



Elementary and Secondary School Emergency Relief (ESSER III) Use of Funds Plan

Meaningful Consultation with All Required Stakeholders

As outlined below, Katy ISD held several meetings to gain the input of required stakeholders which included students, parents, District staff and community members. Additionally, the Katy Independent School District Elementary and Secondary School Emergency Relief (ESSER III) Funds Survey was emailed to all parents, guardians, and staff members to gather feedback from District stakeholders on how the district can best use the ESSER III funds. The grant activities described throughout this plan were chosen based on the input of these groups as well as survey results.

Date	Event	Audience
Friday, May 14, 2021	Superintendent's Student Leadership Circle	Students
Wednesday, May 19, 2021	Elementary and Secondary Principal Meetings	Principals
Thursday, May 20, 2021 – Thursday, June 3, 2021	Stakeholder Survey (Reminders to nonparticipants on May 26, 2021, and June 1, 2021)	Parents and Staff
Friday, June 4, 2021	Principal ESSER Needs Assessment Planning	Principals
Tuesday, June 8, 2021	ARC of Katy Presentation	Special Education Community Organization
Monday, June 28, 2021	Board Meeting & Public Hearing	Community Members
Tuesday, August 10, 2021	Board Meeting & Public Hearing	Community Members
Monday, November 15, 2021	ESSER Public Hearing during Board Meeting	Community Members
Monday, December 13, 2021	Board Meeting ESSER Update	School Board & Community Members
Friday, May 20, 2022 – May 30, 2022	Stakeholder Survey	Parents and Staff
Monday, June 20, 2022	Public Hearing & Board Meeting Update	School Board & Community Members
Monday, December 12, 2022	Public Hearing & Board Meeting Update	School Board & Community Members

Program Plan: Selected Activities

Katy ISD has selected the following allowable activities in which to expend ESSER III funds.

1. LEA discretion for any activity authorized under:
 - Elementary and Secondary Education Act (ESEA)
 - Funds budgeted- \$3,804,098
 - Carl D. Perkins Career and Technical Education Act of 2006
 - Funds budgeted- \$173,258
2. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth, including how outreach and service delivery will meet the needs of each population;
 - Funds budgeted- \$1,649.399
3. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA;
 - Implementation pending- No funds currently budgeted
4. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA;
 - Implementation pending- No funds currently budgeted
5. Planning for, coordinating, and implementing activities during long-term closures including providing technology for online learning to all students;
 - Implementation pending- No funds currently budgeted
6. Purchasing educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors, including low-income students and students with disabilities (SWD), which may include assistive technology or adaptive equipment;
 - Funds budgeted- \$4,273,948
7. Providing student well-being services and supports, including through implementation of evidence based full-service community schools;
 - Funds budgeted- \$8,337,586
8. 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, and children in foster care;

- Funds budgeted- \$1,214,912

- Supplemental afterschool programs --providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care

- Funds budgeted- \$711,046

9. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care:

- Administering and using high-quality assessments

- Funds budgeted- \$946,497

- Implementing evidence-based activities to meet the comprehensive needs of students

- Funds budgeted- \$22,992,147

- Providing information and assistance to parents and families on effectively supporting students

- Funds budgeted- \$401,029

- Tracking student attendance and improving student engagement in distance education

- Funds budgeted- \$416,084

10. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities;

- Funds budgeted- \$1,793,850

11. Other activities that are necessary to:

- Maintain the operation of and continuity of services in the LEA

- Funds budgeted-\$5,886,131

- Continuing to employ existing staff of the LEA

- Funds budgeted-\$6,333,645

Prevention and Mitigation Strategies Consistent with Center for Disease Control and Prevention (CDC)

The Katy ISD Safe Return to In-Person Instruction Plan outlines all prevention and mitigation strategies implemented by the district. Specifically, ESSER funds will be used to increase the frequency of the professional cleaning of band instruments. Additional instruments will be purchased to reduce the need for sharing instruments. Additional, registered nurses will provide medical support to campuses and assist with the implementation of prevention and mitigation strategies established. The district may also purchase supplies to sanitize and clean the facilities.

Activities to Address Learning Loss

Planning and implementing activities related to summer learning:

Katy ISD will offer summer school programs to address lost instructional time as a result of the pandemic and to address preexisting challenges that if left unaddressed will impede recovery from the pandemic. Specialized programs will include campus-based instructional programs, fine arts camps, gifted & talented camps and summer programs for English learner and immigrant students. Programs for students with disabilities that show regression will also be offered.

Planning and implementing activities related to supplemental afterschool programs:

In an effort to address lost instructional learning time, Katy ISD will offer a variety of programs and events outside the school day. These programs include before and after school tutorials, fine arts masterclasses, family academic nights, weekend programs and after-school credit recovery labs.

Administering and using high-quality assessments:

Katy ISD purchased reading and math assessment software and screeners in an effort to identify areas of individual student need so that interventions can be planned and implemented in a timely manner. Additional high-quality assessment materials, personnel and extra-duty pay will be available to assess students and identify learning deficits.

Implementing evidence-based activities to meet the comprehensive needs of students:

Instructional coordinators, academic support teachers, paraprofessionals and supplemental tutors will be employed to coordinate and provide small group intervention to identified students. Instructional materials, educational software, supplies and materials will be provided to address the needs of all learners and all content areas. The availability of dual-credit courses will be increased through activities geared toward increasing the number of available teachers.

Facilitators for Intermittent School to Home staff were employed to support students unable to attend face to face due to a medical condition, positive test for a communicable disease, or identified as having been in close contact for COVID-19. (21-22 school year)

Program facilitators, instructional coaches, and lead teachers will provide data informed professional development sessions to campuses who will use this training to target specific deficit areas and close achievement gaps exacerbated by the pandemic. Content area and leadership institutes and conferences on evidenced-based best practices will be held and attended to provide supports to teachers and campus leadership. Identified staff will be paid stipends to complete specialized training and certifications in an effort to more effectively serve the needs of students, such as the TEA Reading Academies.

Addressing learning loss among LEA students providing information and assistance to parents & families on effectively supporting students:

Katy ISD will host literacy academies to assist parents and families on effectively supporting students. Campuses will also continue to host individual academic nights to support families and students. Program staff will assist the families of English learners and students with disabilities by providing training on ways to address the specific needs of students ensuring continued academic growth.

Extra-duty pay provided to staff members to meet with parents to discuss individual student's academic areas of growth, needs and plans for accelerated learning due to not meeting state assessment requirements.

Addressing learning loss among LEA students by tracking student attendance and improving student engagement in distance education:

Due to the importance of ensuring students are not "lost" due to COVID-19, dropout prevention and recovery facilitators will ensure all students grades K-12 have an approved state leaver code and students withdrawn from the district are accounted for. In addition, facilitators support the implementation of software that will ensure student attendance is closely monitored. Facilitators will align with district social workers to support campus counselors with student needs to ensure academic success is achieved.

Interventions to Address Academic, Social and Emotional Needs

Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population:

Instructional software and resources have been identified to address the specific needs of various subpopulations of students, such as those with disabilities, English learners,

and low-income students. Junior high and high school newcomer programs and 1st – 5th grade summer programs are available for recent immigrants.

Extra-duty pay provided to ARD Facilitators and Speech Language Pathologists to meet with parents of students receiving special education services to discuss individual student's academic areas of growth, needs and plans for accelerated learning due to not meeting state assessment requirements.

Additionally, professional development sessions will be held for campus to address the specific needs of English learners, students with disabilities, and students at-risk of dropping out of school. For example, secondary special education teachers will have the opportunity to attend training that targets the skills necessary to help with the social emotional impact of post-secondary employment and independent living. Staff will be paid stipends to complete specialized training in Special Education and/or ESL and by successfully adding the Special Education certification and/or the ESL certification to their current teacher certificate.

Providing student well-being services and supports, including through implementation of evidence based full-service community schools:

Katy ISD will employ additional campus-based counselors and district social workers to assist campuses that need licensed personnel to support crisis intervention, student well-being supports and coordinating non-district community resources. Elementary and junior high counselor salaries were partially paid by ESSER during the 23-24 academic school year.

Additionally, social emotional learning resources and opportunities for professional development regarding tiered behavioral intervention will be provided to staff. Elementary behavioral interventionists will provide assistance to campuses to reinforce strategies learned.

Use of Remaining Funds:

Purchase of educational technology (hardware, software, and connectivity) for students that aids in regular/substantive educational interaction between students and instructors include:

- Technology devices
- Software and hosting services to enhance the online learning experience
- My Katy Cloud security enhancement

Other activities that are necessary to maintain the operation of and continuity of services in the LEA, as well as, continuing to employ existing staff include:

- Employing personnel to effectively manage grant operations, student data needs, maintain fiscal compliance
- Admission, Review, Dismissal (ARD) facilitators

- Campus staffing units to support campus-based initiatives and campus growth needs
- District staffing units to support district initiatives
- Stipends for select ESSER activities, such as professional development and certifications
- Extra-duty pay for additional workload outside the school day
- Staff to provide online instruction at the Katy Virtual Academy for grades k-6 (Fall 2021)
- Substitutes for staff to address teacher absences and shortage (21-22 school year)
- College & Career Facilitators to assist with student post-secondary planning
- Retention Lump Sum Payment to support and retain the district's highly skilled staff (Spring 2023)