

PUBLIC NOTICE

The American Rescue Plan Act (ARP) signed into law on March 11, 2021 provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. Education Center International Academy has received some of these federal funds.(\$751,351.30). The district is currently in the process of gathering preliminary data from multiple stakeholders to guide and support the instructional and expenditure plan. Meaningful consultations with stakeholders will be implemented through the course of the academic year. These consultation touch points are in effort to strategically update and evaluate the use of these federal funds. will be collecting this preliminary data by a plan of action developed by the ESSER Committee. The preliminary use of funds plans and the Preliminary Plan for Safe Return to In-Person Instruction and Continuity of Services (ESSER Plan ECIA 057833 will be posted).

Context

In the midst of the ongoing challenges presented by SY21, education leaders across the country are also taking on the essential work of planning for this summer and next school year. The purpose of this workbook is to provide a high-level planning process and strategic considerations that leaders at all levels of the ecosystem can use to plan for the next 12-18 months.

This Google Sheets file contains "ready to use" templates and resources aligned to this proposed planning approach. It is important to note that what is essential to each of these phases are the **key outputs**. The detailed planning steps and supporting tools are meant to be *in service* of those key outputs. Do not hesitate to modify the process, format and tools as needed.

How to Use This Toolkit

Review the phases of work outlined in the table below to understand the overall process. Then move to the next tab (Phase 0) to complete your project set up, including determining timeline, team composition, guiding principles, etc. After that, move to the next tab to access the detailed directions for **Phase 1: Analyze Student Data**. Follow the directions written in **black** and fill in the **light grey** cells with your team's responses. Links to **additional resources** to support your thinking are provided in **blue**. The **key output(s)** for each step is emphasized in **green**. Repeat this process for each tab in this toolkit. You will likely wish to make a copy of this in Google Sheets and share with your team to allow for collaboration.

Phase	Essential Question	Description	Key Output	Supporting Tools
0. Project Set Up	How will we organize ourselves to do this work?	Determine team members, timeline, meeting schedule, and guiding principles for Part 1 of your COVID-19 Recovery and Acceleration Planning	Team Members, High Level Timeline, Meeting Schedule, Guiding Principles	Project Plan
1. Analyze Student Data	What is the data telling us?	Review latest available student data to identify both bright spots and areas to prioritize for improvement	Summary of Bright Spots and Areas for Improvement in Student Performance	Data Reflection Tool
2. Understand Stakeholder Needs	What is our community telling us?	Capture stakeholder input on priorities and preferences for next year	Synthesis of Community's Priorities and Preferences for Next Year	Stakeholder Engagement Planning Tool
3. Make Key Decisions	What is our high level plan to address our community's needs over the next 12-18 months?	Use student outcomes and stakeholder input to determine virtual or hybrid staffing / school model(s), learning acceleration strategies, and prioritized student groups for '21-22.	Decisions on 1) Virtual/Hybrid Offerings 2) Learning Acceleration Strategies and 3) Prioritized Student Groups	Key Decisions Tracker
4. Identify Short Term Actions	What needs to happen in the next 1-2 months to make this plan possible?	Based on the key decisions made in Phase 3, identify and plan for time sensitive next steps that need to be taken in the next 1-2 months to enable implementation of the SY '21-22 plan.	Next Steps on a Clear Timeline	Short Term Action Task List
5. Align to Other Work	How does our Recovery and Acceleration plan connect to other work in our LEA?	Map out how selected strategies cohere with other work that is underway in the LEA	Outline of Connections between this Plan and other Initiatives	Existing Initiative Coherence Map
6. Share Plan with Community	What have we decided and why?	Summarize rationale for models offered, prioritized student groups, learning acceleration strategies selected in a plan for the community.	Summary of SY '21-22 Plan for Stakeholder Input	Summary Presentation

Overview of this Phase

The essential question for this phase is, "How will we organize ourselves to do this work?" Prior to launching the planning process, take time to determine team members, structures, timeline, and meeting schedule for Part 1 of COVID-19 Recovery and Acceleration Planning (April-June). The essential outputs for this step are defined **project team members, a planning timeline, a meeting schedule, and guiding principles**

Directions

1. Determine the members and structure of your COVID Recovery and Acceleration Planning team. Note that leaders of this team should be well positioned to engage in high-level, system-wide strategic decision-making. Based on your LEA context, you may also wish to use a committee structure to lead a more decentralized planning processes. For example, one LEA might run separate planning processes at the ES/MS/HS level. Another might choose to have principals chair campus level planning committees. Record members of your team in *Table A: Defining Your Team*.
2. Review the phase descriptions and key outputs of the planning process on the Overview tab. Note the proposed timeline in *Table B: Establishing a High Level Timeline*. Consider existing scheduling constraints in your LEA (i.e. existing board meetings, test administration schedules, summer break etc). Modify these target completion dates to meet your LEA context and team capacity. Record in Column E.
3. Consider the meetings that need to be scheduled to drive this work forward. Most teams find a weekly or biweekly standing meeting to be most efficient. Determine what works for your group and record in *Table C: Scheduling Meetings*. Schedule those meetings ASAP.
4. Refer back to your LEA's mission, vision, and/or core values. Reflect on what those components mean for your planning for next year. Discuss the following question, "What are some guiding principles you we want to commit to as you go through this planning process?". Based on that conversation, capture 2-5 "guiding principles" in *Table D: Guiding Principles for COVID-19 Response and Recovery Planning*.

Supporting Tools

Table A: Defining Your Team

Team Member	RSSP Role	Job Title	Email Address
David West	Member	SPED Director	dwest@eciacharter.com
Randy Lamb	Instructional Director	Principal	rlamb@eciacharter.com
Tamekka Wilson	Member	Teacher	twilson@eciacharter.com
Sandra Brown	Member	Teacher	sbrown@eciacharter.com
Crystal Cooper (Mueller)	Member	Parent	ccooper@eciacharter.com
Cristina Toscano	Member	Parent	ctoscano@eciacharter.com

Table B: Establishing High Level Timeline

Phase	Key Output(s)	Recommended Completion Dates	Target Completion Date	Status
0. Project Set Up	RSSP Team Members, High Level Timeline, Meeting Schedule, Guiding Principles	4/23	5/17/2021	Complete
1. Analyze Student Data	Summary of Bright Spots and Areas for Improvement in Student Performance	5/12	5/21/2021	Complete
2. Understand Stakeholder Needs	Synthesis of Community's Priorities and Preferences for Next Year	5/12	5/24	Complete
3. Make Key Decisions	Decisions on 1) New Curricula 2) Virtual Options 3) Learning Acceleration Strategies and 4) Prioritized Student Groups	5/26	5/24/2021	Complete
4. Identify Short Term Action Steps	Next Steps on a Clear Timeline	6/11		
5. Align to Existing Work	Outline of Connections between this plan and existing initiatives	6/11		
6. Share Plan with Community	Summary of SY '21-22 Plan for Stakeholder Input	6/18		

Table C: Scheduling Meetings

Planning Meeting Cadence	Start Date	Status
Biweekly/Weekly?	May 17, 2021	To Schedule

Table D: Guiding Principles for Planning

Guiding Principles
Acceleration of student learning
Teacher staff development on accelerated learning strategies
Student Social Emotional Learning

Overview of this Phase

The essential question for this phase is, "What is the data telling us?" Your team will review the latest available student data to identify both bright spots and areas to prioritize for improvement. The essential output for this step is your LEA's [Summary of Data Bright Spots and Areas for Improvement in Student Performance](#). The insights gathered in this step will become a key input into your decision-making in [Phase 3: Make Key Decisions](#).

Directions

1. Select a subset of available student data to help your team understand the current state of student performance in your LEA. See [this document](#) for additional guidance on choosing the highest leverage set of data for your particular LEA.
2. Format the data set so that it can be easily broken down by campus, special populations, grade levels, subject areas, and '21 learning format (virtual, hybrid, in-person). Insert link(s) to relevant data in *Table E: Links to Data Sets*.
3. Use the data to reflect on trends across your student population. Individually and then as a team, consider the guiding questions in *Table F: Data Reflections + Insights*. Be sure to pay particular attention to the performance of student groups who have historically been underserved by your district. These prompts are meant as a starting place; be sure to capture relevant insights beyond these reflections questions as well.

Supporting Tools

Table E: Links to Data Sets

Report Title	Description	Link
Student Growth 2020-21	BOY/MOY/EOY assessments	https://docs.google.com/spreadsheets/d/1IZHkACjh_GiZh-5YsGgT8CjAwAm4XXqO8i4K9G52i4/edit#gid=0
Attendance Reports	Latest	https://docs.google.com/spreadsheets/d/13WfFVfIA2Kex3mBSOll0BX5insvrzsi5ZX0QCMVDy0/edit#gid=0
Stakeholder Survey	Survey on strengths and weaknesses	https://www.surveymonkey.com/summary/eWpF6GzeYMIPS9wl_2BldPAlwZBzcnxB5qLkHLu_2B66NY_3D
STAAR Results	May, 2021 report	https://docs.google.com/document/d/1o_D2Lbt3K6GP6ombYHkttl7d6W53m-pR6n0CSIMnuIA/edit

Table F: Data Reflections + Insights

Reflection Questions	Reflections/Insights	Potential Impact for SY22
Which groups of students have the highest/lowest absolute performance this academic year? Consider by campus, special populations, grade levels, subject areas, and '20-21 learning format.	reading weakness - rowlett weakness in checking for understanding - Royse City - test anxiety - students need to practice the online assessing - teachers in the right grade - Sunnyvale - 4 grade overall weakness -	
Which groups of students demonstrated the highest/lowest levels of growth this academic year?	5th grade , MS students	
How much does the performance of each group of students differ from the LEAs average performance? The state's?	na	
How much does the performance of each group of students differ from their performance last year?	na	
What does engagement data (attendance, assignment submission, etc) say about student experience/needs?		
Other insights?		

Overview of this Phase

The essential question for this phase is, "What is our community telling us?". Your team will capture stakeholder input on top priorities and learning model preferences for next year. The key output for this step is a **Synthesis of Community's Priorities and Preferences for Next Year**. The insights gathered in this step will become a key input into your decision-making in **Phase 3: Make Key Decisions**.

Directions

1. Use *Table G: Planning Your Stakeholder Engagement Approach* to outline a plan for community engagement. In Column B, list each of the key stakeholder groups you need to engage. Consider families, staff, leaders, and community partners. In some cases, there may be subgroups within these categories that are useful to target. For example, you may want to speak to HS teachers or ES families separately for a variety of reasons. Note those specific subgroups in Column B.
2. Then in Column C, list key questions for each group. If useful, utilize [this question bank](#) to spur thinking on key questions for focus groups and/or [this resource](#) from Panorama to design your survey questions. Note that your team should also preview the key decisions you will need to make in Phase 3 of this workbook as you may want to present your latest thinking on these key decisions for reaction and feedback. Draw on previously collected stakeholder input (i.e. survey results, focus groups) where available.
- As you are making your broader stakeholder engagement plan, make sure to collect data on the community's interest in virtual options for next year to support planning. Add those as key questions (Column C) where relevant.
3. Determine the right format (i.e. survey, town hall, focus group) to engage each stakeholder group. Record in Column D. Then assign an owner to lead the work and choose a date for the event (Columns E and F). If helpful, owners of each engagement might utilize this [facilitation planning template](#) to drive planning by making a copy of the table for their respective events.
4. Use *Table H: Synthesizing Insights* to capture key takeaways on your community's needs and preferences for next year. Be sure to include any trends regarding model preferences, prioritized student groups, and learning acceleration strategies; this will be helpful for **Phase 3**.
5. Consider convening a community design committee and/or advisory council to provide ongoing input to your RSSP core team on the key decisions in Phase 3.

Supporting Tools

Table G: Planning Your Stakeholder Engagement Approach

Stakeholder Group	Key Questions	Format	Owner	Date
Staff, Parents, Students, Community	To provide additional school days, extended school hours, summer enrichment, tutoring and staff development to accelerate learning	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To provide instructional materials/resources, activities, and outreach to meet the needs of students	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To secure diagnostic assessments and tools to help students, parents, and families improve student engagement in distance learning and tract student	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To provide students with disabilities various services that were disrupted due to Covid 19	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To provide social and emotional/counseling, wellness supports to students and professional development training to staff	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To purchase cleaning supplies to sanitize facilities, personal protective equipment, and provide staff training on safety procedures	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021

Table H: Synthesizing Stakeholder Insights

Stakeholder Group	Key Insights	Implications for Planning	Outstanding Questions	
	To provide HVA/Filters and facility updates for cleaner indoor air quality	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To provide technology updates and improve infrastructure and connectivity	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To provide online learning platform and dashboards to ensure educational services can continue during long term closures	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To provide strategies to reset discipline procedures	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021
	To provide staff development to enrich teacher teaching strategies for accelerated learning.	Survey monkey	Bob Densmore, Asst. Supt.	5/18/2021

Overview of this Phase

The essential question for this phase is, "What is our high level plan for the next 12-18 months?". Your team will use findings related to student outcomes (Phase 1), stakeholder input (Phase 2), and other relevant inputs to make decisions about virtual or hybrid staffing / school model(s), learning acceleration strategies, and prioritized student groups for '21-22. The essential outputs for this step are decisions on **decisions on 1) virtual/hybrid offerings 2) learning acceleration strategies and 3) prioritized student groups.**

Directions

1. Preview Column B of *Table I: Capturing Key Decisions* to understand the key decision points in this phase. Then, in Column C of that table, review the list of tools and resources provided to guide each decision point. This list includes references to information captured in other parts of this workbook, as well as links to additional supplemental tools. Utilize these tools and others, as useful, to gather relevant input for each decision.
2. Drawing on the input gathered via the tools in Column C, reflect on the discussion questions and considerations outlined in Column D.
3. Based on your inputs and discussions of key considerations, record preliminary thinking on each key decision in Column E. It is important to acknowledge that, given the rapidly changing nature of this ongoing crisis, it is likely that your answers to these questions are likely to change over time. Nevertheless, it is useful to capture current thinking.

Note: The questions of which student groups to prioritize and which learning acceleration strategies to use are closely linked. You will likely need to consider these decision points in tandem.

Supporting Tools

Table I: Capturing Key Decisions

Key Decisions	Tools and Resources	Discussion Questions + Considerations	Notes on Latest Decision
What virtual or hybrid offerings (if any) will we have?	<ul style="list-style-type: none"> - Review this resource to understand the latest guidance from TEA on options for virtual and hybrid models for SY22. - Consider this opportunity for additional support on standing up a high quality Virtual Academy. - Revisit insights from your data analysis and stakeholder input to determine the need/demand for virtual or hybrid models. 	<ul style="list-style-type: none"> - What portion of our community expressed interest in virtual/hybrid offerings for next year? - What did we learn from this year about virtual/hybrid offerings? What will we keep doing/start doing/stop doing for next year? - Do we have the capacity and resources necessary to offer a sufficient high-quality virtual or hybrid option? - How might we communicate rationale and format of these options to our community (i.e. timeline for deciding, ability to switch formats throughout year, etc)? 	To Provide instructional materials/resources, activities, and outreach to meet the needs of our students #1 choice by stakeholders
Which student groups will be prioritized for learning acceleration?	<ul style="list-style-type: none"> - Revisit insights from your data analysis and stakeholder input to determine student groups most in need of targeted support for SY22. 	<ul style="list-style-type: none"> - What does our student data and stakeholder input tell us about groups of students who may have been particularly adversely impacted by the disruptions to learning in SY21? - Which student groups have we traditionally not served well? How did those groups do? - Which student groups should we prioritize for learning acceleration for SY22? 	To provide social and emotional/counseling, wellness supports to students and professional development(training) to staff. #2 choice by stakeholders
Which foundational learning acceleration strategies will we pursue for SY '22?	<ul style="list-style-type: none"> - Consider this list of research-based Learning Acceleration strategies from TEA. -Use this resource to conduct to determine whether your curricular resources are high-quality. - Utilize this tool to assess the potential fit of each strategy for your LEA. 	<ul style="list-style-type: none"> - What gaps currently exist in our foundational strategies? How likely are these gaps to prevent us from making adequate progress this year? -Given our current capacity and resources, how many of these gaps can we address as part of our Learning Recovery and Acceleration Planning? - Revisit your prioritized student groups. Which subset learning acceleration strategies align to the needs of these groups in particular? 	To provide staff development to enrich teacher teaching strategies for accelerated learning. #3 choice by stakeholders
Which additional universal and/or targeted learning acceleration strategies will we pursue for SY '22?	<ul style="list-style-type: none"> - Consider this list of research-based Learning Acceleration strategies from TEA. - Utilize this tool to assess the potential fit of each strategy for your LEA. 	<ul style="list-style-type: none"> - Given capacity and resources, what is the right number of learning acceleration strategies to launch for SY22? Be sure to consider the lift associated with any foundational learning strategies you have already identified. - Which subset of learning acceleration strategies appear to be the best fit for your LEA? - Revisit your prioritized student groups. Which subset learning acceleration strategies align to the needs of these groups in particular? 	To provide technology updates and improve infrastructures and connectivity. #4 choice of stakeholders.

Overview of this Phase

The essential question for this phase is, "What have we decided to do and why?" In this phase, your team will create a high-level presentation that summarizes rationale for key decisions and priorities identified through this planning process. The intended audience for this presentation includes your broader school community and school board. You will use this plan to build alignment and solicit input. The essential output for this step is a [presentation summarizing SY '21-22 Plan](#)

Directions

1. Use this [powerpoint template](#) to create a presentation summarizing the instructional recovery planning progress to date.

Your presentation could include 1) a summary of key findings from data analysis and stakeholder engagement efforts 2) an overview of key decisions made 3) an action plan to deliver on key short-term next steps 4) a summary of how this plan fits into the broader context of your LEA's short and long term priorities and 5) a plan for engaging stakeholders.

2. Use *Table M: Sharing Your Plan* to identify opportunities to share this presentation with your broader community. In Column B, identify stakeholder groups (including the school board) with whom you need to share this plan. Consider the purpose of sharing this plan with that particular stakeholder group. Purposes for sharing the plan might include: 1) obtaining additional community feedback 2) building alignment and buy-in across your community and 3) soliciting more detailed information on what it will take to operationalize this high level plan in coming months. Record notes related to purpose in Column C. Based on this, identify the right format, owner, and a target date for the presentation. Note that you may use one opportunity to share the plan with multiple stakeholder groups. Lastly, consider how you might need to modify your base presentation (created in Step 1 of this phase) for each stakeholder group. If useful, link to differentiated materials in Column G.

3. Use *Table N: Synthesizing Feedback* to record insights from feedback gathered at each of your stakeholder engagements. Where applicable, note implications for future planning efforts. This might include necessary revisions and/or considerations for more detailed future planning efforts. Be sure to translate these insights into tactical next steps such as making revisions to plan, scheduling further conversations, etc.

Supporting Tools

Table M: Planning to Share Your Plan

Stakeholder Group	Purpose of Share	Format for Engagement	Owner	Date	Link to Materials
Letter to staker holders	Information on ESSER Grant expenditures and initiatives for accelerated learning for all students	Letter will go home with student	Principals	August, 2021	Link to Plan
PAC meetings	Information on ESSER Grant expenditures and initiatives for accelerated learning for all students	Principals will meet with PAC	Principals	2021-2022	Link to Plan
Facebook Friends	Information on ESSER Grant expenditures and initiatives for accelerated learning for all students	Website	IT Director Kamon Suetrong	June, 2021	Link to Plan

Table N: Synthesizing Feedback on the Plan

Stakeholder Group	Feedback Summary	Outstanding Questions	Implications for Future Planning	Next Steps
Letter to staker holders	TBA			
PAC meetings	TBA			
Facebook Friends	TBA			
0				
0				
0				

Overview of this Tab

The table below summarizes the supplemental tools referenced throughout this workbook in one place for ease of reference. Links to these tools can also be found throughout the aligned phases of this workbook **in blue**. Note that the supplemental tools **in red** are currently under development and will be linked here as they are completed.

Aligned Phase	Tool Name	Purpose
1. Analyze Student Data	Considerations for Choosing the Right Data	Provides guidance to LEAs on identifying highest leverage data set for their current state analysis
2. Understand Stakeholder Needs	Stakeholder Engagement Planning Resources	Provides high level facilitation guidance and question banks to use in planning stakeholder focus groups, interviews, and townhalls
2. Understand Stakeholder Needs	School Reopening Survey	Provides guidance and questions to use in designing stakeholder surveys
3. Make Key Decisions	Curriculum Audit	Assesses quality of existing curricular resources
3. Make Key Decisions	CRIMSI + THL Program Information	Shares CRIMSI + THL program overview for interested LEAs
3. Make Key Decisions	TEA Virtual + Hybrid Options Guidance	Summarizes latest guidance from TEA on structuring Virtual + Hybrid Options for SY '22; outlines planning considerations for each option
3. Make Key Decisions	Learning Acceleration Strategies	Summarizes the Learning Acceleration strategies approved by TEA
3. Make Key Decisions	Learning Acceleration Reflection Tool	Guides LEAs to reflect on each strategy and select those to pursue for SY '22
5. Align to Other Work	Related Programs and Initiatives	Summarizes ongoing, relevant TEA initiatives that may intersect with this planning work; provides suggestions for how each initiative may connect to COVID Recovery Planning
6. Share Plan with Community	Plan Presentation Template, Option 1 Plan Presentation Template, Option 2	Provides template for presentation that summarizes plan for broader community input, including board updates