

Overview

Supported Teachers	
Build Teacher Capacity	\$2,460,000.00
Add Instructional Support Staff	\$792,000.00
Rigorous Instructional Materials	
Adopt High-Quality Instructional Materials	\$0.00
Create More Time for Learning	
Summer Learning	\$0.00
Extend Instructional Time	\$0.00
High-Dosage Tutoring	\$0.00
Acceleration Academies	\$0.00
Empower Parents	
Family Engagement	\$40,000.00
Provide Wraparound Services	\$1,575,000.00
Other SY21-22 Priorities	
Virtual/Hybrid/Blended Instruction & Connectivity	\$380,000.00
Facilities & Infrastructure	\$0.00

Expected Federal Funds (\$)	\$7,662,660.00
(See TEA Reference list)	
Total Spending Planned in this Document:	\$5,247,000.00
% set aside to address the impact of lost instructional time	92.76%

CURRENT STATE ASSESSMENT

Is this present at my school/LEA?

Learning Acceleration Strategy		System Readiness Reflection	Yes	No	Somewhat	Current Need	Effort Level	Priority Level
Supported Teachers	Implement Key Components of Effective Instruction in Reading Language Arts	Do students have explicit, systematic practice with Foundational Skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low	In Place	In Place
		Does our current approach to literacy include opportunities for students to read, write, and speak about both literary and informational grade-level texts?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		Do we have embedded literacy assessments that drive instruction?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		Are teachers trained in delivering research-based literacy instruction? Is that training translating to effective practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Implement Key Components of Effective Instruction in Math	Does our current approach to math include a strategic progression of concepts, not just isolated skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low	In Place	In Place
		Does our approach emphasize mastery of conceptual understanding prior to moving to procedural fluency and applications?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
		Do we have embedded math assessments that drive instruction?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		Are teachers trained in delivering research-based math instruction? Is that training translating to effective practice?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
	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?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High	High	Top Priority
		Do we have enough time and flexibility in our schedule and staffing model to allow for strategic pre-teaching?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
		Do we have instructional materials aligned to prerequisite skill gaps that teachers can use for pre-teaching or interventions?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
		Do we have a clear set of researched-based differentiation/scaffolding strategies (e.g., leveled texts and questioning) that teachers know how to implement?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
		Do we have a plan in place to monitor student progress and the effectiveness of intervention programs?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
	Add Instructional Support Staff	Do we have additional staff who could be reassigned to support student interventions?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	High	High	Top Priority
		Have we historically been able to find and hire high-quality paraeducators and interventionists?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
		Do we have a system in place for training and coaching instructional support staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Have teachers been trained on how to utilize instructional support staff in their classrooms?		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
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)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Medium	Medium	Top Priority
		If our instructional materials have not been externally rated, do TRR Rubrics indicate that they are high quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
		Do our instructional materials support all learners, including students with disabilities, English Learners, and students identified as gifted and talented?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
		Are teachers adequately trained on those materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
		Are those materials currently implemented with fidelity?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
		Do we have formative and summative assessments in place aligned to these materials that enable frequent progress monitoring toward grade-level mastery?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

CURRENT STATE ASSESSMENT

Is this present at my school/LEA?

Learning Acceleration Strategy	System Readiness Reflection	Is this present at my school/LEA?			Current Need	Effort Level	Priority Level
		Yes	No	Somewhat			
Provide Summer Learning Opportunities	Do we have the physical space, financial resources, and time necessary to provide summer programming?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low	Low	Maybe Later
	Do we have qualified staff who are able and willing to support learning during the summer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Do we have a clear vision and plan for how summer learning time will increase students' readiness for the school year?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Is there demand from families for summer programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low	Low	Maybe Later
	Do we have access to qualified staff who could support learning during that extended time?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Do we have the leadership capacity to develop a clear vision and plan for a high impact use of that time?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Do we have buy in from the family and community on the option of extended instructional time?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Provide High-Dosage Tutoring	Do we have high-quality materials that could be utilized by tutors?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In Place	In Place	In Place
	Do we have adequate time in the schedule (or outside of school hours) to ensure students engage in at least 3 sessions per week?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Do we have access to sufficient numbers of staff or volunteers to provide consistent supports and resources to compensate them (if necessary)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Do we have the capacity to adequately train and monitor our tutoring corps?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Create Acceleration Academies	Do we have space in our schedule (holiday breaks, intersessions, weekends) to provide additional instruction in a focus content area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low	Low	Maybe Later
	Do we have highly qualified teachers who could work in this setting and resources to compensate them?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Do we have high quality instructional materials to use in the academies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
	Do we have a sufficient need and interest from families for such a model?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
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)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Medium	Medium	Top Priority
	Is there demand from families and the community for more contact and resources to support learning at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Have we ever provided training for parents to support their students at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Do we have translation resources and other supports to ensure that we can reach all families?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Provide Wraparound Services	Do we have a plan in place to measure students' social, emotional, and mental health needs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High	High	Top Priority
	Do we have sufficient staff to meet students' needs, such as counselors, social workers, and school psychologists?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Do we have access to resources (e.g. curriculum, technology) to support students' social and emotional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	Is there time built into the school day for students to receive individualized wraparound supports?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

Create More Time for Learning

Empower Parents

		High Level Plan (yes/no/brief 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		
				Campus(es)	Grade Level(s)	Content Area(s)
Strategies for Learning Acceleration						
Build teacher capacity to implement key components of effective instruction and deliver interventions &				\$2,460,000.00		
Personnel (FTE):	Will additional teachers or staff be needed to reduce class sizes, implement interventions, or provide training?	Yes	\$2,460,000.00	Districtwide	All Grade Levels	*Reading and Math Intervention * Early Education *Gifted and Talented *Elementary and Secondary ESL *Bilingual
Instructional Materials:	Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions?	No				
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?	No				
Technology:	Will additional technology be needed to implement effective core and supplemental instruction?	No				
Operations:	What impact will improvements to core instruction and targeted supports have on operations, e.g. transportation, food, and facilities?	No				
Add instructional support staff				\$792,000.00		
Personnel (FTE):	What additional staff will you hire to provide interventions or support differentiation and scaffolding in core courses?	Yes	\$792,000.00	All 5 Elementary Campuses	Kindergarten	All core areas
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?					
Engage families				\$40,000.00		
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)?	Yes	\$40,000.00	Districtwide	All Grade Levels	Special Education
Stipends:	Are stipends needed to support outreach outside of school hours, or for training, coaching, progress monitoring, etc.?					
Technology:	Will additional technology be needed to support family engagement?					
Operations:	Will transportation, food, or facilities be needed for family engagement (e.g. for a family center, parent nights)?					
Provide wraparound services				\$1,575,000.00		
Personnel (FTE):	Do you plan to hire additional counselors, mental health professionals, or other student support personnel?	Yes	\$1,575,000.00	Districtwide	All Grade Levels	
Instructional Materials:	Will you purchase new materials (e.g. social-emotional health curricula) to support students' overall well-being?	Yes, Leader in Me				
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?					
Technology:	Will you purchase technology to support students' overall well-being?					
Operations:	What impact will wraparound services have on food, transportation, and facilities?	No				
Virtual, hybrid, or blended instruction and increased connectivity				\$380,000.00		
Personnel (FTE):	What additional teachers, administrators, and support staff will be needed to implement virtual, hybrid, or blended learning?			Districtwide	K-12	Reading and Math
Instructional Materials:	Will additional high-quality instructional materials be needed to support new instructional models?		\$380,000.00			
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?					
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?					
Operations:	What impact will virtual/hybrid instruction have on food, transportation, and facilities?					
Facilities & Infrastructure				\$0.00		
Facilities:	What facilities improvements do you plan to make next year? E.g. Building renovations, ventilation system upgrades, etc.	No	\$0.00			

		High Level Plan (yes/no/brief description)	Estimated Amount (\$)	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.
Strategies for Learning Acceleration					
Build teacher capacity to implement key components of effective instruction and deliver interventions &			\$2,460,000.00	Maybe	With districtwide growth we would like to sustain this work through the general fund, if possible
Personnel (FTE):	Will additional teachers or staff be needed to reduce class sizes, implement interventions, or provide training?	Yes	\$2,460,000.00		
Instructional Materials:	Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions?	No			
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?	No			
Technology:	Will additional technology be needed to implement effective core and supplemental instruction?	No			
Operations:	What impact will improvements to core instruction and targeted supports have on operations, e.g. transportation, food, and facilities?	No			
Add instructional support staff			\$792,000.00	Maybe	With districtwide growth we would like to sustain this work through the general fund, if possible
Personnel (FTE):	What additional staff will you hire to provide interventions or support differentiation and scaffolding in core courses?	Yes	\$792,000.00		
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?				
Engage families			\$40,000.00	Maybe	With districtwide growth we would like to sustain this work through the general fund, if possible
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)?	Yes	\$40,000.00		
Stipends:	Are stipends needed to support outreach outside of school hours, or for training, coaching, progress monitoring, etc.?				
Technology:	Will additional technology be needed to support family engagement?				
Operations:	Will transportation, food, or facilities be needed for family engagement (e.g. for a family center, parent nights)?				
Provide wraparound services			\$1,575,000.00	Maybe	With districtwide growth we would like to sustain this work through the general fund, if possible
Personnel (FTE):	Do you plan to hire additional counselors, mental health professionals, or other student support personnel?	Yes	\$1,575,000.00		
Instructional Materials:	Will you purchase new materials (e.g. social-emotional health curricula) to support students' overall well-being?	Yes, Leader in Me			
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?				
Technology:	Will you purchase technology to support students' overall well-being?				
Operations:	What impact will wraparound services have on food, transportation, and facilities?	No			
Virtual, hybrid, or blended instruction and increased connectivity			\$380,000.00	No	
Personnel (FTE):	What additional teachers, administrators, and support staff will be needed to implement virtual, hybrid, or blended learning?				
Instructional Materials:	Will additional high-quality instructional materials be needed to support new instructional models?		\$380,000.00		
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?				
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?				
Operations:	What impact will virtual/hybrid instruction have on food, transportation, and facilities?				
Facilities & Infrastructure			\$0.00		
Facilities:	What facilities improvements do you plan to make next year? E.g. Building renovations, ventilation system upgrades, etc.	No	\$0.00		

		High Level Plan (yes/no/brief description)	Estimated Amount (\$)	How does this work align to your LEA's mission and vision?	How will this work promote equity?
Strategies for Learning Acceleration					
Build teacher capacity to implement key components of effective instruction and deliver interventions &			\$2,460,000.00		
Personnel (FTE):	Will additional teachers or staff be needed to reduce class sizes, implement interventions, or provide training?	Yes	\$2,460,000.00	In Lockhart ISD, we are focused on "Building a Legacy of Excellence." Even as our school district faces challenges due to the pandemic, our commitment to holding high expectations for our students remains. This is increasingly important during a time in which we see so much learning loss, emotional distress, anxiety, health challenges, strain on resources, and increasing difficulty accessing services in the community. The impact of the use of these ESSER funds will enable the district to enhance our supports and services to students in a way that supports the whole child. Through this, we know they will be better equipped to learn, grow, and achieve excellence.	The pandemic uncovered many inequities in access to education in Texas and across the country. In Lockhart ISD, 75 percent of our students are considered economically disadvantaged. Also, within the district's 300 square miles, a total of 60 percent of our students live in rural areas. So much of Caldwell County lacked any towers or internet service, so many of our students did not have the ability to access distance learning. We were proud that our Board approved funding for the district to build towers in those internet dead zones and provide free internet to students in need so they could have equitable access to learning. LISD has taken action to address other barriers to educational access by providing free meals at curbside operations and bus delivery in rural areas; moving to a 1:1 district two years ahead of schedule to ensure access to technology; and providing free school supplies to all students PreK - 12 during times when many families are struggling. The ESSER funds will enable us to bolster our ability to address barriers such as learning loss, engaging and empowering families of students with special needs, providing social and emotional support to ensure students with challenges can access the support they need at school in order to thrive that may not be available in our communities, and offer online learning to those unable to access it in person due to COVID-19. The ESSER funds address the gaps that are very real for so many of our students to ensure that every learner has what he or she needs to thrive.
Instructional Materials:	Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions?	No			
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?	No			
Technology:	Will additional technology be needed to implement effective core and supplemental instruction?	No			
Operations:	What impact will improvements to core instruction and targeted supports have on operations, e.g. transportation, food, and facilities?	No			
Add instructional support staff			\$792,000.00		
Personnel (FTE):	What additional staff will you hire to provide interventions or support differentiation and scaffolding in core courses?	Yes	\$792,000.00		
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?				
Engage families			\$40,000.00		
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)	Yes	\$40,000.00		
Stipends:	Are stipends needed to support outreach outside of school hours, or for training, coaching, progress monitoring, etc.?				
Technology:	Will additional technology be needed to support family engagement?				
Operations:	Will transportation, food, or facilities be needed for family engagement (e.g. for a family center, parent nights)?				
Provide wraparound services			\$1,575,000.00		
Personnel (FTE):	Do you plan to hire additional counselors, mental health professionals, or other student support personnel?	Yes	\$1,575,000.00		
Instructional Materials:	Will you purchase new materials (e.g. social-emotional health curricula) to support students' overall well-being?	Yes, Leader in Me			
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?				
Technology:	Will you purchase technology to support students' overall well-being?				
Operations:	What impact will wraparound services have on food, transportation, and facilities?	No			
Virtual, hybrid, or blended instruction and increased connectivity			\$380,000.00		
Personnel (FTE):	What additional teachers, administrators, and support staff will be needed to implement virtual, hybrid, or blended learning?				
Instructional Materials:	Will additional high-quality instructional materials be needed to support new instructional models?		\$380,000.00		
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?				
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?				
Operations:	What impact will virtual/hybrid instruction have on food, transportation, and facilities?				
Facilities & Infrastructure			\$0.00		
Facilities:	What facilities improvements do you plan to make next year? E.g. Building renovations, ventilation system upgrades, etc.	No	\$0.00		

		High Level Plan (yes/no/brief description)	Estimated Amount (\$)	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?
Strategies for Learning Acceleration					
Build teacher capacity to implement key components of effective instruction and deliver interventions &			\$2,460,000.00	Yes	Additional staffing allows for smaller group and targeted intervention for our students
Personnel (FTE):	Will additional teachers or staff be needed to reduce class sizes, implement interventions, or provide training?	Yes	\$2,460,000.00		
Instructional Materials:	Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions?	No			
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?	No			
Technology:	Will additional technology be needed to implement effective core and supplemental instruction?	No			
Operations:	What impact will improvements to core instruction and targeted supports have on operations, e.g. transportation, food, and facilities?	No			
Add instructional support staff			\$792,000.00	Yes	Additional staffing allows for support in the classroom for smaller teacher to student ratio interventions
Personnel (FTE):	What additional staff will you hire to provide interventions or support differentiation and scaffolding in core courses?	Yes	\$792,000.00		
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?				
Engage families			\$40,000.00	Yes	This new position will allow support of parent involvement to help with the support for student learning starting at home
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)	Yes	\$40,000.00		
Stipends:	Are stipends needed to support outreach outside of school hours, or for training, coaching, progress monitoring, etc.?				
Technology:	Will additional technology be needed to support family engagement?				
Operations:	Will transportation, food, or facilities be needed for family engagement (e.g. for a family center, parent nights)?				
Provide wraparound services			\$1,575,000.00		
Personnel (FTE):	Do you plan to hire additional counselors, mental health professionals, or other student support personnel?	Yes	\$1,575,000.00		
Instructional Materials:	Will you purchase new materials (e.g. social-emotional health curricula) to support students' overall well-being?	Yes, Leader in Me			
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?				
Technology:	Will you purchase technology to support students' overall well-being?				
Operations:	What impact will wraparound services have on food, transportation, and facilities?	No			
Virtual, hybrid, or blended instruction and increased connectivity			\$380,000.00	No	Teachers were hired from external vendor to provide the virtual learning for students affected by COVID
Personnel (FTE):	What additional teachers, administrators, and support staff will be needed to implement virtual, hybrid, or blended learning?				
Instructional Materials:	Will additional high-quality instructional materials be needed to support new instructional models?		\$380,000.00		
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?				
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?				
Operations:	What impact will virtual/hybrid instruction have on food, transportation, and facilities?				
Facilities & Infrastructure			\$0.00		
Facilities:	What facilities improvements do you plan to make next year? E.g. Building renovations, ventilation system upgrades, etc.	No	\$0.00		

		High Level Plan (yes/no/brief description)	Estimated Amount (\$)	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					
Build teacher capacity to implement key components of effective instruction and deliver interventions &			\$2,460,000.00		
Personnel (FTE):	Will additional teachers or staff be needed to reduce class sizes, implement interventions, or provide training?	Yes	\$2,460,000.00	No	Current structures allow for continued oversight and accountability of the work
Instructional Materials:	Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions?	No			
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?	No			
Technology:	Will additional technology be needed to implement effective core and supplemental instruction?	No			
Operations:	What impact will improvements to core instruction and targeted supports have on operations, e.g. transportation, food, and facilities?	No			
Add instructional support staff			\$792,000.00		
Personnel (FTE):	What additional staff will you hire to provide interventions or support differentiation and scaffolding in core courses?	Yes	\$792,000.00	No	Instructional Aides will be under the oversight of the teachers therefore no required changes to oversight and responsibilities
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?				
Engage families			\$40,000.00		
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)	Yes	\$40,000.00	No	Parent Liason will be under the oversight of the Special Education department therefore no required changes to oversight and responsibilities
Stipends:	Are stipends needed to support outreach outside of school hours, or for training, coaching, progress monitoring, etc.?				
Technology:	Will additional technology be needed to support family engagement?				
Operations:	Will transportation, food, or facilities be needed for family engagement (e.g. for a family center, parent nights)?				
Provide wraparound services			\$1,575,000.00		
Personnel (FTE):	Do you plan to hire additional counselors, mental health professionals, or other student support personnel?	Yes	\$1,575,000.00		
Instructional Materials:	Will you purchase new materials (e.g. social-emotional health curricula) to support students' overall well-being?	Yes, Leader in Me			
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?				
Technology:	Will you purchase technology to support students' overall well-being?				
Operations:	What impact will wraparound services have on food, transportation, and facilities?	No			
Virtual, hybrid, or blended instruction and increased connectivity			\$380,000.00		
Personnel (FTE):	What additional teachers, administrators, and support staff will be needed to implement virtual, hybrid, or blended learning?			No	Changes to oversight roles and responsibilities were not required due to structures that were created for the oversight of this support system.
Instructional Materials:	Will additional high-quality instructional materials be needed to support new instructional models?		\$380,000.00		
Stipends:	What stipends will be needed to support increased duties for teachers and support staff?				
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?				
Operations:	What impact will virtual/hybrid instruction have on food, transportation, and facilities?				
Facilities & Infrastructure			\$0.00		
Facilities:	What facilities improvements do you plan to make next year? E.g. Building renovations, ventilation system upgrades, etc.	No	\$0.00		