



Elgin ISD ESSER III Use of Funds Plan

EISD utilized a COVID-19 Recovery ESSER Planning Template from the Texas Education Agency System Support and Innovation Division to guide the planning process. The process began with collecting stakeholder input through a meaningful consultation process that included opportunities to provide input during in the 2020-2021 school year and current opportunities specific to planning for the 2021-2022 school year. An analysis of needs based on stakeholder input and district/campus data on achievement, technology, social, emotional, mental health, and mitigation strategies was conducted and needs were prioritized. Strategies to address the needs were identified and the budgeting process was completed. Public notice and public comment were both included in the process.

The Use of Funds plan details the prioritized needs addressed by the activities funded with ESSER III funds. The activities Elgin ISD is implementing with ESSER III funds are intended to address the academic impact of lost instructional time and respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic. One of the ESSER III requirements is to ensure at least 20% of the ESSER funding is specifically utilized to address the academic impact of lost instructional time through the implementation of evidence-based activities. These activities are indicated in the Use of Funds Plan below in ***Bold/Italicized*** lettering.

Timeline for Use of ESSER Funds

Elgin ISD will utilize ESSER funding throughout the 2021-2022 to the 2023-2024 school years. Planned expenditures will be similar to those indicated above for each year based on any revisions that occur due to meaningful stakeholder input and Elgin ISD's continuous improvement planning process. There will be minimal use of funds during the summer of 2021 with anticipated summer activities in 2022, 2023 and 2024.



Indicated needs: Helping students with unfinished learning, Student engagement in learning, Additional academic support, Supporting social and emotional needs

<i>Kindergarten Aides</i>	Reduce the adult to student ratio to enhance developmentally appropriate learning environment and to address individualized learning needs, including those who did not attend PK in 2020-2021.
<i>Literacy Specialist Aides</i>	Provide high dosage tutoring and fundamental early literacy skills for students identified in Tier II.
<i>Recovery Specialist</i>	Recover and sustain student enrollment and attendance. Assist with the implementation of campus systems and truancy prevention measures.
<i>Credit Recovery</i>	Provide opportunities for students to recover credits not gained due to the impact of the pandemic.
<i>Counselors</i>	Support students, teachers, and campus staff by providing social emotional and mental health services needed, including to engage and support students and families in the return to learning at school.
<i>Accelerated Learning Teachers</i>	Provide support for flexible grouping to provide 1.) focused instruction to recover identified unfinished learning for essential standards in reading and math and 2.) ensure students continue to learn on grade level.

Indicated need: Extended learning opportunities

Summer School	Extended learning to address unfinished learning for students to receive targeted instruction and ensure acceleration into grade level learning.
Algebra Summer Bridge	Provide students a jumpstart into Algebra by pre-teaching critical concepts that were not successfully learned due to the pandemic.
Extended Learning Academies	Opportunities for students to fill gaps in learning through before school, afterschool, and/or extended week tutoring.
Before and After School Programming	Provide a safe and supportive extended learning environment for student enrichment that provides aligned school day academic assistance.



Indicated need: Identifying and targeting learning needs

Accelerated Learning PD	Training for campus staff and administrators for determining student mastery of essential standards and designing effective instruction.
<i>Student Progress Monitoring Tool</i>	Implement an evidenced based assessment system to measure student proficiency and growth in essential skills and concepts in core subjects.
<i>Director of Literacy Programs</i>	Oversee intensive early literacy related to unfinished learning and ensure strong literacy instruction across all grade levels.
<i>Curriculum Specialists</i>	Work closely with district and campus staff to identify overall trends and specific campus trends for unfinished learning relative to essential standards. Develop revised curriculum and provide training.
<i>Director of School Improvement</i>	Oversee school improvement efforts to overcome the impact of the pandemic. Ensure strategy implementation addresses unfinished learning across all grade levels, extended day and year learning opportunities.