

# ESSER III District Plan - Narrative Questions

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## Section 1: District Use of ESSER III Funds to Address Unfinished Learning (Investment Priorities for the required 20%+).

### 1.1 Our district has or is likely to prioritize the following strategy:

- **Strategy - Time and Attention** For students to engage in learning that meets their strengths and distinct needs, districts and schools need to explore new ways to expand and vary the time and individualized attention they receive inside and outside of school hours. (Possible examples: Providing focused, high-dosage tutoring, peer tutoring, extended school day, enrichment programs, summer academic and enrichment, planning for post-secondary and career, developing work-based learning programs.)

### 1.2 List specific evidence-based intervention(s) within this strategy.

- Provide online support for students who have to quarantine due to a COVID-19 exposure. Including synchronous learning each day to ensure students keep on pace for when they return to in-person learning.
- Provide one-on-one and small group support during each day of quarantine.
- Ensure effective communication between teachers, families and support staff during quarantine due to a COVID-19 exposure.
- Significantly reduce class size in 8-12 math courses and 8/9 ELA courses.
- Shift the schedule of two secondary teachers to allow them to provide targeted high impact tutoring and credit recovery support on Fridays.
- Provide supported credit recovery for 9-12 students during the summers of 2021 & 2022.
- Provide targeted intervention and enrichment to K-12 students during the summers of 2021 & 2022.
- Provide expanded outreach to students from traditionally underserved populations in home languages related to short term online instruction, Friday programs and summer programs.

### 1.3 Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? Effectiveness of the investment will be measured by:

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- The number of secondary students in each grade who are on track to graduate disaggregated by subgroup in the beginning of the 2022-23 school year.
- The achievement of students at the end of the 2021-22 school year who had been identified as not on track to graduate at the end of the 2020-21 school year. Revise and refocus interventions as needed.
- The overall growth in reading and math of students in grades K-7 based on classroom assessments and Oregon’s statewide assessment disaggregated by subgroup.
- Participation in short term online instruction, Friday program opportunities, and summer programming disaggregated by subgroup.

## Section 2. District Community Engagement to Inform Use of ESSER III Funds.

### 2.1 Self-Certification: ESSER III planning requirements. Corbett School District acknowledges that:

- Corbett School District has submitted a SIA plan and update.
- Corbett School District has used community engagement to inform use of ESSER III funds. The Oregon ESSER III State Plan asserts that districts already met most of the requirements for community engagement as a result of the SIA requirements. What student needs have you identified from the SIA process or other related community engagement efforts (e.g., RSSL, strategic planning) that you are prioritizing for ESSER III investments? Be sure your response includes student needs for those most impacted by the COVID-19 pandemic.
  - As a result of the SIA engagement process, we identified three priority areas: Increasing student access to counselors/mental health professionals, addressing individual student needs through strategic class size/caseload reduction, and broadening curricular options especially CTE at the high school. This school year we dedicated our SIA funds to those three priorities. We are focusing on the priority of addressing individual student needs as we plan for the allocation of the ESSER III funds.
  - As a result of transcript reviews and credit recovery planning, we know that a higher percentage than usual of our secondary students have fallen behind. This is true for the total population and the students who are members of our focal populations. We are planning to allocate a portion of the ESSER III funds to address individual student needs regarding unfinished learning at the secondary level. We will do this by reducing

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class sizes in the math and English/Language Arts courses and providing targeted Friday and summer learning opportunities. During the summer of 2021, we provided small group and one-on-one instruction to students who had fallen behind on credits. This program will continue on Fridays throughout the school year and summer 2022, specifically targeting students who are not on track to graduate.

- We are planning to address unfinished learning and individual student needs in grades K-7 through targeted intervention during the school year using SIA funds. Intervention and enrichment opportunities were also offered summer 2021. This program will be reviewed and revised for summer 2022. Students identified as impacted by the COVID-19 pandemic will be offered target intervention and all students will be offered enrichment activities.
- In August 2021 we surveyed our families regarding hopes and concerns for the coming year, and priorities for safely reopening schools. The highest priority was to keep school open full-time for in-person learning all year by implementing effective health and safety protocols, making sure students stay home when they are sick, and providing clear, consistent communication. We are using a portion of the ESSER III funds to address this priority. We have hired temporary staff to provide short term online support to quarantined students. Additionally, they are coordinating communication with, and support for, families of quarantined students or students who are staying home due to an illness not related to COVID-19. This directly addresses our community’s priorities of ensuring students stay home when they are sick and the need for clear, consistent communication. It also makes the transition back to in-person learning easier for the student and teacher.
- A high priority for our community as identified by the August survey was to limit COVID-19 exposure through effective implementation of health and safety protocols. We have identified the food service program and cafeteria routines as areas of special concern. We are using a portion of the ESSER III funds to increase the number of staff members working in these spaces to ensure health and safety protocols are implemented with fidelity, and limit the possibility of COVID-19 exposure and spread.

## **2.2 Engagement with migrant students and families.**



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ensure these students have what they need to successfully access our instructional program, including overcoming environmental or instructional barriers.