

Judson ISD ESSER III Plan Summary

In reference to ESSER III PS3013 and PS3014

Identified areas of need for Judson ISD Part A:

- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA
- Purchasing educational technology (hardware, software, and connectivity) for students... that aides in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment
- Provide mental health services and support, including through implementation of evidence based full-service community schools
- Planning and implementing activities related to summer learning – providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care
- Planning and implementing activities related to... supplemental afterschool programs – providing classroom instruction or online learning...addressing needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care

Planning needs for Judson ISD Part B:

- Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care – Implementing evidence-based activities to mee the comprehensive needs of students
- Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care – Providing information and assistance to parents & families on effectively supporting students
- Other activities that are necessary to maintain the operation of and continuity of services in the LEA
- Other activities that are necessary to...continuing to employ existing staff of the LEA

Needs Process for Judson ISD Part C:

- Surveyed students in middle and high schools spring 2021; students indicated greatest needs in Wrap-Around services and social/emotional support.
- Surveyed and consulted with campus and district staff include those that serve special populations (children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students), teachers, school leaders, principals, other educators, and school staff; staff indicated greatest needs in the areas of extending school year and extended learning

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programs, class size reduction, and separating teaching positions to meet the greater instructional needs on our elementary campuses.

- Sent direct communication to staff, parents, and students to gather input through email and Judson ISD website. Provided opportunity for input yet minimal entries were noted.
- Open forum invitation at DSBC and Public Hearing to share information on ESSER III, district needs, and gather input from the community including area civil rights organizations.
- Reviewed and analyzed data from city, county, and state health authorities with guidance of our lead nurse. Our Safe Return to In-Person Plan is reviewed on a continuous basis and updated as needed as determined by local and state mandates. Identified needs as issues arose that were out of the ordinary. Followed documented disaster or emergency plan with specific needs assessment processes.
- Reviewed documented comprehensive needs assessment considering the pandemic to determine needs
- Consulted and surveyed district school board to determine needs. Separating teaching positions to create greater learning opportunities and social/emotional support were primary needs.
- Completed an initial comprehensive assessment and presented it to our School Board, principals, other school leaders and stakeholders.

Prioritized Focus Areas:

- Largest expenditure
- School board consultation to prioritize needs
- Economically Disadvantage or Socioeconomically Disadvantage data
- Serving needs of identified student groups (at-risk, migrant, immigrant, SWD, English Learners, Homeless, Foster, etc.)
- Wellness needs
- Instructional continuity needs
- Facility needs
- Technology needs

Learning Loss Focus:

\$26,663,921 will be set aside for of ESSER III funds to meet the 20% minimum required for learning loss. Through our multiple surveys with feedback from staff, students, administration, school board members, and community, a consensus for extended learning opportunities, social/emotional including wrap-around services came through loud and clear that our students and parents need additional supports to what is already provided. Judson ISD will provide Extended School Year, including summer and tutoring support at Converse Elementary. This will eliminate the usual summer break leading to learning loss for students. We will implement an extension of learning for our Pre-K 3- and 4-year-olds. Summer school and tutoring will be provided to students from other campuses to address learning loss focusing on Reading English Language Arts, Math, Science and Social Studies. Judson ISD will implement a wrap-around service for our students and families at a centrally located area within our highest low-income area of the district. This program will contract with medical, social emotional professionals, as well as offer support through a food and clothes pantry.