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

Preparing ALL students for success in college, career, and community leadership.
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

$261,555,722 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

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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

Final Results

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### 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

#### Final Results

<table>
<thead>
<tr>
<th>Public Input</th>
<th>Number</th>
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<tr>
<td>Add Instructional Support Staff</td>
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<td>Interventions and Individualized Supports</td>
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<td>Engage Families</td>
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<td>Instructional Materials</td>
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<td>Technology</td>
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<td>Provide Wraparound Services</td>
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<td>Create Acceleration Academies</td>
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<td>Extend Instructional Time</td>
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Preparing ALL students for success in college, career, and community leadership.
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

Preparing ALL students for success in college, career, and community leadership.
Proposed Funding Plan Summary

Support Teachers: $82.7 M
Rigorous Instructional Materials: $22.1 M
Create More Time for Learning: $45.0 M
Empower Parents: $35.7 M
Blended Instruction: $33.0 M

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Funding Plan Allocations

As of 6/18/2021

- Indirect Cost: 21.2
- Partners: 11.9
- Available: 9.9
- Spending Planned: 218.5

Preparing ALL students for success in college, career, and community leadership.
## Funding Overview

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<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Supported Teachers</td>
<td>Build Teacher Capacity</td>
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<td></td>
<td>Add Instructional Support Staff</td>
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<td>Rigorous Instructional Materials</td>
<td>Adopt High-Quality Instructional Materials</td>
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<td>Other Priorities</td>
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<td>Facilities and Infrastructure</td>
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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.

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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.

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2018-2019: 41
2019-2020: 21 Fall, 23 Spring
2020-2021: 41 Fall, 36 Spring
2021-2022: 58 Fall Projected

$12.3 M
## Region I Bridged Classes

<table>
<thead>
<tr>
<th>#</th>
<th>Full Name</th>
<th>2019 SPF Rating</th>
<th>Bridges Eliminated</th>
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<tbody>
<tr>
<td>1</td>
<td>103 Benbrook ES</td>
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<td>2</td>
<td>107 Burton Hill ES</td>
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<td>3</td>
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<td>118 Hazel Harvey Peace ES</td>
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<td>157 Luella Merrett ES</td>
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<td>163 Bruce Shulkey ES</td>
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<td>6</td>
<td>166 South Hi Mount ES</td>
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<td>1</td>
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<td>7</td>
<td>187 J.T. Stevens ES</td>
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<tr>
<td>8</td>
<td>216 Woodway ES</td>
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Additional 11 FTEs
## Region II Bridged Classes

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<tr>
<td>2</td>
<td>120 Rufino Mendoza ES</td>
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<td>3</td>
<td>122 Diamond Hill ES</td>
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<td>4</td>
<td>139 Milton L. Kirkpatrick ES</td>
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<td>5</td>
<td>146 M.H. Moore ES</td>
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<td>148 Charles E. Nash ES</td>
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<td>7</td>
<td>151 Natha Howell ES</td>
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<td>8</td>
<td>161 Sam Rosen ES</td>
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<td>9</td>
<td>168 Springdale ES</td>
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<td>10</td>
<td>175 Washington Heights ES</td>
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<td>11</td>
<td>223 Cesar Chavez ES</td>
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<td>12</td>
<td>227 Dolores Huerta ES</td>
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Additional 17 FTEs
### Region III Bridged Classes (16)

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<td>2</td>
<td>119 Daggett, E.M. ES</td>
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<td>121 De Zavala ES</td>
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<td>133 W.M. Green ES</td>
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<td>134 Greenbriar ES</td>
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<td>6</td>
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<td>152 Oaklawn ES</td>
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<td>8</td>
<td>165 Richard J. Wilson ES</td>
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<td>11</td>
<td>220 Alice D. Contreras ES</td>
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<td>226 Seminary Hills Park ES</td>
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**Additional 16 FTEs**
## Region IV Bridged Classes

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<td>123 S.S. Dillow ES</td>
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<td>127 Christene C. Moss ES</td>
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<td>135 Van Zandt-Guinn ES</td>
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<td>143 D. McRae ES</td>
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<td>147 Morningside ES</td>
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<tr>
<td>7</td>
<td>169 Sunrise-McMillan ES</td>
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<td>8</td>
<td>208 T.A. Sims ES</td>
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### 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

$7.6 M
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

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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

Preparing ALL students for success in college, career, and community leadership. $5.8 M
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

- 2019-20: 28.1%
- 2020-21: 41.9%
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).

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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)
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.

$11.7 M

Preparing ALL students for success in college, career, and community leadership.
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
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
  - Mental Health and Wellness
  - Family Resources

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

$9.7 M
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.

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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)

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$12.7 M
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

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$5.5 M
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)

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$7.6 M
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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