



## ESSER III School Site Plan

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**School Name:** Washington Elementary

**ESSER III Allocation:** \$87,583.00

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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.

On Thursday, September 30, 2021, from 6 - 7 PM, we held our first ESSER III Town Hall Evening Meeting

On Wednesday, September 29th, we held our 2nd virtual ESSER III Town Hall Morning Session meeting from 8:30 - 9:30 AM

On October 8, 2021, we presented this information to our ELAC committee and solicited their input

On October 19, 2021, we presented this information to our SSC committee to solicit input, recommendations, concerns, etc.

During our October 11, 2021 Staff Professional Development meeting, ESSER III components were presented to staff members for input, recommendations, and concerns

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

The major concern for all Stakeholders was supporting student learning loss

- 1). Tutoring (during school, after school, summer programs)
- 2). Support for student and staff safety (behavior aides, aides, security, etc.)



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- 3). Social Emotional support for students as well as staff

During our Teacher Data Chats, SSC & ELAC meetings, we presented our current data which highlighted student progress. During these meeting, it was concluded that our

- 1). 2nd & 3rd grade students demonstrated the greatest academic learning loss and needed more support.
- 2). Many of our primary students were experiencing difficulty acclimating to in class learning, structures, COVID fears, etc.
- 3). 1st grade students entered this year extremely behind due to not having "In Person" learning for Pre-K as well as Kindergarten

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

For our English Language Learner, Africian American, SpEd, Foster Youth, & Overall Low performing student population, the following was considered:

- 1). What are other Non-traditional motivators that supported students understanding and applying grade level content?
- 2). How do we get students excited about learning so that they take "Ownership" in their learning?
- 3). How do we infuse Project Based Learning to help students see how Content is related across the curriculum; therefore, helping them make learning connections and applications?
- 4). How do we utilize the STEM platform as a vehicle to accelerate and connect learning in Reading, Math, Science, and Socio-emotional Learning?



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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>Impacts of virtual learning, COVID restrictions and protocols, and quarantine absences have affected WESM students in their motivation towards school, their peer-to-peer interactions, and their academic achievement.</p> <p>To address some of these gaps will be hiring several consultant companies to provide engaging, hands-on, collaborative, academic experiences in mathematics, ELA, and technology.</p> <p>The expected outcomes for this plan are the following:</p> <ol style="list-style-type: none"> <li>1. Increase student motivation and engagement</li> <li>2. Increase student achievement in the given subjects</li> <li>3. Increase student peer-to-peer positive social interactions; decrease peer-to-peer conflicts especially in the upper grades</li> <li>4. Increased student attendance, especially in upper grades</li> </ol>	<p>22 - 23 - \$73,000</p> <p>23 - 24 - \$46,000</p>	\$73,000.00	(3) Delivery interventions and supports for students with highest need such as small group instruction



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2	<p>Research shows that learning loss continues throughout the summer months; therefore we would like to provide opportunities for students to further their learning during the summer for a Reading, Math, and SEL Boot Camp. We will accomplish this goal by offering a summer enrichment program that provides smaller classes, bring on Community Partners who provide math, reading, and SEL learning opportunities that are not necessarily traditional, and specific target instruction in Reading and Mathematics by Credentialed teachers.</p> <p>To achieve this goal we will need the following:          Community Enrichment Partners          Credentialed Teachers (Teacher Supplemental)</p>	22 - 23 \$26,000	\$26,000.00	(1) Focus on key components of Reading, ELA, and Math Curriculum
3	<p>Provide teachers opportunities to engage in Professional development sessions that deepen their understanding of the Core Academics as well as Social Emotional support students need</p> <p>Projected for 22 - 23 school year          ESSER III Funds:          Community School:          Academic Division:</p> <p>Projected cost for 22-23: \$73,000          Projected cost for 23-24: \$46,000</p>	21-22 incl. above 22-23 incl. above 23-24 incl. above	\$0.00	(3) Delivery interventions and supports for students with highest need such as small group instruction



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4	<p>Our Data indicates that over 80% of WESM 1st - 5th grade students experienced great learning loss in the areas of Reading and Mathematics. Computer based tutoring classes were not effective; therefore, we would like to provide our students with live teacher taught tutoring sessions, utilizing programs such as Level Literacy Intervention or similar, as well as strategic math intervention programs. We want students to receive smaller group instruction that strategically caters to their learning deficits. In order to achieve this goal we will need to provide compensation to Coaches, Teachers, and support staff for Planning, Tutoring, and supplemental compensation that monitors or instructions students in the area of Learning Loss and / or Social Emotional Learning</p>	\$27,200.00	\$27,200.00	(2) Add instructional support staff to work with students
5	<p>Funds to purchase instructional materials needed to effectively / efficiently implement school wide programmes that address learning loss and / or social emotional learning as well as purchase materials and books for our Reader's Theatre, Reading Circles, and After School Reading &amp; Math Clubs</p>	\$5000 per year	\$5,000.00	(3) Delivery interventions and supports for students with highest need such as small group instruction
6	<p>NEW: provide students an opportunity to engage in reading &amp; Math clubs during lunch and after school hours. In order to do this, we would like to extend out</p>	\$17,000.00	\$17,000.00	



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	Computer Learning Specialist staff's hours....increasing 10 hours per week			
7	New: provide students an opportunity to engage and learn to enjoy reading through reading Circles and Reader's Theatre. In order to do this, we would like to bring on a 15 to 20 hour per week Library Coordinator to offer weekly Reader's Theatre and / or Reading Circles for students	\$27,566.00	\$27,566.00	



## 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	1. Classroom discipline referrals 2. Attendance audits 3. iReady assessment data 4. Suspension data 5. Weekly SEL school-wide check-in	1. Classroom discipline referrals out of class will decrease 2. Attendance - especially in upper grades, will increase 3. iReady in both reading and math will reflect a closing of the learning loss gap 4. Suspensions will decrease 5. Students' weekly responses will reflect positive attitudes towards the school experience, self-image as a learner, and increased coping skills	1. Weekly - SEL check-in 2. Monthly - discipline referrals, attendance, suspension data 3. Trimesters - iReady diagnostics





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2	Informal Reading Inventory (IRI) iReady - Math & ELA .	Students will move at least 2 levels on their	Summer monitoring will be weekly
3	STEMulate Learning will work with select teachers to provide ongoing strategies to engage student learning and build emotional support.	Teacher growth will be monitored through out the school year through weekly observations and teacher feedback  Teachers will work alongside our Consultants and gain strategies on Inquiry based instruction, culturally relevant and life affirming strategies for students	*. Monthly interest surveys *. Weekly Teacher Check-ins with Coaches * Daily conferring between teachers and the consultants that are reflective of the instructional practices used
4	Coaches will develop and provide to teachers, daily lessons for summer teachers which target identified skills  Teacher monitoring will be based on the assigned created lessons  Teacher and Coach monitoring will be based on student	Teacher growth will be monitored through out the school year through weekly observations and teacher feedback  Teachers will work alongside our Consultants and gain strategies on Inquiry based instruction, culturally relevant and life	Coaches will provide biweekly reports that reflect student performance  Daily lesson checks  Weekly Data Review  Daily Exit Ticket Review



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	<p>engagement, demonstration of inquiry, and motivation</p> <p>The identified tools WESM will utilize are as follows:</p> <ul style="list-style-type: none"> <li>*School wide ELA and Math benchmarks (beginning of summer, 3rd week check-in, and end of summer program)</li> </ul>	<p>affirming strategies for students</p>	
<p>5</p>	<p>Materials purchased will only be those that compliment the fluency of student learning</p> <p>We will monitor it's effectiveness based on student engagement and ultimately increased learning</p> <p>The identified tools WESM will utilize are as follows:</p> <ul style="list-style-type: none"> <li>*Social-Emotional Survey -- Google Form</li> <li>*School wide ELA and Math benchmarks</li> </ul>	<p>Monitoring will be ongoing in the following way:</p> <ul style="list-style-type: none"> <li>*Admiinistration informal classroom visits</li> <li>*Teacher weekly Exit Tickets</li> <li>*Baseline and Benchmark assessment data review with teachers</li> </ul>	<p>Materials will only be purchased that are needed to fully implement student growth programs.</p> <p>During the school year and summer</p> <p>Monthly teacher will have the opportunity to review their data and submit request for additional materials needed to support student academic progress</p> <p>Each trimester we will assess if</p>



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	(beginning T1, T2, and T3)		additional materials are needed for school wide instructional support
6			
7			



## Review and Comments

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

### Reviewed by

DRennie

### Review status

Approved

### Review comment(s):

All review notes have been integrated based on feedback from State & Federal Programs

Items 6 and 7 not reviewed

### Review Entry Date:

(Tue) 2022-Feb-22