



ESSER III School Site Plan

School Name: McKinley

ESSER III Allocation: \$133,608.00

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Stakeholder Input, Needs, and Priorities

How did you collect stakeholder feedback and input in the formulation of your plan?

This should include parents, teachers, school staff, and to the greatest extent possible, students.

At school site council meetings on January 24, 2022, November 29, 2021, October 25, 2021 we discussed the need for how to recover unfinished learning in grades TK-5 and 6-8

During Monday meetings on November 22, 2021, December 22, 2021, January 10, 2022 teachers had opportunities to discuss strategies that could address unfinished learning. There was also a survey provided to collection teacher information.

Classified staff meets monthly and we used these opportunities to discuss what supports classified staff could provide in supporting students so that lost learning time could be addressed.

To integrate student feedback, EIR teachers have discussed what strategies students find useful in supporting their academic achievement. Additionally, the EIR teacher has asked students who else may be able to benefit from additional academic supports.

What are the specific stakeholder needs, priorities, or feedback at your school that this plan addresses?

Based on teacher feedback and data reports, students need intervention and supports regarding Phonics (grades K-8); reading comprehension (grades K-8); reading fluency (grades K-8); reading inference/disecting text (grades K-8);

For math students need intervention and supports regarding Basic Numerical Facts (grades K-8); academic mathematics language (grades K-8); problem solving (grades K-8)



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For science students need to have more oppourtunies for hands on learning experiences including STEM activities and science labs.

For history students need an integrated approach that addresses research, expository text and information reading and writing. Students also need to be taught historical thinking skills so they can make connections.

For ELD supports, needs include support around writing in English, listening/speaking, and vocabulary development.

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According to McKinley's /Ready Reading Diagnostic results. our students need Intensive intervention because our scores show that 30% are one grade level below, 10% are two grade levels below. and another 10 % are three grade levels below where they should be In reading. Students are missing important foundational skills including phonemic awareness, letter recognition, phonics, vocabulary and comprehension strategies. Classroom teachers are teaching using the acceteraled learning model as well as pul!ng smatl groups for Intervention, but the students need additional targeted small group intervention to mitigate the learning loss many students e>eperienced during the pandemic.

[What specific considerations does your plan include for Foster Youth, English Learners, Low Income, Homeless, and/or Special Education students?](#)

For our low income, English Learner, Foster Youth, and/or special education students we considered accessibility. The programs that we have adopted (Lexia, Power Up, Thrively, eSpark, and the Acceleration model) are accessible to all students because there is a digital component that can be easily accessed at both school and home. In



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addition, our after school support programs (Credit Recovery, EL Tutoring, are open to all students, and can be acces

For English Learners we used a digital survey and time during ELAC meetings to get information from these stakeholders.



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Plan Expenditures

Provide a description of the services and activities funded through ESSER III. Activities should also align broadly with the identified district stakeholder priorities to the greatest extent possible.

Item Number	Service/Strategy Description	Anticipated School Year(s)	Proposed Expenditure Amount	District Priority/Theme
1	<p>The plan is to hire a long term sub to provide small Intervention groups in grades K-3 mornings and afternoon.</p> <p>Each morning group would meet for 20 minutes twice a week. Students will be grouped using a variety of data points and their progress will be closely monitored to ensure the plan is producing the desired outcome.</p> <p>In addillon to pulling small groups for intervention in the mornings afternoon.</p>	2021-2022	\$25,000.00	(1) Focus on key components of Reading, ELA, and Math Curriculum
2	<p>Hire a teacher to teach art lessons to all of our K-5 students In the afternoon. The lessons, were developed by the Arts and Enrichment department to meet Art standards. The lessons will also address our Social Emotional Learning needs, and will pmvide students with a creative outlet that so many of them desperatley need. As an art school, we feel that we should be providing our students with opportunities to learn about and create art</p>	2021-22	\$0.00	(2) Add instructional support staff to work with students



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	<p>Update March 30, 2022 We will not continue with this item in ESSER III, but would like to keep a record of it here. Proposed expenditure amount reduced to \$1,000 to indicate that this is for informational purposes only.</p> <p>(April 30, 2022) Line adjustment to reduce total to \$0.00</p>			
3	<p>Renew Lexia software licenses to support students development in phonemic awareness, vocabulary, word study, spelling, oral comprehension, reading, and writing. for at least 20 minutes a day, five times a week. Student in middle school do Lexia PowerUp during their advisory period. Elementary teachers schedule a Lexia block in their daily lesson plan.</p> <p>Update: March 30, 2022 We will not continue with this item in ESSER III, but would like to keep a record of it here. Proposed expenditure amount reduced to \$1,000 to indicate that this is for informational purposes only.</p> <p>(April 30, 2022) Line adjustment to reduce total to \$0.00</p>	2021-22	\$0.00	(1) Focus on key components of Reading, ELA, and Math Curriculum
4	Offer summer literacy camp for all students. McKinley	2021-22	\$29,000.00	(1) Focus on key



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	will offer a fifteen day, four hour Summer Lit Program to elementary students in grades 2-5. The program will address the needs of students who would benefit from either intervention or enrichment. Students will build skills in vocabulary, reading and oral comprehension, and writing. The program will be open to all students, including foster youth, low SES, homeless and all ethnic groups.			components of Reading, ELA, and Math Curriculum
5	Teacher professional development/Teacher collaboration in Professional Learning Communities. Teachers will participate in Professional Development to align projects, focus areas, and units with standards based curriculum alignment. Teachers will learn to improve their practices by learning new strategies, developing plans to establish connections with students, learn new methods of delivering instruction, create assignments and assessments that align with state standards and district academic goals, and participate in vertical teaming. All of these activities will improve teacher effectiveness and benefit students by helping teacher provide excellent instruction for everyone.	2021-22	\$6,200.00	(1) Focus on key components of Reading, ELA, and Math Curriculum
6	McKinley summer Summit boot camp is a program for all 6th grade students including homeless, foster, low socioeconomic and English Language Learners entering middle school at Mckinley. Thjese students	2021-22	\$7,500.00	(1) Focus on key components of Reading, ELA, and Math



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	may be students that currently enrolled in McKinley's 5th grade classes and students that may be joining enrolling into McKinley's middle school program after completing elementary school at another site. The program teaches habits of success, how access and navigate the platform, organizational and study skills and goal setting.			Curriculum
7	Purchase class sets of books required by the Summit platform in order to complete projects and unit assignments	2021-22	\$1,500.00	(1) Focus on key components of Reading, ELA, and Math Curriculum
8				
9	Purchase an SEL library for each grade level to share to supplement our SEL digital learning platform	2021-22	\$1,325.00	(4) Provide social-emotional learning opportunities such as counseling, mental health, and wellness resources for students, staff, and families
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Ensuring Interventions are Addressing Student Needs

The district is required to ensure interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the school site plan for ensuring that the actions and expenditures in this plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Item Number	What will you use to monitor the progress of this action to know it is addressing students' SEL, Academic, or Mental Health Needs?	How do you plan to monitor if the action is addressing students' SEL, Academic, or Mental Health Needs?	How frequently will the progress monitoring occur?
1	<p>iReady Reading</p> <p>Student attendance</p> <p>Number of students referred for disciplinary issues</p> <p>Teacher feedback and narrative reports on student improvement</p>	<p>iReady Reading data will be used to create small learning groups. These reports will also be used to identify common learning needs across each of the small learning groups.</p> <p>Student attendance for those assigned to services with this substitute will be monitored to identify chronically absent students.</p>	<p>iReady Progress will be monitored weekly.</p> <p>Student attendance will be monitored Monthly.</p>
2	<p>Student feedback. Student participation in My Master Piece. Student participation in Rose art competition.</p>	<p>Weekly schedules for student support. Individual student performance. Decrease in student referrals. Increase in student rewards.</p>	<p>Weekly completed projects. Weekly referral counts.</p>



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3	Data reports from the Lexia platform. Student performance on SBAC	<p>IReady Reading data will be used to create small learning groups. These reports will also be used to identify common learning needs across each of the small learning groups.</p> <p>Student attendance for those assigned to services with this substitute will be monitored to identify chronically absent students.</p>	Monthly reports generated by Lexia. Weekly identify students who complete a level. Weekly students who earn certificates.
4	Data reports from the Lexia platform. iReady reports. Teacher recommendation.	<p>A Google Sheet that shows the students EoY (end of year) iReady diagnostic level prior to the start of the program will be created. After the BoY (beginning of year) iReady diagnostic reports are completed the Elementary Instructional Coach will go back and enter the new levels on the sheet. If students either increase their iReady diagnostic reading level or remain at the level they were at when the school year ended we will know the program was successful at combating</p>	We will monitor the effectiveness of the program by capturing the IRI data. We will monitor student progress weekly during the program by using the Lit Camp materials that include quizzes, oral and written responses to literature, and teacher observation/student feedback.



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		summer slide. We will use quizzes, oral and written responses to literature, and completion of weekly activities and projects that are provided in the Scholastic Summer Lit program materials.	
5	Data reports from Lexia, iReady reports, McKinley teacher generated lesson plans, focus area, project and unit plans in the Summit platform, CAASPP results, iReady Diagnostic results, samples of teacher created assignments, evidence of assignments and activities teachers complete during PLC time.	We will monitor the effectiveness of the PLCs by examining students work samples, lesson completion rates, teacher feedback rate, teacher mentor reports, Lexia and eSpark reports, diagnostic results, and feedback forms from the teachers after the PLCs and professional development sessions.	Progress monitoring is ongoing and will occur weekly using Lexia and eSpark reports, three times a year for diagnostic results, weekly Summit reports, unit assessment results, and feedback forms will occur after each session.
6	Data reports from the Summit Learning platform iReady diagnostic reports iReady focus area reports	Summit generated reports (which track all of their completed assignments and how well they did on them), exit tickets, Summit certificates of completion generated	The Summit reports will be generated at the beginning, middle and end of the program to monitor student progress. Progress will also be monitored on a weekly basis to show growth



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	<p>project and unit plans in the Summit platform</p> <p>Exit Tickets</p> <p>Certificates of Completion</p>	<p>automatically by the program, and completed projects will help us determine whether the students are making progress and help teachers adjust instruction. Students with incomplete assignments will receive a check in with the teacher to make sure they get done and the students stay on track. Exit tickets the data reports will help teachers tailor their instructions and lesson plans to the students' specific needs.</p>	<p>or identify areas of need that had not previously been identified.</p>
7	<p>Data reports from Summit learning program, ongoing informal assessments and unit test results</p>	<p>We will use students grades, lesson completion rates, teacher feedback and the revisions students make to their work after receiving feedback and teacher mentor reports in Summit to determine whether students gained the vocabulary development and reading comprehension skills required to properly complete assignments</p>	<p>Teachers will use the evidence they collect during daily student discussions in class, weekly writing prompts, weekly quiz results, teacher mentor records and the unit wrap up activities at the end of the six week unit.</p>



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		and assessments related to the lessons related to these required materials in the Summit program.	
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9	We will be using behavior referral tools, number of positive behavior reports and anecdotal records from teachers to monitor progress.	We are tracking the number of behavior referrals, anecdotal evidence of positive behaviors and the use of the strategies being taught reported from teachers and staff to help us determine whether the lessons being taught through the use of the SEL library and our adopted SEL program are working to change negative behaviors and/or support positive behaviors. We will know the program is working if we see a decrease in the number of behavior referrals and an increase in the number of students recommended for recognition awards and other PBIS incentives.	Ongoing progress monitoring will on a monthly basis when the Admin team meets to analyze the number of behavior referrals and plan assemblies and other positive behavior recognition activities such as Fun Friday kickball games and dances. If the number of behavior referrals does not increase we will reevaluate our plan, provide more professional development around SEL and add require more class time for teaching SEL lessons.



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Review and Comments

This plan has been reviewed for allowability and has the following status.

Reviewed by

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Review status

Approved with requests for edits

Review comment(s):

After review of the revisions, the Summer Literacy Camp on row 6 is approved. Other plans are in review.

Review Entry Date:

(Tue) 2022-Mar-29