

MUNDAY CISD

ARP ESSER III Continuity of Services Plan Outline



Needs assessment summary regarding student learning loss related to the pandemic:

1. Identified Areas of Strength:

Student strengths are based off of Progress Checkpoints throughout the 2020-2021 school year and State Assessments:

- Attendance Rates
- Math- Grades 3, 4, 5, Alg 1
- Science- Grade 5, Biology
- Reading- Grades 3, 4, 5
- Social Studies- Grade 11

2. Identified Areas of Concern:

Areas of concern for MCISD are based off of Progress Checkpoints throughout the 2020-2021 school year and State Assessments:

- Students reaching 90% approaches, 60% meets, and 30% masters on all State Assessments. (increased rigor and deeper understanding of content)
- All 6-8 STAAR assessments, all sub groups
- English II EOC Assessments
- Performance of Eco. Disadvantaged students District wide
- Student Growth
- Performance of Non-continuously enrolled students

3. Barriers to Success:

N/A

Component 1: The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning. (ESSER Funds do **not** have to be used for this purpose.)

This was not identified as a high need area since we are a small district and are able to reduce class size and socially distance our staff and students fairly well.

Component 2: How the LEA will use the funds it reserves (at least 20%) under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year.

Funds used to address academic learning loss include:

1. Summer School/Retention pay for staff
2. DMAC Services for disaggregation of student data to better focus our recovery efforts with students
3. Education Galaxy, IXL programs for elementary to use as a supplemental resource to target learning loss
4. Study Island, IXL, Lowman curriculum, Get More Math, CatchUp Math for Junior High and High School as a supplemental resources to target learning loss
5. Reading academies for all elementary staff
6. Additional paraprofessional staff to assist struggling students in areas of math and reading.
7. Targeted professional development for instructional staff

Component 3: How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

1. Current staff to ensure the continuity of funding for resources when ESSER III funds are expended.

Component 4: How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health

needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Academic impact of interventions will be documented through multiple sources including DMAC, State Assessments, RTI Data, CLI assessment and any other data source the district already uses.

Student groups including low-income, students of color, ELL, Special Education, 504, homeless, and migrant students will be monitored for progress using this data as well as all other students.

All student groups will be provided mental health support for both social and emotional needs through requests to counselors, mental health guidance programs, and partnerships with Helen Farabee, DialCare, Catholic Family Services.

The plan was made available for public comment at the August 16, 2021 board meeting.

The plan is available in Spanish or other languages needed for this community in a written format or through oral translation.

El plan está disponible en español u otros idiomas necesarios para esta comunidad en formato escrito o mediante traducción oral.

The plan will be available in an accessible format for people with disabilities, upon request to Troy Parton, Superintendent of Schools.

The plan will be posted on the district website at www.mundaycisd.net within 30 days of the receipt of the funds.

<https://www.mundaycisd.net/2021/07/covid-safe-return/>