



Ector College Prep Middle School

Plan to Use ESSER III Funding

The vision of Third Future Schools is to close the achievement gap and to prepare students for a Year 2030 workplace and world. Our students need to be proficient in the core subjects – reading, writing, math, and science – as well as in Year 2030 competencies such as critical thinking, problem solving, information literacy, communications, and learning how to learn. Our “The TFS Solution – Returning to Reimagined Schools” outlines our plan to realize our vision.

The ESSER III funding is timely and will help advance our goals. While we were able to grow overall student achievement last year, we still had too many students lose academic ground, especially if they had chosen to attend school remotely. Thus, we plan to use ESSER III funding to help address the lost learning and close the achievement gap. We will use our general fund dollars to address Year 2030 competencies.

The specific planned expenditures are detailed in the chart on page 3. The following notes provide our rationale for the key expenditures:

- **Reading Interventionists.** Our LSAE instructional model differentiates instruction effectively to provide targeted supports for students who do not meet grade-level expectations in reading. Still, the need in this area is huge and our students require even more supports to catch up in reading. Thus the need for reading interventionists continues. ESSER III funding will cover approximately 1,000,000 of this cost in the 2021-2022 school year.
- **ELD Interventionists.** Our student population at ECP is 92% Hispanic and 33% English Language Learners. We will need more targeted supports for our ELL students if we are to close the achievement gap. We will continue to employ ELD interventionists to support English Language Learners. ESSER III funding will cover approximately 1,000,000 of this cost in the 2021-2022 school year.

- **Learning Coach**. Our S E instructional model differentiates instruction effectively to provide targeted supports for students who do not meet grade-level expectations in the core subjects. Learning Coaches lend additional instructional support to the teacher and provide more targeted support and tutoring. Their primary responsibility is to help students during differentiated instruction time S E work. During these times throughout the day, Learning Coaches provide individual tutoring or small group instruction. ESSER III funding will cover approximately \$577,472.00 of this cost in the 2023-2024 school year.
- **Special Education Support**. We anticipate the need to provide more hours of services for our special education students as a result of less effective provision of services in a remote environment due to COVID-19. We will add special education support teachers to help the designated SPED teacher with IEP's, required documents, compliance requirements, and instruction. ESSER III funding will cover approximately \$62,759.00 of this cost in the 2023-2024 school year.

ESSER III Funding						
	Category	Item	Description	Amount	Expenditure NLT Date	Notes
	Payroll costs (6100)	ELD interventionists	ELD interventionists to support English Language Learners	\$253,615	30-Jun-24	Salary and benefits for interventionists
	Payroll costs (6100)	Reading interventionists	Reading interventionists to support students who are behind in reading	\$175,037	30-Jun-24	Salary and benefits for interventionists
	Payroll costs (6100)	Learning Coaches	Learning Coaches to support students who do not meet grade-level expectations in core subjects.	\$577,472	30-Jun-24	Salary and benefits for Learning Coaches
	Payroll costs (6100)	Special Education Support	Support personnel to help SPED teachers with IEPs, required documents, and instruction	\$62,759	30-Jun-24	Salary and benefits for Special Education Support

\$1,068,883