

## ESSER III Funds Plan

**General Information:**

- Awarded \$1,963,557
- Application due to TEA on July 27
- Funds may be used through September 2024
- Funds are to be used to drive learning acceleration

Examples of use from TEA

Learning Acceleration Framework	Potential Uses of Funds
<b>Supported Teachers</b>	<ul style="list-style-type: none"> <li>▪ Professional Development: comprehensive Reading Academies, dyslexia training, professional development stipends, technology integration training</li> <li>▪ Staffing: tutors, reduced class sizes, small group instruction, staff retention and recruitment incentive pay, after school enrichment programs, instructional coaching and leadership</li> <li>▪ Mental Health and Behavioral Supports: teacher training and programming</li> </ul>
<b>Rigorous Instructional Materials</b>	<ul style="list-style-type: none"> <li>▪ Materials, Technology, and Training: Instructional materials to help address areas of need for COVID learning loss, learning management systems, training on materials and LMS</li> </ul>
<b>More Time</b>	<ul style="list-style-type: none"> <li>▪ Extended Instructional Time: extended day, extended year, high-dosage tutoring, summer learning</li> </ul>
<b>Empower Parents</b>	<ul style="list-style-type: none"> <li>▪ Mental Health and Behavioral Supports: social workers, At-risk coordinators, additional counseling services, wrap-around and community partnerships</li> </ul>
<b>Other Supports</b>	<ul style="list-style-type: none"> <li>▪ Facilities: ventilation, cleaning, HVAC systems, specialized instructional spaces</li> <li>▪ Technology: devices, infrastructure upgrades, learning management systems, digital tools, educational application</li> </ul>

### Safe Return to In-Person and Continuity of Services Plan

#### Excel Academy Charter School

The Excel Academy Charter School will continue to maintain the health and safety of students and staff by continuing to require daily temperature checks, wearing of masks if student or staff desires, physical distancing, contact tracing, and regular sanitization of school buildings.

We continue to strive to meet students educational and as well as student and staffs social, emotional, and mental health needs. Although, attendance numbers have significantly decreased over the past year we will not reduce the total number of staff we once planned on, this will allow us to provide more individualized and small class instruction, as well high dosage tutoring. This will also allow us to provide additional social, emotional and mental health supports.

- Despite to significant decrease in student enrollment, using ESSER funds, we would retain an additional set (4) of core teachers at the Juvenile Detention Center campus, allowing us to

maintain smaller class size. With smaller classes, teachers are able to provide more individualized accelerated instruction to students, as well meet students social and emotional needs. This will also allow us to provide high dosage tutoring.

- Add a Campus Education Support Specialist to each of the post adjudicated campuses (HCLA and YV). The Campus Education Support Specialist (CESS) would be responsible for developing Individual Learning Plans (engage parents in process), supporting the Response to Intervention (RTI) process, participate in facility staffing meeting, and aid in the transition of students out of our facilities. By analyzing Response to Intervention data and all other available educational data the Individual Learning Plan will be developed to determine students' academic needs, as well as how to meet these academic needs, and their social emotional needs. The CESS will also aid in the transition of the student back to their home school district in an effort to negate any additional learning loss or trauma associated with a delay in reenrolling or placement in the correct grade or courses.
- Utilizing ESSER funds we would retain a data specialist at each post adjudicated facility in order to not delay obtaining appropriate educational information related to student's grade level, courses, and/or needs. Thus, not causing any additional delays in learning. Vet students upon enrollment of their learning experience during COVID; identify students who are candidate for credit recovery. Track learning loss interventions with students.
- In order to support credit recovery and learning acceleration we would continue to support educational technology while exploring more suitable and better technology for our unique situation.
- If you need to send comments please email [Julie.Pruitt@hcjpd.hctx.net](mailto:Julie.Pruitt@hcjpd.hctx.net)