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July 15, 2021

ARP ESSER III Continuity of Services Plan

Input:

On May 13th, Bellevue Administration met with teachers and staff to gather input on the needs of the district in relation to the COVID pandemic. There was discussion on learning loss caused by the pandemic, construction that the school is undergoing, teacher morale, and technology needs.

On May 14th, the Bellevue administration met with student council sponsor, officers, members, and representatives of grades 6-12 to gather input about the COVID pandemic and needs of the students. Discussions in areas of the IXL Math program, one to one chromebooks, and microphones to enhance recordings for Spanish courses on TxVSN. In regard to learning loss, students spoke of after school program and difficulty of parents to pick up after school especially from Bowie. Students also spoke of tutoring from certified teacher and not from someone unfamiliar with content. Students also spoke of concerns of getting onto technology and the need for "required" note taking. Students also asked for more independent reading time during the school day.

The District Improvement Team met on June 10, 2021 to discuss and review the Back to School Plan, STAAR Scores, and prioritize the district's needs.

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

1. Areas of Strength: The committee identified strong performance on the STAAR tests in:
 - a. 3-6th grade Reading and Math scores
 - a. 5th grade Science and 4th grade Writing
 - b. 7th Grade Writing and 8th grade Reading and Science
 - c. Biology and US History EOC
 - d. English EOC scores were comparative to past performances.

The committee discussed reasons for the success of students on the STAAR exam could be from:

- School opened on time with face to face learning
 - Quarantined properly- not in excess
 - Staff Morale was great. Teachers wanted to be here.
 - Student Morale was great. Students wanted to be here.
 - Increased our technology resources- more Chromebooks for 3-8th grade
 - Teachers seemed to have a sense of urgency to catch kids up
 - Paid people extra to be present during the pandemic
 - Supportive community
 - Teacher retention
2. Areas of Concern: The committee identified weak performance on the STAAR tests in
- a. 7th and 8th grade Math scores
 - b. Algebra I scores
3. Barriers to Success: The committee identified areas to continue to address in order to meet the needs of students to keep from being a barrier to the school's success.
- a. Need to continue to retain the teaching staff we currently have
 - b. Technology resources need to increase so ALL of our students can be one to one with a Chromebook.
 - c. We need a summer learning plan with certified teachers to tutor students in weak areas and to help prevent the "summer slide."
 - d. We need an after-school program to tutor students in areas of weaknesses.
 - e. Certified teachers need to provide tutoring sessions in the after-school program. (Stipends or hourly pay would need to be provided for their extra time)
 - f. After school reading program to encourage strong readers and provide extra learning sessions and resources for struggling readers.
 - g. Materials will need to be provided for after school programs.
 - h. Snacks will need to be provided for after school programs.

Component I: 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.

Bellevue ISD has and will continue to do everything feasible to keep students, teachers, staff, and our communities safe. The American Academy of Pediatrics notes that COVID risks must be balanced with the need for children to attend school in person, given that lack of physical access to school leads to a number of negative consequences. While it is not possible to eliminate all risks of furthering the spread of COVID, there are many steps that can be taken to reduce the risks to students, teachers, staff, and their families significantly. These steps can be found in the District's Back to School Plan for the 2021-2022 school year.

The school does not plan to utilize ESSER funds for these safety measures or for the return of students to school.

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.

Through the input gathered from teachers, staff, students, and the community, the school district has developed a plan to reserve, at a minimum, 20% of the ESSER III Grant award to address the academic impact of lost instruction time. The plan includes professional development through the Region 9 Service Center for Reading Academies, the purchasing of programs to monitor student progress such as NWEA and Renaissance STaR Literacy, purchasing of the HomeTown program and initial teacher training for students with disabilities, paying of teachers to instruct summer learning as well as after school programs, supplies and materials necessary for instruction, and to pay bus drivers for additional bus routes needed for an after school program. Through this input the school will also purchase snacks, but not through ESSER funding.

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

In the District Improvement Team meeting on June 10, 2021, the committee prioritized the district's needs after looking at STAAR data. The data pointed that the district had performed better than in the past in many areas but improvement in Math would be a priority. The committee noted that teachers were the single most effective way to increase learning and to combat the effects of learning loss due to the pandemic. The committee decided that it was necessary to spend the remaining funds to continue to

employ existing staff of the district for the continual operation of the school.

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.

The campus principal will monitor progress of the interventions through data collection on monitoring assessments and benchmark testing. The data results will also be broken down by groups such as special education, 504, ESL, and At-risk populations. All areas listed above will be monitored, including programs such as HomeTown specifically purchased for a selected group. If areas are not showing improvement, an analysis of the program will be conducted to determine root causes for the lack of progress in the program. Once root causes are determined a plan of action will be established to correct or redirect the program. All programs will receive at a minimum two overviews annually for progress monitoring during the grant period.

The plan was made available for public comment at the June and July school board meetings.

The plan will be available in an accessible format for people with disabilities or in another language, upon request to the Principal, Lori Shoemaker, by emailing lori.shoemaker@bellevueisd.org.

El plan estará disponible en un formato accesible para personas con discapacidades o en otro idioma, previa solicitud a la directora, Lori Shoemaker, enviando un correo electrónico a lori.shoemaker@bellevueisd.org.