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Applicant: 06-076-0044-13 DORCHESTER PUBLIC SCHOOLS

American Rescue Plan - ARP - ESSER III - 6998 ⌄

Application: 2020-2021 ARP Act ESSER III 6998 - 00-
Cycle: Amendment 2

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Allowable Uses	Intent and Purpose	

American Rescue Plan (ARP) ESSER III Grant Funds - Intent and Purpose

ESSER III Master Instructions

Public Education

1. Describe how the District engaged stakeholders in meaningful consultation on the Plan for Use of Fund. Answers must be detailed. Stakeholders must include, but are not limited to: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students

   ([count] of 2500 maximum characters used) > A survey was posted on school website to collect feedback from all stakeholders. It was posted on Friday, July 9th, 2021 and was live through Tuesday, August 10th, 2021.

2. Describe the following components in regards to stakeholder engagement for the Plan for Safe Return. Answers must be detailed.

   a. Who was consulted? How did the consultation occur and what were the outcomes?

   ([count] of 2500 maximum characters used)
   > At our July board of education meeting on July 12, an agenda item: 8.1. Discuss and review "Safe Return to Learn Plan" including "Continuity of Services". Rationale: Allow for and seek public comment on our "Safe Return to Learn Plan" including "Continuity of Services". Discussion: Mr. Schrunk, Dorchester Superintendent, reviewed our district's Safe Return to School Plan for 2021-2022. This is a requirement for the Elementary and Secondary School Emergency Relief (ESSER III) funds that allow state and local education agencies to continue safe in-person instruction and to address unfinished teaching and learning to mitigate the COVID-19 pandemic. This information is located on the school website. Our ESSER III Funds Survey for public opinions is also on the website. No public comment received.

   b. Revisions to plans are statutorily required every 6 months. What systems, structures or procedures is the district putting in place to ensure revisions are made to address developing or changing student needs and community priorities? How will the district continue to engage stakeholders in the process of revision?

   ([count] of 1000 maximum characters used)
   > The plan is to have an agenda item at least every 6 months at a regular board meeting. Public meeting notice of the board meeting is published in the Crete Newspaper (newspaper of general circulation within the district) as well as at Dorchester Public Schools, Farmers Coop, First State Bank, and the Village Office. The agenda can be found on our website and is made known to the public. Our monthly newsletter has updates on the district and opportunities to seek input from stakeholders is afforded through a variety of modalities (website, newsletter, Facebook, classroom).

   c. The district URL address where the Plan for Safe Return can be found. **ARP Act pf 2021 (H.R. 1319)**

   ([count] of 500 maximum characters used)
   https://www.dorchesterschool.org/

   Dorchester Public School will again be open in the fall of 2021 for in-person teaching and learning. We will continue to work closely with Public Health Solutions and state officials in the event that an outbreak of Covid-19 occurs within our school district. We will utilize, only if needed, the protocols that were put in place from our 2020-2021 reopening plan.

3. A minimum of 20% of the allocation must be expended to address learning loss. Answer the following questions? Answers must be detailed.

   a. How will 20% of the allocation be used to address student learning loss?

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> Beginning 2021-22 school year, hire a para for lower elementary. The para will begin in Kindergarten (2021-22) and then "loop" with that group of students for the next school year (2022-23). The idea is to provide consistency for the students in having the para be an "extension" of the teacher. This additional para targets beginning reading and math schools to provide a "jump start" to the primary aged students' education.

> Fall 2021 = Hire certified teacher(s) {possibly former DPS retired teachers} for 6 weeks
[Timeframe = August 16-October 15]
-- Target Reading and Math = Interventions based off of Progress Monitoring from MAP
* We may repeat this in Spring 2022 and Fall 2022 and beyond if necessary. The intent is to provide more help to our students especially at assessment time to gather the information of what skills the students are missing to assist the classroom teacher in developing and implementing meaningful lessons that engages the students specifically in the content and skills that they are lacking.
-- Instructional Coach (Interventionist) to provide extra support to students and teachers specifically in Math and Reading.

b. At what level of evidence are the specific intervention(s) or strategy(ies) to address learning loss? If the answer is "Demonstrates a Rationale" the District Must upload a file with information about the Evidence Based Rationale.

ESSER III - Evidence-Based Interventions - Google Docs

◯ Strong   ⦿ Moderate   ◯ Promising

◯ Demonstrates a Rationale

c. What evidence does the district have to support the specific intervention(s) or strategy(ies) to address learning loss?

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> Curriculum we are purchasing is identified in the Nebraska Instructional Materials Collaborative and supports Nebraska Standards.

d. Include the hyperlink to the evidence source.

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> Branching Minds = school district's data information system. * Is being implemented Fall 2021 so do not currently have the hyperlink but will eventually be linked here.

> Dorchester Public Schools - Implementation Planning for Branching Minds = https://docs.google.com/document/d/1R70hFqLP1Ie6mVgXxEfcAjFhkDhiEtrDs4-jZpiyrPw/edit

> Using "The New Art of Science of Teaching" for professional development for all staff. This is a research based instructional model.

> Instructional Coaching Implementation: Considerations for K-12 Administrators
Johnson, Kelly Gomez
Journal of School Administration Research and Development, v1 n2 p37-40 Win 2016
Instructional coaching is a reality in many schools today, yet administrators often lack experience or background on how to utilize this professional development model effectively. Instructional coaching can help administrators balance the managerial and instructional leadership responsibilities required of their role. As districts adopt the practice as a part of their professional development model, administrators require a clear understanding of the opportunities and factors associated with coaching. Instructional coaching has the potential to positively impact the way teachers teach and students learn in our schools, and when effectively implemented, it can also positively affect the way administrators lead. While not a quick fix, administrators have the opportunity to use instructional coaching to improve their school's success one teacher and one student at a time and hence their overall success as a school leader. = https://eric.ed.gov/?id=EJ1158169

> ESU#6 Professional Development Department = will be providing DPS staff training as well as have Coaching days, Data meeting days, and coordination of service days. These are all opportunities for staff to engage in meaningful data to assist with planning and implementing meaningful instruction.

e. How are these resources providing support for students that missed instructional time?

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> We will have parent letters linked to Branching Minds that allow for frequent correspondence to parents providing them current progress of their child. This will also link of IRIP (Individual Reading Improvement Plan).

> DESSA Aperture's DESSA Comprehensive System is one of the most highly regarded and widely used social and emotional assessment systems. After years of development, we will be debuting the newest assessment to our DESSA product line: the DESSA High School Student Self-Report (DESSA SSR). The DESSA SSR will provides a practical way to obtain student self-assessments of their social-emotional competence using an entirely strengths-based, nationally normed assessment with established reliability and validity.

f. How are these resources providing support for students that have been historically marginalized? (ie: students of color, students who are economically disadvantaged, English learners, and students with

disabilities). **Learning Loss Document**

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> These materials support learning for all students.

4. What are the anticipated outcomes for the districts investments? Consider this: If we do x, we expect y to occur, leading to z in regards to student outcome. A district may have multiple theories of action based on the district's investments.

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> Instructional Coach (Interventionist) to provide extra support to students and teachers specifically in Math and Reading.

> What data you believe will show improvement and what improvement you are expecting. We will use MAP Reading Fluency (Reading) and MAP Math (Math). Our goal is to get 80% of the students scoring at the 50 percentile or higher in Math or Reading. Our Data Meetings (progress monitoring) helps us focus on the data and place students in appropriate intervention groups to best meet the needs of each individual student.

5. What student data (ex. Perceptual, Process, Demographic, Achievement) did the district use to determine the priorities? Be specific in your answer.

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> MAPS, NSCAS (achievement data)
We assess all the students (Fall, Winter, and Spring). We use the Fall data to place students in W.I.N. (What I Need) intervention groups. Students receive interventions