Student Learning Recovery Plan Utilizing American Rescue Plan Elementary and Secondary School Emergency Relief (ARP. ESSER) III Funds and Other Resources



Fort Worth ISD Board of Education Meeting Tuesday, June 22, 2021



What is ESSER III?

The Coronavirus Aid, Relief, and Economic Security (CARES) Act was enacted on March 27, 2020, and included Elementary and Secondary School Emergency Relief (ESSER) III Funds for K-12 schools.

ESSER III funds will provide school districts with emergency funds to address the impact of COVID-19 on schools.

\$12,418,588,778

is available school districts in Texas

\$261,640,223

Fort Worth ISD Total Allocation Amount



What are the requirements?

The District must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of our plan.

A plan for the safe return to in-person instruction and continuity of services is required.

This is federal money with associated rules and regulations, which include financial support (effort) and equity requirements.

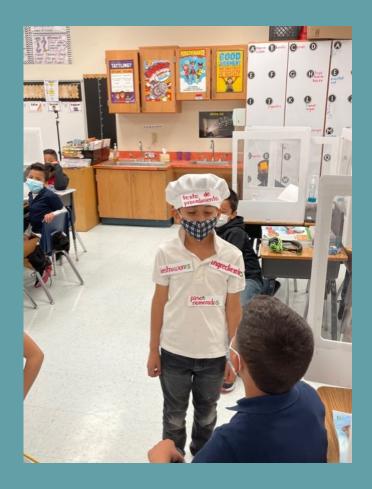


How can the funds be used?

These funds are designated for one-time or short-term spending to address learning recovery and the ongoing impact of the pandemic.

It is recommended that the funds be used for one-time or short-term types of expenses.

Long-term uses of the ESSER III funds is also allowable, but districts must consider how to support long-term costs after the funding ends.

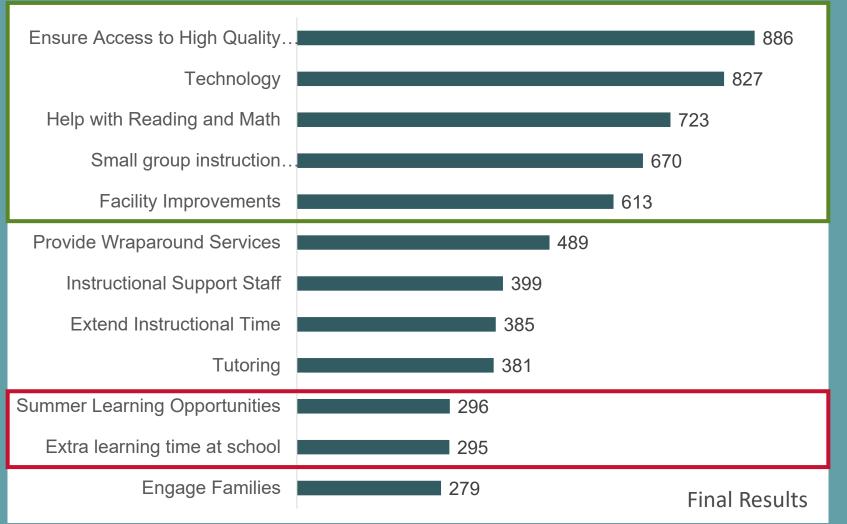


Timeline 2021-2022 (Looking Back)



- April 28 TEA Notice Regarding Release of ESSER III Funds
- May 17 thru 21 United Educators Association (UEA) Electronic Survey
- May 18 and 20 Board of Education ESSER III Mini Sessions (Internal)
- May 20 and 24 ESSER Planning Team Meetings @ TLC (Internal)
- May 24 ESSER Virtual Town Halls (English and Spanish)
- May 24 thru June 11 ESSER Public Input Survey
- May 26 Principal and District Employee Relations Council (DERC) Focus Group Meetings
- May 27 District Advisory Committee (DAC) and Special Education PTA Focus Group Meetings
- June 3 Racial Equity Committee (REC) Focus Group Meeting

Public Input from Students

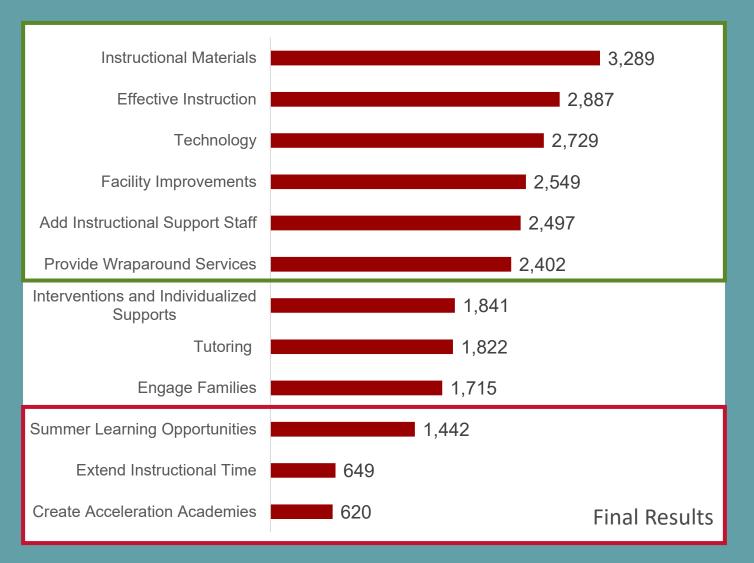


Top Student Priorities 1,651 Responses

Open Ended Response Trends

- Desire for In-Person Learning
- More and Better Technology
- Make Learning Fun, Not Boring
- Tutoring and One-on-One
- Health and Facility Conditions
- Mental Health and Stress
- Summer Learning and Extended
 Time Not Desirable

Public Input from Parents

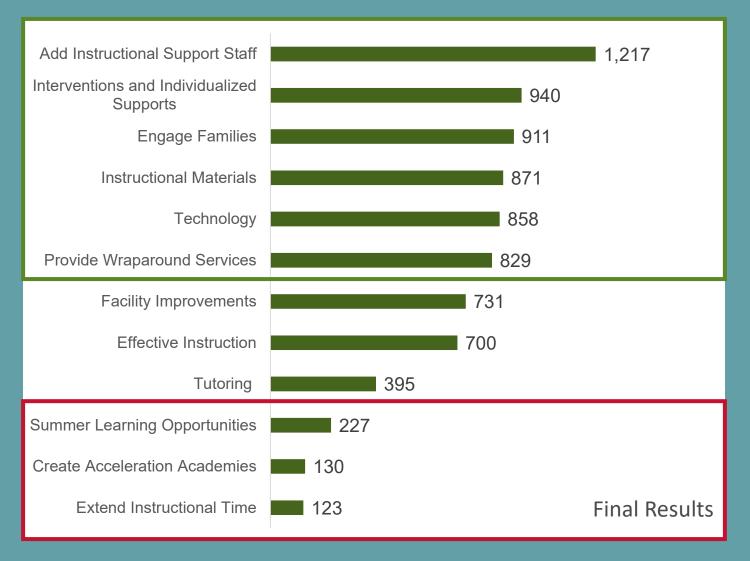


Top Parent Priorities 6,398 Responses

Open Ended Response Trends

- Desire for In-Person Learning
- Smaller Class Sizes,
 One-on-One Support and Tutoring
- More Staff to Support Students Academically and Emotionally
- Technology
- Health and Facility Conditions
- Mental Health and SEL
- Summer Learning and Extended Time Not Desirable

Public Input from Teachers



Top Teacher Priorities 1,874 Responses

Open Ended Response Trends

- Desire for In-Person Learning
- Smaller Class Sizes and More One-on-One Support
- More Staff to Support Students
 Academically and Emotionally
- Family Engagement and SEL
- Technology
- Summer Learning and Extended Time Not Desirable

Timeline 2021-2022 (Moving Forward)



- June 22 Student Learning Recovery Plan Using ESSER III Funding Board Presentation
- June 23 "Safe Return to In-Person Instruction and Continuity of Services Plan"
 Draft for Public Comment via Let's Talk
- June 25 Post Grant Application Summary and Use of Funds for Public Notice
- July 27 Grant Application Due
- July 30 "Safe Return to In-Person Instruction and Continuity of Services Plan" Final
- August 16 First Day of School
- January 2022 Six-Month Review with Public Input
- July 2022 Six-Month Review with Public Input

Proposed Funding Plan Summary





Support Teachers \$82.7 M



Rigorous Instructional Materials \$22.1M

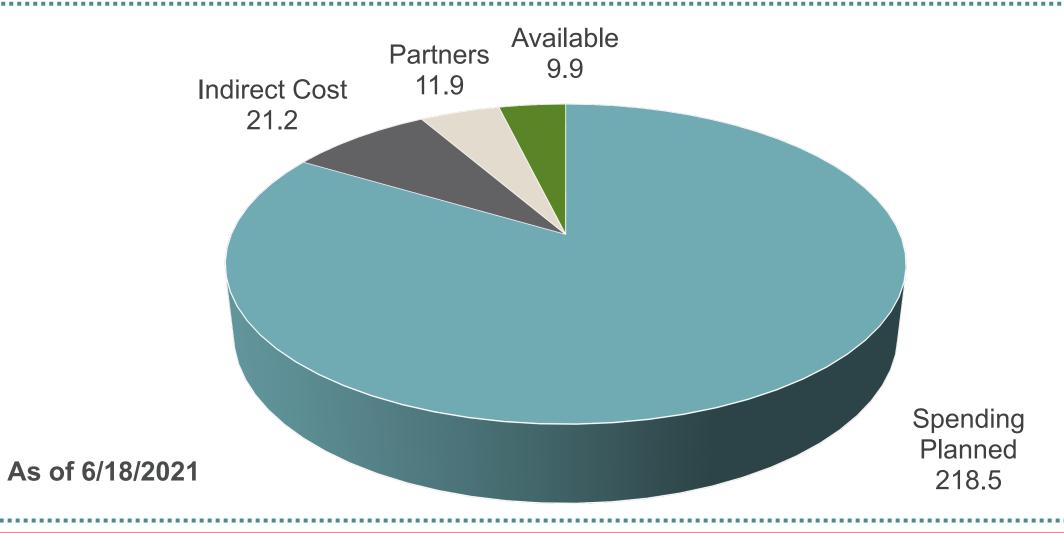






Funding Plan Allocations





Funding Overview



Supported Teachers	Build Teacher Capacity	\$58.6 M
	Add Instructional Support Staff	\$24.1 M
Rigorous Instructional Materials	Adopt High-Quality Instructional Materials	\$22.1 M
Create More Time for Learning	Summer Learning	\$10.9 M
	Extended Instructional Time	\$ 7.6 M
	High-Dosage Tutoring	\$20.0 M
	Acceleration Academies	\$ 6.5 M
Empower Parents	Family Engagement	\$12.2 M
Empower Parents	Social Emotional Learning Support	\$23.5 M
Other Priorities	Blended Instruction	\$ 33.0 M
	Facilities and Infrastructure	TBD

Reducing Class Sizes



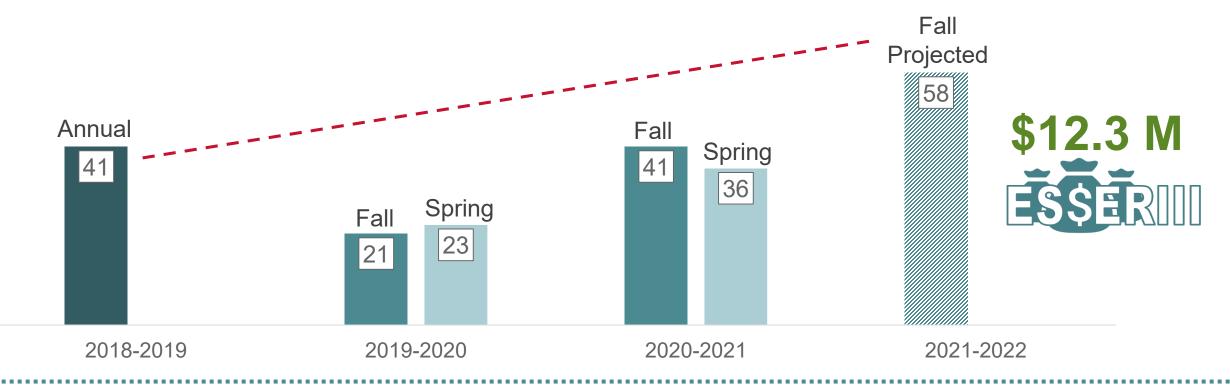
- ✓ Eliminate Elementary Bridge Classrooms +58 FTEs
 Teachers serving two grade levels in the same classroom.
- ✓ Reduce Elementary Classrooms Out of Compliance +18 FTEs Teachers with more than 22 students.
- ✓ Add Middle School Structured Literacy and Enhanced Math Classes +35 FTEs Intervention for students in the 15th 25th percentile for Reading and Math growth.
- ✓ Additional Visual and Performing Arts Teachers +13 Positions
 To address identified program needs in Arts, Choir, Piano, Orchestra and Band.
- ✓ Additional Teacher Positions to Support Classroom Needs +70 Positions Restore surplus teacher positions.

Elementary Bridge Classrooms



Elementary Bridge Classroom Trends

The number of bridge classrooms have increased for the 2021-2022 school year. Elimination of bridge classrooms will have a significant impact on class size.



Region I Bridged Classes



#	Full Name	2019 SPF Rating	Bridges Eliminated
1	103 Benbrook ES	Tier 2	1
2	107 Burton Hill ES	Tier 1	3
3	118 Hazel Harvey Peace ES	Tier 4	1
4	157 Luella Merrett ES	Tier 3	2
5	163 Bruce Shulkey ES	Tier 2	1
6	166 South Hi Mount ES	Tier 1	1
7	187 J.T. Stevens ES	Tier 4	1
8	216 Woodway ES	Tier 3	1

Additional 11 FTEs

Region II Bridged Classes



#	Full Name	2019 SPF Rating	Bridges Eliminated
1	114 Manuel Jara ES	Tier 2	1
2	120 Rufino Mendoza ES	Tier 4	2
3	122 Diamond Hill ES	Tier 2	1
4	139 Milton L. Kirkpatrick ES	Tier 3	1
5	146 M.H. Moore ES	Tier 3	3
6	148 Charles E. Nash ES	Tier 3	2
7	151 Natha Howell ES	Tier 3	1
8	161 Sam Rosen ES	Tier 3	1
9	168 Springdale ES	Tier 2	2
10	175 Washington Heights ES	Tier 2	1
11	223 Cesar Chavez ES	Tier 3	1
12	227 Dolores Huerta ES	Tier 3	1

Additional 17 FTEs

Region III Bridged Classes (16)



#	Full Name	2019 SPF Rating	Bridges Eliminated
1	111 Carter Park ES	Tier 3	1
2	119 Daggett, E.M. ES	Tier 3	1
3	121 De Zavala ES	Tier 2	1
4	133 W.M. Green ES	Tier 3	2
5	134 Greenbriar ES	Tier 2	3
6	137 Hubbard Heights ES	Tier 4	1
7	152 Oaklawn ES	Tier 3	1
8	165 Richard J. Wilson ES	Tier 2	1
9	167 South Hills ES	Tier 3	1
10	177 Westcliff ES	Tier 1	1
11	220 Alice D. Contreras ES	Tier 4	1
12	226 Seminary Hills Park ES	Tier 4	2

Additional 16 FTEs

Region IV Bridged Classes



#	Full Name	2019 SPF Rating	Bridges Eliminated
1	105 West Handley ES	Tier 3	3
2	123 S.S. Dillow ES	Tier 4	3
3	127 Christene C. Moss ES	Tier 4	1
4	135 Van Zandt-Guinn ES	Tier 3	2
5	143 D. McRae ES	Tier 4	1
6	147 Morningside ES	Tier 4	2
7	169 Sunrise-McMillan ES	Tier 5	1
8	208 T.A. Sims ES	Tier 3	1

Additional 14 FTEs

Structured Literacy and Enhanced Math



Middle School +35 FTEs

- Grade 6 and 7 double-blocked with core Literacy or Math course
- Provided for students who are in the 15th to 25th percentile on NWEA MAP Growth
- Must follow the provided structure for the course and may not be used as a separate Literacy or Math course or "support" class
- Must be blocked with the same teacher in back to back classes





Progress Measures (1st Six Months)



How will we measure the impact of reduced class sizes?

Student and Teacher Survey Data (Panorama) BOY to MOY

- Student Percent Favorable Responses for Teacher-Student Relationships
- Student Percent Favorable Responses for Engagement
- Teacher Percent Favorable Responses for Faculty Growth Mindset

MAP Growth Math and Reading English/Spanish BOY to MOY

- Increase Average RIT Score
- Increase Percent Met RIT Score Norm
- Increase Percent at Projected STAAR Levels (Approaches and Above)

High School Freshman Success Teams



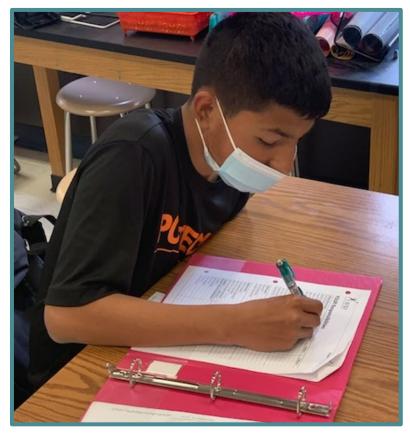
- Freshman Success Teams at all High Schools
- Provides a structure to support students staying 'on track' by providing individualized support
- Freshman Success Coaches +18 Positions

To count as 'on-track', a ninth grader must have:

Earned at least six credits

Not failed more than one semester of a core course

Not be a repeating ninth grade student



Freshman Success Coaches

Freshman Success Coaches will work collaboratively with Freshman Success Teams at each High School to implement strategies for increasing the percentage of students who are 'on track' to graduate.

Freshman Success Coaches will focus on the following areas:

✓ transition to High School



- ✓ course performance including credit recovery, disengagement, and recouping academic credits for failed coursework
- ✓ goal setting with continuous communication and follow-up to maximize goal attainment



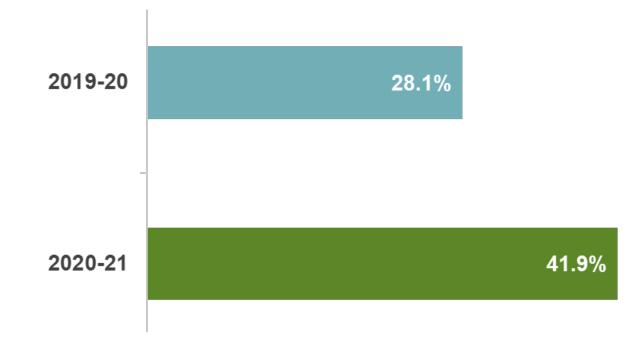
Progress Measures (1st Six Months)



How will we measure the impact of Freshman Success Teams?

Middle of Year (MOY) Indicator

Percentage of Freshman Who Failed at Least 1 Core Course by the end of 1st Semester



Credit Recovery Teams



- Credit recovery programs help schools graduate more students by giving students who have fallen behind the opportunity to 'recover' lost credits.
- The District uses an Early Warning System to identify students that are off track for graduation and at risk of dropping out.
- The system monitors the following categories:
 - ✓ Grades (3rd and 6th six weeks)
 - ✓ Credits
 - ✓ Attendance
 - ✓ Discipline
 - ✓ EOC Exam



Credit Recovery Teams



- Credit Recovery Teams at High Schools and Middle Schools
- High School Teams Include: 4 Teachers per Grade Level and 1 Administrator
- Middle School Teams Include: 4 Teachers and 1 Administrator
- Team members will receive a stipend for monitoring the Early Warning System and providing plans and interventions to students in need (identified case load).



Progress Measures (1st Six Months)



How will we measure the impact of Credit Recovery Teams?

- Course Credit Recovery Rates (Grades and Attendance)
- Middle of Year End of Course Exam (Retest Passing Rates)



High-Quality Family Engagement



Families, schools, and communities are mutually responsible for building relationships to support:

- ✓ student learning and achievement
- √ family well-being
- ✓ and the continuous learning and development of children, families and educators



High-Quality Family Engagement



Full-time Family Engagement Specialists at all Elementary and Middle Schools +107 FTEs

Family Engagement Specialist will receive extensive professional development and training to support campuses and families in the following areas:

- ✓ attendance monitoring,
- ✓ customer service (welcoming school environment),
- √ volunteer management,
- ✓ social media management,
- ✓ social emotional learning support and crisis intervention,
- ✓ parent advocacy, site based decision making and understanding assessment data.



Progress Measures (1st Six Months)



How will we measure the impact of Family Engagement Specialists?

Family Engagement Specialist Survey

- Administered every six weeks
- Designed to gauge proficiency level to inform development and training opportunities

Critical Data Points

- Attendance: Individual, Campus and Pyramid Rates; Absence Reasons
- Social Emotional Learning Support Referrals
- Contacts by Student Race/Ethnicity
- Average Attendance Rate of Students with Parent Calls

Social Emotional Learning (SEL)



Expand the Restorative Practice Team to support more campuses and address districtwide SEL through:

- training,
- mentoring,
- re-engagement, and
- relationship-building



A Restorative Practice Specialist for each Pyramid +10 Positions

Social Emotional Learning (SEL)



Fort Worth After School Program

- 15 Additional Schools
- FWAS Coordinator
- Recreation/Youth Development
- Academic Enrichment
- Homework Help
- Fine Arts
- Service Learning
- Technology Tools/Skills



Social Emotional Learning (SEL)



Contracted Services for Social Emotional Support for Students and Families

- RFP process open to current community partners (ex. CIS, Clayton)
- Target 72 Campuses
- Services include:
 - ✓ Counseling and Case Management
 - ✓ Metal Health and Wellness
 - √ Family Resources

Use of contracted services will provide the opportunity to implement progress measures that are aligned to contract performance stipulations.



High-Dosage Tutoring



- Provide targeted individualized tutoring for Elementary and Middle School students outside the school day using contracted services.
- Services will be provided at 107 schools
- Transportation will be provided
- Allow Teachers to Focus on Tier 1 Instruction



Use of contracted services will provide the opportunity to implement progress measures that are aligned to contract performance stipulations.

Special Education Services



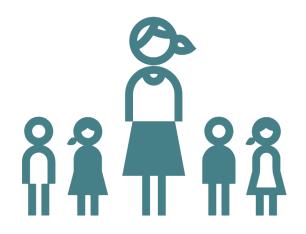
- Special Education Instructional Specialists +6 FTEs
- Dyslexia/Reading Intervention Teachers +7 FTEs
- Teacher Assistants for Specialized Classrooms +6FTEs
- Regional Multi-Disciplinary Support Teams (5 Teams with 5 Members)
- Tablet-Based Testing System (Equipment and Software)
- Accessibility Learning Tools for Academic and Social Skills all Grade Levels (Equipment, Software and Training)



Strengthening Our Teacher Pipeline



- University Teacher Residency Program +31 FTEs
- Kinder Teacher Assistant Program
 Leverage University Partnerships to Provide Part-Time Teacher Assistants
- Early Childhood Education Credential for Pre-K Teacher Assistants





Learning Acceleration Program



Saturday Learning Quest

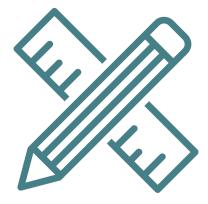
- A total of 14 additional instructional days (on Saturdays)
- Targeted support for grade 1-3 students in the lowest quartile for Math and Literacy performance.
- Social Emotional Learning (SEL) and Enrichment
- Parent Education
- Participation Incentives
- Progress Monitoring (Pre/Post Testing/NWEA MAP Assessments/SEL Surveys)



Classroom Supplies



Provide all items from the 2021-2022 Elementary School Supply List to enrolled students. This assures that every child, regardless of income level, will have immediate access to the personal tools needed for instruction on day one.



At the secondary level there is no single school supply list due to the fact that all students have a unique schedule with varying courses. Provide a supply budget of \$200 per teacher to be utilized to support instruction at the secondary level.





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