



INVESTING FOR SCHOLAR SUCCESS

INVERTIENDO PARA EL ÉXITO ESTUDIANTEL

MAY 2021 | MAYO 2021

STAKEHOLDER INPUT SESSIONS | SESIONES DE APORTACION PARA NUESTRA COMUNIDAD

STAKEHOLDER INPUT TIMELINE

- May 13- All leader call
- May 17 and 20th- CEO town hall
- Week of May 17- Parent survey
- May 21st- MS and HS survey to all scholars
- May 24th-Parent town hall
- May 25th- Uplift Board meeting
- May 27th – Parent town hall

Staff town halls:

- Monday, May 17th from 4:30-5:30pm
- Thursday, May 20th from 4:00-5:00pm

Scholar survey:

- Friday, May 21st

Parent town halls:

- Monday, May 24th from 12:30 – 1:30pm
- Thursday, May 27th from 7:00 – 8:00pm

NOTE: When Uplift refers to parents/community members this includes stakeholders of children with disabilities, English language learners, homeless/foster children, migrant students, children who are incarcerated and other underserved students.



Nota: Cuando Uplift se refiere a padres/miembros de la comunidad, esto incluye partes interesadas de niños con discapacidades, estudiantes del idioma inglés, niños sin hogar/de crianza, estudiantes migrantes, niños encarcelados y otros estudiantes desatendidos.

BACKGROUND | INFORMACIÓN PRELIMINAR

- Uplift is receiving ~\$35M over 3 years from the Federal government in stimulus funds through the American Rescue Plan (ARP) Act.
 - These funds are intended to support acceleration of learning coming out of the pandemic and any expenses related to returning to in-person school.
 - These funds go away after 3 years and hence organizations, like Uplift, need to be mindful to not take on ongoing expenses that will not be covered in future years through additional funding sources.
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- Uplift está recibiendo ~ \$ 35 millones durante 3 años del gobierno federal en fondos de estímulo a través de la Ley del Plan de Rescate Estadounidense (ARP).
 - Estos fondos están destinados a apoyar la aceleración del aprendizaje después de la pandemia y cualquier gasto relacionado con el regreso a la escuela en persona.
 - Estos fondos desaparecen después de 3 años y, por lo tanto, las organizaciones, como Uplift, deben ser conscientes de no tener gastos continuos que no se cubrirán en años futuros a través de fuentes de financiamiento adicionales.

BACKGROUND | INFORMACIÓN PRELIMINAR

- The Texas Education Agency has asked districts to prioritize funds that support teacher development, high quality curriculum materials, extra learning time for scholars, and ongoing technology needs.
 - Uplift has already made investments in high-quality/culturally responsive curriculum materials, social emotional development for scholars, well-being resources for staff, mental health resources, and equity training. We will continue our investments in these areas.
 - Today, we'd like to get your input on Uplift's proposed plans to use its ESSER funds.
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- La Agencia de Educación de Texas ha pedido a los distritos que den prioridad a los fondos que apoyan el desarrollo de los maestros, materiales curriculares de alta calidad, tiempo adicional de aprendizaje para los estudiantes y necesidades tecnológicas continuas.
 - Uplift ya ha realizado inversiones en materiales curriculares de alta calidad / culturalmente receptivos, desarrollo socioemocional para estudiantes, recursos de bienestar para el personal, recursos de salud mental y capacitación en equidad. Continuaremos nuestras inversiones en estas áreas.
 - Hoy, nos gustaría conocer su opinión sobre los planes propuestos por Uplift para utilizar los fondos ESSER.

UPLIFT'S DRAFT PLAN AND RATIONALE (SLIDE 1 OF 4)

IDEA INICIAL DEL PLAN DE UPLIFT Y SUS RAZONES

Proposed investment area Área de Inversión Propuesta	Rationale Razones Fundamental
Invest in more competitive compensation, as part of our larger value proposition, to retain our teachers, leaders, and support staff	We believe that every child benefits from a high-quality teacher and school leadership team. We believe a high performing stable team will allow us to make progress for children faster than onboarding new colleagues to learn the 'Uplift way.'
Invest in external teacher professional development to support teachers in meeting the needs of their scholars	The more skilled our teachers are at meeting the holistic needs of our scholars (academic, social-emotional), the faster we can accelerate progress for scholars.
Invertir en una compensación más competitiva, como parte de nuestra propuesta de valor más amplia, para retener a nuestros maestros, líderes y personal.	Creemos que todos los niños se benefician de un maestro y un equipo de liderazgo escolar de alta calidad. Creemos que un equipo estable de alto rendimiento nos permitirá ayudar a nuestros niños a progresar más rápido que la incorporación de nuevos colegas que tendrá que aprender "la manera de Uplift."
Invertir en desarrollo externo profesional para ayudar a los maestros a satisfacer las necesidades de sus estudiantes	Cuanto más capacitados sean nuestros maestros para satisfacer las necesidades integrales de nuestros estudiantes (académicas, socioemocionales), más rápido podremos acelerar el progreso de los

UPLIFT'S DRAFT PLAN AND RATIONALE (SLIDE 2 OF 4) | IDEA INICIAL DEL PLAN DE UPLIFT Y SUS RAZONES

Proposed investment area Área de Inversión Propuesta	Rationale Razones Fundamental
Invest in high-quality, small group tutoring during the school day to close reading gaps	Strong reading and comprehension skills are critical to all subject areas. Teaching reading, particularly to our younger scholars who were in virtual setting, was challenging during pandemic.
Invertir en tutorías de alta calidad en grupos pequeños durante el día escolar para cerrar las brechas de lectura	Las habilidades sólidas de lectura y comprensión son fundamentales para todas las áreas temáticas. Enseñar a leer, particularmente a nuestros estudiantes más jóvenes que se encontraban en un ambiente virtual, fue un desafío durante la pandemia.

UPLIFT'S DRAFT PLAN AND RATIONALE (SLIDE 3 OF 4) | IDEA INICIAL DEL PLAN DE UPLIFT Y SUS RAZONES

Proposed investment area Área de Inversión Propuesta	Rationale Razones Fundamentales
Invest in our whole scholar experience at school by strengthening enrichment programs that matter to families and scholars	While the majority of learning at school is academic focused, we believe in the social-emotional, physical, and character development that comes from participating in sports, arts, and other enrichment activities. While we can't invest in all areas, we want to make intentional investments in key areas that matter to our families and scholars at a given school.
Invertir en toda nuestra experiencia escolar en la escuela fortaleciendo los programas de enriquecimiento que son importantes para las familias y los estudiantes.	Aunque la mayor parte del aprendizaje en la escuela se centra en lo académico, creemos en el desarrollo socioemocional, físico y del carácter que proviene de la participación en deportes, artes y otras actividades de enriquecimiento. Aunque no podemos invertir en todas las áreas, queremos realizar inversiones intencionales en áreas clave que son importantes para nuestras familias y estudiantes en nuestras escuelas.

UPLIFT'S DRAFT PLAN AND RATIONALE (SLIDE 4 OF 4) | IDEA INICIAL DEL PLAN DE UPLIFT Y SUS RAZONES

Proposed investment area Área de Inversión Propuesta	Rationale Razones Fundamentales
Consider creating an Uplift “virtual academy” for those families who only want a virtual school option for 2021-22	We believe the best learning environment is in-person for academic and social-emotional development. However, we respect there are a small number of families who prefer an all-virtual environment for their scholar, and are willing to design and implement a unique learning option for families with a well-trained and dedicated staff. Guidance is still forthcoming from the TEA on virtual learning environments. At this time, we have not made any decisions on what virtual options will or will not be available.
Considerar la posibilidad de crear una “academia virtual” de Uplift para aquellas familias que solo desean una opción de escuela virtual para 2021-22	Creemos que el mejor ambiente de aprendizaje es en persona para el desarrollo académico y socioemocional. Sin embargo, respetamos que hay un pequeño número de familias que prefieren un ambiente totalmente virtual para su estudiante, y estamos dispuestos a diseñar e implementar una opción de aprendizaje única para familias con un personal bien capacitado y dedicado. TEA aún brindará orientación sobre los ambientes virtuales de aprendizaje. En este momento, no hemos tomado ninguna decisión sobre qué opciones virtuales estarán o no estarán disponibles.

QUESTIONS FOR DISCUSSION | PREGUNTAS PARA DISCUTIR

- What about this plan excites you as a parent thinking about the needs of your scholar?
 - What might be missing from this plan? Specifically, if something is missing, what would you swap in the proposed plan for your idea?
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- ¿Qué de este plan le emociona como padre al pensar en las necesidades de su estudiante?
 - ¿Qué podría faltar en este plan? Específicamente, si falta algo, ¿qué cambiaría en el plan propuesto en lugar de su idea?

QUESTIONS FOR DISCUSSION | PREGUNTAS PARA DISCUTIR

- In terms of enrichment activities for scholars, what 2-3 specific places (e.g., band, art club, specific sport) would you want to be a source of excellence at your child's school?
 - What are resources, supports or trainings that would help you navigate your scholar's experience? (e.g., helping your scholar complete homework, apply to colleges and understanding your scholar's data)
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- ¿Al tratarse de las actividades de enriquecimiento para los estudiantes, cuales 2-3 areas (por ejemplo, banda, club de arte, deporte específico) le gustaría que fuera una fuente de la excelencia en la escuela de su hijo?
 - ¿Cuáles son los recursos, apoyos o entrenamientos que lo ayudarían a navegar la experiencia de su estudiante? (por ejemplo, ayudar a su estudiante a completar la tarea, solicitudes a universidades y comprender los datos de su estudiante)

UPLIFT'S DRAFT PLAN: LEADER FEEDBACK

What Do They Like?

- Compensation: investment in teachers/staff leads to increased retention and better outcomes for scholars
- Reading contractors: helping to close the reading gap
- Virtual academy: lessens the stress on schools and teachers who taught all modalities this year
- Enrichment: aligned with IB and something our scholars and families have requested
- PD opportunities: external targeted PD will support teacher growth and retention

What Might Be Missing?

- Compensation: return bonuses for broader staff than original group
- Reading contractors: deeper discussion on which student groups to optimize for contractors
- Virtual academy: hire virtual experts who specialize in virtual instruction
- Enrichment: facilities to support these activities
- Staffing: request for additional campus FTEs

Leaders are supportive of our plan and asked for a broader bonus program which is part of our proposed FY21 budget and more dialogue on how to target the support of our reading contractors.

Nota: Comentarios de los líderes: la compensación, los contratos de lectura, la academia virtual y las oportunidades de desarrollo profesional son formas en que los líderes reflexionan sobre lo que pueden cambiar y lo que falta.

UPLIFT'S DRAFT PLAN: STAFF FEEDBACK

What Do They Like?

- Increased compensation: appreciate investment in our staff, supports overall mental health
- Reading contractors: will help scholars who have lost so many learning opportunities
- Virtual academy: huge burden off campuses
- Enrichment: our scholars are in need of healthy social interactions to express themselves
- PD opportunities: excited to see this as an option to support growth

What Might Be Missing?

- Compensation: encouragement for all roles to be considered and teacher certification scholarships
- Enrichment: career focused enrichment to support college/internship applications; more elective options
- PD: advocate for training on de-escalation/trauma, technology and more culturally responsive teaching
- Resources: family engagement event budget, additional books for classrooms/library
- Staffing: request for additional campus FTEs

Staff are also aligned on our plan and asked for specific topics within our PD bucket and additional budget to support our family engagement efforts. We used excess FY21 dollars to invest in classroom libraries.

Nota: El personal también está alineado con nuestro plan y se le solicitan temas específicos dentro de nuestro segmento de PD y un presupuesto adicional para apoyar nuestros esfuerzos de participación familiar. Excedemos los dólares del año fiscal 21 para invertir en bibliotecas de aula.

UPLIFT'S DRAFT PLAN: PARENT FEEDBACK

What Do They Like?

- Increased compensation and PD: survey results showed quality teachers the most important factor for families
- Reading contractors: families appreciate the individualized attention to support their scholars
- Enrichment: families are excited about more enrichment opportunities, particularly sports and robotics
- Virtual academy: families interested in virtual learning appreciate the option

What Might Be Missing?

- Additional family engagement supports and VIP
- Improved communication from schools
- Summer programming/learning to support learning loss
- Additional STEM resources
- Intentional transitions and supports as we welcome back scholars to in-person instruction

Common themes from our parent survey are around personalized scholar attention, improved communication, more extra-curriculars and additional family engagement opportunities.

Nota: Los temas comunes de la encuesta de padres son la atención personalizada de los estudiantes, una mejor comunicación, más actividades extracurriculares y oportunidades adicionales de participación familiar.

UPLIFT'S DRAFT PLAN: SCHOLAR FEEDBACK

- Better food options, more freedoms (e.g., cellphone usage) and removing or improving uniforms
- More peer interaction through pep rallies, field trips, and social time in school
- More focus and investment on enrichment activities from theater to sports to electives
- Additional resources for things such as soccer uniforms and updated chromebooks

Common themes from our scholar survey are around improved food options, more interaction with peers, additional freedoms and more focus on extra-curricular opportunities.

Nota: Los temas comunes de la encuesta de académicos giran en torno a mejores opciones de alimentos, más interacción con los compañeros, libertades adicionales y más enfoque en oportunidades extracurriculares.

NEXT STEPS

- Complete and submit the ESSER III formal application
- Assign formal dollar amounts against each investment bucket
- Provide campuses their survey results to support enrichment planning
- Watch what comes out of the legislative session re: virtual school and launch a formal working group
- Launch a formal working group on how we want the contract reading/math program to work
- Expand our enrichment investment theme to include family engagement

Próximos pasos

- Completar y enviar la solicitud formal ESSER III
- Asigne montos formales en dólares a cada segmento de inversión
- Proporcionar a los campus los resultados de sus encuestas para apoyar la planificación de enriquecimiento
- Mire lo que sale de la sesión legislativa: escuela virtual y lanzamiento de un grupo de trabajo formal
- Lanzar un grupo de trabajo formal sobre cómo queremos que funcione el programa de contrato de lectura/matemáticas
- Expandir nuestro tema de inversión de enriquecimiento para incluir el compromiso familiar