

SPRING BRANCH INDEPENDENT  
SCHOOL DISTRICT



Elementary and Secondary  
School Emergency Relief (ESSER III)

# Use of Funds Plan



# Elementary and Secondary School Emergency Relief (ESSER III)

## Use of Funds Plan

**The intent and purpose of ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the Coronavirus pandemic on students.**

School districts are required to describe how funds will address the academic impact of lost instructional time and how the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students.

The use of funds are expected to focus particularly on those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

### **FEEDBACK**

Spring Branch ISD (SBISD) conducted a district wide online survey to gather feedback from stakeholders. A review of survey feedback indicated that 1,866 stakeholders including parents, community members, teachers, administrators, civil rights organizations, and students provided input on the best use of funds.

Principals from all levels and directors from all departments also provided feedback. The District Improvement Team reviewed funding guidelines, program intent, and provided feedback.

District-level staff conducted needs assessments and data reviews. Frequent updates were provided to the Board of Trustees throughout the spring budgeting process.

### **PLAN UPDATES AND REVIEW**

#### **Board of Trustees Presentation**

August 23, 2021  
January 24, 2022  
August 8, 2022

#### **District Improvement Team Review**

September 2, 2021  
March 3, 2022

## PROGRAM PLAN

Based on multiple layers of input, SBISD selected the following allowable activities in which to expend ESSER funds.

1. LEA discretion of any activity authorized under:
  - a. Elementary and Secondary Education Act (ESEA).
  - b. Individuals with Disabilities Act (IDEA).
  - c. Carl D. Perkins Career and Technical Education Act of 2006.
2. Activities to address the unique needs of low-income children or students, children with disabilities, 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;
3. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA;
4. 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 students with disabilities, which may include assistive technology or adaptive equipment.
5. Providing mental health services and supports, including through implementation of evidence based on full-service community schools;
6. Planning and implementing activities related to:
  - a. Summer learning - providing classroom instruction or online learning during summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care;
  - b. afterschool programs - providing classroom instruction or online learning addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care
7. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care:
  - a. Administering and using high-quality assessments
  - b. Implementing evidence-based activities to meet the comprehensive needs of students

- c. Providing information and assistance to parents and families on effectively supporting students;
- 8. 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;
- 9. Other activities that are necessary to:
  - a. Maintain the operation of and continuity of services in the LEA
  - b. Continuing to employ existing staff of the LEA

## ACTIVITIES TO ADDRESS LEARNING LOSS

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### Planning and implementing activities related to summer learning



SBISD will continue to offer summer programs for pre-kindergarten, elementary, middle, and high school students. The PK program will focus on emergent bilingual students through Special Language Summer School. **CONTINUE**

Elementary and Middle school programs will focus on remediation, extension, and acceleration. The high school program will provide for both original credit and credit recovery. The high school program will also allow for online course completion. All other summer learning will take place in person at designated sites. **CONTINUE**

Newcomer Language Institute will provide emergent bilingual students in grades 4-8, who are in their first year of school in the United States, to support English language development. The Extended School Year program will continue to support students with learning disabilities who have demonstrated regression. **CONTINUE**

Additionally, campus-based programs and specialized district programs, such as summer reading and writing, fine arts, career exploration, STEM, and coding, will be offered. **CONTINUE and consider other funding sources**

### **Planning and implementing activities related to afterschool programs**

Schools will continue to provide a variety of afterschool programs based on the needs of their campus. Programs may be held before school, after school, and on the weekends. **Examples include:** extended day, extended week, credit recovery, clubs and activities, family academic nights, Parent U events, and more. **CONTINUE**

### **Administering and using high-quality assessments**

SBISD will continue to implement current high quality assessment systems, such as Measures of Academic Progress (MAP), College Board assessments, formative assessments, and more. To support the multi-year transition to full online state testing, SBISD will provide online district common assessments to ensure students have multiple opportunities to navigate technology-enhanced items. **CONTINUE**

### **Implementing evidence-based activities to meet the comprehensive needs of students**

Instructional materials, technology, and supplies will be provided to address learning needs across all grade levels, content areas, and student groups. **CONTINUE**

Current practices of job-embedded professional development cycles will assist schools with the implementation of district instructional priorities and best practices of Professional Learning Communities focused on student learning, collaboration, and student results. **CONTINUE**

Specific instructional coaching and support will focus on students who have demonstrated skill gaps as well as supporting and coaching teachers on how to best meet the needs of English learners. Specialized training for teachers and leaders will be focusing on the district priorities. Training will be specific to the needs at each grade span. **CONTINUE**

Literacy, math, and science instructional specialists will be deployed across campuses to provide teacher coaching and support, model lessons, and work with students in a variety of settings. **CONTINUE**

Each elementary school will be provided with full-time kindergarten aides who will support the academic and social/emotional needs of incoming kindergarten students. Each school will maintain full time, dedicated substitute positions to support daily campus needs and provide levels of instructional continuity. **CONTINUE**

Middle School Instructional Facilitators will be provided to select middle schools to ensure students have rigorous learning experiences and to support teachers with objective-driven daily lessons, classroom routines, and formative assessment that yield the data necessary for teacher teams to reflect, adjust, and deliver instruction that meets the needs of each student. **CONTINUE**

Additional Career and Technology teachers, Special Education teachers, and Dyslexia intervention specialists will be provided for campuses and programs with demonstrated needs. **CONTINUE**

### **Providing information and assistance to parents and families on effectively supporting students**

SBISD will host a variety of Parent U sessions designed to assist parents in effectively supporting their children. Campuses will continue to provide unique programming and family events aligned to support home-school connections. SBISD Welcome Center and System of Care will continue to support families and teachers in meeting the needs of emergent bilingual students and students who need further pro-social supports. **CONTINUE**

## **INTERVENTIONS TO ADDRESS ACADEMIC, SOCIAL AND EMOTIONAL NEEDS**

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### **Activities to address the unique needs of students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, emergent bilingual students, children with disabilities, students experiencing homelessness, children in foster care, and migratory students**

During school year 2020-21, parents selected their child’s learning model by nine weeks. Based on the number of middle school and high school students who remained “distance learners” all year, specific attention will be given to students who did not meet end of year targets. Additionally, school teams will deploy outreach efforts to students who do not enroll in the first few weeks of school. A dropout recovery facilitator and homeless liaison will coordinate efforts with Director of

Secondary Programming and individual campus principals to ensure every effort is made to locate students quickly and enroll them in school. **CONTINUE**

Instructional materials and software will be provided to address specific learning needs by student group. Principals and directors monitor student performance on campus and district assessments and will employ appropriate layers of intervention for individual students. Campus and district staff will provide on-site instructional coaching to develop teacher capacity and provide professional development specific to the needs of grade levels, schools, or content areas. **CONTINUE**

SBISD will implement Core Characteristics of a T-2-4 Ready Graduate to enhance focus on and development of key attributes and traits. **NEW**

### **Providing mental health services and supports, including through implementation of evidence based on full-service community schools**

SBISD will partner with Community in School, Community Youth Services, and additional contracted service providers to assist campuses in meeting the needs of students who are experiencing trauma or crisis. **CONTINUE**

Mental health supports, and positive behavior intervention supports will continue to be deployed through the Mental Health Facilitator, System of Care and campus guidance counselors. Behavior interventionists and Care Coaches will be deployed to serve students who are experiencing varied degrees of need as well as coach and support classroom teachers to better support students in need. **CONTINUE**

## **REMAINING FUNDS**

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### **Educational Technology**

Maintaining the district learning management system is essential to ensuring long-term instructional continuity. In June 2021, SBISD was informed that the current LMS provider is exiting the US market and will not renew current contracts. Given this unexpected shift, cross-functional teams will be engaged in a review and selection process to determine the most appropriate system.

Full-scale course migration and comprehensive teacher training will need to take place Spring 2022 to ensure all teachers will be fully prepared to use the new system for school year 2022-23. Contracted services and supplemental pay will need to be

utilized to ensure successful transition to a new LMS. **COMPLETED transition to LMS, ongoing training will be provided during 2022-23**

The purchase and maintenance of Activ Panels, devices, hot spots, software, and connectivity will ensure instructional continuity. Contracted services will provide elementary schools with needed personnel to address technology-related needs to ensure students and teachers have uninterrupted instructional digital supports. **COMPLETED, training will continue**

### **Campus-based Allocations**

To further support each campus in addressing learning recovery needs, extended learning time, student needs, and family outreach, campus allocations will be provided at a per pupil formula. **CONTINUE**

## **ALLOCATION OF FUNDS**

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### **Required Set-Aside to Address Learning Loss: \$57,152,933**

<b>Description</b>	<b>Amount</b>
<b>Payroll:</b>	<b>\$43,694,606</b>
<b>Contracted Services:</b>	<b>\$9,415,000</b>
<b>Supplies and Materials:</b>	<b>\$18,155,167</b>
<b>Other Operating Costs:</b>	<b>\$2,740,000</b>
<b>Indirect Costs:</b>	<b>\$12,029,281</b>
<b>Total Entitlement:</b>	<b>\$86,034,054</b>