

ESSER III Budget

Approved 11/01/2021 * Updated 12/20/2021 * Updated 6/6/22

Total Allocation Expected: \$420,395

Timeframe for use of funds: through 9/30/2024

Allocation for Learning Loss/Disruption (20%): \$84,079 minimum

RESOURCE	ADDRESSES LEARNING LOSS?	AMOUNT
ADDITIONAL STAFFING - ESSER III funds will be used to fund the following positions as they related to addressing the needs of students due to learning loss/disruption:		
ELA Curriculum Coordinator (.25 FTE) - Will be responsible for ensuring universal instruction is rigorous and standards aligned. Will also be responsible for training teachers individually, small group/grade level, and school-wide and ensuring implementation of the ELA curriculum, including Balanced Literacy and Collections, is done with fidelity. Will be responsible for training teachers individually, small group/grade level, and school-wide on effective instructional strategies when implementing the ELA curriculum, including differentiation strategies that address the specific area of need related to learning loss/disruption due to COVID.	Yes	82,363
Reading Specialist (.75 FTE) - Will work directly with students to address the specific area of need related to learning loss/disruption due to COVID in reading and writing. Will provide 1:1, small group, and large group instruction as is relevant and effective given the skill deficit and chosen intervention. Will provide instruction to other specialists and teachers on effective interventions including RISE, RISEup, and Literacy Wings. Will be responsible for monitoring student progress towards closing the achievement gap currently in existence due to COVID-related learning loss/disruption.	Yes	197,671
School Psychologist (1.0 FTE) - Will be responsible for working collaboratively with math and reading specialists, as well as classroom teachers, to assess student areas of need resulting from COVID-related learning loss/disruption. Will be responsible for leading the elementary Building Consultation Team, which is charged with providing structured, targeted interventions to address learning needs from Tier I to Tier III.	Yes	101,342

<p>Middle School “DOT” - This person will serve as a connecting point and landing spot for the middle school students whose learning loss is manifesting itself in the form of social and emotional needs such as anxiety, withdrawal, and poor attendance. During ELT, this person will provide a safe space for the students, while providing both academic and emotional support so that the students keep up with their coursework but also have a personal connection to share their challenges with. This person will also implement relevant interventions as per the b.e.s.t screener outcomes; necessary training will be provided. <i>In talking with admins and reviewing where and what our needs are, we feel these funds can be better utilized in supporting a behavior interventionist to address the needs at a younger age, which should reduce the need for emotional support at the middle level</i></p> <p>Behavior Interventionist - This person will provide SEL/behavior instruction and intervention to students with demonstrated needs in Grades K - 6. Currently, we are providing some form of behavior intervention and/or support for 35 students in Grades K - 6.</p> <p>Additionally, this person will work with classroom teachers to craft, implement, and support a universal classroom management system, which will teach, reinforce, and recognizing the desired positive behaviors so that they are repeated. Continued and routine observations of student behaviors, looking for triggers and functionality, and then modifying responses and routines accordingly will also be a responsibility of the interventionist.</p> <p>Finally, the role of the interventionists will be to craft direct instruction that will close gaps and assist the student in gaining social, emotional, and behavior skills equivalent to grade level, but also to record such interventions in the event that special education services need to be considered since said growth is not occurring.</p>	Yes	10,000
SUBTOTAL		\$391,376
INTERVENTIONS - ESSER III funds will be used to fund the following instructional programs and intervention tools as they related to addressing the needs of students due to learning loss/disruption:		

<p>Leveled Literacy Intervention - an intensive, small group supplementary literacy intervention designed for students who are struggling to meet grade-level expectations in reading and writing. By addressing concerns such as basic reading skills like decoding, etc., comprehension and fluency, its intent by design is to: (a) deepen and expand comprehension with close reading; (b) increase reading volume by engaging students in large amounts of successful daily reading; (c) intervene with small groups of struggling readers to maximize growth; (d) meet the needs of struggling readers; (e) monitor student progress</p>		
<p>RISE - a short-term intervention with targeted small-group instruction to address learning loss in the areas of reading comprehension, word study, phonics, and guided writing. Will be used as a Tier II intervention program for students reading at Levels A - N and are needing more intense phonics instruction than what LLI provides. RISE provides a scaffolded instructional model where students can immediately apply the skills that they learn in RISE in their classrooms. After six to eight weeks, nearly all students gain the confidence, proficiency, and skills needed to excel as readers and meet grade-level expectations. RISE intervention has been validated through second-party studies. Scholastic is currently funding a gold-seal study.</p> <p>There is a significant need for RISE in Grade 2, as these students were kindergartners when COVID hit and instruction was forced to go virtual for the last quarter of the 19-20 school year. At least a dozen of these students are demonstrating significant learning loss 1.5 years later as a result of the virtual schooling caused by COVID in spring, 2020.</p>	Yes	4169
<p>RISEup - is RISE for the UPper reading levels of O - Z and again targets learning loss in the areas of reading comprehension, word study, phonics, and guided writing. RISEup will also be used as a Tier II intervention program.</p>	Yes	4169
<p>Text Level Sets (K - Z; Guided Reading) - chapter books are a necessary component of classroom libraries and shared book rooms. These books are used for silent reading, book club, and instructional level reading. Short texts are needed for small group instruction so that students are able to receive targeted instruction in word solving, managing complex sentence structures, comprehension of literary features, and synthesis of text features with linear text in nonfiction writing. Students are able to have extended practice yet experience closure by completing a text in one class period . The use of these text level sets is an effective instructional strategy that accelerates reading achievement within the universal instruction.</p>	Yes	6540
<p>Benchmarking Kits - an assessment used to determine a student's independent and instructional reading levels; teachers are directly observe a student's reading behaviors one-on-one, then engage in comprehension conversations that go beyond retelling. This assessment information is then used to</p>	Yes	1390

make informed decisions regarding whole and small group instruction, as well as individual. (\$2550 original budget)		
Rime Magic - this is a research-based phonics intervention program designed to build student decoding skills and word recognition by focusing on the rime, the vowel and consonant combination that is key to the word (EX: /at/ ... cat, flat, that, etc)	Yes	120
SUBTOTAL		\$16,388
OTHER RESOURCES - ESSER III funds will be used to fund the following resources to support instruction and student learning		
LMC Workspace Furniture - due to COVID and the need to provide more areas for students to learn in, the LMC workrooms are in need of more functional furniture that will readily lend to the individual work space, while also maintaining the flexibility for small grouping once concerns with COVID have lessened.	No	6562
Job Trailer - so as to provide greater privacy and significantly reduce the potential for comingling of health students with those pending a COVID-19 test, we need to relocate the virus testing services. The most effective way to do this, while balancing all other needs of space in the building, is to rent a job trailer complete with HVAC. We anticipate this will be needed for 3 months so as to get us through the 21 days following the Christmas and New Year holiday break. (\$3000 originally budgeted)	No	2616
COVID Supplies - sanitizing spray, wipes, and station refills; disposable masks; etc (\$250 original budget) Service - Electric supply hook up and disconnect for job trailer	No	288 1399
SUBTOTAL		\$9428
GRAND TOTAL		\$417,191

Guided Reading (Plus, Intermediate) - both are diagnostic, small group interventions for readers struggling at the emergent, early, and transitional levels. The intervention includes word study, teacher guided reading of texts, independent reading of text, and group discussion using prescriptive prompts which facilitate independent thought that generate personal responses in both verbal and written forms of expressions. Through GR, students develop strategic actions that enable them to process new texts with relation to decoding, fluency, accuracy, and comprehension. Students learn how to think and respond as proficient readers through exposure to increasingly challenging texts with the direct support and instruction of the teacher.

<https://prezi.com/rmxcl6ighldg/guided-reading-plus-intervention/>

<https://fpblog.fountasandpinnell.com/what-is-guided-reading>