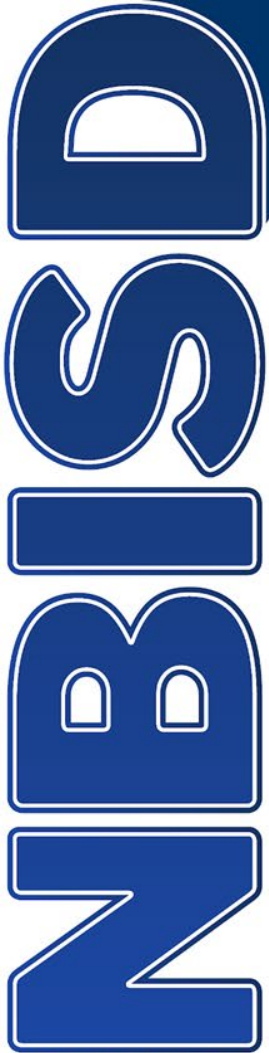


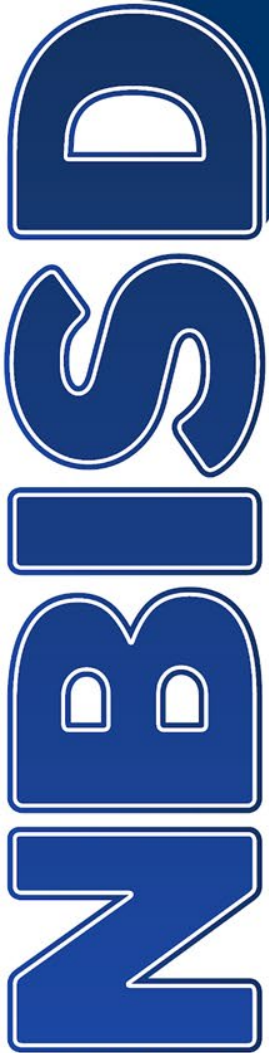
ESSER III Plan for Learning Loss





As part of the ESSER III allocation, NBISD is required to reserve not less than 20% of its allocation to address learning loss through the implementation of evidence-based interventions. Such interventions are to address the academic, social, emotional and mental health needs of all students, especially those that are most vulnerable.

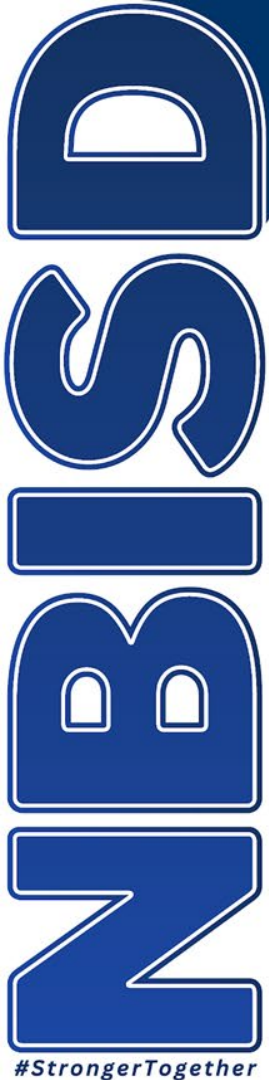
While many of the activities and strategies implemented with ESSER III money, such as the contracting of Communities in Schools in our elementary schools to expand services across the district, could be considered an effective strategy for addressing loss, the district is using the following strategies based on the needs identified in a thorough assessment conducted prior to submitting the ESSER III application.



ESSER III

Planned Strategies for Addressing Learning Loss

Professional Development/ Academic Supports	Staffing	Technology/ Software	Extended Instructional Time / Tutoring
Instructional Coaches for each elementary campus	Reduced Class Sizes at the middle school campuses	Universal Screener to assess student needs and progress	July Jumpstart
Instructional Coaches for each secondary campus	Additional staff at the School of Choice to assist with credit recovery - Teachers (2) and paraprofessional (1)		Small group, targeted tutoring opportunities for each campus



Professional Development/ Academic Supports

Instructional Coaches for each elementary campus

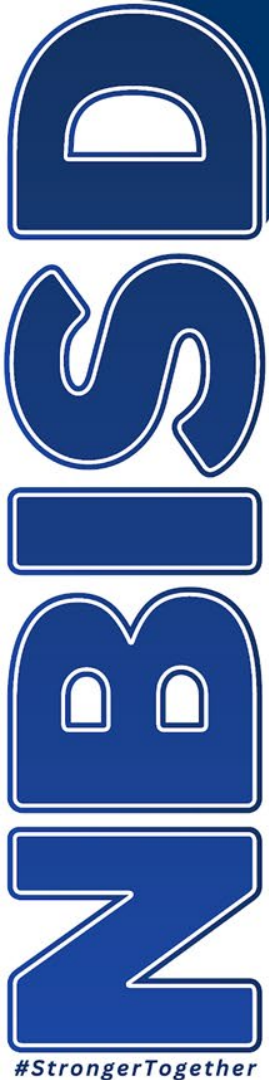
Instructional Coaches for each secondary campus

Instructional coaching is a professional development approach that involves one-on-one or small group support for teachers to improve instructional pedagogical practices and increase student learning and achievement.

Research-based Evidence:

- [*Linking Teacher and Student Learning to Improve Professional Development in Systemic Reform. Peer reviewed - ERIC Number: EJ680019; 2003; Pgs 643-58.*](#)
- [*Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033; Pg 14.*](#)
- [*Focusing on Mathematical Knowledge: The Impact of Content-Intensive Teacher Professional Development U. S. Department of Education; 2016; pg 35.*](#)

Approximate Program Costs: \$2.3 million over 3 yrs ⁴



Staffing

Reduced Class Sizes at the middle school campuses

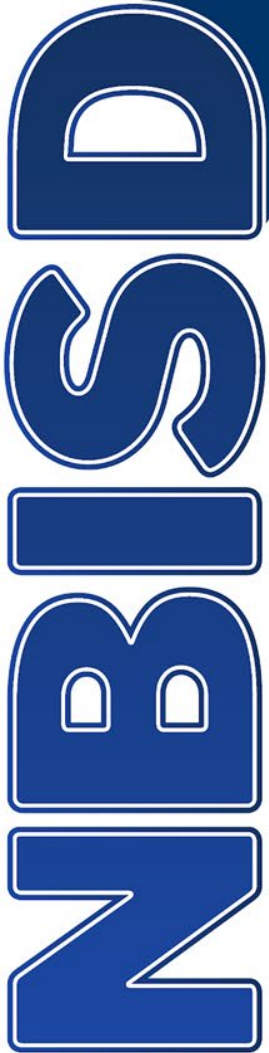
Additional staff at the School of Choice to assist with credit recovery
- Teachers (2) and paraprofessional (1)

Through the implementation of smaller class sizes at the middle school level, teachers can more effectively close achievement gaps, increase student engagement and increase student attendance. The addition of School of Choice staff increases the opportunities for students to obtain the credits necessary to graduate or gain those lost due to the COVID pandemic.

Research-based Evidence:

- [Class Size Reduction](#) by Basha Krasnoff; Northwest Education Center (funded by the DOE); 2014
- [Small Class Size & Its Effect; Biddle & Berliner; Educational Leadership \(February 2002\)](#)
- <https://compcenternetwork.org/sites/default/files/archive/class-size-reduction-brief.pdf>

Approximate Program Costs: \$725,000 over 3 yrs



**Technology/
Software**

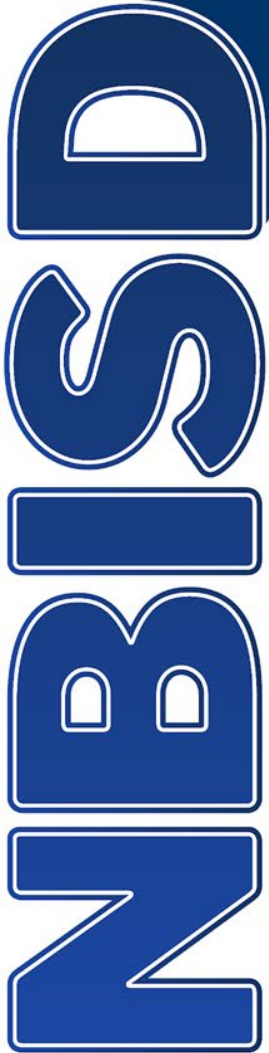
Universal
Screener to
assess student
needs and
progress

MAP Growth is an innovative assessment tool for measuring achievement and growth in math, reading, language usage and science. It provides teachers with accurate, actionable evidence to help inform instructional decisions for improved educational outcomes.

Research-based Evidence:

- <https://files.eric.ed.gov/fulltext/ED618690.pdf>
- <https://files.eric.ed.gov/fulltext/ED537982.pdf>
- <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=10564&context=dissertations>

Approximate Program Costs: \$85,000 for 1 yr



Extended Instructional Time / Tutoring
July Jumpstart
Small group, targeted tutoring opportunities for each campus

Extended school time was initially offered to targeted students as a transition back into learning from COVID. Such opportunities, as well as small group, targeted tutoring opportunities continue as an effective strategy, particularly to low-socioeconomic or low-achieving students, to accelerate learning and/or reduce learning gaps.

Research-based Evidence:

- [Investing American Rescue Plan Funds in Well-Designed and Well-Delivered Summer and Afterschool Learning Opportunities Meets the Intent of the Law and Addresses Needed Learning Recovery and Acceleration; by Terry K. Peterson, PhD, and Deborah Lowe Vandell, PhD ; 2022](#)
- [Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth . The National Academies Press. \(2019\)](#)
- [Every Summer Counts; The Wallace Foundation; 2020](#)

Approximate Program Costs: \$140,000 over 2 yrs