# Cardwell Elem, LE0458

**Updated:**
**06/14/2023 7:50 pm**

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# Introduction: Plan Basics

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|---|---|
| Start Date | 11/16/2021 |
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| Response ID | R_ePRFSCTVPlTcGrQ |
| County | Jefferson |
| District | Cardwell Elem, LE0458 |
| Submitter Name | Seth Coombe |
| Submitter Role | Other (Please identify your role in the box below.) |
| | Supervising Teacher |
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| Initial or Revised Plan | Revision |

# Section 1 - School District Identified Priorities

## Priority 1

Close some gaps in learning.

## Priority 2

Keep children engaged in learning through use of up to date technology and highly trained teachers.

## Priority 3

Keep our students connected to a trusted adult in a safe learning environment while continuing to monitor and encourage their mental health.

# Data Points Used to Identify Priorities

We used testing data from our quarterly testing and also teacher observation and data from each classroom.

# Student Groups Most Affected

Student groups specifically referenced in ARP ESSER were more affected than others in this district.

| Student Group | More affected than others in this district |
| --- | --- |
| Economically Disadvantaged (Free and Reduced Lunch) | |
| White | White |
| Black or African American | |
| American Indian or Alaska Native | |
| Multi-Racial | |
| Migrant | |
| Homeless | |
| Foster Youth | |
| Children with Disabilities | Children with Disabilities |
| Male | |
| Female | |
| English Language Learners | |
| Other (please identify in the box below) | |
| | |

# Section 2 - Meaningful Consultation

## Stakeholders Consulted in Development of Plan

| Stakeholder Group | Consulted? |
| --- | --- |

| | |
|---|---|
| Parents | Parents |
| Students | Students |

| | |
|---|---|
| Teachers | Teachers |
| Staff | Staff |
| Tribal Governments | |
| Local Bargaining Units | |
| Educational Advocacy Organizations | |
| County Health Departments | |
| Community Members | Community members |
| Other (please identify in the box below) | |
| | |

## Methods used to seek stakeholder input

| Methods | Used? |
|---|---|
| Webinars | |
| Public Meetings | Public meetings |
| Website | |
| Media | |
| Social Media | Social media |
| Email | Email |
| Other (please identify in the box below) | |
| | |

# Section 3: Goals

## Instruments

Instruments or methods that will be used to monitor the progress of the goals and determine if the goals are met are listed here for each goal.

| | |
|---|---|
| Math Goal | We will continue to provide small class sized and highly qualified teachers. We will make sure our curriculum is CCSS aligned and use regular assessments as well as teacher observation to measure learning and understanding. We will also do school wide testing in  the area of math through MAPS and STARS programs at the beginning of the school year (to  establish a base line) and at the end of each quarter there after to measure growth in the  area of Math. |
| ELA Goal | We will continue to provide small class sized and highly qualified teachers. We will make sure our curriculum is CCSS aligned and use regular assessments as well as teacher observation to measure learning and understanding. We will also do school wide testing in  the area of ELA through MAPS and STARS programs at the beginning of the school year (to  establish a base line) and at the end of each quarter there after to measure growth in the  area of ELA. |
| Other Goal | We will do regular guidance videos and discussions within each class that are age appropriate. We will use SchoolTools for this. We will also do more family engagement activities now that we are able to have the school more open to the public to reestablish  strong interactions between families and school personel. |

## Goals

For each goal find the following below:
> • Identify what strategies/action steps will be used to support the achievement of the goals. • Describe a realistic and achievable timeline to achieve the goals.
> • Identify who is responsible to ensure the strategies/action steps are achieved. Click the box and
>> provide the text response for each applicable box.

| | |
|---|---|
| Math Goal | We will do MAPS and STARS assessing at the beginning of the year and at the end of each quarter to assess each students growth and deficits. We will also do curriculum assessments  at the end of each chapter and unit of learning in the area of Mathematics. From this data  we will design teaching strategies and learning strategies to guide future teaching this area. |
| ELA Goal | We will do MAPS and STARS assessing at the beginning of the year and at the end of each quarter to assess each students growth and deficits. We will also do curriculum assessments  at the end of each chapter and unit of learning in the area of ELA. From this data we will  design teaching strategies and learning strategies to guide future teaching this area. |

| | |
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| Other Goal | Teachers will make observations and notes as needed during discussions of mental health videos and if needed follow up with any students recognized as needing extra guidance and  support in the area of mental health.<br>We will also have a variety of opportunities for families to be involved in school activities  and learning. |

## Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

| Student Group | Distinct Math Goal | Distinct ELA Goal | Distinct Other Goal |
|---|---|---|---|
| American Indian or  Alaska Native | American Indian or Alaska Native | American Indian or Alaska Native | American Indian or Alaska Native |
| Black or African American | Black or African American | Black or African American | Black or African American |
| Hispanic | Hispanic | Hispanic | Hispanic |
| Multi-Racial | MultiRacial | MultiRacial | MultiRacial |
| White | White | White | White |
| Free and Reduced Lunch | Free and Reduced Lunch | Free and Reduced Lunch | Free and Reduced Lunch |
| Homeless | Homeless | Homeless | Homeless |
| Students with Disabilities | Students with Disabilities | Students with Disabilities | Students with Disabilities |
| None | | | |

Math Goal for Each Identified Student Group

| |
|---|
| All students within our school will show growth in the area of Math and it's concepts. We will monitor and  strategize how to facilitate the improvement of all students in the area of math through quality education,  teaching and regular assessments of student growth. |

ELA Goal for Each Identified Student Group

All students within our school will show growth in the area of ELA and it's concepts. We will monitor and strategize how to facilitate the improvement of all students in the areas of reading, spelling, language arts, and writing through quality education, teaching and regular assessments of student growth.

Other Goal for Each Identified Student Group

We will regularly monitor and take notes on student mental health and reactions to social situations. We share as a staff and use this data to maintain a safe and positive learning environment for all of our students.

If the District is planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, and they are willing to share these innovations, the innovation is described here.

# Section 4: Coordinating Funds

Will this district coordinate ARP ESSER funds with other federal funds to address student needs?

Yes

| Funding Source | Plan to Coordinate with ARP-ESSER Funds |
| --- | --- |
| Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs) | Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs) |
| Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports) | Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports) |
| Title I, Part C of the ESEA (Education of Migratory Children) | |
| Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk) | |
| Title II, Part A of the ESEA (Supporting Effective Instruction) | Title II, Part A of the ESEA (Supporting Effective Instruction) |

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| Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement) | |
| Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants) | Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants) |
| Title IV, Part B of the ESEA (21st Century Community Learning Centers) | |
| Title V, Part B, Subpart 2 of the ESEA (Rural and Low Income School Program) | |
| McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act | |
| Carl D. Perkins Act Career and Technical Education Act | |
| IDEA, Part B (Excess costs of providing FAPE) | |

| | |
|---|---|
| IDEA, Part B (Coordinated Early Intervening Services) | |
| Workforce Innovation and Opportunity Act | |

# Section 5: Creating a Safe and Healthy Learning Environment

This section addresses the Prevention and/or Mitigation Strategies that the district will fund with ARP ESSER funds..

| Evidence Based Practice | Planning to Use |
|---|---|
| Mental health supports | |
| Social emotional learning | Social emotional learning |
| Academic support | Academic support |
| Extended learning/enrichment | |
| Hiring new staff and avoiding layoffs | Hiring new staff and avoiding layoffs |

| | |
|---|---|
| Meeting the nutritional needs of underserved students. | |
| Locating absent students and re-engaging disconnected youth | |
| Providing safe, healthy, inclusive learning environments. | Providing safe, healthy, inclusive learning environments. |
| Activities to address the unique needs of at-risk populations. | |
| Developing and implementing procedures and systems to improve the preparedness and response efforts | |
| Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases | |
| Purchasing supplies to sanitize and clean the facilities | Purchasing supplies to sanitize and clean the facilities |
| Planning for, coordinating, and implementing activities during long-term closures, including | Planning for, coordinating, and implementing activities during long-term closures, including |

| | |
|---|---|
| providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. | providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. |

| | |
|---|---|
| Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. | Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. |
| School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. |
| Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement | Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement |
| Other (please identify in the box below) | |
| | |

If the District is planning to develop or use approaches that are novel to implement prevention and mitigation strategies, and they are willing to share these innovations, the innovation is described here.

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| |

# Section 6: Addressing Lost Instructional Time
## 20% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the required 20% to address lost instructional time.

| Evidence Based Practice | Planning to Use |
|---|---|

| | |
|---|---|
| Extended learning time | Extended learning time |
| Tribal/community engagement | |
| Wraparound academic/health/social services | |
| SEL learning supports | |
| Evidenced-based curriculum | Evidenced-based curriculum |
| Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the  classroom and grade-level work, using high-quality  instructional materials, instructional strategies, and  formative assessments. | |
| Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer  students. | |
| Accelerating learning through instructional approaches: Out-of-school time programs Identified students, needing additional support before, and after the regular school days, as well as  on weekends, and during school breaks. | |
| Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are  designed to meet the social and emotional needs of  students through engaging and enriching  experiences. | |
| Access to and effective use of technology | Access to and effective use of technology |
| Engaging families in digital learning training and  effectively using technology and platforms | |

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|---|---|
| Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction | Administering and using high-quality assessments that are valid and reliable, to accurately assess studentsâ€™ academic progress and assist educators in meeting studentsâ€™ academic needs, including through differentiating instruction |
| Providing information and assistance to parents and families on how they can effectively support students | |
| Tracking student attendance and improving student engagement provided by the school | Tracking student attendance and improving student engagement provided by the school |
| Using data about students' opportunity to learn indicators to help target resources and support | |
| Professional Learning Communities | |
| Access to advanced coursework, dual enrollment, work-place learning, and/or internships | |
| Career, Technical, and Agricultural Education expenses (approved under Perkins Act) | |
| Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs | Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs |
| Other (please identify in the box below) | |
| | |

# 80% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the remaining 80%. Allowable uses for this funding includes preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III. See page 5 of the ARP ESSER Fact Sheet for more information.

| Evidence Based Practice | Planning to Use |
|---|---|
| Extended learning time | |
| Tribal/community engagement | |
| Wraparound academic/health/social services | |
| SEL learning supports | |
| Evidenced-based curriculum | Evidenced-based curriculum |
| Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments. | |
| Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students. | |
| Accelerating learning through instructional approaches: Out-of-school time programs Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks. | |

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|---|---|
| Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences. | |
| Access to and effective use of technology | Access to and effective use of technology |
| Engaging families in digital learning training and effectively using technology and platforms | |
| Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction | Administering and using high-quality assessments that are valid and reliable, to accurately assess studentsâ€™ academic progress and assist educators in meeting |

| | |
|---|---|
| | studentsâ€™ academic needs, including through differentiating instruction |
| Providing information and assistance to parents and families on how they can effectively support students | |
| Tracking student attendance and improving student engagement provided by the school | Tracking student attendance and improving student engagement provided by the school |
| Using data about students' opportunity to learn indicators to help target resources and support | |
| Professional Learning Communities | |
| Access to advanced coursework, dual enrollment, work-place learning, and/or internships | |
| Career, Technical, and Agricultural Education expenses (approved under | |

| | |
|---|---|
| Perkins Act) | |
| Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs | Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs |
| Mental health supports | |
| Hiring new staff and avoiding layoffs | Hiring new staff and avoiding layoffs |
| Meeting the nutritional needs of underserved students | |
| Locating absent students and re-engaging disconnected youth | |
| Providing safe, healthy, inclusive learning environments | Providing safe, healthy, inclusive learning environments |
| Activities to address the unique needs of at-risk populations | |

| | |
|---|---|
| Developing and implementing procedures and systems to improve the preparedness and response efforts | Developing and implementing procedures and systems to improve the preparedness and response efforts |
| Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases | |
| Purchasing supplies to sanitize and clean the facilities | Purchasing supplies to sanitize and clean the facilities |

| | |
|---|---|
| Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. | Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. |
| Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. | Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. |
| School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. |
| Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. | Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. |
| Other (please identify in the box below) | |

| | |
|---|---|
| | |

If the District is planning to develop or use approaches that are novel to address lost instructional time, and they are willing to share these innovations, the innovation is described here.

# Section 7: Supporting the Educator Workforce

How ARP funds will be used to support and stabilize the educator workforce.

| Option | Planning to Use |
|---|---|
| Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff | |
| Cover costs of bonuses for recruiting and retaining educators and support personnel | Cover costs of bonuses for recruiting and retaining educators and support personnel |
| Additional pay for additional work | Additional pay for additional work |
| Class-size reduction | |
| Technology to support learning: enable students to learn anywhere and teachers to teach essential standards | Technology to support learning: enable students to learn anywhere and teachers to teach essential standards |
| Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.) | Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.) |
| Staffing additional physical and mental health support staff (counselors, social workers) | |
| Other (please identify in the box below) | |
| | |

The estimated number of jobs (FTEs) that have been or will be created by the school district through the district's planned use of ESSER III Funds.

| |
|---|
| 1 |

The estimated number of jobs (FTEs) that have been or will be retained by the LEA through the LEA's planned use of ESSER III Funds.

| |
|---|
| 5.5 |

If the District is planning to develop or use approaches that are novel to support and stabilize the educator workforce, and they are willing to share these innovations, the innovation is described here.

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# Section 8: District Monitoring of Impact

This section of the LEA plan outlines how the District will monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted.

Description of Monitoring Plan

| |
|---|
| We will take daily attendance and note the symptoms of illness and reason for absences. We will make regular observations and keep notes of concerns. |

| Type of Data | Planning to Use |
|---|---|
| Early Warning System | Early Warning System |
| Interim Formative Assessment | Interim Formative Assessment |
| Opportunities to Learn surveys | |
| Summative assessments | Summative assessments |
| Chronic absenteeism | Chronic absenteeism |
| Student engagement | Student engagement |
| Use of exclusionary discipline | |
| Advanced coursework | |
| Access to technology | Access to technology |
| Educator PD on technology | Educator PD on technology |

| | |
|---|---|
| Access to and preparation of high-quality educators | Access to and preparation of high-quality educators |
| Access to mental health and nursing staff | |

| | |
|---|---|
| Student, parent, or educator surveys | Student, parent, or educator surveys |
| Per-pupil expenditures | |
| Classified and certified staff (numbers of positions or people) | Classified and certified staff (numbers of positions or people) |
| Summer, Afterschool, and ESY enrollment | |
| Health protocols | Health protocols |
| Student enrollment by Mode of instruction | Student enrollment by Mode of instruction |
| Student attendance by Mode of Instruction | Student attendance by Mode of Instruction |
| Other (please identify in the box below) | |
| | |