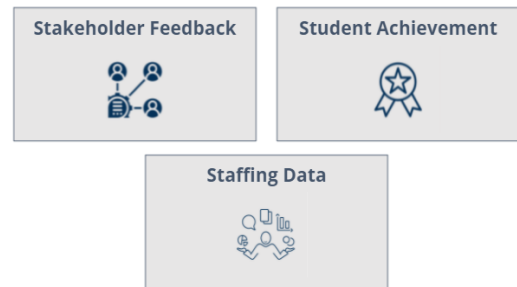


I. Background on ESSER III Funding

In March 2021, the federal government passed the American Rescue Plan Act of 2021. This act included a provision for the supplemental Elementary and Secondary School Emergency Relief Fund, known as ESSER III. These funds have been distributed to local education agencies (LEAs) through state education agencies for the use of recovering from the impact of COVID-19. At least 20% of the funds must be used directly for student learning acceleration. The remaining allocation is at the LEA's discretion. The following document outlines Midland ISD's plan for the use of ESSER III funds to improve student outcomes and educational quality for Midland's families in the wake of the COVID-19 pandemic.

II. Process for MISD ESSER III Planning

The ESSER III Planning Committee at MISD underwent a rigorous prioritization process to plan for the use of ESSER III funds. **At the center of this process was a focus on student and community needs, measured through stakeholder feedback, student achievement data, and staffing data.**



Surveys were administered to parents, community members, campus leaders, and school staff. Stakeholders identified a need for increased technology access, curriculum solutions to address learning loss, and additional staff to support student social/emotional wellbeing. Additionally, student achievement data pointed to shifting demographics in the district and increased academic needs, specifically at F- and D-rated campuses. An analysis of this data revealed a need for innovative interventions in the following areas: **learning acceleration, whole child, and community engagement.**



III. Goals for ESSER III Budget

MISD’s ESSER III Planning committee identified three goals to act as the guiding principles in their prioritization for the use of ESSER III funds. These goals are in direct alignment with the districts’ board goals as well as the Superintendent’s priorities.



The following goals in each priority area informed the decision-making of the ESSER III Planning Committee:

Learning Acceleration	By the end of SY 21-22, 90% of students in D and F campuses will meet or exceed identified MAP student growth goals in reading/ELAR, as identified in MAP goal-setting tool.
Whole Child	By the end of SY21-22, 80% of all MISD families and 85% of families with students in D and F campuses will be satisfied by the COVID health and safety protocols, school culture, and special services provided to students on their campuses.
Community Engagement	By the end of SY21-22, 90% of all MISD families and 95% of families with students in D and F campuses surveyed will agree that they are informed about and encouraged to participate in school-sponsored activities such as tutoring, after school programs, and student performances.



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IV. Final ESSER III Budget

Guided by the rigorous examination of the data, close collaboration across district departments, and input from community members, the ESSER III Planning Committee arrived at the following budget for use of the ESSER III funds over the next three years.

The following is a summary of the budget breakdown for each ESSER III Priority:

Learning Acceleration 15 funded initiatives \$15M 63% of total ESSER III budget	Whole Child 7 funded initiatives \$2.8M 12% of total ESSER III budget	Community Engagement 3 initiatives \$5.8M 25% of total ESSER III budget
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V. Appendix

The following is a breakdown of each initiative funded by ESSER III, in order of level of priority:

ESSER III Priority	Initiative	Description
Learning Acceleration	Intersession	Intersession provides opportunities to support student learning and academic growth outside of the traditional school calendar. Intersession is a powerful tool for learning acceleration through the use of additional time for instruction to fill student learning gaps.
Learning Acceleration	Summer School	Research suggests that high-quality summer school instruction can close gaps in student achievement and by providing campuses with additional time to support student learning during the summer months. Funds would be used to launch a high-quality summer school program for MISD's highest-need students.
Learning Acceleration	Ongoing Professional Learning Community (PLC) Training	Continue to support district-wide PLC PD to support: closing gaps, teaching at rigor of standard, intervention systems, RTI/MTSS programming, building quality CFAs, campus systems, structures and protocols, and using data to make informed instructional decisions.
Learning Acceleration	Accelerated Learning Support for F and identified D schools through a reputable national organization with a track record of school turnaround	A school improvement organization will help build a customizable system for partnering side by side with teachers and administrators to reach measurable goals. F schools and identified D campuses will receive comprehensive and targeted support.
Learning Acceleration	Texas Essential Knowledge and Skills (TEKS) Academy	A guaranteed and viable curriculum (GVC) is a foundation of PLCs. To ensure a GVC, our teachers must receive training and coaching to effectively align curriculum and instructional practices.
Whole Child	Implementation of Multi-Tiered System of Supports (MTSS)	Continuation of in person MTSS training for years 2-3 with possible stipends for the implementation team summer training.



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Whole Child	Special Education Social Emotional Services and Support	SEL curriculum, such as TeachTown, will provide educators, parents and clinicians curriculum and education programs that improve the academic, behavioral and adaptive functioning of students with moderate to severe learning disabilities. This initiative will fund the utilization of evidence-based best practices derived from Applied Behavior Analysis (ABA), measurably improving student academic outcomes, and providing life skills that enable children with autism and related development disorders to thrive. Funded education solutions will be selected that are designed exclusively for students with moderate to severe disabilities, including autism spectrum disorder (ASD), developmental disabilities, intellectual disabilities and emotional and behavior disorders.
Learning Acceleration	Accelerated Learning Support in the form of before/after school and Saturday tutoring for identified campuses	Additional targeted academic support will increase student learning. Additional funding will be utilized to support the staffing and planning of high dose tutoring for identified campuses in need of additional support. This high dose tutoring will allow these campuses to provide accelerated learning before/after and Saturday schools.
Learning Acceleration	Instructional Rounds Training and Materials	Participants (DSC & Campus Leadership) will engage in instructional rounds multiple times and at different school sites. Learning is accomplished when participants are pushed to examine the evidence they are using to make claims about the classroom instruction they are observing. The first-year goal will be to ensure that all instructional staff (principals, assistant principals, and district service center staff responsible for supporting instruction) become proficient in instructional rounds methodology. All campus and DSC instructional leaders will receive a full day introductory training as well as six instructional rounds visits throughout the year. The second year will focus on teaching methodology to teachers so that, with support of school leaders, they can use it as a tool for peer support and professional development.



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<p>Whole Child</p>	<p>Social Emotional Curriculum</p>	<p>Character Strong will provide SEL and Character Education curriculum for PreK-12.</p>
<p>Learning Acceleration</p>	<p>HB3 Reading Academies Training and Stipends</p>	<p>All K-3 teachers, including special education teachers and principals, are required to complete the HB 3 Reading Academies by 2023 as a result of Texas' 86th Legislation. This includes literacy specialists who see K-3 students in small groups and K-3 departmentalized teachers, steeped in the Science of Teaching Reading, by 2023. Midland ISD has signed an MOU with Region 18 as an authorized provider for Texas Reading Academies Implementation.</p> <p>The content of the Reading Academies is based on the Science of Teaching Reading Framework. Beginning January 1, 2021, teachers seeking new certifications to teach pre kindergarten through 6th grade will be required to demonstrate proficiency on the Science of Teaching Reading exam.</p> <p>Administrator Path: The administrator path covers very similar content to the English Language Arts and biliteracy paths. However, the administrator path is streamlined and modified to highlight the specific role of the administrator within the literacy community.</p> <p>Biliteracy Path: The following modules will be differentiated for participants enrolling in the biliteracy path: (4) Using Assessment Data to Inform Instruction, (6) Phonological Awareness, (7) Alphabet Knowledge (8) Decoding, Encoding, and Word Study, and (11) Composition.</p> <p>Completing the Reading Academy has been compared to the amount of work as completing Master's level degree coursework. Due to the amount of work staff</p>



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		are taking on their own time to complete the Academy, this includes a stipend for those successful in the amount of \$1000 per educator.
Community Engagement	Parent Engagement Training	
Whole Child	Maintain or Increase Counseling Support	To hire Crisis Counselor Positions and fund the purchase of supplemental materials to support students in crisis.
Learning Acceleration	Content Support PK-12	To support, develop, and improve knowledge and skills in content areas and to fully implement a GVC resulting in effective, aligned, rigorous instruction in every classroom and every content area.
Whole Child	Social Emotional Learning (SEL) Services and Support	To purchase SEL kits and supplies for school counselors.
Community Engagement	Parent Liaisons	Parent liaisons are instrumental in supporting increased two-way communication between schools and parents. Each school would have a parent liaison, with one supervisor. Liaisons provide a personal point of contact for those parents who are unsure of how to support their child's education and are responsible for education events.
Whole Child	Special Services SEL/Behavior Training & Certifications	<p>Services include:</p> <ol style="list-style-type: none"> 1. LSSP, LPC, BCBA and ABA intern hours and certification support for existing special education staff. Students are experiencing a great need for social-emotional support in the form of highly trained staff who understand the root of behaviors. 2. Conscious Discipline Training for Early Childhood Programs staff members. Staff members would be able to attend conferences to become experts to then return to train our staff in various pieces of Conscious Discipline. 3. Train staff in becoming Trainer of Trainers for NCI de-escalation and restraints training through the Crisis Prevention Institute. Having trainers on



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		site will allow for staff to have timely training in de-escalation and restraints.
Learning Acceleration	Assistant Principal Academy	To support, develop, and retain school leaders who will achieve the mission and vision of MISD. By investing in our assistant principals we are investing in our future. Historically we are being challenged with attracting and retaining effective and well-trained AP, so this will also support HR recruitment efforts.
Learning Acceleration	Teacher Induction Program and Stipends	Creating an effective first year teacher/induction program will surround new teachers with the support they need to be successful. Training a core group of TOTs using proven strategies with compensation for new teachers. Providing compensation for days during the summer to prepare teachers for the classroom and compensation for experienced teachers to serve as coaches.
Learning Acceleration	Special Education Training	Training to support special education teachers, general education teachers, campus leaders, special education assessment teams and special education administrators to better understand academic interventions, accommodations, modifications, connecting standards to instruction and learning, putting the IEP into action, building high rigor lessons for students with disabilities and inclusive scheduling.
Learning Acceleration	Sheltered Instruction Observation Protocol (SIOP) Training	Job embedded SIOP PD in all core content areas is essential to accelerate the linguistic and academic progress of emergent bilingual students, particularly those that are eligible to receive English as a Second Language (ESL) services in the general education classroom.
Learning Acceleration	CHAMPS Trainer of Trainers PD	Trainer of Trainer model implementation for PBIS. This would be in addition to and aligned to work through Region 4 and the Meadows Foundation and would begin with Tier 3 Schools.
Community Engagement	Parent Education Nights to Support Academics	These events would bring parents on campus (or virtually) to provide education on topics such as how to use Skyward, how to communicate with their child's teacher, and what their children are learning that month.



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Whole Child	Restorative Practices	Trainer of trainer model will allow MISD to build capacity in retaining employees with the ability to train others in the basic principles, values, and processes of Restorative Discipline Practices and Interventions in school settings. Restorative practices will allow MISD to build community and respond to challenging behaviors more effectively.
Learning Acceleration	Special Education Learning Loss Mitigation	Camp style experience which will have focused labs for students to engage in that connect to standards not met throughout the school year. Camps can include after hour labs, weekend labs, or summer camp labs that students can register for and attend. These labs will be centered around IEP needs of all students in special education to provide targeted, high level intervention in the areas of learning loss/gaps.