



ESSER III
Stakeholder Meetings
June 7-8, 2021

Meeting Goals

- **Discuss the Elementary and Secondary School Emergency Relief (ESSER) Funding provided to local education agencies**
- **Review the COVID-19 Recovery Acceleration Plan for SY '21-22**
- **Solicit feedback from stakeholders**



Motto: *Preparing Our Next Generation*

Vision - In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

Mission – We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment



Core Beliefs

1. All children can and will learn.
2. We can achieve higher levels of performance within every facet of our organization.
3. Every classroom should have an effective teacher and every school should have an effective principal.
4. All school and work environments should be safe, secure and supportive.
5. We should work collaboratively with our families and community partners.
6. We should be fiscally responsible and accountable to the public.

Beaumont ISD Board Outcome Goals

1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase 30 percent by June 2024.



4

Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.



2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase by 28 percent by 2024.



5

Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.



3

The percentage of graduates that meet the criteria for CCMR will increase from 45.3 percent to 70 percent by August 2024.



6

The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2024.



Meeting Agenda

- ❖ **Summary of Key Decisions Regarding:**
 - ❖ **Virtual/Hybrid Options**
 - ❖ **Teacher Support Strategies**
 - ❖ **Learning Acceleration Strategies**
 - ❖ **Prioritized Student Groups**
 - ❖ **Culture & Climate Strategies**
 - ❖ **School Safety: Prevention & Mitigation Plans**
- ❖ **Next Steps**



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COVID-19 Recovery and
Acceleration Plan for
SY '21-22

ESSER III American Rescue Plan (ARP) Grant Funds

Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the Coronavirus Aid Relief, and Economic Security (CARES) Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund).

Signed into law on March 20, 2021, the Department awarded these grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.

ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2019.

\$57 million allocated from ESSER III for BISD

- ❖ One- time funds to be spent over the next three years – September 2024
- ❖ '21-22 Instructional Planning Committee is establishing a plan for the use of ESSER funds based on the District Needs Assessment
- ❖ Key Focus Areas:
 - Effective Instruction
 - Climate and Culture
 - Teacher Supports & Coaching
- ❖ Stakeholder and community feedback is required along with an opportunity for public comment

Allowable Uses of ESSER III Grant Funds

- ❖ To address student learning loss and complete “unfinished learning.”
- ❖ Addressing the unique needs of low income students, children with disabilities, ELL, minorities, homeless students, and foster care youth
- ❖ Training and professional development
- ❖ Extended learning time – summer learning and after school
- ❖ Staffing
- ❖ School facility repairs and improvements related to COVID
- ❖ Air quality improvements
- ❖ Assisting and supporting parents
- ❖ Tracking student attendance and engagement
- ❖ Technology infrastructure, connectivity, hardware, devices
- ❖ Mental health and SEL services
- ❖ Purchase of supplies to sanitize and clean

Overview of Use of Funds Planning Process to Date

BISD must have two plans for ESSER III - Use of Funds and Safe Return to In-Person Instruction and Continuity of Services

Who is on our ESSER III Use of Funds Planning Committee?

- Instructional Planning Committee
- Culture & Climate Planning Committee
- Facilities & Operations Planning Committee

What have been our key actions to date?

- Established project planning committees
- Analyzed student data (academic, attendance & discipline)
- Conducted facilities and maintenance engineering review
- Determined priorities for learning acceleration and recovery & school safety protocols

Seeking Stakeholder Input

Required Stakeholder Groups

Must include...

- students,
- families,
- school and district administrators (including special education administrators),
- teachers,
- principals,
- school leaders,
- other educators,
- school staff

To extent these groups are in the LEA, must include...

- Tribes,
- civil rights organizations (including disability rights organizations); and
- stakeholders representing the interests of:
 - children with disabilities,
 - English learners,
 - children experiencing homelessness,
 - children in foster care,
 - migratory students,
 - children who are incarcerated, and
 - other underserved students

- District Educational Improvement Committee
- Parent Teacher Association
- Student Advisory Council
- Teacher Advisory Council
- Business Partner Advisory
- Strategic Planning Visioning Task Force
- Special Interest Groups
 - Beaumont Rotary Club
 - Boys' & Girls' Haven
 - Buckner Children & Family Services
 - Communities in Schools
 - Department of Family & Protective Service
 - Hispanic Parent Advisory Committee
 - IEA - Inspire, Encourage, Achieve
 - Kids Connection of SETX
 - NAACP
 - Pastoral Alliance
 - Women & Children's Shelter
- Additional input strategies:
 - Thought Exchange
 - District Staff Surveys

Virtual/Hybrid Options

- Effective Instruction



Virtual/Hybrid



Virtual/ Hybrid Model Considered:

The Committee considered a 100% Virtual Academy and were in the planning stages of creating a Virtual School to meet the needs of our community.

Virtual/ Hybrid Model Decision:

The Texas House did not pass a virtual learning bill (HB1468) which would have allowed local districts to continue offering remote learning next school year.

ALL students will return to face-to-face instruction.



Teacher Support Strategies

- Effective Instruction
- Teacher Supports and Coaching



<p>Teacher Support Strategy</p>	<p>Recruitment & Retention</p> <p><i>ESF Lever 2.1</i></p>
<p>Description</p>	<p><i>Teachers and staff supporting the District in implementing strategies to accelerate learning and promote student safety will experience:</i></p> <ul style="list-style-type: none"> ● <i>increased tutorial pay rates</i> ● <i>stipends for staff</i> ● <i>increase in substitute pay scale for certified retirees</i>

Rationale
<i>In order to achieve higher levels of academic performance for students, expectations for teaching and learning will need to be enhanced. Higher levels of expectation and accountability will be necessary for all levels of our organization to reimagine the learning experience for our students. To honor the increased standards, the District will increase the level of compensation and supports for teachers using a range of strategies to foster high rates of retention and to recruit additional staff.</i>
<i>Stakeholder Input</i>

<p>Learning Acceleration Strategy</p>	<p>Coaching and Feedback</p> <p><i>ESF Lever 2.1</i></p>
<p>Description</p>	<p><i>The District will prioritize building teacher capacity and supports through:</i></p> <ul style="list-style-type: none"> • <i>strategic coaching and feedback cycles on instructional practices</i> • <i>opportunities for peer observation and mentoring support</i> • <i>job embedded professional development sessions via additional PD days added to instructional calendar</i>

Rationale
<p><i>Increase Teacher & Student Performance:</i></p> <p>Coaching plays an important role in feedback delivery as it is one of the most effective methods of achieving employee development. Utilizing a coach in the feedback process benefits the teacher and the student. Coaching increases teacher effectiveness. Together the Coach and teacher create an action plan for improvement that addresses behaviors to modify and/or skills to develop.</p>
<p><i>Stakeholder Input</i></p>

Teacher Support Strategies

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Learning Acceleration Strategy	Strategic staffing <i>ESF Lever 2.1</i>
Description	<p><i>The District will utilize strategic staffing plans to:</i></p> <ul style="list-style-type: none">● <i>reduce classroom teacher student ratios</i>● <i>add personnel for one-on-one and small group interventions</i>● <i>provide instructional coaches/interventionists for campuses based on needs</i>● <i>contract with retirees to support campus leaders and teachers</i>● <i>leverage contracted providers to deliver student interventions</i>

Rationale
<p><i>Increase Teacher & Student Performance:</i></p> <p>In order to reimagine our learning environment and enhance supports for teachers and students, additional staffing considerations are necessary. The District will utilize additional personnel to: reduce class sizes at grade levels where large numbers of students have been identified as needing intensive intervention, lead small group interventions, and coach and support teachers.</p>
<p><i>Stakeholder Input</i></p>

Learning Acceleration Strategies

- Effective Instruction
- Teacher Support & Coaching



Learning Acceleration Strategies

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Learning Acceleration Strategy	Curricular Adjustments
	<i>ESF Lever 4.1</i>
Description	<p><i>The District will prioritize access to high quality instructional materials (HQIM) by engaging in a curriculum audit to:</i></p> <ul style="list-style-type: none"><i>• facilitate full coverage of TEKS & ELPS</i><i>• prioritize standards and ensure rigor and alignment of grade level content</i><i>• identify HQIM as determined by needs assessment and audit findings</i><i>• Include guidance and support for teachers to meet the needs of diverse students (students with disabilities, English language learners, and gifted and talented)</i>

[Research based strategy](#)

Rationale
<p>Access to Rigorous Content: Learning acceleration requires frequent access to grade level appropriate, rigorous tasks. As a result, high quality instructional materials are the foundation for improving student outcomes. Initial findings from a curriculum audit shows that current execution of instruction is not fully aligned to state standards. Revising instructional materials and providing additional resources with aligned performance tasks will support teachers in executing rigorous lessons and responding to student learning needs.</p>
<p>Schools participating in a curriculum pilot of Math and ELAR materials from Texas Home Learning provided information to the District on the benefits and impact of incorporating new instructional materials for campuses in need of higher levels of support. Their input will also inform planning for implementation.</p>

Learning Acceleration Strategies

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Learning Acceleration Strategy	Effective Instruction <i>ESF Lever 5.1</i>
Rationale	<i>High quality instruction is at the core of student learning and mastery of skills. Closing gaps from lost learning opportunities will require acceleration and intentional development of instructional practice to meet the needs of students. We will enhance our ability to deliver effective instruction through teacher capacity building and increased levels of support, leadership training and support</i>

Description
<p><i>Provide Strong Tier 1 Instruction:</i> Remediation alone will not be enough to catch students up; all students must have access to high-quality, grade-level content and instruction.</p> <p>The District will prioritize the following key components of Effective Instruction:</p> <p><u>Reading</u></p> <ul style="list-style-type: none">• Explicit practice with foundational literacy skills• Regular practice with grade-level, complex text and academic vocabulary through text in all content areas• Reading, writing, and speaking grounded in evidence from text• Leverage HQIM embedded assessments to drive instruction <p><u>Math</u></p> <ul style="list-style-type: none">• Concepts are presented as part of a strategic progression of learning, not as isolated skills• Understanding builds from concrete to representational to abstract• Conceptual understanding is established before students move to application• Requires students to explain, justify, and revise their thinking about important mathematical concepts• Leverage HQIM and embedded assessments to drive instruction

Learning Acceleration Strategies

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Learning Acceleration Strategy	Increased Learning Time
	<i>ESF Lever 5.1</i>
Description	<p><i>Increased expectations for teachers and students should be met with a proportional increase in time and support. The District will increase learning time for all students by:</i></p> <ul style="list-style-type: none"><i>• implementing an ADSY -180 day school calendar</i><i>• intervention time embedded within the school day</i><i>• a modified school schedule will add 20 additional minutes per day</i><i>• summer intersession weeks for dedicated student interventions</i>

Rationale
<p><i>Closing Learning Gaps:</i> Students entering with unfinished learning will require additional time and support to ensure that we fill gaps in students' skills while simultaneously building fluency with grade level content. Preliminary student performance data for STAAR assessments reveals significant declines in student mastery of core content. Year over year 5th grade math and reading performance is -20% and -12% respectively. This data shows that there is a tremendous need for increased learning time.</p>
<p><i>Stakeholder Input</i></p>

Learning Acceleration Strategies

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Learning Acceleration Strategy	High Dosage Tutoring & Small Group Interventions <i>ESF Lever 5.1 & 5.3</i>	Rationale	
Description	<p>The District will implement timely response to student learning needs by:</p> <ul style="list-style-type: none">• utilizing high-quality instructional materials intentionally aligned to core classroom content• targeted students will engage in at least 3 tutoring sessions per week• each student will work with one consistent tutor to build a strong student-tutor relationship• tutors do not need to be certified teachers, but they do need to be thoroughly trained and coached	<p><i>Provide Just In Time Interventions:</i> Students entering with unfinished learning will require additional learning time and support to ensure that we fill gaps in student skill while simultaneously building fluency with grade level content. Preliminary student performance data for STAAR assessments reveals significant declines in student mastery of core content. Year over year 5th grade math and reading performance is -20% and -12% respectively. This data shows that there is a tremendous need for increased learning time.</p>	
		<p><i>Stakeholder Input</i></p>	



Prioritized Student Groups

- Effective Instruction



Prioritized Student Groups

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Prioritized Student Groups	Targeted Interventions <i>ESF Lever 5.3</i>
Description	<p>The District will develop targeted interventions through:</p> <ul style="list-style-type: none">• <i>identification of priority skills for supplemental instruction</i>• <i>diagnostic assessments and progress monitoring to support individual student needs.</i>• <i>intercession weeks to provide targeted supports for priority students/groups</i>
	<p>Strategic Staffing</p> <ul style="list-style-type: none">• establish Newcomer Center and aligned supports for English language learners• coordinator for Newcomer Center• reimagining Paul Brown Learning Center

Rationale
<p>Data Driven Instructional Practices: District trend data for student performance on state assessments reveals historic underperformance of African American, Economically Disadvantaged, and Special Education subgroups as compared to <i>ALL</i> students. Student graduation rates for English language learners are below those of other subgroups. Additional services and supports to promote student retention and graduation will enhance overall performance and readiness for college, career and military readiness.</p>
<p><i>Stakeholder Input</i></p>



Climate and Culture

- Effective Instruction
- Teacher Supports & Coaching



Climate and Culture Strategies

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Climate & Culture Strategy	Social Emotional Learning <i>ESF Lever 5.1</i>
Description	<ul style="list-style-type: none">• <i>SEL curriculum implemented on every campus and grade level</i>• <i>classroom management routines and response to students</i>• <i>building strong relationships with students</i>• <i>trauma-informed teaching strategies</i>• <i>institute mindfulness/ cool-down protocols on each campus to help support student self-regulation and de-escalation</i>• <i>contract with local counseling agencies to provide services to students and families</i>• <i>Communities in Schools at all campuses</i>

Rationale
<p>Social Emotional Learning (SEL) Supports are critically important to the long-term success of all students. SEL skills can help students understand how and why they're behaving as they do and what supports they need if their behavior is getting in the way of learning. Proper SEL supports help students develop healthy identities, manage emotions and achieve personal and academic goals.</p>
<p><i>Stakeholder Input</i></p>

Return to In-Person Instruction and Continuity of Services (RIPICS) Plan

- Climate & Culture



RIPICS Plan

The LEA plan for the safe return to in-person instruction and continuity of services is required for all LEAs including those that have already returned to in-person instruction.



RIPICS Plan

CDC Safety Recommendations include:

- Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);
- Handwashing and respiratory etiquette;
- Cleaning and maintaining healthy facilities, including improving ventilation;
- Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;
- Diagnostic and screening testing;
- Efforts to provide vaccinations to school communities;
- Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- Coordination with State and local health officials.

Facility Improvements

- Climate & Culture



Facility Improvements

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The ESSER III funds give us, as a District, the ability to address the needs of our campuses.

- School repairs and improvements will enable our District to upgrade our facilities to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health.
- Through the ESSER III funds we are able to inspect, test, maintain, repair, replace, and upgrade our facilities to improve the air quality of our buildings. This includes mechanical & non-mechanical heating, ventilation, air conditioning systems, water filtering & purification and other air cleaning systems including the replacement of windows and doors.
- The goal is to create a healthy and safe environment for students, faculty and staff that minimizes airborne transmission through contactless solutions and improved indoor air quality.

Facility Improvements

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Through ESSER III funds BISD has an opportunity to ensure that our buildings will be able to meet the needs of the health for our students, faculty & staff. The American Rescue Plan-ESSER III allows for facility repairs and improvement to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. BISD has completed an "engineering" review of all facilities throughout our District. Several areas of need were identified that qualify under the approved areas of ESSERIII and they are listed below.

- Install new HVAC systems, air handlers, chillers & boilers
- Install all new lighting that will be retro-fit with IONIZATION units designed to kill not only any virus in the air but also mold, mildew and so on. These units have been approved by our Government and have been tested and proven to kill any airborne particulates that can cause the spread of any type of virus.
- Install high quality HEPA filters
- Install all new sinks, and toilets
- Install all new doors and windows

**FACILITY
UPDATE**

ESSER III Grant Timeline



Next Steps

- Create a Use of Funds plan based on a District Needs Assessment from all areas in this presentation
- Conduct meaningful conversations with all required stakeholders and seek input
- Edit the Use of Funds plan as needed based on input received
- Complete and submit ESSER III (ARP) application by July 27, 2021

Questions? Feedback?

1. After hearing the priorities that are incorporated into the district's COVID-19 Recovery and Acceleration Plan, what most resonates with you and what concerns do you have?
2. Is there an important topic that you feel has not been addressed in the plan?