



ESSER III School Site Plan

School Name: Willard

ESSER III Allocation: \$77,976.00

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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.

Over the past couple of months, our staff has worked in grade level teams to complete needs assessments to address learning loss. Additionally, meetings with ELAC, SSC, and PTA has also yielded input. A second round of meetings with education partners will be held to gather further input.

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

- Grade level team meetings determined that students are in need of additional support/intervention in ELA and Math. Teachers have worked together to determine the specific skill areas that students need support in. Further, they determined that classroom aides or tutors would help meet this need - during the school day.
- SSC identified the need for additional staff to support teachers in the classroom to provide interventions to students in the classroom. Further, SCC, ELAC, and PTA recommended the use of after school tutors to further student support and strengthen skills.
- Grade level teams/SPED department determined need for additional resources for the classroom to supplement learning.

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

For student receiving Special Education services, we considered resources that have proven successful in the past for reading.



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For English Learners, we have ensured that their needs are being addressed either through the support of an EL IC or in after school tutoring with their teacher. All ELs are accounted for in receiving additional academic interventions.



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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	Purchase Lexia Reading for Intervention - Schoolwide License. (Dec 2021)	21-22	\$10,710.00	(1) Focus on key components of Reading, ELA, and Math Curriculum
2	Hire Substitute to provide literacy and math intervention to students identified by teachers. This will include students not currently receiving Special Education Services or EL Instructional Support. (Jan 2022)	21-22	\$6,000.00	(3) Delivery interventions and supports for students with highest need such as small group instruction
3	Hire EL Instructional Coach to provide intensive intervention to ELs and RFEPs two or more grade levels behind. This is to mitigate learning loss from remote instruction and ongoing quarantines. This amount will include future ESSER III allocations.	22-23	\$75,000.00	(3) Delivery interventions and supports for students with highest need such as small group



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				instruction
4	Hire an additional teacher for class size reduction.	22-23	\$61,209.00	(1) Focus on key components of Reading, ELA, and Math Curriculum



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	Lexia Reading comes with a built in monitoring and reporting system. This includes use time and real time student progress.	Leadership team will run usage and achievement reports within Lexia to determine teacher use and student progress. Instructional Coaches and admin will be able to support teachers who need additional support to implement Lexia. Lexia provides real time data on Reading Achievement. https://drive.google.com/file/d/1TTT OZbgLGqZvEquWBZIPPBSyHFW HJR Udq/view?usp=sharing	Lexia reading data will be examined weekly.
2	Current iReady data will be used as baseline data to determine students' current levels of performance. May Assessment	Willard's Instructional Leadership Team will review baseline data and teacher recommendations to select students for	iReady data will be examined twice in second semester. Teacher formative assessment date will be monitored monthly.



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	Tasks in iReady will be used to measure anticipated growth. Teacher administered classroom assessments will be used for formative assessment.	intervention/support. iReady Diagnostic 2/3 will be administered and reviewed in May by the ILT. Teachers will administer formative classroom assessments and share results on targeted students with ILT and Intervention teacher.	
3	Current ELPAC, SBAC, and iReady data will be used as baseline. iReady Assessments tasks 3x a year will be used to monitor progress, in addition to formative assessment by teachers.	Willard's Leadership team will review data every four to five weeks to determine efficacy and to regroup students based on need. Once students have met goals, new students will be offered support.	Formative classroom data will be reviewed every four to five weeks. iReady data will be reviewed 3x a year.
4	Current ELPAC, SBAC, and iReady data will be used as baseline. iReady Assessments tasks 3x a year will be used to monitor progress, in addition to formative assessment by teachers.	Willard's Leadership team will review data every four to five weeks to determine efficacy.	Formative classroom data will be reviewed every four to five weeks. iReady data will be reviewed 3x a year.



Review and Comments

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

Reviewed by

DRennie

Review status

Approved

Review comment(s):

Update:

Plan Items 3 and 4 approved; Items 5 and 6 will expend funds beyond total "first round allocations." Secondary allocations will be cover additional cost.

Review Entry Date:

(Wed) 2022-Jun-15