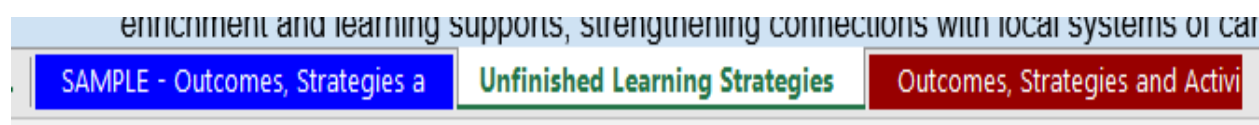


Pinehurst ESSER III Application Fall 2021

Section 1: District Use of ESSER III Funds to Address Unfinished Learning

Of your ESSER III allocation, at least 20% of funds must be used to address unfinished learning needs. Below are the strategies identified for doing so. **Here, you will click the box for each strategy your district is spending money towards and then provide an explanation of the researched based practices you will implement, along with a description of how you will measure the impact of this investment for those students most impacted by COVID-19.** (Select all that apply, and must select at least one, not required to complete entire table). Descriptions for each included below, these are also included on the ESSER III Integrated Planning Tool (attached) Tab Title Unfinished Learning Strategies. The following table is included to make Smartsheet completion easier.



<u>Unfinished Learning Strategy</u>	List specific evidence-based intervention(s) within this strategy. (<200 words)	Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)
<p><u>Empowering, Adaptable Instruction:</u></p> <p>For students to experience empowering curriculum that is motivating, appropriately-challenging, and that honors their identity and lived experience, districts and schools need a high-quality, culturally relevant curriculum, time and expertise for teachers to collaborate and check-in on student learning, and support that is differentiated and adjustable to meet students’ strengths and needs. (Possible examples: Implementing or deepening authentic, culturally-responsive learning; assessing quality of current instructional materials and Investing in high-quality instructional materials from the adopted materials list or independent adoption that meets state criteria and providing high-quality professional learning for teachers on implementation, investing in formative assessment practices, providing sufficient time for both content-focused collaboration and planning as well as student-focused</p>		

<p>collaboration, providing instructional coaching and resources, providing career connect learning (CTE.)</p>		
<p><u>Time & Attention:</u> 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.)</p>	<p>The instructional assistant time supported by the year 1 allocation will support individual and small group high-dosage tutoring to all students not meeting proficiency in grade level reading and/or math.</p> <p>In addition, the instructional assistant time will directly support enrichment activities in the field of PE, art, and/or music.</p>	<p>Unfinished learning gaps will be identified through the Easy CBM diagnostic assessments. The same diagnostic will be used to gather formative data mid-year and summative data at year end.</p> <p>During COVID, we have implemented the practice of gathering feedback at the end of enrichment units using a locally develop feedback tool. This practice will continue to gather data about implemented enrichment activities.</p>
<p><u>Unfinished Learning Strategy</u></p>	<p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p>	<p>Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)</p>
<p><u>Conditions for Teachers:</u> For students to experience engaging, high-quality instruction in a supportive environment, districts and schools need to prioritize ways to make teaching jobs and roles more rewarding, collaborative, and sustainable while also tending to teacher mental health and well-being. (Possible examples: providing mentors and/or at least one team member that has an instructional content expert to help with planning, providing stipends and/or release time for selected teacher leadership roles, investing in wellness supports, providing highly effective teachers with opportunities to share their strengths and expand their impact.</p>		

<p><u>Relationships & Mental Health Support:</u></p> <p>For students to feel safe, welcome and supported in school, districts and schools need to develop structures and enact policies and practices that cultivate positive, supportive relationships, and provide for staff and student mental and emotional health needs. (Possible examples: create time and space in the school day for relationship building, provide opportunities for staff and students to make meaning of their experience through creative outlets [art, music, writing, movement etc.], regularly engage with staff, students and families to assess their relational and emotional support needs, and build robust relationships with linguistically and culturally responsive community health and mental health providers and local systems of care.)</p>		
<p><u>Unfinished Learning Strategy</u></p>	<p>List specific evidence-based intervention(s) within this strategy. (<200 words)</p>	<p>Describe how the district will measure the effect of this investment for students who have been most impacted by COVID-19? (<500 words)</p>
<p><u>Family & Community Partnerships:</u></p> <p>To increase academic, health, mental health and emotional support for students, districts and schools need to engage families as partners and leverage the local community and its system of care to provide integrated, wrap-around services and supports. (Possible examples: Implementing or deepening community- based organization’s support to provide authentic, culturally-responsive academic enrichment and learning supports, strengthening connections with local systems of care, communicating in home languages, culturally-specific liaisons, business and college partnerships.)</p>		

<p><u>Other prioritized strategies</u></p> <p>Please indicate if you have other prioritized strategies that do not fall into one of the above strategies.</p> <p>If you choose Other, ensure this is towards instructional learning and should be aligned to your SIA Plan or Migrant Ed or Incarcerated Youth engagements.</p>		
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Section 2. District Community Engagement to Inform Use of ESSER III Funds

Self-Certification: In review of meeting ESSER III planning requirements, District acknowledges: Did you submit SIA plan and update?*

Yes

District acknowledges that ODE will use and consider information (1) submitted for the District ESSER III Plan, and (2) previously submitted as part of the SIA Application for SY 2020-21 and SIA Plan Update for the 2021-23 biennium.



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.(<500 words).

In addition to the IA position having direct involvement in providing opportunities for additional, targeted learning to close learning gaps and accelerate academic growth for K-6 students not meeting proficiency in grade level reading and/or math, the position will provide direct support for the implementation of enrichment programs (PE, art, music) which directly aligns with the top priority established by the community engagement process as stated in the [Pinehurst 2021-2023 SIA Plan](#):

“Pinehurst School has a student body of seventeen students. Due to this small size, the district is able to gather input from all focal student groups in our small population by reaching out to all 10 families individually. Engagement activities include all families, staff members, board members and students.

During this unusual school year, under the RSSL guidance, we had many opportunities to engage with our families through emails, Remind, conferences and phone calls. These connections kept us informed about student needs and gave us direct feedback on our priorities for the current school year.

To elicit specific feedback on SIA priorities, the district sent a survey to all families, staff, and board members. The survey explained how we used SIA funds for the current year and provided options for the next two years. Participants were asked to rank those options.

We had thirteen participants respond to the survey: four staff members, eight parents, and one community member.

The top priority remained the same as last year, to broaden our curricular options Art, Music, PE, and STEM. The second priority was to expand family engagement to include preschool families. The third priority was to provide staff professional development to improve instructional practices and individualized instruction in math and reading.

In addition to the survey, at the end of every PE unit, feedback was solicited from students. This feedback reinforced the importance to students of PE and broader curriculum options (ie: Music, Art, STEM). Additionally, staff witnessed the excitement students felt learning new skills and increased engagement in the activities offered. Throughout the year, the staff and school board had frequent discussions about the use of SIA dollars, monitored the program, and made adjustments as needed.”

Another focus area rising out of the pandemic is the need to address unfinished learning through providing individualized, targeted learning opportunities in math and reading. As in many small, rural schools, staff turnover is high. Pinehurst has two beginning teachers (second year of teaching) new to the district this year and having the additional instructional assistant support to provide small group, targeted instruction will enable staff to ensure students have a variety of learning opportunities to close learning gaps and accelerate growth for all K-6 students.

From the [Pinehurst 2020-2021 SIA Annual Report](#):

“Pinehurst’s 17 students represent 10 families and we have engagement with all 10 families almost every day, mostly about issues pertaining to their student(s) specifically. This past year many of our engagement opportunities were around COVID protocols. Because the SIA engagement process has encouraged us to be more specific about the questions we ask and to elicit feedback about whole school issues not just specific student issues, we were able to gather helpful SIA feedback across all of our focal groups during these opportunities. The quality and breadth of our engagement has grown. Since few parents, students or even staff have thought much about SIA funds priorities and spending, a review of the district’s 2020-21 SIA spending priorities, an explanation of the reduction in SIA funds allocated to districts, and the resulting spending of this year’s funds was reviewed and shared during community engagement activities. With COVID restrictions we relied on surveys, questionnaires and phone calls home to ensure all families gave input.”

Engagement with migrant students and families

As migrant students were not formally part of the SIA focal student engagement requirements, additional information is federally required to support meaningful engagement in the use of ESSER III funds.

How many migrant students are enrolled in your district and served through your district or through the ESD for the 2021-2022 school year?

Please enter a numerical value only. Please leave blank if you have no migrant students enrolled in your district and served through the district or the ESD.

Have you conducted engagement during the past 18 months to better understand migrant student needs?

Engagement may be in relation to your SIA Plan or other related process (e.g., RSSL, strategic planning, or return to in-person learning). Yes/No

How have you or will you plan engagement to understand the needs of migrant students to inform interventions and use of ESSER III funds? (<500 words).

Not applicable.

Engagement with Incarcerated Youth

As students who are incarcerated were not formally part of the SIA focal student engagement requirements, additional information is required to ensure meaningful engagement.

Have you engaged with incarcerated youth over the past 18 months in relation to your SIA plan or any other process (e.g., RSSL, strategic planning, and/or return to in-person learning)? **Yes/No**

Please describe how the engagement is informing the district's ESSER III investments (<200 words)

Not applicable.

Do you have a way to identify students returning from incarceration? **Yes/No**

Section 3: ESSER III Integrated Planning Tool and District Plan

- 1) Upload in Section #5 below.
- 2) Post to your district website and include that link here.

URL: <https://www.pinehurst.k12.or.us/pinehurst/pinehurst-district-plans/>

Skip to Section #5. Click Integrated Planning Tool and then upload the Excel file. Click Send me a Copy and then Submit.

You are done!

Smartsheet Link #1:

https://app.smartsheet.com/b/form/19e2b2befca3408685187f7ad3104ed9?utm_medium=email&utm_source=govdelivery

ESSER III Integrated Planning Tool (Excel) available here:

<https://www.oregon.gov/ode/schools-and-districts/grants/Documents/FINAL%20ESSER%20III%20Integrated%20Planning%20Tool.xlsx>

OUTCOMES		Supporting Strategy		
		S1	S2	S3
ESSER III Overarching Outcome	Address student needs arising from the coronavirus pandemic and/or to emerge stronger post-pandemic, which may include reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, and mental health.	X	X	
Unfinished Learning Outcome (at least 20%)	Address unfinished learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	X	X	

STRATEGY	
Strategy #1	Time & Attention: Provide opportunities for additional, targeted learning to close learning gaps and accelerate growth for K-6 students not meeting proficiency in grade level reading and/or math.
Strategy #2	Time & Attention: Provide support for implementation of enrichment programs (PE, art, music).
Strategy #3	Strategy 3

#	Activities (Planned items to support a strategy, which may include providing/implementing an intervention.)	Aligned Primary Strategy	Required		Optional if available			
			Year 1 Estimated Cost	Identified for Instruction (20%+)	Year 2 Estimated Cost	Identified for Instruction (20%+)	Year 3 Estimated Cost	Identified for Instruction (20%+)
1	.25 FTE Instructional Assistant - instructional classroom support	S1	\$ 8,200.00	Yes				
2								
3								
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27								
28								
29								
Total			\$ 8,200.00		\$ -		\$ -	

Total District Allocation \$90,000.00

	Budgeted or Estimated	Progress toward meeting min 20%+ on learning loss (dollar amount)	Progress toward meeting min 20%+ on learning loss (%)	Minimum 20%+ Requirement
Year 1	\$8,200.00	\$8,200.00		
Year 2	\$0.00	\$0.00		
Year 3	\$0.00	\$0.00		
	\$8,200.00	\$8,200.00	45.56%	\$18,000.00