



***Strasburg 31J
School District***

**District Mission: Develop responsible
and productive members of society**

ESSER III Funding Plan

Assessments will be given to identify students who have been negatively impacted by COVID including any learning loss, social emotional concerns, homelessness, or any other issue that would impact a student's academic and social emotional development. Upon reviewing the data, appropriate interventions and support services will be developed and the student will immediately be engaged in the adequate services to meet their individual needs. The District uses IReady, WIDA, DRA, BAS, as well as classroom observation and locally developed assessments to determine academic levels of students. Data is then disaggregated, and students are identified for supplemental services. Although, all students receive comprehensive assessments and data is reviewed on individual student levels, the district focuses additional attention on students who are at risk of experiencing greater risk of learning loss.

Based on the analysis of the data listed above the District determined that the majority of students in grades K-5 shows lower levels of growth than anticipated. Students in grades 6-9 demonstrate lower levels of growth as well as performance in ELA and math. Data for high school students was skewed due to low participation in testing. However, class assessments show a decline in growth for students in grades 10-11. Disaggregated data demonstrates an even greater decrease in growth for ELL students, students on an IEP, and students receiving RtI services, when compared to the general population.

The District will use the baseline data established in the spring of 2021 and fall of 2022 and compare it to additional assessments that will be given in the winter and spring of 2022. Spring to spring data will be used to show one year of growth and fall to spring will be used to take into consideration summer loss. Through assessments, the District identified ELL students as those most adversely impacted by COVID. The District has increased instructional hours for students as well as examined curriculum and pacing. The District will replace curriculum and has put into place a streamlined approach to the identification and development of ELPs for students. The District reviewed the information on the WWC link from CDE, specifically as it related to language. Interventions that focus on direct instruction utilizing multimodal approach have a high affect size. The District will evaluate all curriculum and programs through the lens of the research of WWC Evidence Review Protocol (February 2020). In selecting our evidence-based interventions, we focused on research based approaches to address language development, reading, and math academic skills. Those interventions are detailed in the budget. We know that greatest impact to student learning is direct, targeted instruction given by a highly qualified teacher. Direct instruction being the most impactful variable on a student's academic achievement is followed by a curriculum that is viable and delivered with fidelity. The District will utilize not only the learning loss set aside for providing supplemental interventions, but will also dedicate a large portion of the entire funds to extended and school year instruction. The District will not hire additional staff to provide supplemental interventions, but will stipend existing staff to provide before and after school services, along with summer school. The District is small enough that we can ensure very quick response to the needs of students, and we can implement assessments and screeners quickly to identify needs early and prevent any delay in address the needs of all students.