



ESSER III School Site Plan

School Name: Norma Coombs

ESSER III Allocation: \$49,202.00

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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.

The plan for the expenditure of the ESSER Funds was presented to the School Site Council Committee, the English Language Advisory Council, African American Parent Council, Parent Teacher Student Association, Coffee With the Principal, and A Monday Staff Meeting. The i-Ready Reading and Math data spoke for the students. The domains in Reading and Math gave scores in all domains.

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

Stakeholders needs:

- *Intervention Teacher
- *tutoring
- *intervention lessons
- *small group instruction
- *summer school
- *specific reading and math materials to be used for intervention, tutoring and summer school

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

For Foster Youth, English Learners, Low Income, Homeless, and Special Education students, we want to meet the academic needs by bringing each and every student in these categories to grade level in reading and math.



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For Foster Youth, English Learners, Low Income, Homeless, and Special Education students, we want to meet the social emotional needs by teaching each and every student tools for self regulation.



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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	We want to hire our Transitional Kindergarten Teacher to work with incoming students who may have been affected by the pandemic and did not attend pre school. These students suffered from learning loss, social interaction, emotional trauma and overall delays in developmental academic growth as a result of the pandemic and remote learning.	This will happen during the 2022-2023 school year.	\$49,202.00	(1) Focus on key components of Reading, ELA, and Math Curriculum
2	The intervention teacher will work with students teaching them strategies to help them self regulate and make decisions that have a positive outcome. (cost estimates still pending)	This will happen during the 2022-2023 school year.	\$0.00	(4) Provide social-emotional learning opportunities such as counseling, mental health, and wellness resources for students, staff, and families



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	i-Ready math and reading diagnostic assessments Lexia Progress reports	The principal, instructional coach and teacher leaders will monitor the data in each domain for reading and math. SEL data will be analyzed by the MTSS team and shared with the staff for input and next steps. A follow up with support staff/mental health providers will help us determine if further action is required to meet students' needs.	Every 6-8 weeks at a minimum. Small group instruction will be flexible in order to meet students' needs.
2	Informal observations discipline referral forms behavior progress reports	The intervention teacher will monitor the SEL status of the students she is working with and keep informal data to be shared with the MTSS team. SEL data will be analyzed by the MTSS	Every 6-8 weeks



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	Universal Screener Measurable Results Assessments (MRA)-Leader in Me Program	team and shared with the staff for input and next steps	
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Review and Comments

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

Reviewed by

DR

Review status

Approved with requests for edits

Review comment(s):

Item 1 has sufficient monitoring activiites for the activity described

Review Entry Date:

(Mon) 2022-Jun-20