Spring Branch
Independent School District

District Improvement Team
Thursday, September 2, 2021
5:00 – 7:00 pm

Via Zoom:
https://springbranchisd.zoom.us/j/91911476040?pwd=elhSZkZFMjYrS0h2TTVpTEg4NURJUT09

AGENDA

Welcome and Introductions	Linda Buchman, Associate Superintendent for Communications and Community Engagement
Approval of May 2021 Minutes	Linda Buchman
District Update	Dr. Jennifer Blaine, Superintendent of Schools
DIT Roles and Responsibilities TEC §11.251 & §11.252 BQA (Legal) & (Local)	Linda Buchman
2021 Strong Start Plan Update	Annie Wolfe, Executive Director for Student Instructional Services and Lawanda Coffee, Director for External Funds

2021-22 DIT Meeting Dates (locations TBD):
Thursday, October 7
Thursday, November 4
Thursday, December 2
Thursday, January 6
Thursday, February 3
Thursday, March 3
Thursday, April 7
Thursday, May 5

Spring Branch
Independent School District

Meeting start time: 5:01 pm   **Meeting end time:** 6:19 pm

Current Member Attendance (26)
Jennifer Blaine, Carla Braxton, Carter Breed, Minda Caesar, Lisse Colon Melendez, Kristin Craft, Anne Daily, Laura Dawson, Darya Hasanova, Vanya Karia, Richard Kelvin, Matt Kiger, Julie Knapp, Noel Lezama, Noemi Lopez, Larry Maple, Buffie Matthews, Michelle Nall, Abena Ntoso, John Pisklak, Victoria Putnam, William Schwartz, Jennifer Stuart, Julie Turrentine, Kate Waldorf, Katie Wiseman

Percent of current DIT members in attendance: 61.9**%**

Incoming Member Attendance (10)
Crystal Arrington, Cara Cullen, Kathleen Holder, Sarah Morris, Heather Morse, Yehee Perry, Rebecca Ramey, Charles Reed, Jennifer Sharp, Joy Stuart

Non-Member Attendance (5)
Amy Accardo, Linda Buchman, Lawanda Coffee, Christina Masick, Christine Porter

Welcome and Approval of Minutes
DIT Co-Chair Anne Daily called for a motion to approve the March minutes. Member Larry Maple noted his name was missing from the March 4 attendance log. Pending that correction, he motioned to approve the minutes as written. Ms. Daily asked members to vote using the chat feature, and 19 members voted to approve.

Introduce New 2021-22 DIT Members and Thank You to Outgoing Members
Ms. Daily introduced new certified staff, parents and community members who will serve on the DIT from 2021-2023. These include Sarah Morris, Yehee Perry, Cara Cullen, Kathleen Holder, Rebecca Ramey, Charles Reed, Crystal Arrington, Heather Morse, Jennifer Sharp, Emily Sperandio, and Joy Stuart.

Outgoing members were also recognized. These include Katie Wiseman, Soha Nassef, Michelle Marcil, Ivonne Davis, Mary Hand, Christian Rice, Shaundra Jacobs, Barbara Kennedy, Molly Ferguson, John Pisklak, Kim Lemex, Noel Lezama, Bibbin Gill, and Michelle Garcia.

District Update
Dr. Jennifer Blaine expressed gratitude to outgoing DIT members and provided a brief district update. SBISD is closely watching a few bills in the state Legislature - namely HB 1468. This bill provides flexibility for districts to receive funding for providing virtual learning. If passed, SBISD is considering offering a secondary virtual school as a choice option. Dr. Blaine also noted SBISD will receive $86M in ESSER III funds, earmarked to help bridge Covid learning loss and supplement costs of Covid safety procedures and equipment. Lastly, Dr. Blaine stated that all 2021 SBISD graduations would take place outdoors at Tully Stadium.

ESSER (Elementary and Secondary School Emergency Relief) III
Christine Porter, Associate Superintendent for Finance, provided an overview of ESSER III. These are funds authorized by the American Rescue Plan Act of 2021 to reopen and sustain school operations and mitigate Covid's impact on students. Texas will receive $11.2B in funds, and the state may not use that money to supplant funds from other sources. SBISD's one-time allocation of $86M must be used by 2024. ESSER also requires local districts to seek public input on how to spend their money and to provide regular updates.

Ms. Lawanda Coffee, Director of External Funds & Compliance, discussed some proposed SBISD activities using ESSER funds:

- Extended day and extended year summer school
- Instructional materials, training and class supports for reading, math and science
- Job-embedded professional learning at all levels
- Instructional coaching for middle/high teachers of long-term EL students
- Supports for newcomers
- Positive behavior intervention systems
- After-school program coordination
- Virtual school
- PPE and supplies to clean/sanitize facilities

Ms. Porter noted that once a plan is finalized, she would provide regular updates to the Board on spending.

2021-22 ESSA Plan
Ms. Coffee also provided an update on ESSA, which provides four areas of funding – Title I, II, III, and IV. Title spending should align with district priorities and Texas Education Agency priorities, including recruitment and retention of teachers and principals, building a foundation of reading and math, connecting high school to career and college, improving low performing schools, and family engagement.

- Title I supports schools with primarily low-income students. Next year, SBISD expects to receive $11M.
- Title II supports recruitment and retention of high quality teachers and principals, plus professional development. Next year, SBISD expects to receive $1.4M.
- Title III supports English language learners, helping them attain English proficiency. Next year, SBISD expects to receive $1.1M.
- Title IV supports providing efforts that provide students with a well-rounded educational experience. This is the most flexible fund, but also the smaller. Next year, SBISD expects $750,000.

Strong Start Plan
Dr. Kristin Craft, Associate Superintendent for Academics, discussed the 2021-22 Strong Start Learning Acceleration Plan, which addresses unfinished learning needs created by the pandemic. The plan focuses on areas of greatest need, including teacher/leader coaching, interventions, instructional materials, time strategies, and staffing/scheduling. Academic Directors will pull student achievement data to uncover learning gaps by grade span, allowing instructional teams to identify new actions and strategies for acceleration and recovery. Success will be measured against the Effective Schools Framework, which includes strong school leadership and planning; effective, well-supported teachers; a positive school culture; high-quality curriculum; and effective instruction. Continuous improvement cycles allow for monitoring of results and ongoing training. Training will be integrated into the district's summer Professional Development catalogue, including Leadership U, District Staff Development Day, and other key opportunities based on Superintendent priorities.

Elementary Devices

Christina Masick, Associate Superintendent for Technology Services, opened a discussion about the use of technology devices by elementary students. Prior to the pandemic, SBISD did not provide 1:1 devices below the secondary level. Since resources have expanded significantly, Technology must now switch from a reactive to a proactive mode. Some elementary school Principals wish to continue leveraging devices for instruction, and they have shared examples of success, including a growth in e-book usage and applications to explore word work, math, and science content. Technology is now seeking feedback from key stakeholders to create a district-wide technology deployment policy. Some issues to consider include how to provide tech support at campuses; how to handle broken or stolen equipment; how to train teachers properly; how students will use the devices; and how much screen time is appropriate.

Ms. Masick noted that technology exists to support the district's instructional and operational needs, so all decisions must be made through that lens. With that information, the Committee discussed and provided feedback to the following questions:

- Should all elementary students have a personal device? If so, should they bring it back and forth to school each day or leave it at home? (Members were asked to differentiate between the Pre-K to 2nd grade age span and the 3rd-5th grade age span.)

- What is the right type of device for the various grade levels – iPads or Chromebooks?

After a robust discussion, Ms. Masick noted that her team would compile feedback from all groups to draft a comprehensive policy.

Closing

Ms. Daily thanked Committee members and called for closing remarks.

Ms. Linda Buchman, Associate Superintendent for Communications and Community Engagement noted the 2021-22 DIT meeting dates are listed on the agenda and calendar appointments are forthcoming. Next year's meetings may be a combination of in-person and Zoom.

Dr. Craft also noted that the virtual school option survey is still open for participation.

Finally, Dr. Blaine offered thanks for a great year, and Ms. Daily adjourned the meeting at 6:19pm.

Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1.   A person who stands in parental relation to a student is considered a parent.

2.   A parent who is an employee of a district is not considered a parent representative on the committee.

3.   A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

Business Representatives and Community Members

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

Meetings

A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. *Education Code 11.251(b)*

Public Meetings

The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. *Education Code 11.252(e)*

Communications

District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. *Education Code 11.252(e)*

Consultation

A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. *Education Code 11.252(f)*

Responsibilities

District Plan

The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. *Education Code 11.252(a)* [See District Improvement Plan at BQ(LEGAL)]

Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. *Education Code 7.065(e)*

Dropout Prevention Review

A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;

2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;

3. The number of students who enter a high school equivalency certificate program and:

    a. Do not complete the program,

    b. Complete the program but do not take the high school equivalency examination, or

  c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;

4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and

5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

Note: See BF for information on the committee's role in requesting waivers.

District Improvement Team (DIT)

The District Improvement Team (DIT) is composed of certified campus professionals, District-level staff, parents of students enrolled in the District, students, community members, and business representatives. With a focus on District improvement, the committee is named the District Improvement Team. This team has defined roles in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization in accordance with Texas Education Code 11.251.

DIT Overview of Responsibility

In compliance with Education Code 11.251, the District-level committee (DIT) shall advise the Board or its designee in establishing and reviewing the District's educational goals and objectives, and major District-wide classroom instructional programs. The committee shall serve in an advisory role, except that the committee shall approve staff development of a District-wide nature. [See BQ and BQA]

This policy shall not limit the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist in instructional planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

Waivers

The DIT shall provide comments on District-level waivers prior to the Board's approval and submission to the commissioner of education ("commissioner"), as required by Education Code 7.056(b)2.

DIT Representation-Definitions

The DIT, serving in an advisory role, shall consist of a combination of certified professional staff representatives from both the District and campus level and nonschool members comprised of parents, community members, and business representatives.

DIT Composition of Membership

The DIT shall consist of up to 36 voting members. The composition of the voting membership shall be up to 15 certified teaching positions, three certified nonteaching positions, and one principal. The additional voting members shall be up to 13 parents, two business representatives, and two community representatives. [See BQA(EXHIBIT)—A and B]

In addition, the Superintendent shall be the Board's designee and one Board member shall serve as the liaison on the committee with an alternate. A certified central office administrative staff member shall serve as the district liaison, in a nonvoting role.

Additionally, there shall be up to seven nonvoting high school student members, selected by their home campus, who shall serve for a term of one year.

DIT Procedures for Members Chosen by Election

The consent of each nominee shall be obtained before the person's name appears on the ballot. The Superintendent shall appoint an election committee to oversee the election process. The election process for certified voting staff positions shall take place during February of each school year. Each candidate shall complete a District-developed candidate information form which shall be posted on the District website by the election committee for at least ten working days. No campaigning is permitted. The District-wide election date for certified voting staff and lottery drawing shall be set before the last working day in February.

The District-wide election shall be conducted by Group 1/Group 2/Group 3 on the District's website. The appointed District election committee shall mediate campaign and election issues as they arise and canvass the results. The candidates with the highest number of votes within their groups shall be declared the winner(s) and those with the next highest vote total shall serve as an alternate(s) in the event of a vacancy. Vacancies may be filled before the next election. Ties shall be broken by drawing lots. The winners' names shall be published on the DIT's website at the first available opportunity.

Certified Campus-Level Professional

For the purposes of this policy, a campus-level professional staff member is a certified staff member who is assigned at least half-time to a particular campus and who is elected by other certified staff members at the campus level. A certified staff member at large is considered to be a campus-level professional certified staff member serving in any capacity within Group 1/Group 2/Group 3.

Certified District-Level Professional

A District-level professional staff member shall be defined as a certified staff member who has responsibilities at more than one campus, including, but not limited to, central office staff. The Superintendent's senior staff shall select one District-level professional to serve as the District liaison.

Responsibilities of District-Level Professionals

The District-level professional staff member is selected to serve the DIT in a liaison role. Liaisons serve to:

1.   Promote systematic channels for effective communication among District stakeholders;

2.   Support the implementation and follow-up regarding initiatives and actions for the District's Strategic Framework;

3.   Provide opportunity to collaborate and plan for increased student performance toward meeting specific student performance objectives at both the campus and District levels, inclusive of special needs students;

4. Make connections among various educational programs, services, strategies, and learning opportunities across campuses, such as Title I and other federal programs;

5. Link federal and state regulations as they relate to student performance;

6. Align staff development efforts at both the District and campus levels with District and state goals, objectives, and major initiatives; and

7. Promote organizational development and effectiveness.

Members Chosen by Lottery

Parents representing Group 1/Group 2 and Group 3 shall be selected by use of a lottery of all eligible applicants. DIT members may not serve a second two-year term without sitting out one two-year term.

Parent Representatives

Parent representatives shall be defined according to the following:

1. A person who stands in parental relation to a student is considered a parent.

2. A parent who is an employee of the District is not considered a parent representative on the committee.

3. A parent is not considered a representative of community members on the committee.

4. A parent is not considered a representative of business members on the committee.

The 13 parent representatives shall include an elementary, middle, and high school parent from each group (nine total from Group 1, Group 2, and Group 3).

Selected Members

Four parent representatives shall be selected from each of the following District committees and standing meeting groups:

1. One parent from the District Council of Parent Teacher Associations (PTA).

2. One parent from special education programs.

3. One parent from gifted and talented programs.

4. One parent from the Title I Parent Advisory Committee.

[See DIT's website]

Community Representatives

Community members must reside in the District and must be at least 18 years of age.

As a means of ensuring participation that represents the District's diversity, community members shall reflect business and community involvement from District committees and standing meeting groups.

Community representatives shall be selected from each of the following organizations:

1.   One member from the District volunteer program; and

2.   One member from the Spring Branch Education Foundation (SBEF) or another 501c(3) nonprofit organization that partners with the District.

Community representatives may serve a two-year term and may not serve a second two-year term without sitting out one two-year term.

Business Representatives

A business representative is defined as anyone representing a business who has a regular and supportive relationship with students in the District as a Good Neighbor business partner or District business partner. The inclusion of a business member is without regard to whether the representative resides in the District or whether the business is located in the District. A business representative may not be a parent of a current District student.

As a means of ensuring participation that represents the District's diversity, business members shall reflect business and community involvement from District committees and standing meeting groups or District partners.

Two business representatives shall be selected and may serve a two-year term. Business representatives may not serve a second two-year term without sitting out one two-year term.

Elected / Selected by Lottery

Election of certified professional staff and the selection by lottery of parent representatives shall be during the same period, according to District procedures.

All lotteries shall be conducted in an open forum at an announced time and place and shall be held before the last business day in February.

Length of Term

Elected District members of the DIT who are certified professional personnel, parents selected by lottery, and selected parent, community, and business members shall serve for a two-year term.

Elected DIT members, parents selected by lottery, and selected parent, community, and business members selected shall not serve a second two-year term without sitting out one two-year term.

Vacancy

A position that becomes vacant may be filled by an appropriate representative selected by consensus of the remaining members of the DIT for the remainder of the representative's unexpired term.

A member of the DIT may be replaced on the recommendation of the Superintendent if the member:

1.   Is absent for two or more consecutive meetings.

2.   Acts in a manner that is detrimental to the effectiveness of the DIT, including exhibiting inappropriate behavior or an inability to get along with other members.

Membership Review

There shall be an annual Board review of DIT membership and participation to ensure that the DIT is completing its duties with broad participation by its representatives.

DIT Meetings

The DIT shall meet at least twice each semester and shall hold at least one public meeting per year. [See BQA(LEGAL)] At least three days' notice shall be given. The agenda shall be posted on the District's website.

The required public meeting shall be held after receipt of the annual District performance report from the agency, in conjunction with the Board's public hearing for the purpose of discussing the performance of the District and the District performance objectives. [Education Code 11.251 and 11.252 (e)]. The agenda and discussion shall be confined to those matters set forth in applicable law and this policy.

DIT meetings are open meetings where non-DIT members may attend and observe. A portion of each meeting may include citizens' comments. Discussion of agenda items shall be limited to DIT members only.

DIT minutes shall be posted to the District's website for public access. Reporting documents, such as the minutes shall list DIT members and the percentage of the membership in attendance.

DIT decisions shall be representative of the team. At least one-half of the membership shall be in attendance for a DIT decision to be considered representative of the whole team.

DIT Training

All individuals who are members of the DIT shall participate in appropriate development programs that provide information on school improvement matters.

Defining Consensus

In developing relevant objectives for the District improvement plan to achieve established academic and other performance objectives, the DIT shall strive to reach a consensus. When everyone present has been given an opportunity to present to the group his

or her views on a particular issue and a majority of the group are in agreement, it shall be determined that the group has reached consensus.

DIT Communication Guidelines

In a community publication, the District shall make available District guidelines and procedures for becoming a member of the DIT.

The Superintendent or designee shall ensure that the District-level committee obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Communications may include, but are not limited to, the following:

1. Articles in in-house publications regarding work of the committee.

2. Periodic reports to the principals on the work of the committee that may be posted on campus bulletin boards.

3. Periodic reports to the Board.

Spring Branch Independent School District

STRONG START

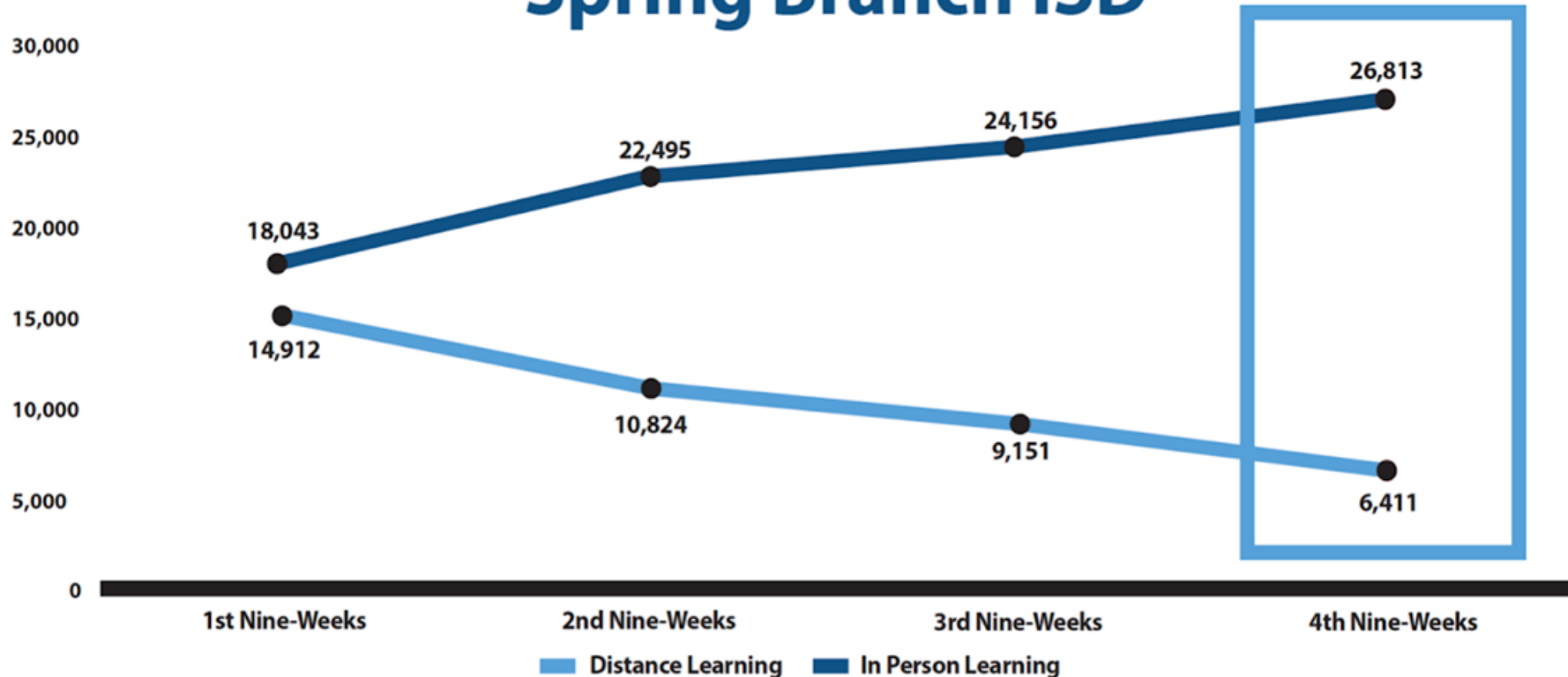Presentation to the Board

August 23, 2021

Purpose

Highlights of
- Strong Start Learning Plan
- ESSER Plan

Spring Branch ISD
2020-21 STAAR/EOC Results

2021 STAAR/EOC Results						
Subject	**Approaches Grade Level**		**Meets Grade Level**		**Masters Grade Level**	
	SBISD	Texas	SBISD	Texas	SBISD	Texas
Reading/ELA	**69%**	**67%**	**44%**	**39%**	**25%**	**21%**
Math	**66%**	**61%**	**43%**	**34%**	**25%**	**16%**
Writing	**60%**	**57%**	**36%**	**29%**	**13%**	**8%**
Science	**66%**	**64%**	**41%**	**36%**	**23%**	**17%**
Social Studies	**59%**	**56%**	**32%**	**27%**	**17%**	**13%**

Source: Texas Education Agency, Spring 2021 Results of "All students tested"

Summer Preparation
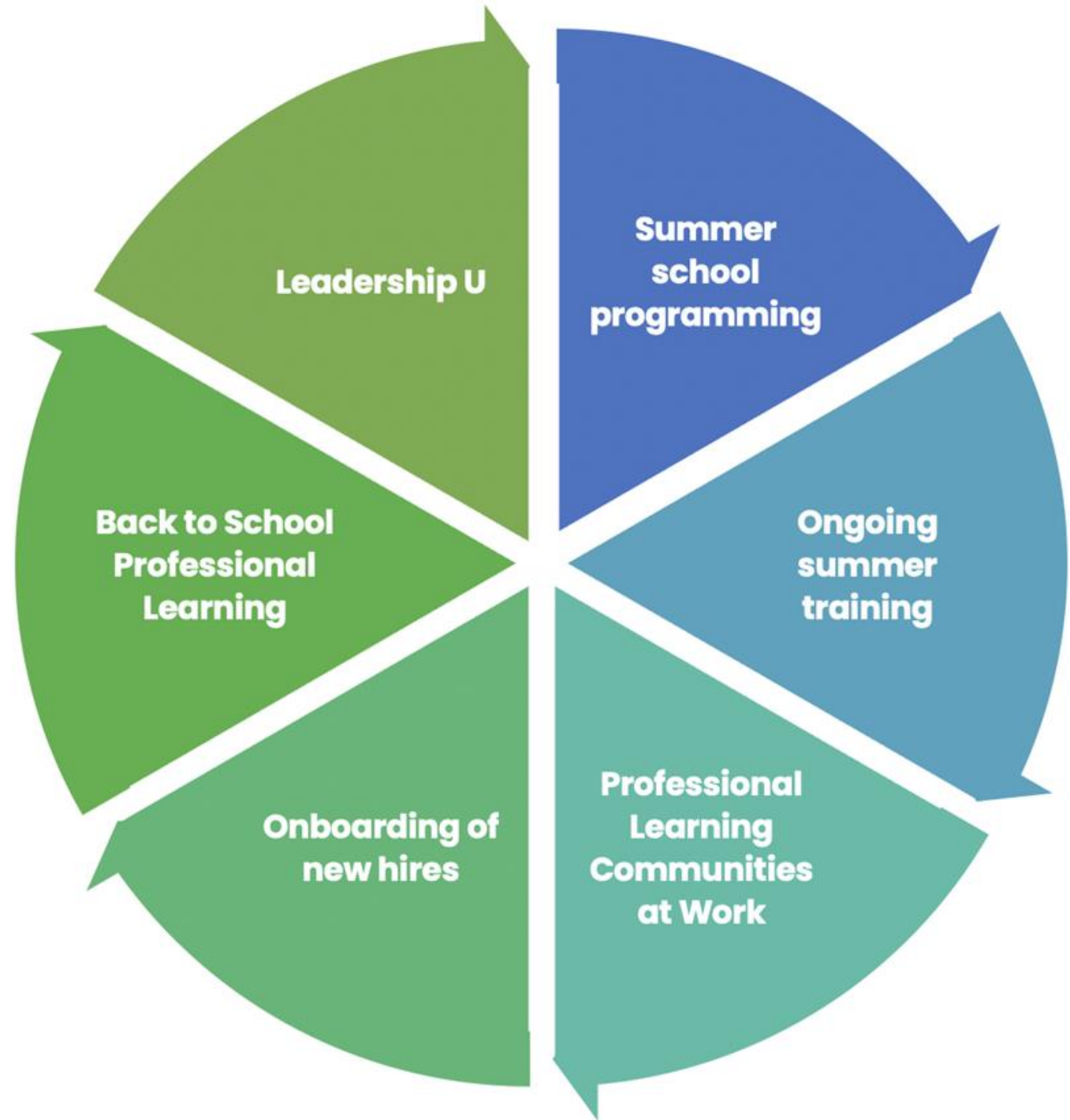
- Summer school programming
- Ongoing summer training
- Professional Learning Communities at Work
- Onboarding of new hires
- Back to School Professional Learning
- Leadership U

LEARNING PLAN

Plan Development

Understanding	Planning	Adjusting
What was the impact of interrupted learning?	*How will Spring Branch ISD enhance instruction to close learning gaps?*	*How will ongoing analysis of Key Performance Indicators and formative assessments drive planning adjustments and instructional supports?*

Understanding

It is important to remember the last "normal" school year completed by students in SBISD was the 2018-2019 academic year.

In March of 2020:

- 10 weeks of learning how to navigate a virtual classroom
- Cancellations of spring sports and activities
- Non-traditional exam experiences and the cancellation of STAAR exams
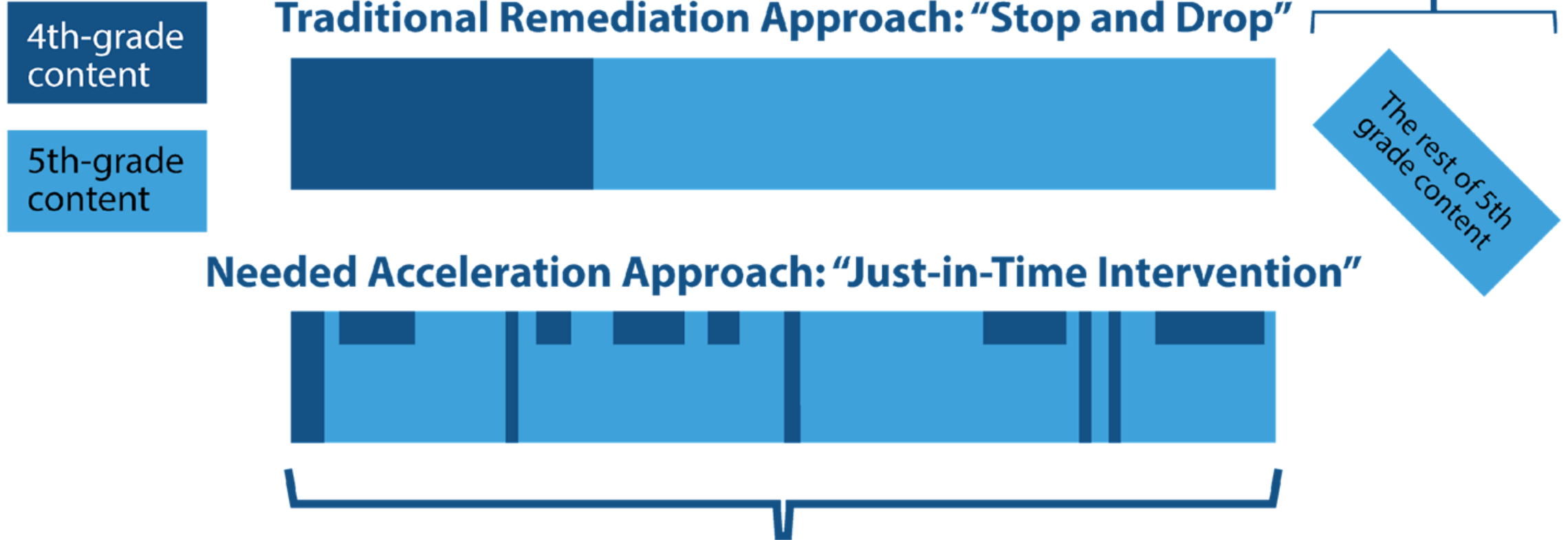- Less social contact

School year 2020-21

Learning model selection each nine weeks

Attendance versus engagement

Conditions at home

How we spend our time matters

4th-grade content

5th-grade content

Students in school with a remediation approach to instructional materials never catch up

Traditional Remediation Approach: "Stop and Drop"

The rest of 5th grade content

Needed Acceleration Approach: "Just-in-Time Intervention"

Two very different approaches to teaching lessons throughout the school year require very different operating practices and lead to two very different results for students

Planning

In addition to continuing to provide quality first instruction, implementing research-based teaching practices with a focus on acceleration, other actions that will be taken to support students in 2021-2022 in alignment with the Superintendent's key priorities.

Elementary Key Priorities	Secondary Key Priorities
Literacy & Numeracy (L&N)	Literacy & Numeracy (L&N)
English Learners (EL)	Social-Emotional Supports (SEL)
Social-Emotional Supports (SEL)	Digital Expansion (DE)
	Career & Technical Education (CTE)

Planning

- Training and support on classroom management, SEL, and small group instruction (SEL, L&N)

- Alignment between PK and Kindergarten to support seamless transitions for students (L&N)

- Job-embedded supports from specialists and coaches to ensure English learners are advancing in language acquisition (EL)

- Trauma-informed practices to support students with emotional needs associated with learning loss (SEL)

- Reading incentive programs to encourage more time in text (L&N)

Planning

- Career exploration opportunities in Naviance aligned to Programs of Study offered in SBISD in addition to 4-year high school course planning (SEL)

- Resources for smaller "quick checks" for understanding in core content areas to increase opportunities for differentiated instruction (L&N, EL)

- Teacher team support with just-in-time instructional planning on reading, writing, listening, and speaking strategies (L&N, EL)

- Resume field experiences for CTE students with partners who are able to host students onsite for enriching real world exposure and experiences (CTE)

- Career and Technical Student Organizations (CTSO) for student participation in leadership and competitions connected to their Program of Study (CTE)

Adjusting

Monitoring student progress and adjusting instruction based on various data points is an important part of continuous improvement.

Just-in-time data, gathered through formative (and summative) assessments can help a teacher decide which content may need to be spiraled into future lessons.

Screeners
Formative Assessments
Summative Assessments

House Bill 4545

Grades 3-8 and EOC

Students who scored "does not meet" on any STAAR assessment in spring 2021 will be provided a minimum of 30 hours of accelerated instruction per content area

Grades 3, 5, and 8

Accelerated Learning Committee meetings will be held with the parents of students who scored "does not meet" on STAAR in grades 3, 5, or 8.

REMOTE CONFERENCING

Texas Education Agency (TEA) allows for remote conferencing when a student is unable to attend school due to a temporary medical condition.

- The student's temporary medical condition is documented by a physician licensed to practice in the United States. The documentation must include a statement from the physician that the student is to remain confined to their home or to a hospital.
- The student has a positive test result for a communicable condition listed in 25 TAC §97.7.
- The student has been identified as having been in close contact with COVID-19.

REMOTE CONFERENCING

The total amount of remote conferencing instruction may not exceed more than 20 instructional days over the entirety of the school year.

- Instruction must be provided synchronously, which means two-way, real-time/live virtual instruction between teachers and students.

- The instruction cannot be concurrent, which means remote students must not be taught by a teacher who is also teaching in-person students at the same time.

ESSER

PLAN

ESSER I, II & III

TOPIC	ESSER I (CARES Act)	ESSER II (CRSSA Act)	ESSER III (ARP Act)
Amount	$8,616,398	$38,295,507	$86,0006,269
Period of Availability including Carryover	March 13, 2020 - September 30, 2022	March 13, 2020 - September 30, 2023	March 13, 2020 - September 30, 2024
State Offset/Supplant	Used as a funding source for hold harmless.	For each LEA that actually receives a hold harmless ADA adjustment, TEA will fund a portion of that hold harmless adjustment with federal funds.	ESSER III is supplemental to LEAs and will not be supplanted by the state.
LEA Use of Funds Plan Requirements	No requirement	No requirement	Required Use of Funds Plan based on district needs and feedback from stakeholders
LEA Safe Return to In-Person Instruction & Continuity of Services Plan	No requirement	No requirement	Safe Return to In-Person Instruction & Continuity of Services Plan Required
Grant Status	Fund utilized during the 2020-2021 school year	Application to be submitted in September	Notice of Grant Award received for 2/3 of funds

ESSER III Use of Funds

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**.

Spring Branch ISD conducted a district wide online survey to gather feedback from stakeholders along with gathering feedback from Principals at all levels, department directors, and the District Improvement Team to develop the use of funds plan.

SBISD Use of Funds Plan primary focus is **to address learning recovery to ensure a strong start for our students**.

ESSER III Use of Funds Plan

Supported Teachers

- Job-embedded professional development cycles focused on district priorities
- Professional Learning Communities best practices
- Dedicated substitute position at every level to support daily campus needs
- Full-time kindergarten aides

More time for Learning

- Enhanced summer programming across all levels
- Extended day and extended week tutorials
- Accelerated supplemental instruction
- Campus-based programming and specialized district programming

Rigorous Instructional Materials

- Instructional materials, software, and technology
- Formative assessment tools
- Supplies to address learning needs across all grade levels, content areas, and student groups.

ESSER III Use of Funds Plan

Social-emotional Supports	Parent/Family Supports	Other Resources
• Continue partnerships with CIS, CYS, and other service providers • Staff training and support • Dropout recovery supports • Continue positive behavior intervention supports deployed through the System of Care and campus guidance counselors	• Parent U sessions to assist parents in supporting their children • Campuses provide programming and family events aligned to support home-school connections • Support by the Welcome Center and System of Care • Expanded translation services	• The District will begin a process to select and implement a new Learning Management System • Additional technology to ensure connectivity • Campus-based allocations to support learning recovery, family outreach, and student needs.