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Elementary and Secondary School Emergency Relief (ESSER) American Rescue Plan Act (ARP)

Use of Funds Plan

Midlothian ISD is addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that will begin at the start of the school year and the continuation of intensive instruction and support throughout the school year.

Midlothian ISD is creating this plan as a result of multiple factors of data. Our data indicates that our students had significant learning loss beyond the “summer slide.” To account for anticipated learning loss, MISD will hire campus Accelerated Instructional Specialists to assist campuses with maximizing instructional time for teachers, interventionists, and counselors to directly work with students in need.

PRIORITY 1	Academic Supports, Learning Loss, Learning Acceleration, and Recovery by adding additional campus support to coordinate all accelerated instruction at each campus.
PRIORITY 2	Technology for students to aid in substantive educational interaction between students and their classroom instructors.
PRIORITY 3	Upgrade campuses with touchless water bottle filling stations to support the safety of staff and students by reducing the risk of contracting the virus and reducing the spread of the virus.

DATES OF IMPLEMENTATION:	2020-2023 (carryover period through 2024)
SUPERINTENDENT:	Dr. Jo Ann Fey
DATE OF SUBMISSION:	7/19/2021

This segmented Needs Assessment supports a process for Midlothian ISD to determine priorities on which to focus. It is not meant as a comprehensive tool, but rather a tool to use with targeted areas.

Midlothian ISD intends to apply for ESSER III funds (ARP ESSER III) to respond to the pandemic and the impact it has had on our student learning. Midlothian ISD will expend a minimum of 20% of their grant funds on:

1. Evidence based interventions, and
2. Ensure interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on student populations as defined in ESEA Title I, Part A, students experiencing homelessness, and youth in foster care.

Funding expires: September 30, 2024

Public Input: June 10, 2021 Survey
July 12, 2021 Public Meeting

Links

- [Safe Return to In-Person Instructions and Continuity of Services Plan](#)
- [Intent to Apply Public Notice Announcement](#)

Midlothian ISD Board Meeting Dates

Monday, July 12, 2021

DISTRICT NEED 1

Action Area Priority 1: Academic Supports, Learning Loss, Learning Acceleration, and Recovery
by adding additional campus support to coordinate all accelerated instruction at each campus.

Coordination Purposes

1. Coordination of accelerated instruction to maximize time for campus staff to intervene with instruction and students in need
2. Provide information about school district and community resources available to students and their families and assist them to access those resources when needed
3. Plan and coordinate appropriate instructional strategies, activities, materials, and equipment that align with the campus and student data to meet the needs of identified students to accelerate their learning
4. Facilitate tasks for RTI /504/Accelerated Instruction identification and monitoring, including referrals, collection of evidence data, and utilizing and maintaining the data management system to maintain lists of students participating in additional support, their progress, and other needed information
5. Maximize interventionists, counselors, assistant principals, and principals time to focus on instructional needs and leadership

Prioritized Needs:

1. Midlothian ISD focused this program plan based on the needs of the campuses to maximize teachers' and interventionists' time to directly work with students.
2. MISD consulted with staff, students, and community members to determine this was a high need.

Principles of Understanding:

1. Intervention/Accelerated Instruction during intervention and advisory periods is a school-wide and district-wide program.
2. Intervention/Accelerated Instruction is based upon individualized plans for each student in need.
3. Intervention/Accelerated Instruction is part of the regular school day.
4. Intervention/Accelerated Instruction is standards-based, directly aligned with each students' data.

Data:

MISD will administer diagnostic and ongoing benchmark assessments in RLA and Math. Assessments include Amplify mClass, Istation, CLI, NWEA Map Growth, and District-created Assessments.

MISD is committed to following protocols and processes to monitor the effectiveness of the learning loss interventions

1. Analyze baseline, diagnostic, formative and summative assessments administered according to our district assessment calendar.
2. Generate individual and group progress reports based on current assessments.
3. Conduct data meetings to report and discuss student growth. Teachers will analyze student assessment results and student work. Accelerated Instruction Specialists will plan, facilitate and follow up on all meetings regarding intervention/accelerated goals and instruction.
4. Group students according to data in interventions and enrichments during designated times on each campus.
5. Document and monitor time spent by interventionists, teachers, counselors, and other related staff to ensure maximized time for students in need.
6. Document progress of all students in need with Frontline Data Management System for students in RTI and 504. Create and maintain a data management system for students in need of accelerated instruction.

Expenditures: (see Expenditures tab)

1. Salaries and benefits for Accelerated Instruction Specialists
2. Instructional materials for intervention/accelerated instruction

DISTRICT NEED 2

Action Area Priority 2: Technology for students to aid in substantive educational interaction between students and their classroom instructors.

Coordination Purposes

Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts.

Prioritized Needs:

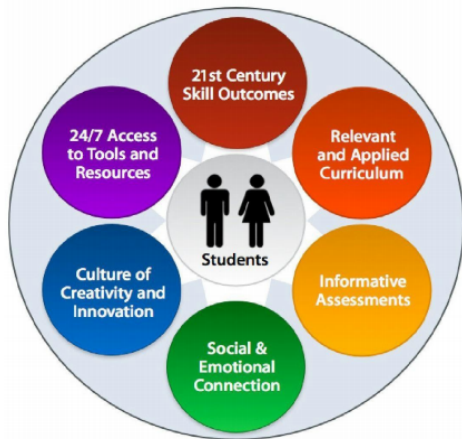
1. MISD consulted with staff, students, and community members to determine this was a high need.
2. MISD Technology Advisory Committee determined device selection around program needs and measurable instructional goals.

Principles of Understanding:

1. Benefits of technology in education, including increased collaboration and communication, improved quality of education, and engaging lessons that help spark imagination and a search for knowledge in students.
2. Technology allows 24/7 with remote access access to educational resources to aid in support of accelerated instructional goals.
3. The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills.

Data:

Online practice tests and exercises can be used to show student progress in areas of learning loss



Expenditures: (see Expenditures tab)

1. M*Powered 1:1 Devices (Apple iPad - PK- 3rd grade, Chromebooks - 4th grade through 12th grade)

DISTRICT NEED 3

Action Area Priority 3: Upgrade campuses with touchless water bottle filling stations to support the safety of staff and student by reducing the risk of contracting the virus and reducing the spread of the virus.

Coordination Purposes

The key benefit of touchless water bottle filling stations is their ability to provide safe filtered drinking water for staff and students. The touchless system is more sanitary than a regular water fountain and will help reduce the spread of viruses and other bacteria. The stations use high-performance filters that also remove common contaminants such as chlorine and lead.

Prioritized Needs:

1. MISD consulted with staff, students, and community members to determine this was a high need

Principles of Understanding:

1. Safe, clean, and accessible water gives students greater incentive to hydrate more often, contributing to greater energy and productivity
2. Filtered water bottle filling stations serve as an alternative to plastic water bottles through encouraging the use of tap water and making safe, healthy water free and accessible.
3. Alternative to sugary drinks

Data:

CDC recommends closing water stations and water fountains if students have alternative water access and encourage staff and students to bring their own water bottles to minimize use and touching of water fountains or consider installing no-touch activation methods for water fountains.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html#strategies-controlling-exposures>

Expenditures: (see Expenditures tab)

ESSER III Meaningful Consultation with Stakeholders

Stakeholder Group	Engagement	Date	Comments
Student	Survey	6/10/2021	
	Public Comment	7/12/2021	
Families/Parents	Survey	6/10/2021	
	Public Comment	7/12/2021	
School/District Administrators	District Meeting	4/29/2021	Grant Review
	District Meeting	5/12/2021	Dept of Learning Overview, FAQ document
	District Meeting	6/1/2021	Planning Meeting
	District Meeting	6/3/2021	Staffing Option
	District Meeting	6/9/2021	Stakeholder Survey Meeting
	DLT Meeting	6/9/2021	Update on Timeline, Public Meeting and other requirements
	Survey	6/10/2021	
	Cabinet Meeting	6/21/2021	Desired Uses
	District Meeting	6/22/2021	Planning Meeting
	District Meeting	7/6/2021	Next Steps Meeting
	Public Comment	7/12/2021	
	Other Educators	District Meeting	4/29/2021
District Meeting		5/3/2021	Review FAQ and needs related to learning loss
Survey		6/10/2021	
Public Comment		7/12/2021	
Teachers	Survey	6/10/2021	
	Public Comment	7/12/2021	
Principals	Principal Meeting	4/29/2021	Overview & Explanation of Potential Uses
	Principal Meeting	6/3/2021	Principal feedback and campus needs
	Survey	6/10/2021	
	Public Comment	7/12/2021	
School Board	Survey	6/10/2021	
	Board Meeting	7/12/2021	
	Board Meeting	7/19/2021	
Stakeholders representing Children with Disabilities	Survey	6/10/2021	
	Public Comment	7/12/2021	
Stakeholders representing English Language Learners	Survey	6/10/2021	
	Public Comment	7/12/2021	
Stakeholders representing Children representing Homelessness	Survey	6/10/2021	
	Public Comment	7/12/2021	

ESSER III Meaningful Consultation with Stakeholders

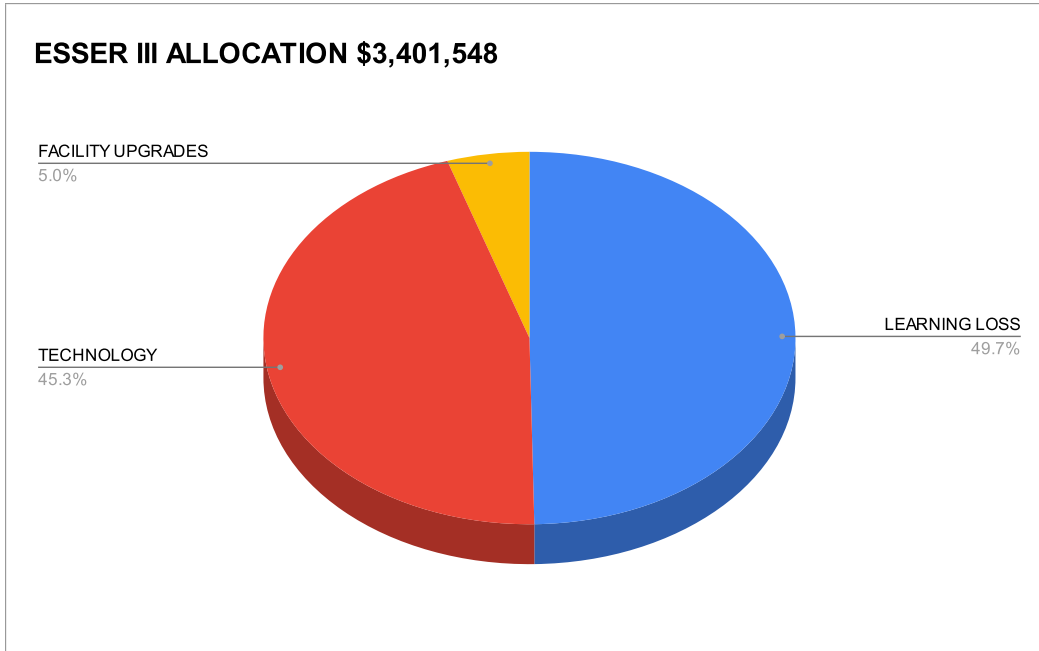
Stakeholder Group	Engagement	Date	Comments
Stakeholders representing Children in Foster Care	Survey	6/10/2021	
	Public Comment	7/12/2021	
Stakeholders representing Migratory Students	Survey	6/10/2021	
	Public Comment	7/12/2021	
Stakeholders representing Children who are Incarcerated	Survey	6/10/2021	
	Public Comment	7/12/2021	
Stakeholders representing Other underserved students:	Survey	6/10/2021	
	Public Comment	7/12/2021	

MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT

ESSER USE OF FUNDS PLAN

	Estimated Amount \$ Per Year			Program Description (A1-A17, or B1- B11)
	2021-2022	2022-2023	2023-2024	
Accelerated Instruction Specialists to maximize time for to focus on improving instruction to address learning loss and to intervene with students				A6, B2
Personnel (FTE): 8 Accelerated Instruction Specialists	\$600,000.00	\$600,000.00	\$471,360.00	
Instructional Materials: Ensure that all students have access to high-quality instructional materials at secondary level	\$6,500.00	\$6,500.00	\$6,500.00	
Technology for students to aid in substantive educational interaction between students and their classroom instructors.				A14
Technology: M*Powered Devices and Support Technology	\$1,540,688.00			
Upgrade campuses with touchless water bottle filling stations to support the safety of staff and students by reducing the risk of contracting the virus and reducing the spread of the virus.				A5, B5
Facilities:	\$170,000.00			

TOTAL PER YEAR \$2,317,188.00 \$606,500.00 \$477,860.00



TOTAL ESSER III 2/3 ALLOCATION \$2,267,699		
LEARNING LOSS	\$557,011.00	24.56%
TECHNOLOGY	\$1,540,688.00	67.94%
FACILITY UPGRADES	\$170,000.00	7.50%

TOTAL ESSER III FINAL 1/3 ALLOCATION \$1,133,849		
LEARNING LOSS	\$1,133,849.00	100.00%
TECHNOLOGY	\$0.00	0.00%
FACILITY UPGRADES	\$0.00	0.00%

TOTAL ESSER III TOTAL ALLOCATION \$3,401,548		
LEARNING LOSS	\$1,690,860.00	49.71%
TECHNOLOGY	\$1,540,688.00	45.29%
FACILITY UPGRADES	\$170,000.00	5.00%

Allowable Activities

Activity	Description
A1	Any activity authorized under Elementary and Secondary Education Act (ESEA)
A2	Any activity authorized under Individuals with Disabilities Education Act (IDEA)
A3	Any activity authorized under the Adult Education and Family Literacy Act
A4	Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006
A5	Coordination of preparedness and response efforts of LEA with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus
A6	Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population
A7	Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA
A8	Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases
A9	Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA
A10	Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students
A11	Planning for, coordinating, and implementing activities during long-term closures, ... including providing technology for online learning to all students
A12	Planning for, coordinating, and implementing activities during long-term closures, ... how to provide guidance for carrying out requirements under IDEA
A13	Planning for, coordinating, and implementing activities during long-term closures, ... how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements
A14	Purchasing educational technology (hardware, software, and connectivity) for students ... that aids in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment
A15	Providing mental health services and supports, including through implementation of evidence based full-service community schools
A16	Planning and implementing activities related to summer learning -- providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care
A17	Planning and implementing activities related to ... supplemental afterschool programs -- providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care
B1	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments
B2	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students
B3	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students
B4	Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Tracking student attendance and improving student engagement in distance education
B5	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
B6	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... mechanical and non-mechanical heating, ventilation, and air conditioning systems
B7	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... filtering, purification and other air cleaning, fans, control systems
B8	Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... window and door repair and replacement
B9	Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities
B10	Other activities that are necessary to maintain the operation of and continuity of services in the LEA
B11	Other activities that are necessary to ... continuing to employ existing staff of the LEA
Description required for Minimum Required Set-Aside	
Description required for Prevention and Mitigation Strategies Consistent with CDC and Prevention	