

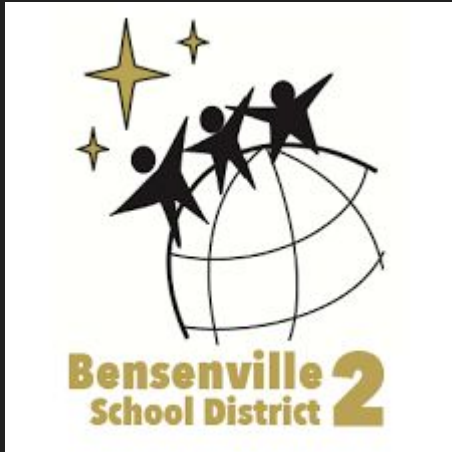
American Rescue Plan (ARP)

ESSR III- Use of Funds

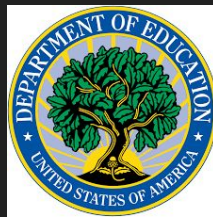
October 20, 2021

Anne Paonessa

Interim Director of Teaching & Learning



ARP-ESSR III Fund



Purpose: Help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on students by addressing students' academic, social and emotional needs.



ARP-ESSR III Fund

Total Allocation for BSD2



- \$2,610,183: BSD2 award (*at least 20%* of which must be used to address loss of learning)
- \$49,101: State Reservation - Learning Loss
- \$9,820: State Reservation - Evidenced Based Summer Learning & Enrichment
- \$9,820: State Reservation - Evidenced Based After School Programs

\$2,678,924

Duration: The ARP ESSER III plan covers a three-year funded time span through September 2024.

ARP-ESSR III Fund

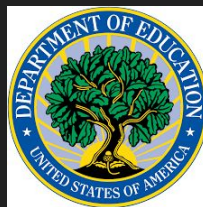


BSD2 will use funds to address the following;

- **Safely returning students to in-person instruction**
- **Implementing evidence-based strategies to meet students' academic, social and emotional needs**
- **Afterschool and other extended learning and enrichment programs**
- **Purchasing educational technology**



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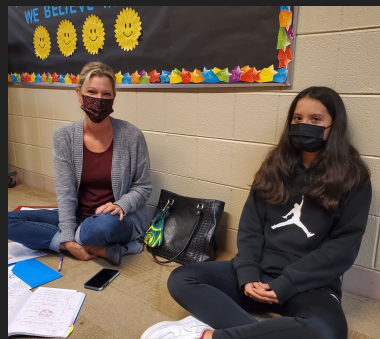


Consultation and Public Comment Requirements:

Step 1: Safe Return to In-Person Plan- posted on the district website for review and comment

Step 2: Use of Funds Plan- Stakeholder Survey

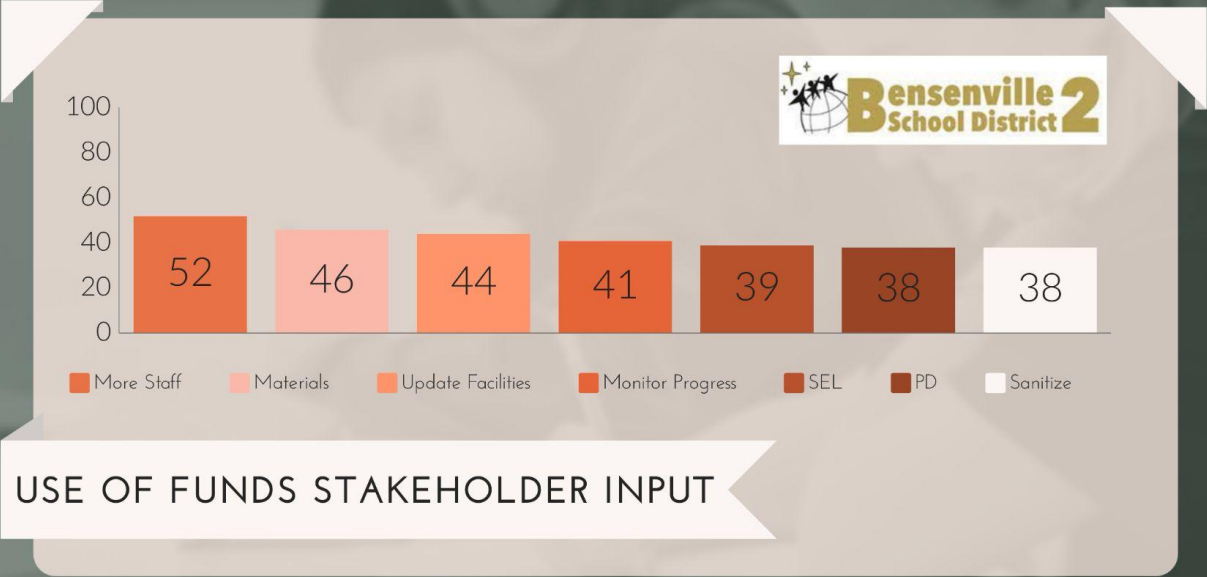
September 13-20th, 2021



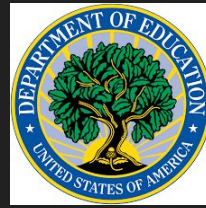
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Respondents- 168 80%- Parents, 13% Teachers, 6% Support Staff

APR-ESSR III SURVEY



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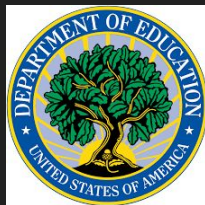
Additional Funding Sources

School Climate and Transformation Grant (SCTG)- specifically targets students' social and emotional needs

ESSR II- used to purchase cleaning supplies and PPE; inventories to be monitored to determine if more funds are needed from ESSR III



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3 Categories of Funds Use:

Category 1: Academic and Social Emotional Supports

Category 2: Technology Resources

Category 3: Health and Safety Resources



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Examples of Fund Usage



Category 1: Academic and Social Emotional Supports

Staffing

- 7 certified teachers for Remote Instruction
- 6 paraprofessionals at transitional grades
- 6 early literacy paraprofessionals at primary grades
- Math specialist at BMS; Additional para support based on teacher feedback and student data measures
- BMS literacy specialist



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Examples of Fund Usage



Category 1: Academic and Social Emotional Supports

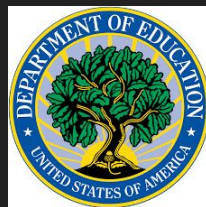
Instructional Stipends

- **Staff to deliver evidence-based tutoring, after school, summer learning and enrichment programs**

Professional Development Stipends

- **PD on evidence-based strategies for meeting students' academic and social emotional needs; selecting evidence based interventions and programs**

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Category 1: Academic and Social Emotional Supports

Vertical Alignment of Curriculum and Assessments

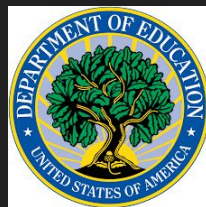
- Grades K-5; Teachers from both buildings working together with an outside consultant to work on math and literacy standards
- Development of Learning Ladders

Extended Standards with Learning Progressions for English Language Arts, Grades 3 – 8

Grade 3

				Learning Progression Building the Base & Engagement
Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex ←				→ Least Complex
Reading Standards for Literature				
Key Ideas and Details				
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1a Answer literal questions including details from the text.	RL.3.1b Answer literal questions to show understanding of the text.	RL.3.1c Identify one or more key details within a given text.	<ul style="list-style-type: none"> Identify a story element (character or setting) Participate in a discussion about a story Listen to a story read aloud Actively engage with a literary text.
RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.	RL.3.2a Explain the theme of a story and retell by citing details that contribute to this theme.	RL.3.2b Retell a story, including a beginning, middle, and end.	RL.3.2c Match pictures to sequence the events in the text.	<ul style="list-style-type: none"> Discuss beginning, middle, and end Identify pictures or objects from the story. Listen to a story read aloud. Actively engage with a literary text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3a Describe a character's traits or actions and state how they contribute to the story sequence.	RL.3.3b Identify a character's feelings and motivations.	RL.3.3c Match a picture to a character or setting in a story. Identify a character in the story.	<ul style="list-style-type: none"> Identify pictures or objects from the story. Listen to a story read aloud. Actively engage with a literary text.
Craft and Structure				

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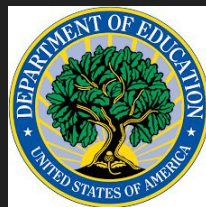


Category 1: Academic and Social Emotional Supports

Vertical Alignment of Curriculum and Assessments



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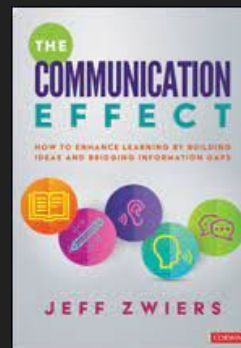


Category 1: Academic and Social Emotional Supports

Reengaging and supporting students in their learning.

BSD2 is working with Dr. Jeff Zwiers to plan a multi-year focus to launch in 2022-23.

Focus: Authentic communication strategies which will impact students' growth both academically and linguistically.

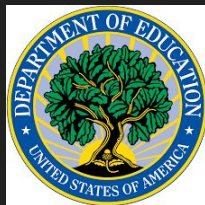


Dr. Jeff Zwiers

**STANFORD
UNIVERSITY**

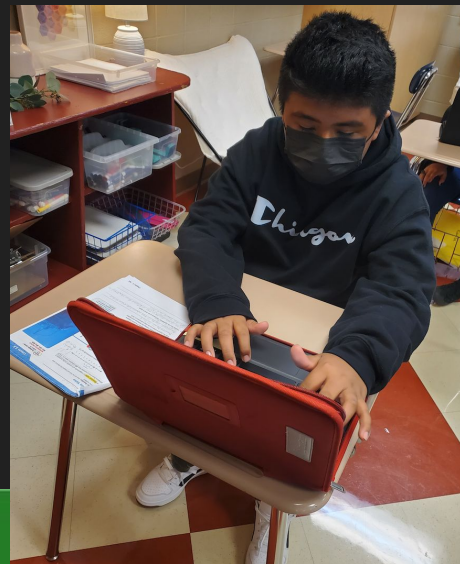


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Category 1: Academic and Social Emotional Supports

NWEA Math MAP Growth assessment pilot in K-8th grades to inform us of where our students are, to set meaningful goals, and to provide responsive instruction.



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NWEA Math MAP Growth



Class Report

THIELENHOUSE, MINA
Class: J3MT - THIELENHOUSE

Term Rostered:
Term Tested:
District:
School:

Fall 2021-2022
 Fall 2021-2022
 Bensenville Elementary School District
 W.A. Johnson Elementary School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 5 (Fall 2021)
Small Group Display: No

Math: Math K-12

Growth: Math 2-5 CCSS 2010 V2 / Common Core State Standards Mathematics: 2010

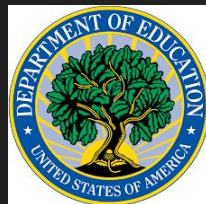
Summary	
Total Number of Students With Valid Growth Scores	16
Mean RIT Score	182.2
Median RIT	182.5
Standard Deviation	11.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	189
Students At or Above Grade-Level Mean RIT	3

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Growth: Math 2-5 CCSS 2010 V2 / Common Core State Standards Mathematics: 2010	4	25%	6	38%	4	25%	1	6%	1	6%	179-182-185	183	11.1
Instructional Area RIT Range													
Operations and Algebraic Thinking	5	31%	3	19%	3	19%	5	31%	0	0%	180-183-187	186	12.8
Number and Operations	3	19%	2	13%	7	44%	4	25%	0	0%	182-185-188	190	12.2
Measurement and Data	7	44%	2	13%	4	25%	1	6%	2	13%	176-180-185	179	16.9
Geometry	5	31%	6	38%	4	25%	0	0%	1	6%	178-181-183	181	10



ARP-ESSR III Fund

NWEA Math MAP Growth



Learning Continuum - Class View

Growth: Math 2-5 CCSS 2010 V2

[Print](#)

[Edit Display Options](#)

Operations and Algebraic Thinking

Represent and Solve Problems

Analyze Patterns and Relationships

Number and Operations

Understand Place Value, Counting, and Cardinality

Number and Operations in Base Ten

Number and Operations - Fractions

Measurement and Data

Geometric Measurement and Problem Solving

Represent and Interpret Data

Geometry

Reason with Shapes, Attributes, & Coordinate Plane



Decimals: Compare/Order

- Compares decimals to the hundredths, with the same number of digits after the decimal point, using symbols
- Orders decimals to the hundredths, with a different number of digits after the decimal point
- Orders decimals to the thousandths, with a different number of digits after the decimal point
- Compares decimals to the thousandths, with the same number of digits after the decimal point, using symbols

Rational Numbers: Compare/Order

- Orders integers that represent quantities in a real-world context
- Compares integers

Rational Numbers: Represent/Model

- Locates integers on a number line

Whole Numbers and Decimals: Rounding/Estimation

- Rounds decimals to nearest whole number
- Rounds whole numbers within 100
- Rounds whole numbers within 1,000
- Rounds whole numbers within 1,000,000
- Rounds dollars and cents

191-200

Whole Numbers: Compare/Order

- Compares whole numbers greater than 10,000 using symbols
- Compares whole numbers greater than 10,000 using terms
- Compares whole numbers within 10,000 using symbols
- Orders whole numbers within 10,000
- Compares whole numbers within 100 using symbols
- Compares whole numbers within 10,000 using terms
- Compares sets of objects within 10 using terms

Whole Numbers: Place Value

- Knows place-value names in numbers through the hundred thousands
- Understands the value of a digit in whole numbers greater than 1,000,000
- Understands that 10 ones is the same as 1 ten
- Reads and writes whole numbers within 100 as tens and ones
- Reads and writes whole numbers within 10,000 in expanded form
- Reads and writes whole numbers within 1,000,000 in word form
- Represents whole numbers greater than 1,000 with models
- Knows place-value names in numbers greater than the hundred thousands
- Reads and writes whole numbers within 100,000 in expanded form
- Understands the value of a digit in whole numbers within 1,000,000
- Represents whole numbers within 1,000 with models
- Reads and writes whole numbers greater than 1,000,000 in word form

[Grochola, Milosz](#)

Overall RiT: 197

Goal Range: 190-202

[Herrera, Stephanie L](#)

Overall RiT: 191

Goal Range: 191-203

[Torres, Olivia](#)

Overall RiT: 201

Goal Range: 185-197

[Mueller, Charlie A](#)

Overall RiT: 176

Goal Range: 185-200

[Olea, Tainy](#)

Overall RiT: 181

Goal Range: 185-200

[Navarro, Aveya A](#)

Overall RiT: 183

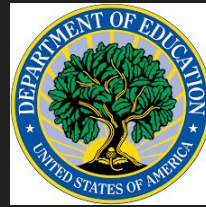
Goal Range: 185-197

[Artman, Maximus N](#)

Overall RiT: 181

Goal Range: 185-199

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Category 2: Technology Resources

Action Items:

1. Purchase software programs/tools to support in-person, remote, blended learning options
2. Purchase technology instructional Apps and management licenses
3. Purchase additional and/or maintain existing devices as informed by inventory review



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Category 3: Health and Safety Resources

Action Items:

1. Hire health clerk for support in maintaining effective contact tracing procedures
2. Rent tents to maximize outdoor spaces
3. Purchase PPE and sanitation supplies based on the continuous review of inventory

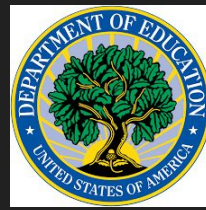


ARP-ESSR III Fund Summary



- 1. ARP-ESSR III Funds; safely reopen schools and address lost instructional time and SEL impact from the Covid-19 pandemic**
- 2. BSD2 awarded \$2,678,924 from federal funds and state reservations**
- 3. This funding covers a three year time span through September 2024**
- 4. The ARP Use of Funds Plan was developed through stakeholder feedback including public survey**
- 5. The ARP Use of Funds Plan will be reviewed and updated no less than every six months to determine impact and updated student needs**

ARP-ESSR III Fund



Questions?

