

Item/Project/Stipend/Etc		Priority	Impacted Student Population(s)	ESSER II Funds Needed	Is this currently budgeted in the General Fund? Can the General Fund be Reduced by this amount?	Additional Comments/Questions	Break Out Amount Requested and write the amount needed by Fiscal Year below			Is the contract/vendor federally compliant, or does it need to be rebid?
Example 1:1 Devices in 2021-22 & 2022-23				4,800,000	Yes, the GF can be reduced by 2,400,000 in 2021-22 & 2022-23	Currently built into the General Fund Budget	2021-2022	2022-2023	TOTAL	
	Private Cellular Network - serving all 37,000 EcoDis Student	1		\$ 15,630,745	No	3 YR cost for approx. 15 sites (need to design master plan with vendor based on actual number of sites based on signal coverage)	15,630,745	0	15,630,745	Current Vendor-Purchasing Co-Op (Quotes or RFP Required)
	HVAC A/E Design	1		\$ 30,000	No	SGHS,NGHS Gyms	30,000	0	30,000	NEW RFCSP
	HVAC install Cost	1		\$ 687,000	No	SGHS,NGHS Gyms HVAC RTU	687,000	0	687,000	RFP needed
	HVAC CCC	1		\$ 59,000	No	Curtis Cutwell Center Icn Project Spreadsheet.pdf	59,000	0	59,000	NEW RFCSP
	HVAC A/E Design (CCC)	1		\$ 24,000	No	Garland ISD.CCC RCx.060221.pdf	24,000	0	24,000	New RFQ required
	Indirect Cost Rate			\$ 4,513,597	--	--	4,513,597	0	4,513,597	
	LOCAL COVID VIRUS LEAVE Effective immediately, staff members who test positive for COVID-19 will receive two weeks (up to 80 hours) of paid sick leave at the employee's regular rate of pay when the employee is unable to work because of the illness. Staff members must provide medical documentation of test results in order to receive the leave.	1		\$ 855,406	No	(HR) Dallas County is currently at Level Red for COVID-19 threat level. This means that residents must proceed with extreme caution, and that there are increasing levels of infections in our county. In a practical sense, GISD staff members are continuing to become infected with COVID-19, including staff who have been vaccinated. This recommendation is made as a support for staff during a time of rising infection rates. It will also discourage ill staff members from coming to work while experiencing illness and assist with providing a safe and healthy environment for students and staff.	453,406	402,000	855,406	
	Substitute Stipends: Pay substitutes (250/semester) who work at least 50 days during a fall or spring semester a stipend (\$350); 500 stipends for 2 years	1		\$ 380,000	No	Several of our neighboring districts already provide this type of stipend for substitutes. This stipend helps to retain and reward quality substitutes when our teachers need to be away from the classroom. The stipend will help maintain day to day consistency for students.	190,000	190,000	380,000	
	Interession Staffing: CTA/CTS supplemental pay to provide technology support for interession (22 days at 5hrs/day)	1		\$ 352,800	No	CTA/CTS technical support for all schools during interession weeks - will make available one CTA per campus available during interession: 2021-2022 = 22 days of interession instruction; scheduled at 5 hours per day	176,400	176,400	352,800	
	HB4545 accelerated instruction expansion of tutoring project	1		\$ 867,950	No	C&I; passed by the 87th TX Legislature, HB4545 requires that accelerated instruction be provided to all students based on results from spring 2021 administration of STAAR/EOC. Statute requires 30 hours of accelerated instruction per subject area (RE, MA, SC, SS) and tutoring group size of no more than 3 students, unless waived by parents. GISD student participation in accelerated instruction is anticipated to be: Reading: 13,570 students Math: 13,660 students Science: 5,259 students Social Studies: 3,118 students NOTE: this will supplement ESSER III requests for interession and tutoring	475,000	392,950	867,950	
	Education is Freedom provides highly qualified college advisors who can support the postsecondary advising associated with CCMR by working in our HS GO Centers.	1		\$ 260,000	No	G&C; CCMR and access plays a heavy role in student achievement and postsecondary outcomes. For spring 2021, college enrollment rates have dropped 4.5% (universities) and 9.5% (community colleges) compared to 2020. Colleges and universities are constantly changing admissions criteria and policies amid the pandemic, EIF can assist us with keeping a pulse on postsecondary changes and work directly with students and families to provide postsecondary advising. Education is Freedom will help address learning loss by focusing on the priority performance challenges of engagement/motivation and the associated root cause of lack of self-efficacy. In order to overcome the expanding opportunity gap due to the pandemic, the students must be able to visualize a better future for themselves and navigate the systems to make that vision come true. Research shows that high self-efficacy and student engagement among at-risk and students of color results in increased attendance, academic achievement and reduction of dropout rates, therefore, closing achievement gaps.	130,000	130,000	260,000	
	Monthly Campus Behavior Team Facilitator PD and Support. Hourly rate PD supplemental pay for Behavior Team Teacher Facilitator for each campus to meet monthly with Behavior Specialists to support PBIS and Restorative Discipline implementation	1		\$ 28,000	Yes, for fewer hours and fewer team members	Student Services; behavior teams are tasked with helping students manage their emotional responses to situations. This is particularly important as Covid has created a great deal of stress for students. Emotional responses often trigger student behavior that results in disciplinary incidents and loss of instructional time from 15 minutes to several days. The goal is to reduce amount of instructional loss so that teachers can continue to provide intervention to support academic learning loss.	14,000	14,000	28,000	

	Mental Health Clinic Support Students and their families participate in evening sessions at the Manuel and Maria Valle Student Services Center up to 5 nights a week through a partnership with Counseling Institutes of Texas. 3-4 hours of overtime for a Student Services paraprofessional and a Security officer.	1		\$ 72,000	Yes, at a smaller scale	Student Services; The program will reopen in August. The additional funding would allow the mental health clinic to remain open 3 additional nights each week.	36,000	36,000	72,000	
	Mentoring program to address students who are experiencing homelessness, in foster care or are chronically truant. Mentors will be Graduate or Undergraduate Social Work or Counseling students in area universities.	1		\$ 1,638,000	Yes, at a smaller scale	Student Services: Throughout the pandemic, these students were much less connected than any others. The mentoring program is needed to keep these students engaged so that academic intervention can be provided. Mentors will also assist students with being intentional about their own behavior. Students will build trusting relationships with an adult who consistently models, teaches, and practices the skills that we as a district most want them to learn.	819,000	819,000	1,638,000	
	COVID Instrument Cleaning - 2020-2021 school year reimbursement + 2 more years (21-22 + 22-23)	1		\$ 400,000	No	VAPA; secondary students 6-12 Yearly cleaning of instruments is a very important part of student health. Because of Covid, it is extremely important that we provide this service so that instruments are cleaned before they are passed down to another student from year to year.	200,000	200,000	400,000	
	HS EOC Team Leads (one per EOC subject at each campus) <u>stipend</u> to support PLCs, training, etc. -40 teachers- -\$2,160/teacher per year (\$2,268 including benefits)-	1		\$ 181,440	No	EDL; HS teachers will receive additional training and planning time to address student learning loss due to COVID. Team leads will work with district instructional personnel to look at data and plan for Tier I Instruction that is tailored to student needs. Team Leads will in turn collaborate with teachers on their campus to breakdown TEKS where students have significant gaps, go over best practices that target student misconceptions, and develop lessons that will increase student learning.	90,720	90,720	181,440	
	MS lead teacher <u>stipend</u> to support PLCs, training, etc. -195 teachers- -\$2,160/teacher per year (\$2,268 including benefits)-	1		\$ 884,520	No	EDL; MS teachers will receive additional training and planning time to address student learning loss due to COVID. Team leads will work with district instructional personnel to look at data and plan for Tier I Instruction that is tailored to student needs. Team Leads will in turn collaborate with teachers on their campus to breakdown TEKS where students have significant gaps, go over best practices that target student misconceptions, and develop lessons that will increase student learning.	442,260	442,260	884,520	
	MS instructional coach supplemental pay to support PLCs, training, etc. - 10 instructional coaches - -\$2,160/teacher per year (\$2,268 including benefits)-			\$ 45,360	No	EDL; MS Instructional coaches/DFs will train MS team lead teachers to work with teachers on their campus to address student learning loss due to COVID. Trainings will consist of leadership and instructional professional development that will help build teacher leadership capacity on campuses. Team leads will be empowered to help lead collaborative learning communities with their content/grade level teachers to target student learning loss due to the pandemic in an efficient manner and increase student achievement.	22,680	22,680	45,360	
	MS teacher professional development supplemental pay -180 teachers- -each training: 4 hours- -4 training sessions - -\$30.00- -\$480/teacher per year (\$504 including benefits)-	1		\$ 181,440	No	EDL; MS Teacher professional development will include content knowledge, effective use of formative assessment, best practices that significantly impact student learning and anchoring lessons on student's prior knowledge in an effort to close student learning gaps due to loss of instruction and impact on student learning during COVID.	90,720	90,720	181,440	
	Elem Instructional planning support with substitutes to provide teachers structured planning support to address learning loss. -Occurs monthly for grades 3-5 -7 total sessions -roughly 1/2 of campuses (26) -\$118,300	1		\$ 248,430	No	EDL; Provide additional instructional planning and professional learning time to support 3-5 grade teachers in developing common assessments, finalizing Instructional Planning Calendars, and revising reteach plans based on data in order to address student learning loss due to COVID. Planning sessions are intended to support teachers in developing rigorous instructional plans which are tailored accelerate student learning. Supplemental pay will support additional planning and professional learning during the school day and/or beyond the school day.	124,215	124,215	248,430	
	Elem professional development and structured planning support beyond the school day to accelerate learning -weekly for grades 3-5 for roughly 1/2 of campuses (26) -25 weeks of supplemental planning/PD -2 hours per week -\$468,000	1		\$ 982,800	No	EDL; Provide additional instructional planning and professional learning time to support 3-5 grade teachers in developing common assessments, finalizing Instructional Planning Calendars, and revising reteach plans based on data in order to address student learning loss due to COVID. Structured planning support and professional development are designed to support teachers in accelerating student learning. Supplemental pay will support additional planning and professional learning during the school day and/or beyond the school day.	491,400	491,400	982,800	
	Instructional Materials Allotment (IMA) offset to support learning loss through supplemental instructional materials: -Benchmark -Peardeck -Nearpod -Seesaw -Renaissance	1		\$ 6,400,000	No	TEA has communicated that they will be reducing IMA funding and districts should plan to use ESSER funding to offset the reduction. Per Charlie Rose, "For the last biennium we received \$10,627,574.42. If the up 60% reduction is accurate our off set would be \$6,376,544.65." These products and programs supplement Tier 1 instruction and were adopted as a result of COVID learning restrictions. We are still working to engage students digitally and these resources are critical to continuing that work.	6,400,000	0	6,400,000	

	Supplemental pay for instructional staff to create asynchronous materials to support provisional instruction for students needed during quarantine (asynchronous materials could also be used to support teacher training and teacher appraisal walkthrough calibration)	1		\$	225,000	No	TLD; support development of asynchronous material anticipated to be needed in 2021-2022 school. Goal is to be able to provide asynchronous instructional videos that can be provided to students quarantined as a result of Covid-19 exposure.	175,000	50,000	225,000	
	Coaching and Mentoring Online Platform (TeachBoost) that will assist in the organization of coaching documents, scheduling with teachers, and progress tracking and data.	1		\$	13,680	No	TLD; It is critical to addressing student learning loss as a result of COVID that we are able to monitor delivery of instruction and provide feedback for improvement. Obtaining a coaching platform will allow us to coordinate efforts to improve teacher performance with actionable reports and data. Features such as 1.many coaching with campuses, visibility into goal-setting, action planning, and informal observations, and unified calendaring and scheduling for coaching cycles, that connect with your Google/Outlook district accounts.	6,840	6,840	13,680	
	GLAD Coaching for Sheltered Instruction Teacher Leaders 5th Grade ESL Teachers 8th Grade Core Content Teachers 9th Grade EOC Content Teachers	1		\$	540,000	No	ELL; Throughout the COVID pandemic, ELL students were much less connected than their peers and experienced greater learning loss. In order to address the learning loss, teachers identified as the Sheltered Instruction Teacher Leaders will need to receive specialized SI and GLAD training. GLAD training provides teachers with instructional techniques to assist students, particularly those with learning gaps, with understanding instruction and acquiring content. This line item supports the cost for GLAD training for these teachers.	270,000	270,000	540,000	
	Sheltered Instruction Teacher Leader supplemental pay 5th Grade ESL Teachers 8th Grade Core Content Teachers 9th Grade EOC Content Teachers	1		\$	582,400	No	ELL; Throughout the COVID pandemic, ELL students were much less connected than their peers and experienced greater learning loss. In order to address the learning loss, identified teachers from each campus will be responsible for equipping and supporting their same grade level peers with Sheltered Instruction support. Since these teachers will be providing support above and beyond their regular classroom teaching duties, we are requesting they receive a stipend for their role.	291,200	291,200	582,400	
	ELLA - grades 6-8; consultants to support Literacy Coaching at MS 10 days of job embedded support. \$27,000 total	1		\$	54,000	No	ELL; Engage reading consultants from American Reading Company to support teachers with small group instruction and foundational reading skills. According to the National Center on Immigrant Integration Policy , a widening of opportunity and achievement gaps is occurring with our newly arrived emerging bilingual student. Small group instruction in grades 6-8 will provide individual support to close the reading achievement gap. Teachers at the middle school level need job embedded hands-on instruction to provide just in time professional guidance and learning specific to ELLs.	27,000	27,000	54,000	
	McGraw Hill Reading Intervention (SPED instructional resources)	1		\$	608,370	No	SPED; throughout the COVID pandemic, SPED students were much less connected than their peers and experienced greater learning loss. The instructional materials will assist with addresses student learning needs. Reading Mastery and Corrective Reading Materials Elementary Reading Intervention Programs for 42 campuses K-5 and training for 76 (subs) R/I Teachers.	608,370	0	608,370	
	McGraw Hill: Math Intervention (SPED instructional resources)	1		\$	617,318	No	SPED; throughout the COVID pandemic, SPED students were much less connected than their peers and experienced greater learning loss. The instructional materials will assist with addresses student learning needs. Number Worlds Intervention materials Levels B-G Elementary Math Intervention Programs for 42 campuses K-5 and training for 60 (subs) R/I teachers.	617,318	0	617,318	
	Moving with Algebra Manipulative, scripted, instructional program divided into 3 volumes; TE, manipulative sets, and students workbooks required for class sets. Volumes A & B for all MS 8th grade Resource classes ; Volumes B & C for all HS algebra Resource classes. (SPED instructional resources)	1		\$	105,585	No	SPED; Concrete instructional program which teaches concepts to students from concrete to transitional to abstract levels of application, scripted for teacher support and consistency, and consistent structures and procedures for 8th & 9th grades to support student learning. Also, each unit has pre-tests and post-tests to allow differentiation, save the time of teaching already mastered materials, and provide clear data to identify reteach needs.	105,585	0	105,585	
	Multisensory Teaching Approach (MTA) Kits 1-7 (SPED/Dyslexia instructional resources)	1		\$	121,060	No	SPED/Dyslexia; To provide dyslexia instructional material to resource teachers to meet the needs of special education students as a result of learning loss due to COVID. Materials would support instruction at elementary and secondary levels.	60,530	60,530	121,060	
	Voyager Sopris Learning \$52,528.11 (2 yrs \$1,050,562) Read Well Reading Materials; (SPED instructional resources)	1		\$	1,050,562	No	SPED; Elementary Reading Intervention Programs for 42 campuses K-5 and training for 76 (subs) R/I Teachers.	525,281	525,281	1,050,562	
	Core Curriculum Solutions: Elementary 31 Elementary Classes 3,595.00	1		\$	117,017	No	SPED; A research and standards based series of curricula for literacy, math, and science. This would be an excellent supplement to our elementary curriculum. This curriculum is aligned with state standards and would assist with meeting student learning gaps experienced as a result of COVID. It blends curricula and integrates technology and print materials. This curriculum includes Pathways to Literacy, Early Literacy Skills Builder, Building with Stories, Access English Language Arts for grades 3-5, Early Numeracy Curriculum, Math Skills Builder, and Early Science Curriculum.	117,017	0	117,017	

Core Curriculum Solutions: Middle School 17 Middle School 279.00	1		\$ 49,891	No	SPED; This is a research and standards based series for middle school core content areas. It is a natural progression from the Core Curriculum Solutions: Elementary. This would be an excellent supplement to our elementary curriculum and would assist with meeting student learning gaps experienced as a result of COVID. It is aligned with state standards. Ongoing assessments track data and document student achievement. This curriculum includes: Early Learning Skills Builder for Older Students, Early Reading Skills Builder, Read and Tell, Teaching to Stands: Math, Explore Math, Explore Life Science, and Explore Social Studies.	49,891	0	49,891	
Core Curriculum Solutions: High School 28 High School Teachers 3,195.00	1		\$ 93,933	No	SPED; This curriculum for high school teachers would be used as a secondary curriculum for all the core academic areas to assist with meeting student learning gaps experienced as a result of COVID. It would be utilized to help in preventing regression in skills and enhance the recommitment of missing skills for students. There is very limited funding in the Special Education budgets for ordering curriculum that meets the needs of all learners.	93,933	0	93,933	
Computer lab updates for ECHS/PTECH programs with technology related pathways	1		\$ 300,000	No	Innovation; As a result of student learning gaps as a result of COVID, technology updates are needed to assist students with completing their college assignments while at their high school campus	300,000	0	300,000	
Professional development for small group instruction in Early College Programs. Sub days/Supplemental pay for days not on contract	1		\$ 100,000	No	Innovation; Professional development to support early college teachers in implementing small group instruction needed to assist with meeting student learning gaps experienced as a result of COVID	50,000	50,000	100,000	
Kindergarten & First Grade decodable readers to use during small group literacy instruction.	1		\$ 539,100	No	TLD: EOY MAP data is showing significant gaps in early literacy instruction, specifically in areas related to phonological awareness and phonics instruction. These are the building blocks of literacy. While an issue preCOVID, ineffective virtual instruction, inability to require synchronous instruction for K-2 and low levels of student engagement have compounded these issues significantly. Effective literacy instruction must include a more systematic approach to phonological awareness and phonics instruction to develop foundational reading skills. Our classrooms do not have decodable readers to use for small group literacy instruction that focuses on foundational skills. In order to provide targeted early reading instruction, and fill COVID learning gaps, teachers need access to decodable readers.	539,100	0	539,100	
LETRS Science of Reading Professional Learning- This proposal includes a 3-year rollout, providing training to all K-5 teachers, admin, interventionists, support teachers, however alternate plans can be considered for funding purposes (i.e. train teachers at high need campuses only or train a group of in-district facilitators who can provide on-going in-district training)	1		\$ 1,934,800	Yes	TLD: EOY MAP data is showing significant gaps in early literacy instruction, specifically in areas related to phonological awareness and phonics instruction. With LETRS training, teachers gain essential skills to master the fundamentals of literacy instruction to apply and transform student learning. Learning to read is incredibly complex, and teaching reading requires a deep understanding of the processes and science behind it and while TEA Reading Academies will be a good starting point for learning, we must provide high-quality training for our teachers to enact real change, starting with the teachers of our youngest learners in order to address student learning gaps experienced as a result of COVID. Study Article	1,934,800	0	1,934,800	
LETRS Science of Reading Professional Learning for Early Childhood (144 PreK Teachers)	1		\$ 54,000	No	TLD: EOY MAP data is showing significant gaps in early literacy instruction, specifically in areas related to phonological awareness and phonics instruction. With LETRS training, teachers gain essential skills to master the fundamentals of literacy instruction to apply and transform student learning. Learning to read is incredibly complex, and teaching reading requires a deep understanding of the processes and science behind it and while TEA Reading Academies will be a good starting point for learning, we must provide high-quality training for our teachers to enact real change, starting with the teachers of our youngest learners and address student learning gaps experienced as a result of COVID. The training is four days spread throughout the school year with coaching for translating learning to classroom practice	54,000	0	54,000	
ESGI-Easy Progress Monitoring+ Professional Development(ann	1		\$ 58,160	No	TLD: Early learners in PreK-1 are often unable to navigate assessment platforms designed for older students. Having reliable formative assessment data on these students is critical to drive instruction in response to COVID learning gaps. ESGI provides teachers with ongoing assessments to inform their instruction. The assessments are digital, targeted, and can be done as needed to support students. The reports are user friendly and can be shared as progress reports for PreK students. PK- social/emotional, fine and gross motor, foundational skills and kinder readiness skills	29,080	29,080	58,160	
Learning Forward- Androgogy Professional Development\$48,000	1		\$ 96,000	No	TLD: Covid learning loss has shown that our teachers need additional support and guidance on being effective instructors. Teacher leader professional development that is grounded in learning effective Androgogy that includes: designing professional learning, presentation and facilitation skills, facilitating communities of practice, strategic planning for professional learning, developing and sustaining effective learning teams, evaluating professional learning, providing effective feedback. The sessions are entitled: TIPS 1, 2, 3 and Cultivating Leadership. (Learning Forward Texas)	48,000	48,000	96,000	

	eGrowe Coaches to work with our Ready 1:1 Coaches specifically through the Coaching Academy.	1		\$ 473,088	No	TLD; Our high school 1:1 coaches have served as a critical component of campus COVID learning loss instructional teams leading work to support teachers and virtual learning. This work continues as we develop additional plans to support students through provisional instruction as COVID absences continue and leverage our work in digital learning to close learning gaps. District/Campus Coaches learn a consistent, proven process for onboarding and establishing a relationship and coaching commitment with new educators as well as setting up predictable and efficient communication systems for the coaching process including constructive how to give and receive constructive feedback. Full explanation here.	473,088	0	473,088	
	Mathematics Readers to be used in Guided Math Stations	1		\$ 1,205,827	No	TLD; Our AA plan is focused on small group, personalized instruction centered on closing gaps in math and literacy as a result of student learning gaps experienced as a result of COVID. These Mathematics Readers can be used for small group lessons, workstations, and assessment. The readers include lesson plans, family math activities, physical books and eBooks. Teacher Created Materials Mathematics Readers Quote	1,205,827	0	1,205,827	
	Book for book study and to support the training we are requesting: Biliteracy from the Start by Kathy Escamilla; 279 copies for all 2-5 teachers, support staff and ELSTs	1		\$ 10,602	No	TLD; COVID-era assessment data shows that special population groups including ELLs have larger gaps than general ed students and biliteracy is a research-based instructional framework that our students need to close those gaps. This book will support the trainings being requested that are the latest research on biliteracy instruction. They will be used as a book study to continue developing teacher pedagogy which will have a direct impact on student outcomes.	10,602	0	10,602	
	Book for book study and to support the training we are requesting: Teaching for Biliteracy: Strengthening Bridges between Languages by Karen Beechman and Cheryl Urow; 279 copies for all 2-5 teachers, support staff and ELSTs	1		\$ 11,146	No	TLD; COVID-era assessment data shows that special population groups including ELLs have larger gaps than general ed students and biliteracy is a research-based instructional framework that our students need to close those gaps. This book will support the trainings being requested that are the latest research on biliteracy instruction. They will be used as a book study to continue developing teacher pedagogy which will have a direct impact on student outcomes.	11,146	0	11,146	
	Patterns of Power by Jeff Anderson (2 copies/campus) and Patterns of Power en español (2 per bilingual campus) 3-5 Literacy	1		\$ 10,020	No	TLD; This book provides lessons that focus on the conventions of language. This resource will support additional targeted instruction in grammar, support the reading & writing connection, and prepare students for the upcoming changes to the STAAR literacy assessment and assist teachers with instructional tools to support meeting student learning gaps experienced as a result of COVID	10,020	0	10,020	
Academic &	Easing into Cursive- A Multisensory Teaching System for Cursive Handwriting	1		\$ 16,006	No	Aligns to AAP K-8 literacy goal, which was created to address student learning gaps experienced as a result of COVID. Research points out the benefits of cursive writing for cognitive development and sites that cursive writing helps train the brain to integrate visual and tactile information, and fine motor dexterity. GISD does not have a district-wide cursive writing resource. This resource is utilized as part of GISD's Take Flight instruction for students with dyslexia. It would be extremely beneficial for all students to hear common language for cursive writing instruction and this resource would give teachers what they need to implement a comprehensive cursive writing program to address TEKS for grades 2-3	16,006	0	16,006	
Academic &	Pogil Resource 62.35 per teacher per book = Bio(1)/Chem (1)& AP Bio(1)/AP Chem (2 books)X 100 approx.= \$9,600 No additional Cost after year 1, resources will be embedded in our curriculum	1		\$ 9,600	No	Addresses Regulars, Honors and AP in support of CCMR which is outlined as an AA plan goal. Will ensure district curriculum use and focus on data-driven instructional practices, formative feedback protocols, building team capacity, and culturally responsive collaboration in order to create and support strategic planning for targeted and personalized instruction. Our AP 2021 data suggests that COVID has had a significant impact on student performance and these resources would assist with addressing student learning gaps experienced as a result of COVID	9,600	0	9,600	
Academic &	Region 4- Gr. 8 STAAR & Bio EOC Resources & PD WARM UP TO THE TEKS Gr. 6, 7, 8 & Bio& Chem- 75.00/tchr X 170 approx. = \$12,750.00 No additional Cost after year 1, resources will be embedded in our curriculum	1		\$ 12,750	No	Aligns to AAP K-8 literacy goal, which was created to address student learning gaps experienced as a result of COVID. Specifically, these resources will be used to support EOC Success, CCMR STAAR and EOC Intervention	12,750	0	12,750	
Academic &	Region 4- Gr. 8 STAAR & Bio EOC Resources & PD 30 X 75 X 2 for STAAR Gr. 8 Review to Go Vol. 1 & 2 = 4,500 40 X 75 x 2 = 6,000 for BIO EOC Review to Go Vol. 1 & 2 Supporting STAAR & EOC Achievement 70 teachers X 50.00= 3,500.00 Total= \$15,000.00 No additional Cost after year 1, resources will be embedded in our curriculum	1		\$ 15,000	No	Aligns to AAP K-8 literacy goal, which was created to address student learning gaps experienced as a result of COVID. Specifically, these resources will be used to support EOC Success, CCMR STAAR and EOC Intervention	15,000	0	15,000	
Academic &	Professional Development - Shannon McClintock Miller	1		\$ 5,000	No	Aligns to AAP K-8 literacy goal, which was created to address student learning gaps experienced as a result of COVID. K-8 Literacy, CCMR Provides librarians with training to be Future Ready and to create a literacy rich library equipped for digital learners.	5,000	0	5,000	
	COVID 19 Vaccine Stipend	1		\$ 3,675,000			3,675,000	0	3,675,000	

	COVID Booster Stipend	1		\$ 1,837,500			1,837,500	0	1,837,500	
Curriculum	Device charging stations (Power Towers) in order to maintain student access to digital instructional materials (2 per media center)	1		\$ 62,000	No	As a result of covid, GISD has provided for 1-to-1 student devices across all grade levels. As such, our curriculum materials now include additional use of technology in order to support student learning gaps exasperated by covid. Power Towers are device charging stations that will be available in the media center area so all students have ability to maintain device access and continue learning.	62,000	0	62,000	Need company na
Total Approved				\$ 49,326,903			44,346,627	4,980,276	49,326,903	

Removed	Tableau Subscription for creation of data visualizations in order to monitor student outcomes as a result of impact of COVID on student learning loss and the need to aggressively monitor accelerated instruction and student intervention	1		\$ 120,000	No	RAAD	60,000	60,000	120,000	
Removed	Auditor Concern: Replacing books that were lost during the pandemic, supplanting prior purchase. Supplemental Book Replacement due to COVID-loss	1		\$ 423,245	No	During the COVID shut down and remoe instruction, libraries los a total of 21,772 district library books. This is a significant reduction in texts available for student use, particularly at a time when we are addressing student learning gaps as a result of COVID. With the replacement of books that were not returned after COVID shut down (see list per school), we would be able to continue to meet our literacy stuent performance goals. We removed the books from the students' records so they were not penalized.	423,245	0	423,245	Need company na
Removed	Auditor Concern, more details needed as it was noted to being needed prior to COVID. Oracle request, with the Oracle upgrade in place request to meet with Oracle team to review. Contract consultant to upgrade and redesign Oracle Job Requisition & Position Action Request (PAR) customization in order to meet staffing needs created by Covide and expedite hiring process	1	Auditor Concern - will remove	\$ 600,000	No	In order to meet staffing needs for shortages created by COVID-19 the technology system used for the processes of recruitment, selection, hiring and retaining staff needed to address the COVID recovery needs of students must be updated. The current system needs to be more nimble and responsive to the needs of principals and hiring supervisors.	300,000	300,000	600,000	