



AMERICAN RESCUE PLAN: ESSER III RE-ENGAGE, REIMAGINE, INNOVATE

Dr. Kelvin Adams, Superintendent

August 10, 2021



STAKEHOLDER ENGAGEMENT



- ❑ The ESSER Committee advised the Superintendent and SLPS on the key focus areas for these new investments, with a commitment to allocating the funding in an **equitable** and sustainable manner.
- ❑ SLPS engaged in meaningful consultation with stakeholders and received feedback during planning meetings and through surveys.
- ❑ ESSER Committee members represented a wide range of stakeholders who engaged with SLPS on a regular basis.
 - ❑ Principals
 - ❑ Teachers
 - ❑ Students and Families
 - ❑ School and District Leaders
 - ❑ Community Leaders

STAKEHOLDER RESPONSE



May 2021 and July 2021: District surveyed community members, teachers, leaders, and parents via our District website regarding the ESSER III plan.

❑ May 2021 Survey:

- ❑ Over 2,900 respondents

❑ July 2021 Survey:

- ❑ As of this presentation, approximately 180 respondents
- ❑ Key feedback included:
 - ❑ Prioritize Social-Emotional Learning and Unfinished Learning
 - ❑ Ensure that schools receive funds directly; community feedback indicated that micro-grants to schools are a strong idea.
 - ❑ Clarify how the impact will be evaluated.
 - ❑ Ensure that teachers have multiple opportunities to receive extra service pay



THE IMPACT OF COVID

Our ESSER III plan was developed to support the student groups most impacted by COVID.

- ❑ Children with disabilities
- ❑ English learners
- ❑ Children experiencing homelessness
- ❑ Students who missed the most in-person instruction
- ❑ Students who did not consistently participate in remote instruction
- ❑ Children and youth in foster care
- ❑ Children from low income backgrounds
- ❑ Youth involved in the criminal justice system
- ❑ LBGTQ+ students
- ❑ Migratory students

ESSER III OUR PLAN: RE-ENGAGING OUR LEARNERS



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PRIORITIES	THEORY OF ACTION
<p>1. Supporting the Whole Child: Dramatically improve student learning and outcomes from a trauma-informed perspective</p>	<ul style="list-style-type: none"> • If we implement a multi-tiered system of supports for students, with an emphasis on trauma-informed practices and unfinished learning, then we are ensuring that each student is provided learning experiences that result in them achieving at high levels.
<p>2. Expanding 21st Century Schools: Transform our buildings to ensure innovative and equitable spaces</p>	<ul style="list-style-type: none"> • If we create a standardization for all schools that encompasses innovation and equity, then we are creating an environment that prepares students for 21st Century life and work skills that make students globally competitive and connected.
<p>3. Investing in Our Staff: Develop and empower our staff to improve staff culture and student learning.</p>	<ul style="list-style-type: none"> • If we invest in the professional growth and well-being of our staff and provide professional development that improves teacher practice and capacity, then we are creating a thriving, joyful teacher workforce that results in improved daily learning experiences for all students.

ESSER III OUR PLAN: RE-ENGAGING OUR LEARNERS



SUPPORT THE WHOLE CHILD

- Acceleration over remediation
- Interventions that focus on grade level standards
- Trauma-informed supports
- Tiered Literacy Supports
- Family/Community Engagement

EXPAND 21ST CENTURY BUILDINGS

- Equitable spaces for all students that include STEM labs and interactive white boards
- COVID Mitigation strategies for a safe return to school

INVESTING IN OUR STAFF

- Teacher support to ensure high-quality instruction with literacy as the foundation across disciplines
- Wellness supports for staff

PLAN'S FRAMEWORK:



1. PROVIDE- Initiatives, resources, and investments to establish meaningful supports for all students

2. EXPAND- Initiatives, resources, investments that have proven impactful to more schools and students

3. ENHANCE- Initiatives, resources, and investments across our District to ensure our students have high-quality 21st century resources



PLAN IN ACTION: AN EXAMPLE

PROVIDE

Proposal:
Early Literacy Support

Purpose: Provide high-quality literacy supports to students in Kdg-2nd Grade

Universal Supports:

- All schools will receive the opportunity to purchase supplemental literacy materials aligned with our core curriculum. For example, schools will be able to purchase a supplemental literacy program from a list of approved vendors.

Targeted Supports and Resources:

- Qualifying schools will be able to provide virtual and in-person intervention to students in Kdg-2nd grade who are struggling in reading. The intervention will be aligned with the core curriculum and focus on acceleration over remediation. This will take place during and after the school day. Teachers will receive extra-service pay.
- Intervention would focus on acceleration over remediation and would be led by certified teachers during and after school.
- Students who are behind in reading will receive intervention support aligned with their Individualized Reading Plan.

FUNDING OVERVIEW



Percent	Explanation
<p>70% of Funding towards Direct Supports for all Learners</p>	<ul style="list-style-type: none"> ○ Universal Supports <ul style="list-style-type: none"> ○ Evidence-based academic and social-emotional resources and teacher supports administered by the District. This includes resources such as curriculum, interventions, technology, educational technology, and professional learning ○ Targeted Supports: <ul style="list-style-type: none"> ○ Dedicated resources and additional supports for specific student groups and departments i.e., (Special Education, English Language Learners, and Students In Transition and Foster Care) ○ School Specific Spending <ul style="list-style-type: none"> ○ Direct school resources: school and classroom level support to ensure a standard level of technology, innovative learning space options, and school specific autonomy
<p>25% Facility Improvements/COVID Prevention</p>	<ul style="list-style-type: none"> ○ Facility enhancements for the safe and healthy return to school, and targeted supports for the enhancement of the staff environment and culture ○ Training protocols and procedure creation for COVID mitigation
<p>5% Professional Learning</p>	<ul style="list-style-type: none"> ○ A comprehensive, sustained, job-embedded and collaborative approach to improving teacher and leader effectiveness in raising student achievement

FUNDING OVERVIEW



YEARS	BUDGET	DETAILS AND NEXT STEPS
2021-2022	\$46 Million (ESSER II)	<ul style="list-style-type: none"> <input type="checkbox"/> Evidenced-based academic and social-emotional resources- curriculum, interventions, technology <input type="checkbox"/> Data dashboard to identify and support students most impacted by COVID to surface and address inequitable practices and outcomes <input type="checkbox"/> Unfinished Learning: Before and After School Tutoring <input type="checkbox"/> Extra Service for teachers <input type="checkbox"/> Flexible School Funds <input type="checkbox"/> Facilities: Water-bottle filling stations, HEPA filters <input type="checkbox"/> Pilot group of schools (elementary, middle, and high) to re-imagine
2022-2023	\$50 Million (ESSER III-ARP)	<ul style="list-style-type: none"> <input type="checkbox"/> Unfinished Learning: Before and After School Tutoring <input type="checkbox"/> Extra service for teachers <input type="checkbox"/> Resources to strengthen the academic and social-emotional core <input type="checkbox"/> Targeted tiered supports to address trauma <input type="checkbox"/> Instructional resources to support core instruction <input type="checkbox"/> Flexible School Funds <input type="checkbox"/> Programming for Teacher Leadership Pathways <input type="checkbox"/> Board-Approved Vendor to provide comprehensive, sustained job-embedded and collaborative professional learning to improve teacher/leader effectiveness <input type="checkbox"/> Facilities: Classroom Redesign, Collaborative spaces
2023-2024	\$50 Million (ESSER III-ARP)	<ul style="list-style-type: none"> <input type="checkbox"/> Unfinished Learning: Before and After School Tutoring <input type="checkbox"/> Programming for Teacher Leadership Pathways <input type="checkbox"/> Instructional resources to support core instruction <input type="checkbox"/> Targeted Student Supports <input type="checkbox"/> Flexible School Funds <input type="checkbox"/> Facilities: Outdoor classrooms at targeted schools

FUNDING OVERVIEW: EQUITY STANDARD



Resources will be allocated for District-wide initiatives and school-level initiatives based on an equity standard as established by the Missouri Department of Elementary and Secondary Education under the Maintenance of Equity Provision.

**The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) fund, also known as ARP-ESSER or ESSER III, requires that each local education agency (LEA) maintain minimum levels of funding and staffing for its high-poverty schools.*

<https://dese.mo.gov/media/pdf/lea-maintenance-equity-high-poverty-schools>

FUNDING TIMELINE AND NEXT STEPS



Proposed Timeline:*

- ❑ August 23 : ESSER III Application submitted to DESE
- ❑ Fall 2021:
 - ❑ School leaders work with Network Superintendents to plan ESSER spending
 - ❑ Schools receive funds for tutoring programs and other targeted initiatives
 - ❑ Facilities finalizes next steps and identifies schools to provide immediate support to regarding building repairs and additions
 - ❑ District releases RFPs to support with initiatives in the ESSER III Plan

Funding Tracking:

- ❑ ESSER funding will be tracked and updated on a quarterly basis and posted on a District data dashboard



QUESTIONS