# ESSER II and III Planning

The Lawson Academy for FY22

# ESSER Timelines

Receipt of ARP ESSER (American Rescue Plan Elementary and Secondary School Emergency Relief Fund) funds requires a Plan for the use of the funds

**April 27, 2021**
**TEA Released Allocation Amounts**

**July 27, 2021**
**Application/Uses of Funds Plan Due to TEA**

**NOGA + 30 Days**
**Post Plan to Website**

# The Lawson Academy's ESSER Awards

Texas Education Agency
Department of Grant Compliance and Administration
2020-2022 CRRSA ESSER II Federal Grant Application
Final Allocation Amounts (Alphabetical by District)
Fiscal Year 2021

| Region | County District | District Name | Final Allocation Amount |
|---|---|---|---|
| 04 | 101864 | THE LAWSON ACADEMY | 424,875 |

ESSER II
$424,875
Over 2 Years

ESSER III
$954,208
Over 3 Years

Texas Education Agency
Department of Grant Compliance and Administration
ARP Act, Elementary and Secondary School Emergency Relief (ESSER) III Grant
Total Allocation Amounts (Alphabetical by District)
Fiscal Year 2021

| Region | County District | District Name | Initial Allocation (two-thirds) * | Remaining Allocation (one-third) ** | Total Allocation Amount |
|---|---|---|---|---|---|
| 04 | 101864 | THE LAWSON ACADEMY | 636,139 | 318,069 | 954,208 |

# ESSER Planning Requirements

**Step 1**

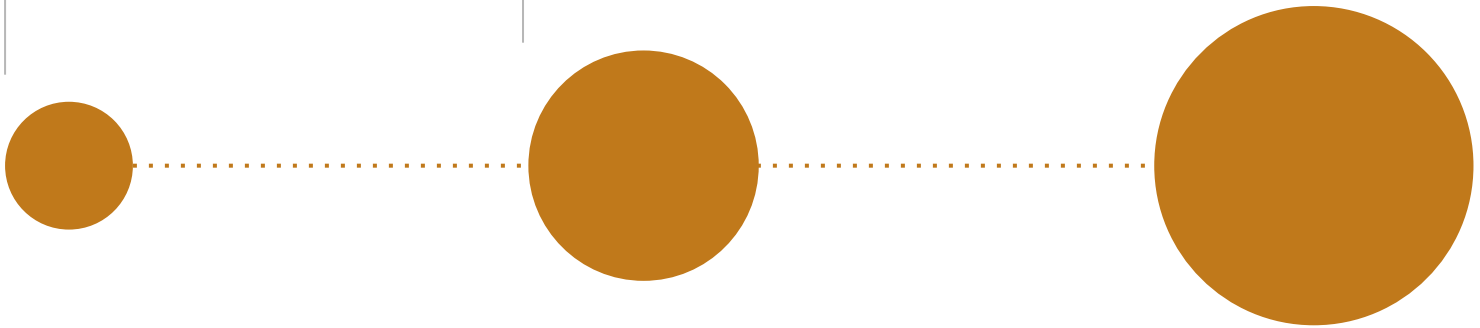
Current Status and Needs

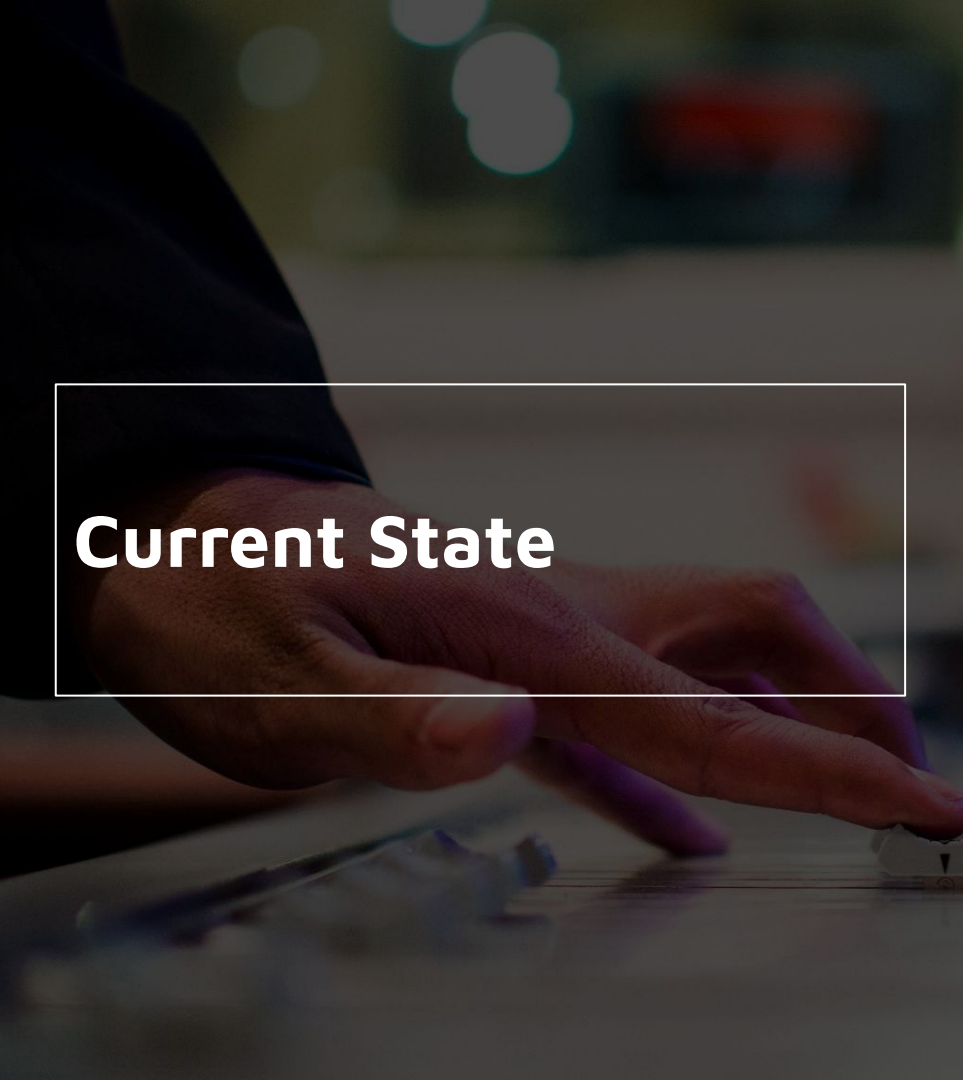
**Step 2**

Safely Reopening for Safe Operations

**Step 3**

Effective Use of ARP ESSER Funding





## Current State

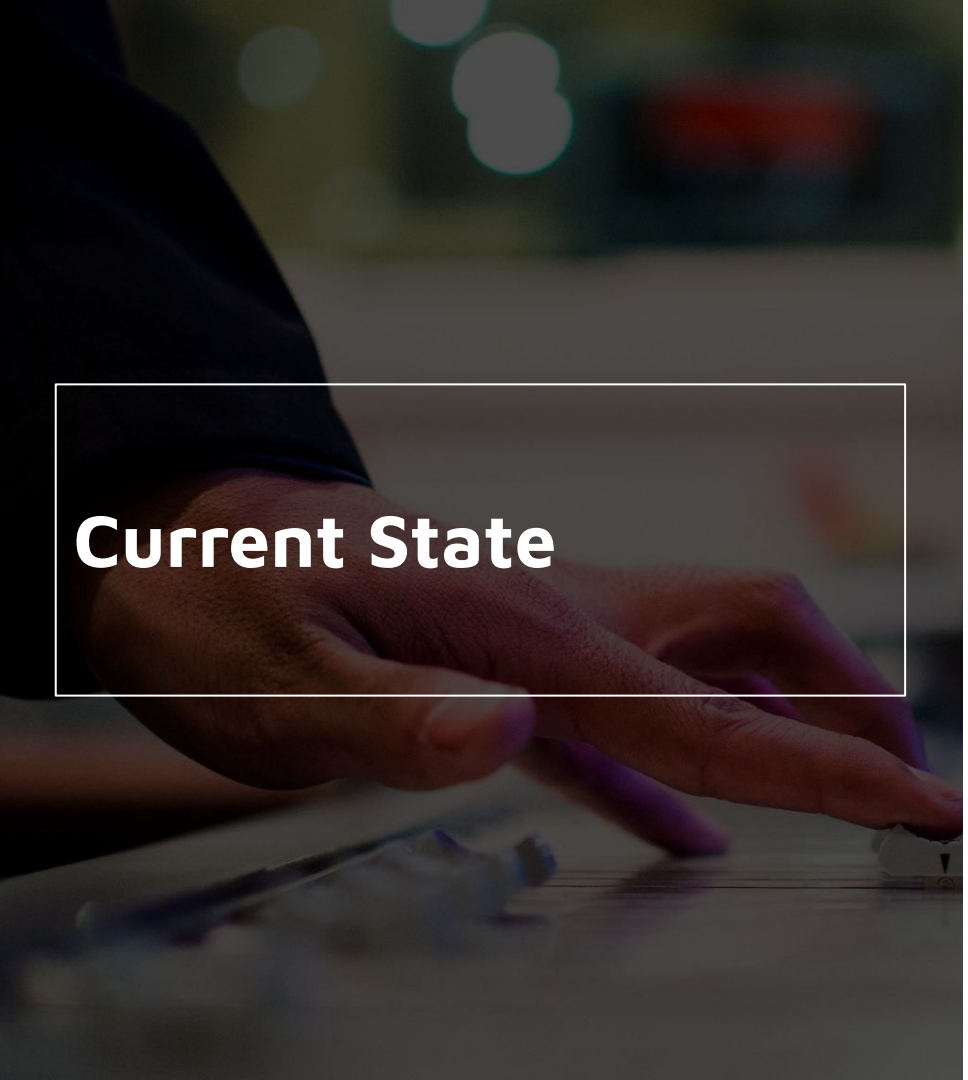
# Progress & Promising Practices

What did we learn that we can replicate?

# Progress & Promising Practices

## What Are Our Top 2-3 Most Effective Strategies that support needs of students during COVID-19? (include available data sources)

| |
|---|
| High-dosage Tutoring for students based on assessment data (Varsity Tutoring) |
| SEL instruction (through the PE/Health classes) |
| Formative assessments (exit tickets) to be used for instructional planning |



# Current State

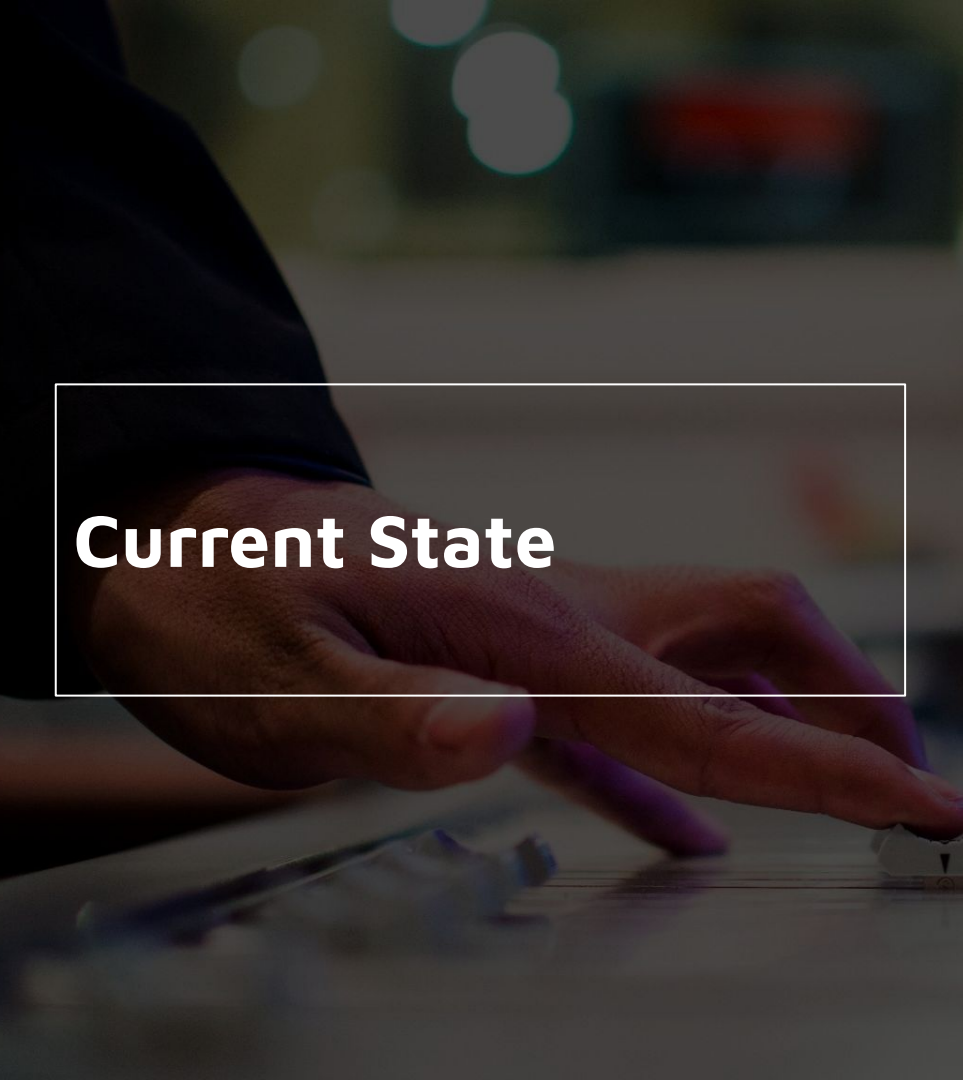
## Overall Priorities

We need to understand the most critical issues facing the Academy and our students

# Overall Priorities

## What are the Top 2-3 Issues Currently Facing Students as a result of COVID-19? (include available data sources)

| |
|---|
| Student engagement (% of students who completed assignments or % of students who failed) |
| Parent engagement (% of parents who respond to emails or participate in Parent Gatherings) |
| Stable computer technology and Internet access |



## Current State

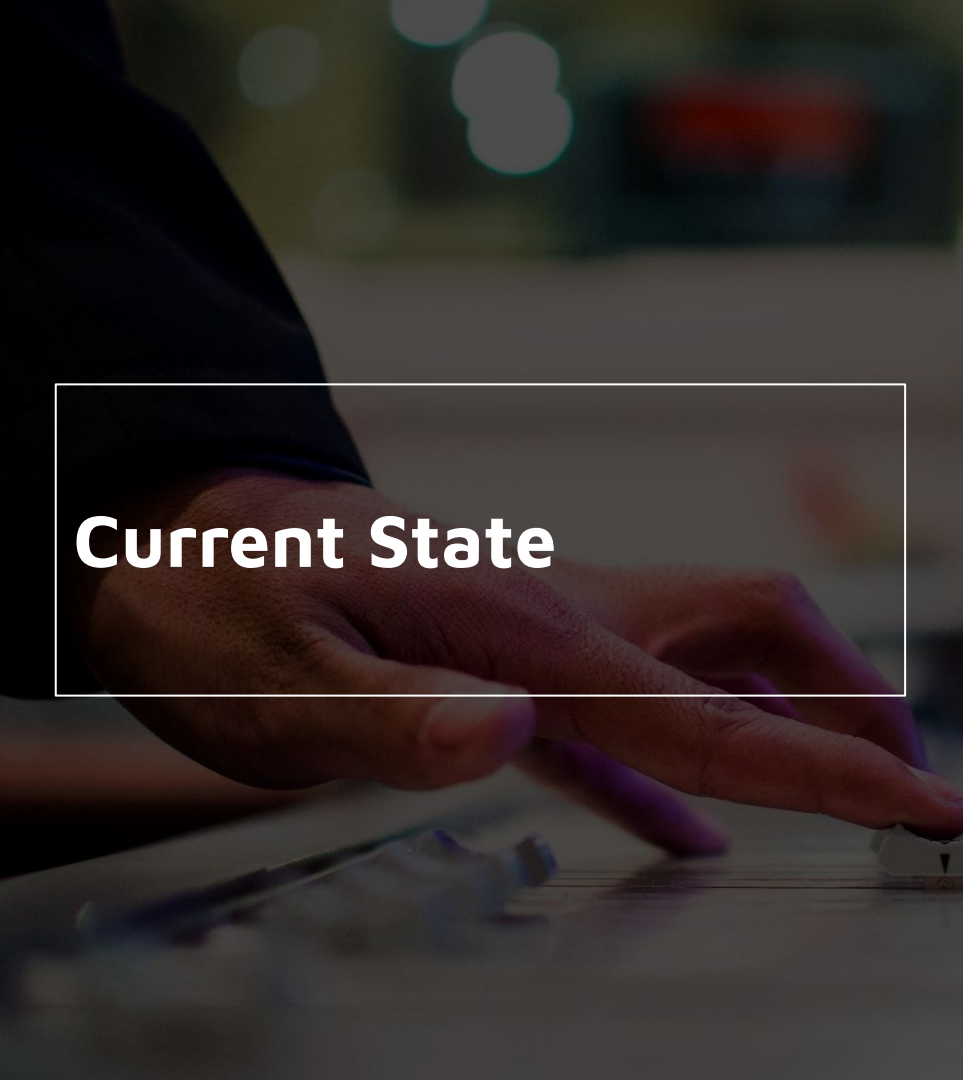
# Identifying Needs of Underserved Students

Our sub-populations need focus: low-income, gender, IDEA-B, homeless, etc.

# Identifying Needs of Underserved Students

## What are the Top 2-3 Highest Priority Academic, Social, Emotional and/or Mental Health Needs for FY22 related to the impact of COVID-19? (include available data sources)

| |
|---|
| Special Education support for students with disabilities (data: STAAR results; strategies to improve: increasing SpEd teacher effectiveness, adding additional SpEd Aide) |
| Absenteeism (data: attendance; strategies to improve: more engaging instruction, teacher effectiveness, smaller classes) |
| Low academic performance (data: STAAR results, Stanford 10 results; strategies to improve: school-day tutoring; Psych On-Site; Communities in Schools) |



## Current State

# Identifying the Impact of COVID-19

How and why we believe COVID-19 impacted students

# Identifying the Impact of COVID-19

**How we will identify the impact of COVID on student learning and student well-being, including identifying groups most impacted (include available data sources)**

| |
|---|
| Academic screening at the beginning of the year: NWEA for Math, Reading and Science (BOY, MOY and EOY) |
| Student Perception Surveys (e.g., Panorama, Ed Elements) |

# Safe Return to In-Person Instruction

Modelling CDC prevention and mitigation policies

# Safe Return to In-Person Instruction

**How we will implement policies in line with most current CDC guidance to effectively maintain health and safety of students, educators and others (use existing Safety Protocols document)**

| | |
|---|---|
| Optional | Masks |
| Optional | Physical Distancing |
| Optional | Handwashing & respiratory etiquette |
| Yes | Cleaning and maintaining healthy facilities |
| Yes ($$$) | Improving ventilation |
| Yes | Diagnostic and Screening |
| Yes (CVS) | Provide vaccinations to educators, other staff, and students |

## Safely Reopen & Sustain Safe Operations

# Continuity of Services Planning

Publish plans for safe return to in-person instruction

# Continuity of Services Planning

## How our plan will be designed to include:

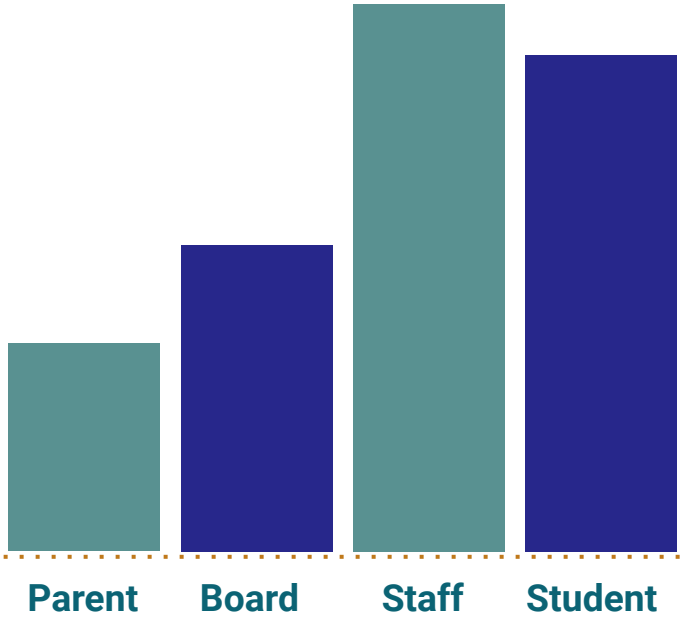
| | |
|---|---|
| | Policies for masks, physical distancing, handwashing, etc. already referenced |
| In this document | Services for students' academic needs |
| In this document | Services for students' Social, Emotional, and Mental Health needs |
| Habitudes | Services for staff's Social, Emotional, and Mental Health needs |
| | Services for student food services |
| On the calendar... | Six-month plan review |

# Planning for Use and Coordination of ESSER Funds

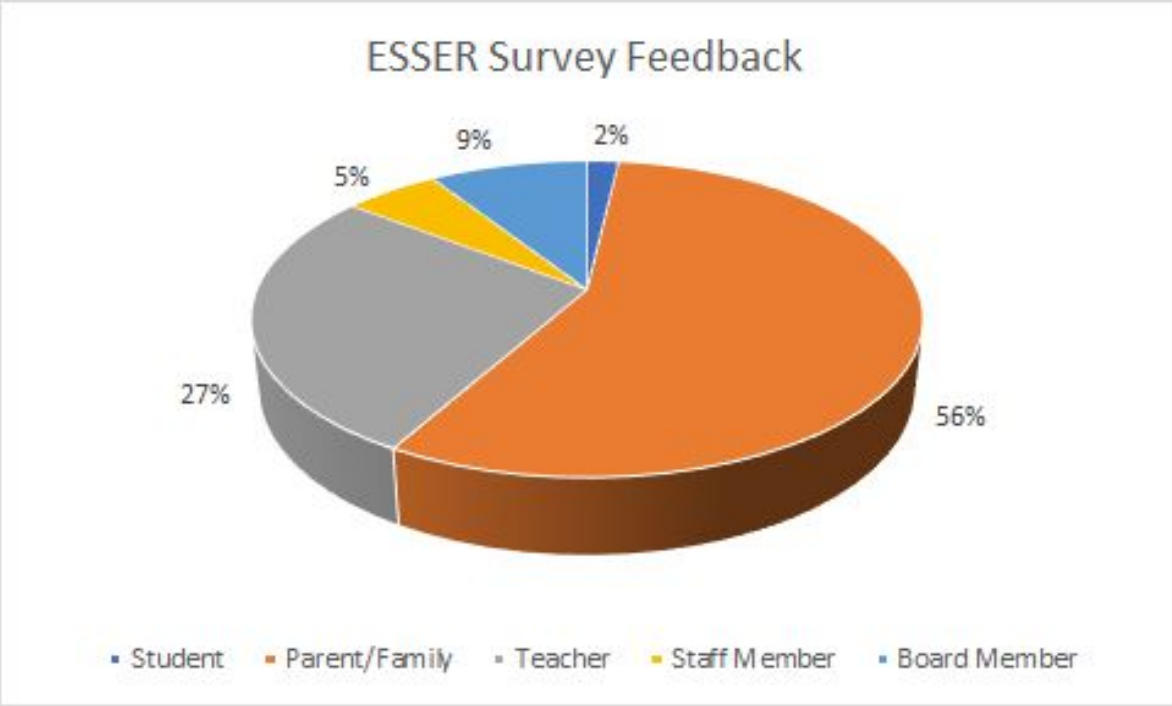
# ESSER Stakeholders

Collecting stakeholder data

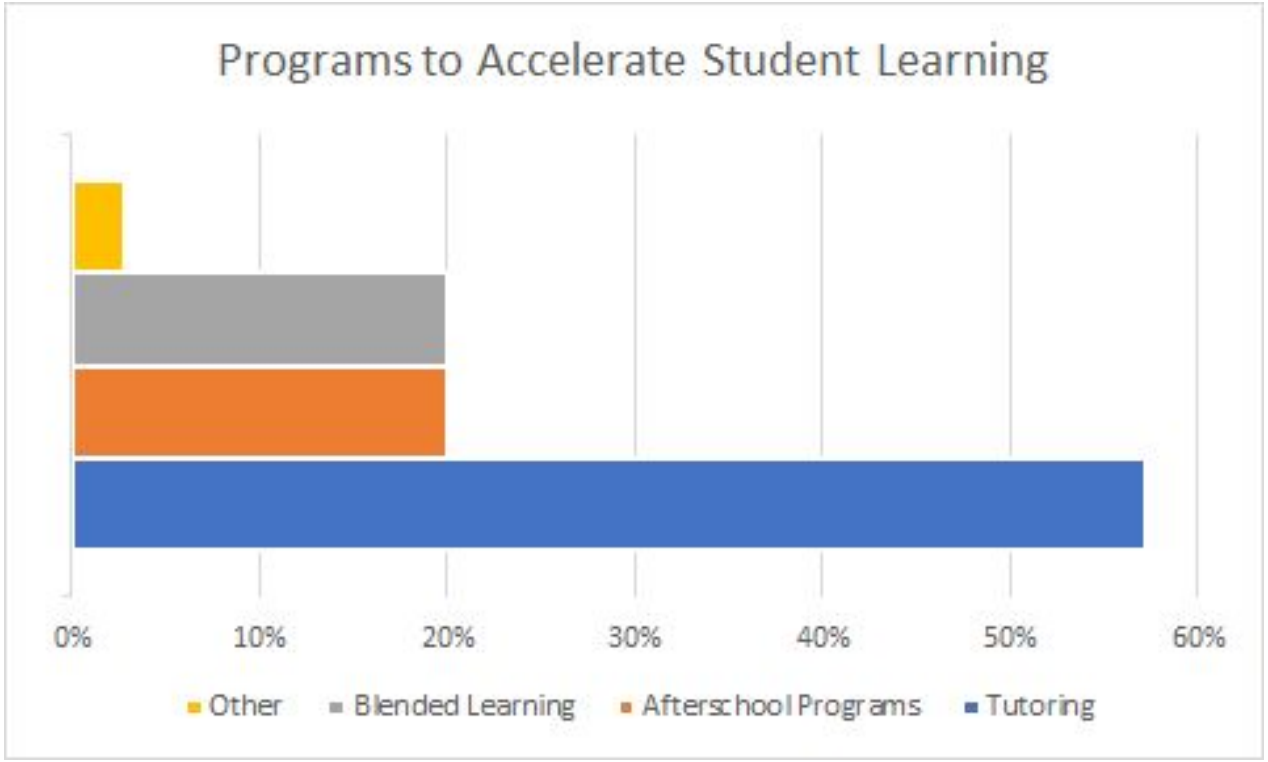
- Newsletters
- Field Day surveys
- Email surveys
- Enrollment Questionnaire
- Special Ed parent questionnaire



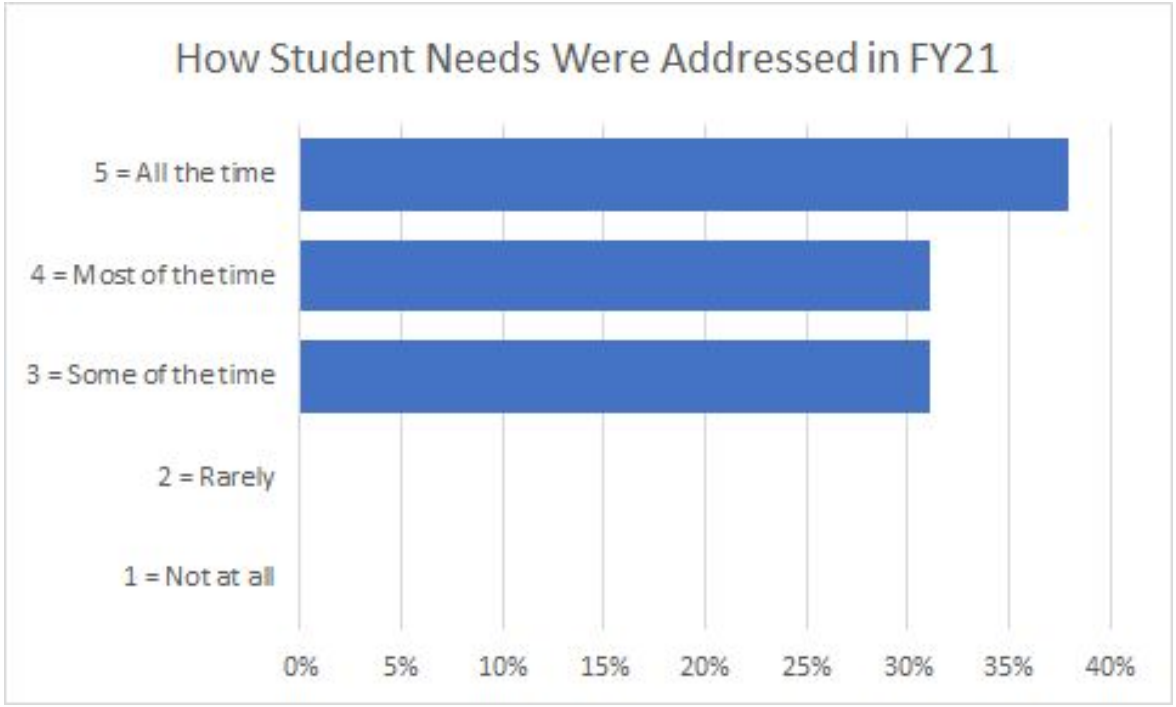
# Feedback Results: Respondents



# Feedback Results: Accelerate Learning



# Feedback Results: Student Needs in FY21



# Create Stakeholder Community (Committee)

- Superintendent
- Principal
- Instructional Coach
- Campus Leadership Team
- 5 Parents
- 2 Board Members (WALIPP)
- Community Member

**COMMITTEE TO DO's:**

- ❏ Schedule two (2) meetings
- ❏ Review ESSER Slides
- ❏ Discuss strategies
- ❏ Request input to ESSER Plan

# Academic Impact of Lost Instructional Time (20%+)

Evidence-based Interventions used to assure student success

# Academic Impact of Lost Instructional Time

## How our ESSER funds will be used for Evidence-Based Interventions:

| | |
|---|---|
| YES (10%) | Intensive or High-Dosage Tutoring (Varsity Tutoring) |
| YES (cost for week 1) | Adopted an Extended Year (August 16-20, 2021) |
| Everybody | Students who were disproportionately impacted by COVID-19 |
| 30+ days missed | Students who missed the most in-person instruction in FY20 and FY21 (students receive Asynchronous assignments, mentors for students to be in touch at least weekly) |
| | NWEA BOY, MOY and EOY assessments |

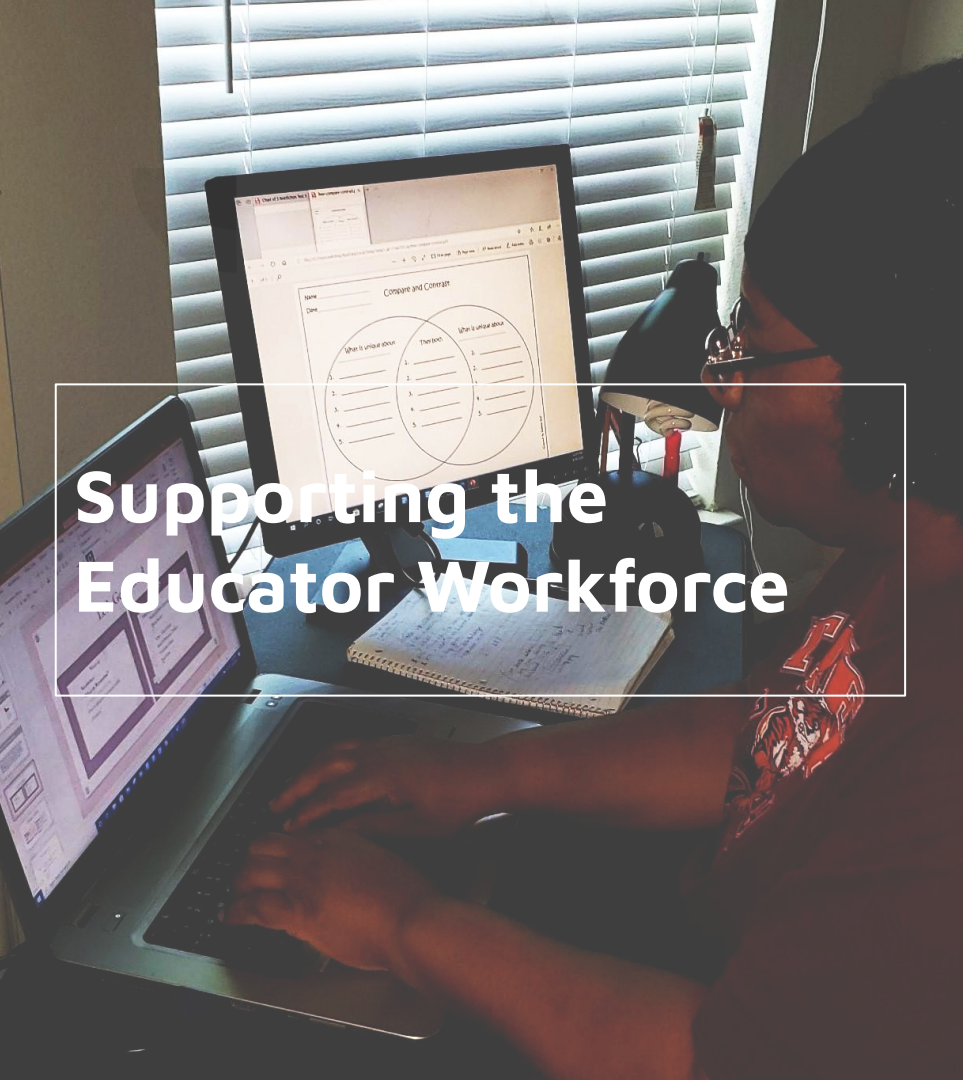
# Academic Impact of Lost Instructional Time (20%+)

How Evidence-based Interventions will SPECIFICALLY address students at high risk

# Academic Impact of Lost Instructional Time

## How Interventions will address disproportionate impact of COVID-19 on specific student groups:

| | |
|---|---|
| Varsity Tutoring for Math/Reading | Additional small-group (1:1 or 1:2) tutoring on identified Readiness TEKS |
| Jump Start Week (August 16-20) and longer year (June 7) for ten (10) additional days | Extended Year (additional week at beginning and end of school schedule) |
| Students who were disproportionately impacted by COVID-19 | Social / emotional supports and accelerated learning |
| Students who missed the most in-person instruction in FY20 and FY21 | |




# Supporting the Educator Workforce

Strategies to increase Student Access to Key Support Staff

# Strategies to Increase Student Access

## What will be done to increase access to:

| | |
|---|---|
| Mental Health Counselor(s) and Social Worker | Wraparound services (in dialogue with several vendors) |
| Nurse(s) | Partnership with CVS for COVID-19 Vaccinations |
| Assess SEL Needs | Panorama Education Surveys |

# Milestones

***ESSER II and III Planning Schedule***

# The team

***If everyone is moving forward together, then success takes care of itself***

## Dr. Marthea Raney

Principal, The Lawson Academy

Instructional Leader

## Cheryl Lawson

Superintendent, The Lawson Academy

Executive Director, WALIPP

## Dr. Delic Loyde

Consultant to The Lawson Academy

TEA Governance Facilitator

# Questions?