

ESSER III Use of Funds Plan 2021-2023

Our students learning loss due to the pandemic has created gaps in their knowledge. We feel this is in part to the lost final semester in spring of 2020. While every school in the country switched to remote learning the quality of instruction was not evident. The 2020-21 school year was also impacted due to quarantines and continually having students shift from in-person to remote learning. The groups that have been impacted the most are our low-income families and our second language learners. As we pivoted several times from in-person to remote, we realized that these groups generally have less support at home. What we all found out over the past year and a half is that remote learning takes a tremendous amount of parental support at home if it is going to be successful. Because of these needs we have added additional intervention support as well as increased targeted interventions with our second language learners. We are targeting reading fluency, comprehension, math and problem solving as our focus for these students.

We had every student test in the areas of reading and math upon their return to school in 2020 and this year 2021. We compared these results to former test results pre-pandemic to measure our starting point. We determined on average our students were half a year behind where they should be compared to students pre-pandemic. We used DIBELS, STAR, i-Ready and Galileo as our measurement and data points. We have observed the greatest impact has come to the students that do not have the supports at home in terms of parent resources/parent support. In addition to this group of students, our students that are on any type of academic support plan (IEP, READ-plan, MTSS support plan) also showed larger gaps on their learning. The use of ESSER funds have allowed Eaton School District the opportunity to hire additional interventionists to help support students in academics. The primary focus has been providing targeted intervention to students that have shown an academic loss in the areas of reading and math. We have also increased the number of instructors available for summer school to accommodate additional students for our summer school program. This has allowed our staff to continue to close learning gaps for students and prevent the loss that occurs over the summer. We have partnered with our county mental health agency, North Range Behavioral Health, to provide our students and staff with support for mental health issues that are on the rise. Our focus in every building has shifted to one of culture and belonging and creating opportunities for our students to be connected in our schools. We will continue to progress monitor students to evaluate the effectiveness of our interventions as well as take end-of-year assessments we can use to verify the effectiveness of the interventions and determine the next steps for our students. In addition to interventions, we have targeted the use of ESSER III monies to be implemented for continued cleaning of our school buildings throughout the school day. We have found this additional use of manpower that keeps our buildings sanitized helps us continue to teach students in person.

Each school will evaluate the growth of each student that has been targeted to receive additional instruction and support. We will look at test data to evaluate the impact on student growth through dibbles, i-ready, and Galileo. We will be looking for students to grow over a year and a half if we are going to make up ground on what was lost. We will also survey students that are in these programs to gain insight into additional needs that we may be missing.

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