, but classroom application will need to be monitored. At middle school, student centered and data-driven instruction is needed. Secondary intervention is a high priority. Aligned content and pedagogical tools are needed to build key foundational skills that can be measured with targeted intervention. At the high school level, scores reveal a need for experiences that advance skills and increase Masters level performance. | High | Low | 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 | | | | |
| 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 | yet hands-on experiences are needed to deepen students' understandings and develop solution strategies. Middle school instruction needs more instructional resources and strategies to ensure mastery. Strategic lesson/unit planning with the end in mind will require teacher training, time and buy-in. AIG scores reveal a systemic approach to content with student mastery evident. Professional development is needed to address increased rigor for Masters level achievement and preparedness for upper level math courses. | 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 | | | | |
| Deliver Interventions and Individualized Supports (e.g., Just-in-Time Interventions, Differentiation, Scaffolding, and Small Group/1:1 Intervention) | Are teachers trained in delivering research-based math instruction? Is that training translating to effective practice? | | | x | Elementary campuses readily measure performance and intervene until mastery. Due to COVID, flexible grouping did not occur. This impacted phonemic awareness, decoding, and fluency at the lower grade levels due to lack of flexible grouping for intervention. Systems and planning times are in place. Middle schools struggle to intervene strategically and fluidly. Elementary has staff scheduled for strategic intervention. Middle school provides time during the day but needs targeted student-specific interventions. Current high school intervention methods are not sufficient for the anticipated learning gaps due to COVID-19, particularly 8th graders moving to 9th grade. | Medium | Medium | Maybe Later |
| | Do we have a plan to collect student-level data on prerequisite skill gaps? | x | | | | | | |
| | Do we have enough time and flexibility in our schedule and staffing model to allow for strategic pre-teaching? | | | x | | | | |
| Add Instructional Support Staff | Do we have instructional materials aligned to prerequisite skill gaps that teachers can use for pre-teaching or interventions? | x | | | Calhoun ISD has a large paraprofessional support staff. Training and time for training is needed. Paraprofessionals must be trained to be intervention support fluidly in the classroom and through intervention pull-outs. | Medium | Low | Maybe Later |
| | Do we have a clear set of research-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 | | | | |
| Ensure that all students have access to high-quality instructional materials | Do we have additional staff who could be reassigned to support student interventions? | | | x | Textbooks are adopted after a teacher committee has reviewed all components. Campuses have quality materials that are utilized during Tier 1 instruction. However, the alignment of these materials and supplemental support structures for struggling groups are not systemic. Test results show learning gaps in our SPD, EL, and at-risk student population, especially at the middle school level. Training, planning and the development of a system for frequent progress monitoring is needed. Teachers also need training on different ways to teach/present concepts, especially when re-teaching is needed to reach all groups successfully. The foundation program is strong for most students. However, support is needed for those who struggle. | High | Low | Top Priority |
| | Have we historically been able to find and hire high-quality paraprofessionals and interventionists? | | | x | | | | |
| | Do we have a system in place for training and coaching instructional support staff? | x | | | | | | |
| Provide Summer Learning Opportunities | Have teachers been trained on how to utilize instructional support staff in their classrooms? | | | x | Textbooks are adopted after a teacher committee has reviewed all components. Campuses have quality materials that are utilized during Tier 1 instruction. However, the alignment of these materials and supplemental support structures for struggling groups are not systemic. Test results show learning gaps in our SPD, EL, and at-risk student population, especially at the middle school level. Training, planning and the development of a system for frequent progress monitoring is needed. Teachers also need training on different ways to teach/present concepts, especially when re-teaching is needed to reach all groups successfully. The foundation program is strong for most students. However, support is needed for those who struggle. | Medium | Medium | Maybe Later |
| | Have we adopted materials across all grade levels and subject areas that are considered high quality by the Texas Education Agency (TEA) Full Coverage of TEKS and LPE and rated 80% or above in the 3 essential rubric domains? | | | x | | | | |
| | Are those materials currently implemented with fidelity? | x | | | | | | |
| Extend Instructional Time | Do we have the physical space, financial resources, and time necessary to provide summer programming? | | | x | Teachers and students are fatigued after a COVID year with many instructional interruptions. Summer programs are in place. Objective student assessments must be executed to determine the individual progress and needs of each student for 2021-2022. | Medium | Medium | Maybe Later |
| | Do we have a clear vision and plan for how summer learning time will increase students' readiness for the school year? | | | x | | | | |
| | Do we have access to the financial resources and physical space necessary to extend instructional time by lengthening the day or year? | | | x | | | | |
| Provide High-Dosage Tutoring | Do we have a clear vision and plan for how summer learning time will increase students' readiness for the school year? | | | x | Having a clear plan, with known objectives, resources and assessments is successful where present. Concrete, agreed upon, and published planning is an area for growth in some areas. COVID prevented flexible grouping as well as attendance rates. Tools used to support targeted instruction are needed. Professional Development must accompany the tools. | High | High | Top Priority |
| | 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 high-quality materials that could be utilized by tutors? | | | x | Recruiting qualified and additional staff is a challenge in rural communities. As a result, paying our current staff for additional hours/ supplemental pay will be a priority to ensure these tasks will be carried out with qualified staff. A volunteer management system may assist with outside partners willing to serve in the schools. | 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 space in our schedule (holiday breaks, intersessions, weekends) to provide additional instruction in a focus content area? | | | x | | | | |
| Engage Families | Do we have highly qualified teachers who could work in this setting and resources to compensate them? | | | x | CCISD has an approved instructional calendar with little room for intersession. However, weekend sessions may be created. Parent surveys indicate little interest for weekend and summer programs. Interest was indicated for targeted school day interventions and tutoring opportunities. After school opportunities are needed. | Medium | Low | Maybe Later |
| | 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 | | | | | | |
| Provide Wraparound Services | 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 | Parents indicated a need for better and consistent communication about their child specifically. Parent surveys indicate that general information is regularly received via school messenger in the language of their choice. Resources and training was provided for parents. Further support with regular check-ins is needed as technology resources become primary platform of instruction. To ensure a safe-return and regular attendance, more parent outreach is needed. | High | High | Top Priority |
| | 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 | | | | |
| Provide Wraparound Services | Do we have a plan in place to measure students' social, emotional, and mental health needs? | x | | | Conversations with health care providers and surveys reveal a need for social, emotional and mental health supports and interventions. Students and staff report anxiety and struggle with the changing educational environment. Learning is hindered by these ongoing issues. Our medical partners discussed a lack of resources regionally due to our rural location. Site-doctors are a high priority. | High | High | Top Priority |
| | 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 | | | | |

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 row. 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 what degree it aligns with LEA priorities.

| High Level Plan (yes/no/blend description) | Estimated Amount (\$) | Who will benefit from these strategies and improvements? (Use the optional Student Data Reflection on Tab 1 to help you determine which campuses, grade levels, and content areas to prioritize) | Are there other funding opportunities available to fund this plan? (Yes/No/Blend) (If you select "blend," please describe the blend.) | 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/possible, 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 wellbeing? | | |
|---|-----------------------|--|---|---|--|---|--|--|--|--|---|--|--|---|
| Strategies for Learning Acceleration (Use Tab 2 Learning Acceleration Readiness Checklist to help you determine which strategies your LEA should consider for SY23-24) | | Campus(es) | Grade Level(s) | Content Area(s) | | | | | | | | | | |
| 1. Build teacher capacity to implement key components of effective instruction and deliver interventions & individualized supports | Yes | \$1,563,687.00 | | MI CORE CLASSES | | | | | | | | | | |
| Personnel (FTE): Class size reductions, targeted interventions, teacher pay for extra duty, update classroom technology, research-based rigorous instruction materials with progress monitoring components, pre and post assessments, identify and support new teachers with mentor assistance, professional development for faculty and staff | \$200,000.00 | LLCOSO campuses, 7 | K-12 | | Yes | Supporting students with intervention and acceleration curriculum and strategies will be supported by all available funds including Title, Local, Grant and ESSER. Training, tools, planning time and teaching time must be addressed and supported. | Yes | All available funding sources including Title, local, and grant funds will be used as directed by student needs. | Students disproportionately impacted by COVID socially, emotionally or economically will be assisted through the intervention supports. | Yes | Staff will receive professional development in many areas to better identify student needs. Additionally, some staff will benefit from differentiation training so that individual needs are met. | Yes | Administrators and teacher leaders will lead and supervise the implementation of new support structures. Additional responsibilities and extended duty will be required. | |
| Instructional Materials: Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions? | \$638,687.00 | | | | | | | | | | | | | |
| Stipends: Are stipends needed to support training, coaching, or additional time for collaboration? | \$700,000.00 | | | | | | | | | | | | | |
| Technology: Will additional technology be needed to implement effective core and supplemental instruction? | \$25,000.00 | | | | | | | | | | | | | |
| Operations: What impact will improvements to core instruction and targeted supports have on operations, e.g. transportation, food, and facilities? | | | | | | | | | | | | | | |
| 2. Add instructional support staff | Yes | \$375,000.00 | | MI CORE CLASSES | | | | | | | | | | |
| Personnel (FTE): Cultivate current paraprofessional support staff for intervention by increasing days from 180 to 187, professional development, Supplemental pay for intervention outside of the school day | \$100,000.00 | All CCOSD campuses, 7 | K-12 | | Yes | development is not possible with the current funds available. ESSER funds will be needed PD to grow and support the current staff. Cultivating our current staff to more successful strategies and attempting to recruit additional staff in a rural area at this time, additional days for paraprofessional training is a temporary cost to build the capacity of current staff to address situations, difficulties. | Maybe | Long term, targeted training may be a need that can be supported through local funds as needed for future issues. | Using current staff to support unique student needs as a result of COVID is a goal. Board goals such as high academic performance will be supported through the additional assistance. | Yes | Paraprofessionals will receive 7 extra days mirroring the professional development of the certified staff. Their contributions will assist students recovering from learning loss. | Yes | Executive staff and campus administrators will build aligned and unique paraprofessional experiences to grow the capacity of the non-certified staff to help with intervention and acceleration efforts. | |
| Stipends: Are stipends needed to support training, coaching, or additional time for collaboration? | \$275,000.00 | | | | | | | | | | | | | |
| Ensure that all students have access to high-quality instructional materials | Yes | \$935,000.00 | | MI CORE CLASSES | | | | | | | | | | |
| Instructional Materials: Instructional supports: Mentorships, etc. Incentive students, middle school interactive notebooks, technology support. | \$285,000.00 | All CCOSD Campuses, 7 | K-12 | | Yes | All possible funding sources will be used to provide teachers and students with high quality instructional materials. Other grant opportunities are being investigated as additional funding sources for materials, professional development, and technology needs. | Yes | A blend of funding sources including local, federal, grant funding will be used to sustain high quality instructional resources that positively impact student learning. | High quality instructional materials will support our goal of high academic performance for all students. Ensuring student access to rigorous instructional resources will assist in closing the learning gaps that have been created by the pandemic. | Yes | Teachers and paraprofessionals will receive training to effectively use any new instructional materials purchased. A focus on understanding and analyzing data reports from student adaptive programs such as Mentoring Minds and ALEX will ensure progress monitoring and appropriate interventions based on identified student needs. | Yes | Administration and teacher leaders will be involved in all trainings to understand and support the implementation of any new resources. | |
| Stipends: Are stipends needed to support training, coaching, or additional time for collaboration? | \$600,000.00 | | | | | | | | | | | | | |
| Technology: Will additional technology be needed to fully utilize new instructional materials? | \$50,000.00 | | | | | | | | | | | | | |
| Provide summer learning opportunities | Yes | \$275,000.00 | | | | | | | | | | | | |
| Personnel (FTE): Will you need to hire any additional staff to support summer programming? | \$275,000.00 | | | | | | | | | | | | | |
| Instructional Materials: Extended school year/summer school (in-person)/supplemental pay and instructional materials. | \$50,000.00 | All Campuses, 7 | K-12 | All CORE CLASSES | No | Current funding cannot support a dramatic increase of summer programming with additional staff and support materials. | Maybe | If needed, state comp ed and Title Funds may be able to sustain a more robust summer instructional program. | Students who need extra support to achieve academically will be supported by extended year opportunities. | NO | The current instructional calendar ends in May and allows for additional days and summer programs to assist students during the summer months. | YES | Additional administration for summer programs and curricular facilitation will be needed. | |
| Stipends: What stipends will be needed for teachers and support staff? | \$200,000.00 | | | | | | | | | | | | | |
| Technology: Is additional technology needed for specific summer programs? | \$25,000.00 | | | | | | | | | | | | | |
| Operations: What transportation, food, and facilities will be needed for summer programs? | | | | | | | | | | | | | | |
| Extend instructional time | Yes | \$600,000.00 | | | | | | | | | | | | |
| Personnel (FTE): Stipends for current and new staff to provide tutoring outside of the school day with targeted instructional materials. | \$50,000.00 | All Campuses, 7 | K-12 | All CORE CLASSES | No | After school tutoring and related costs will be funded by federal, and grant monies. | Maybe | All available funding sources will be utilized to address student needs. | Identified students who need extra support to be academically successful will be supported by after school tutoring. | NO | The current release times at the end of the school day allow for tutoring time once students are released. | Yes | Administrators will coordinate schedules to ensure that they are on campus and available during after school tutoring for both academic and behavior support. | |
| Instructional Materials: What additional materials are needed to effectively utilize extended time? | \$50,000.00 | | | | | | | | | | | | | |
| Stipends: What stipends will be needed for teachers and support staff? | \$600,000.00 | | | | | | | | | | | | | |
| Technology: Will you utilize technology to enhance learning during extended time? | | | | | | | | | | | | | | |
| Operations: What impact will extending instructional time have on operations, e.g. transportation, food, and facilities? | | | | | | | | | | | | | | |
| Provide high-dosage tutoring | Yes | \$425,000.00 | | | | | | | | | | | | |
| Personnel (FTE): Employee extra duty pay, grant funded personnel, instructional materials for program. | \$150,000.00 | All Campuses, 7 | K-12 | All CORE CLASSES | Yes | Other grant opportunities are being investigated as additional funding sources for high dosage tutoring. All possible funding sources will be utilized to provide these tutoring services. | Maybe | All available funding sources will be used to address student needs. | Identified students who need extra support to be academically successful will be supported by high dosage tutoring. | Students disproportionately impacted by COVID socially, emotionally, and economically will be assisted through these tutoring supports. | Yes | Intervention teachers will be hired to be reading and math coaches. These teachers will be assigned to campuses based on students' needs. | Yes | District and campus administrators will collaborate to create an effective tutoring system. The intervention teachers will receive professional development on small group instruction and differentiation to maximize student academic growth. |
| Instructional Materials: Will you need to purchase additional high-quality instructional materials for tutors to use? | \$25,000.00 | | | | | | | | | | | | | |
| Stipends: Are stipends needed to support training, coaching, progress monitoring, etc.? | \$250,000.00 | | | | | | | | | | | | | |
| Technology: Will additional technology be needed to implement the tutoring program? | | | | | | | | | | | | | | |
| Operations: What transportation, food, and facilities will be needed for tutoring programs? | | | | | | | | | | | | | | |
| Create acceleration academies | Yes | \$150,000.00 | | | | | | | | | | | | |
| Personnel (FTE): 9th and 10th grade jump start programs for at risk behind cohort. | \$150,000.00 | Hope High School | 9-12 | All credit bearing classes that support the graduation plan and endorsement. | NO | Yes, the current building, curriculum and staff is present through local and state comp ed funds. Expanding the non-traditional school to accept grades 9 and 10 for acceleration will assist those behind their cohort. | Yes | Local and state comp ed funds will be used if the program is successful. | Ensuring all students receive opportunities to graduate on-time with endorsement will support district goals. | Students behind their cohort are disproportionately economically disadvantaged. | Yes | The current staff will take on two additional grades of students who are behind and in need of acceleration. | Yes | The administrative staff will build new systems and supports for two grade levels- 9th and 10th. Supervising the two grades while developing an effective system to accelerate learning and credit acquisition will be needed. |
| Instructional Materials: Will you need to purchase additional high-quality instructional materials? | | | | | | | | | | | | | | |
| Stipends: Are stipends needed to support training, coaching, progress monitoring, etc.? | | | | | | | | | | | | | | |
| Technology: Will additional technology be needed to implement acceleration academies? | | | | | | | | | | | | | | |
| Operations: What transportation, food, and facilities will be needed for acceleration academies? | | | | | | | | | | | | | | |
| Engage families | YES | \$425,000.00 | | | | | | | | | | | | |
| Personnel (FTE): Volunteer management system, website upgrade, truancy officer with transportation, parent liaison, nurse additional duties and pay. | \$150,000.00 | All Campuses, 7 | PK-12 | All Content Areas | | Federal funding and the ESSER grant will assist with funding this strategy. Parent liaisons, truancy officer, and an educator. User friendly website we assist in reaching out to parents and creating critical links to school and social emotional training. Additional nursing duties will help to maintain safety protocols and procedures, thus maintaining time to face instruction. | Yes | All available funding sources will be used to continue with family engagement strategies. | Family engagement and support will assist our students be academically successful. | Economically disadvantaged families will have access to support services and information to help their students be academically successful. | Yes | Parent liaisons will be available on all campuses in the district to assist administrator and teachers reach out to families. | Yes | District and campus administrators will work with and monitor parent liaisons to determine family and student needs. |
| Stipends: Are stipends needed to support outreach outside of school hours, or for training, coaching, progress monitoring, etc.? | \$225,000.00 | | | | | | | | | | | | | |
| Technology: Will additional technology be needed to support family engagement? | \$50,000.00 | | | | | | | | | | | | | |
| Operations: Will transportation, food, or facilities be needed for family engagement (e.g. for a family center, parent night)? | | | | | | | | | | | | | | |
| Provide wraparound services | YES | \$840,000.00 | | | | | | | | | | | | |
| Personnel (FTE): Address character ed curriculum, online social emotional support, LESP/ social worker PD for staff, time employee stipend, class size reduction teacher, expand offerings for high interests program such as the Naval Cadet Corp to engage at-risk students. | \$365,000.00 | | | | | Local funds will continue to support current programs. The funds will support professional development. ESSER funds will support the program by providing grant funded staff positions that are intended to serve during the COVID recovery period. Character Ed and social emotional training at curriculum will also address the needs of students with social emotional needs. Partners have shared regarding social and emotional health of students. ESSER funds will be used to supplement the foundational curriculum. | Not Sure | If needed, character ed curriculum can be continued through either title or local funds if available. Personnel units will be absorbed through current health of students. If student need is present post COVID recovery. | CCOSD is committed to supporting students both academically and social/emotionally. | Parents in COVID respond to electronic message, web-posting, Facebook notices etc. Surveys indicate that the vast majority feel supported by the school messenger electronic notification system. Improving access to information through technology ensures that all parents are connected to school and receive updated information. | YES | Current staff will receive professional development and new support systems to identify students who are struggling. New staff will have job descriptions that allow for social emotional interventions and support. | YES | Both the special education director and the assistant superintendent for personnel will create job descriptions and monitor the effectiveness of programs and personnel. |
| Instructional Materials: Will you purchase new materials (e.g. social emotional health curriculum) to support students overall well-being? | \$50,000.00 | | | | | | | | | | | | | |
| Stipends: What stipends will be needed to support increased duties for teachers and support staff? | \$400,000.00 | | | | | | | | | | | | | |
| Technology: Will you purchase technology to support students' overall well-being? | \$25,000.00 | | | | | | | | | | | | | |
| Operations: What impact will wraparound services have on food, transportation, and facilities? | | All Campuses, 7 | PK-12 | All Content Areas | | | | | | | | | | |
| Vertical, Horizontal, or Blended Learning and Increased Connectivity | YES | \$185,000.00 | | | | | | | | | | | | |
| Personnel (FTE): Staff training, website upgrades, website duties and maintenance stipends. | \$10,000.00 | | | | | | | | | | | | | |
| Instructional Materials: Will additional high-quality instructional materials be needed to support new instructional models? | \$10,000.00 | All campuses, 7 | Pre-K-12 | ALL | No | Yes. Locally funded staff will work with outside partners and vendors to create a sustainable web system that engages parents. Additionally, federally funded grant will improve functionality when partnered with improved technology supports. | Yes | Local funds will compensate three individuals with job descriptions to sustain the improved website. Current Personnel and equipment will be utilized to support instruction. | Improving technology access in the classroom along with a vehicle for better parent communication is critical for the guest of student achievement. | YES | Three locally funded staff members will receive responsibilities to carry out this work. | Yes | The director of technology will monitor implementation and evaluate the effectiveness of the contract with the vendor and the progress of the current staff. | |
| Stipends: What stipends will be needed to support increased duties for teachers and support staff? | \$150,000.00 | | | | | | | | | | | | | |
| Technology: Will additional technology be needed to ensure instruction is high quality? Will additional technology be necessary to increase connectivity and ensure students can engage with virtual materials at home? | \$25,000.00 | | | | | | | | | | | | | |
| Operations: What impact will virtual/hybrid instruction have on food, transportation, and facilities? | | | | | | | | | | | | | | |
| Facilities & Infrastructure | Yes | \$740,000.00 | | | | | | | | | | | | |
| Facilities: All quality. District wide air quality testing, classroom renovations to expand at risk programs, buses. | \$740,000.00 | All campuses, 7 | Pre-K-12 | All lids. | No | Local funds will continue to support current infrastructure. Air quality testing and assessment of ventilation systems is a new task without current funding. | Yes | Local funds will update current infrastructure to ensure safe work and learning environments. | Safe classrooms are a district priority. | All students in both new and older buildings must have updated air quality testing. This will potentially impact current ventilation systems. | YES | The director of maintenance will coordinate and execute with the current safety and compliance staff. | Yes | The director of maintenance will coordinate air quality program efforts and supervise staff. |

| Strategy | Learn More |
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| 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 |
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| TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It. https://tntp . |
| Allensworth, E. and Schwartz, N. (2020). School Practices to Address Student Learning Loss. EdResearch for Recovery: Brief No. 1. https://annenbergbrown . |
| 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 . |
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| 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/casemorelearningtime.pdf |
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