



ARP ESSER III Use of Funds and Continuity of Services Plan

Introduction

Jacksboro ISD is eligible to receive funds from the Elementary and Secondary School Emergency Relief (ESSER) III grant through the American Rescue Plan (ARP). **The purpose of this grant is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.**

Needs assessment:

(summary of student learning loss related to the COVID-19 pandemic)

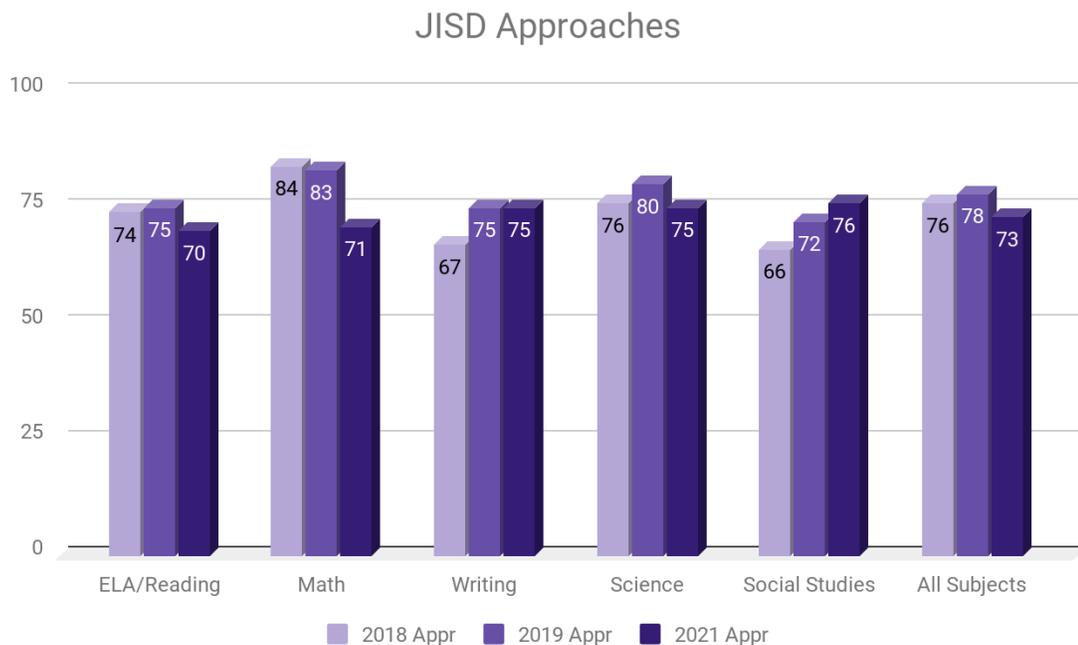
→ Identified Areas of Strength:

- ◆ Reopening schools for in-person learning - throughout the Summer of 2020, Jacksboro ISD administrators met on several occasions to plan for reopening school on **August 19, 2020**. The district followed CDC and TEA guidelines regarding the safe reopening of school to students and staff. Additionally, the district consulted with Jack County health officials on confirmed positive cases, contact tracing, and quarantine timelines.
- ◆ JISD remained open for in-person instruction - throughout the 2020-2021 school year, JISD campuses were able to stay open for in-person learning, except for the elementary campus moving to remote instruction for eight days in early November due to a spike in confirmed positive COVID-19 cases at the campus. In response to this spike, the district enacted a mask mandate for all staff and students.
- ◆ Retained staff - JISD maintained all pre-pandemic staffing positions for the 2020-2021 school year.
- ◆ Essential services for high-need student populations - when the Governor ordered Texas schools to close due to the COVID-19 pandemic in March 2020, JISD staff quickly mobilized our resources to provide remote asynchronous instruction. The district deployed Chromebooks to all students, provided WiFi hotspots to economically disadvantaged families, and purchased software resources to support remote instruction for both teachers and students. The district's Child Nutrition Department prepared two meals daily curbside pickup and at-home delivery from March - July 2020.

- ◆ Support from the community - JISD received overwhelming support from parents and community members from the beginning of the COVID-19 pandemic through the end of the 2020-2021 school year. Updates to the district response to the COVID-19 pandemic were provided through the school district's website, social media accounts, the district's smartphone app, and the local media.
- ◆ Evidence of academic growth throughout the year - the district administered the Beginning of Year (BOY) assessments offered by TEA in September 2020. Jacksboro Elementary also used nationally recognized assessment instruments for reading and math in Pre-K - 2nd grade at the beginning of the school year. Based on data collected throughout the school year along with the end of year STAAR assessments. District leaders identified substantial student academic growth when comparing assessment data collected at the beginning of the year to end-of-year data.

→ **Identified Areas of Concern:**

- ◆ Student performance on STAAR - district and campus leaders identified a decline in overall student achievement on the spring 2021 STAAR as compared to STAAR results from 2019 (STAAR tests were canceled in spring 2020 due to the COVID-19 pandemic). The chart below illustrates the decline in approaches grade-level performance in reading (-5%), mathematics (-12%), science (-5%), and all subjects (-5%). Campus leaders attribute these academic declines to the COVID-19 pandemic. District stakeholders identified learning loss resulting from the pandemic as a high priority for the district.



- ◆ Social-emotional needs of staff and students - district stakeholders identified the social-emotional well-being of students and staff members as a high priority post-pandemic need.
- ◆ Engagement of remote students - lack of remote student engagement was a significant concern for campus administrators and teachers throughout the pandemic. Identifying strategies and resources to better support remote students was deemed a priority by district stakeholders.
- ◆ Connectivity for students - district stakeholders identified connectivity concerns as an ongoing issue for students in rural areas of the district.
- ◆ Technology infrastructure - maintaining and upgrading the district's technology infrastructure and providing access to 1:1 electronic devices for K-12 students is an ongoing need identified by district stakeholders.
- ◆ Low enrollment of Pre-K students - the Elementary campus experienced lower Pre-K enrollment in 2020-21 as compared to 2019-20. District and campus leaders attributed this decline to parents of eligible Pre-K students choosing to keep their child at home due to pandemic concerns.
- ◆ Parent/family/community engagement - campus administrators identified a decline in parent/family engagement during the 2020-21 school year due to TEA and CDC health guidelines that prohibited parents from entering campus facilities during school hours. Capacity limits on extracurricular activities also hurt community engagement.

→ Barriers to Success:

- ◆ Technology availability - the district is experiencing supply issues when attempting to order electronic devices to support the district's 1:1 initiative.
- ◆ Connectivity issues - reliable broadband throughout the district is an ongoing issue for both students and staff members to access the district's Learning Management System when not on campus.
- ◆ Recruitment and retention of staff - the district experienced an unusually high number of retirements and teachers leaving the profession at the end of the 2020-21 school year. Stress and frustration related to challenges resulting from the COVID-19 pandemic were attributed to the unusually high number of staff members who left the district.

Continuity of Service Plan Components

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.

Jacksboro ISD does not intend to use ESSER funds for mitigation strategies.

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.

Jacksboro ISD will allocate 20% of the total ESSER III entitlement for the following evidence-based interventions to address the lost instructional time due to the COVID-19 pandemics.

- Reading academies for teachers in K-3,
- After-school accelerated instructional programs at each campus
- Summer enrichment and credit recovery programs at each campus.
- After-school virtual tutoring for middle and high school students.
- Data analysis software to track student progress at each campus
- Evidence-based software intervention and enrichment programs at each campus

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

Section 18006 of the CARES Act (ESSER I) and Section 315 of the CRSSA Act (ESSER II) require, to the greatest extent practicable, entities that receive funds to continue to pay their employees and contractors during the period of any disruptions or closures related to coronavirus. Further, Section 18003(d)(12) of the CARES Act, Section 313(d)(14) of the CRRSA Act, and Section 2001(e)(2)(R) of the ARP Act (ESSER III) allow ESSER funds to support “other activities that are necessary to maintain the operation of and continuity of services in local education agencies and continuing to employ existing staff of the LEA.

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.

Jacksboro ISD will provide the following academic and social-emotional interventions to students identified as economically disadvantaged, English learners, children with disabilities, homeless, and children in foster care:

- Reading academies for teachers in grades K-3.
- After school accelerated instructional programs at each campus
- Summer enrichment and credit recovery programs at each campus.
- After-school virtual tutoring for middle and high school students.
- Evidence-based software intervention and enrichment programs at each campus.
- Social-emotional counseling and support activities at each campus.
- Social services for high-need students at each campus.

The plan was made available for public comment at the July 12, 2021 school board meeting.

The plan is available in Spanish in a written format or through oral translation.

The plan will be available in an accessible format for people with disabilities, upon request to:

Brad Burnett
Assistant Superintendent
940-567-7203
burnettwb@jacksboroisd.net

The plan will be posted on the district website at:

<https://www.jacksboroisd.net/site/Default.aspx?PageID=1532>

within 30 days of the receipt of the funds.