

LEA ARP ESSER Use of Funds Plan – RUBRIC					
LEA #: 221	LEA Name: Emmett	Date Reviewed: 12.3.21		Reviewer's initials: klg	
Section	Required information for the development of the ARP ESSER Plan	Met	Didn't meet	Evidence from Plan	Evidence Still Needed
1.1 Meaningful stakeholder consultation	Process for meaningful stakeholder consultation is described.		x	Emmett consulted and brainstormed with directors and principals and held two community meetings and sought written feedback.	In addition to meeting with staff, hearing from trustees, the District Superintendent held two community meetings on June 29 to hear ideas from the public.
	All stakeholder groups consulted during development of the plan are identified.	x		Trustees, teachers, principals, students, parent, and patrons	
	How and when the public was given an opportunity to provide input in the development of the plan is described.		x	Reopening Plan included input at regular board meetings	On June 16, published press release about two community meetings (10 am and 6 pm on June 29th) inviting parents, community and staff members to discuss ideas regarding ESSER II and III funds and best ways to allocate funding. Also emailed invitations to all parents and shared our upcoming meeting information on several Gem County Facebook pages, including all of our own school Facebook pages.
1.2 Addressing funds for CDC prevention and mitigation strategies	Section includes description of how funds will be used to implement prevention and mitigation strategies consistent with the most recent CDC guidelines for in-person learning.		x	Plan includes link to reopening plan.	Upgraded a majority of our classrooms with improved sound /video systems and smartboards for in face-to-face and distance learning (when needed); added a new food serving table at the Middle School to improve social distancing, adopted bus transportation software and GPS tracking/monitoring app for better route planning and parental monitoring/provide transportation during summer and after school programs. Purchased more Chromebooks to eliminate sharing at lower grade levels, purchased Frog Street Curriculum, implemented mentorship program; purchased science equipment and PPE for classroom use K-12. Developed three years of professional development for teachers to improve classroom instruction to identify and help with learning loss in core subjects.
1.3 Use of 20% funds to address lost instructional time including support for student groups most likely impacted	Section describes how ARP ESSER funds will be used to address students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years.	x		Students will be provided summer support, after school support grades 6-12, additional opportunities	Emmett students were in face-to-face classrooms all of the 20-21 SY; purchased Frog Street Curriculum, AEPSI, held elementary and secondary summer school programs for students specifically identified as being behind in school work. We also have teachers who are mentoring students beyond their required teaching periods to assist struggling secondary students.
	Section describes how ARP ESSER funds will be used to address students who did not consistently participate in remote instruction when offered during closures.	x		School district did not offer remote instruction consistently during 2020-2021 SY. Students remained face to face majority of the SY.	
	Section describes how ARP ESSER funds will be used to address students most at-risk of dropping out of school.	x		School district will address academic impact of lost instructional time of students most at risk of dropping out based on individual needs. May include study skills classes, night school, and additional support in school day.	

	Section describes how ARP ESSER funds will be used to address the LEA's subgroups of students disproportionately impacted by COVID -19 including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.		x	(previous section narrative was inserted)	In addition to special curriculum aimed at the ELL students, the district purchased new English Language Development curriculum, held extensive training programs and launched in the classrooms; held and planned future training for staff and leadership to improve classroom instruction skills and build on basic skills.
1.4 Use of 80% funds for school and district activities for equitable support	Section describes how the LEA will spend its remaining ARP ESSER funds, identifying how funds will be allocated to schools and for districtwide activities.		x	Link provided for adopted allocation of funds and funding priorities.	District will continue to pay secondary teachers supplemental funds at Emmett High School to mentor students identified as academic risk during the second semester and future years; starting a program during the second semester for both ELL and academically disadvantaged students at the Middle School.
1.5 Interventions for lost instructional time addresses academic, social, emotional, and mental health needs for all students including the underserved populations	Section identifies interventions it is implementing to address academic, social, emotional, and mental health needs using ARP ESSER funds.	x		Weekly administrative mtgs and monthly leadership mtgs. staff PLCs. Homeless liaison, migrant, and exceptional child dept. work with building administration in supporting students disproportionately impacted by COVID-19. Additional elementary school counselor was added to support families impacted by the pandemic.	By adding a third elementary counselor and creating full-time Instructional Coach positions at both the High School and Middle School (instead of shared), the district has been able to provide consistent training at each school, including our elementary schools that already had instructional coaches, to improve classroom learning. The district has placed a big emphasis on PBIS at all grade levels to reduce discipline problems and focus more on teaching. The new elementary counselor (now one at each elementary school), coupled with our Migrant/ELL and McKinney Vento coordinators to provide across-the-board assistance for families. The district has continued its community food box distribution program, even during the summer. The outreach coordinators have increased their efforts to visit with families struggling with homelessness and adequate personal resources to assist in ways that extend far beyond the classrooms.
	Section addresses students, as applicable, that are disproportionately impacted by COVID -19 including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.	x		Weekly administrative mtgs and monthly leadership mtgs. staff PLCs. Homeless liaison, migrant, and exceptional child dept. work with building administration in supporting students disproportionately impacted by COVID-19. Additional elementary school counselor was added to support families impacted by the pandemic.	By moving our Assistant Superintendent of Federal Programs into the same building with our McKinney Vento and Migrant/ELL outreach coordinators, we have improved communication and districtwide support for the underserved families. We have also included the coordinators in administrative meetings to increase awareness of needs at different levels.
1.6 Monitoring student progress and intervention effectiveness	Section describes how the LEA will consistently monitor student progress and effectiveness of strategies and interventions for student well-being.	x		Formative assessments, PLC & RTI meetings to review data and make adjustments to student learning, PD in content areas as needed	Through weekly school professional learning programs and quarterly professional development training, the district has shifted focus to improving classroom instruction to guide teachers as they review student achievement data and best practices to increase scores.
2.1 – 2.4	All Assurances are marked “Yes”	x			
2.5	Plan is located on LEA website as stated.	x			
Signatures	Supt/Admin & Board Chair both included	xx			