



Use of ESSER III Funds

ESSER III Focus Area

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

Contract with Reading Assist to provide:

1. Summer Tutoring for K-3 grade students in reading;
2. Provide tutoring for students during the school year for 2 years to support students not reading on grade level;
3. Provide professional development on Orton Gillingham (RAI) for every teacher and associate to provide on-going intervention for students not meeting benchmarks.

Success will be measured by:

1. Student reading achievement data (Dibels and SBAC);
2. Teacher DPAS and walkthrough feedback/evaluations documenting reading instructional strategies and component 5 measures.

A reading specialist will be hired. The reading specialist will provide intervention instruction for students who are in greatest need of intervention. Reading specialist will provide professional development and coaching support for teachers in reading strategies and protocols. Reading specialist will facilitate the MTSS process for students needing reading intervention.

Success will be measured by:

1. Student reading achievement data (Dibels and SBAC);
2. MTSS data - reduced number of students needing Tier II and III supports.

Responsive Classroom Training

All teachers will engage in Responsive Classroom training. It is important that Sussex Montessori implement a student-centered, social and emotional learning approach to teaching and discipline. The need for this program and philosophy is extremely important considering the loss of instruction and learning time in classrooms resulting from remote learning. Optimal learning conditions and environments need to be in place for students to develop the academic,

social, and emotional skills needed for success in and out of school. The Responsive Classroom training will result in each classroom having a positive community where students learn, behave, hope, dream and set and achieve goals.

Success will be measured by:

1. Discipline data;
2. Student/parent satisfaction survey results

Playworks

Tier I social emotional learning intervention.

Playworks will provide training and support for students to build a culture of play during recess that enables them to feel a sincere sense of belonging. This enables the children the opportunity to contribute on the playground, in the classroom, and in their communities in a successful manner. With remote learning, young children have not had the opportunity to socialize and play together in unstructured settings such as recess. Many important social and emotional skills are developed on the recess field that become life-long skills supporting conflict resolution, problem-solving, winning and losing and other important life-enhancing and much needed skills. Additionally, many children are connected to technology for extended periods of time. Intentional outdoor play builds stamina, character, perseverance, and good healthy habits. Playworks will provide support for teachers to create engaging, safe and inclusive recess and unstructured time activities to build students' social skills.

Studies on Playworks - <https://www.playworks.org/impact/studies-on-playworks/>

Success will be measured by:

1. Student attendance rates,
2. Discipline during unstructured times,
3. Student engagement during learning time

ADDITIONAL INFORMATION

For our students who are not meeting benchmark, we will be offering in-school, one on one tutoring with support from the Reading Assist Institute fellows. Several of our teachers are being trained in this same approach to ensure continuity throughout the school year and across several years. Additionally, the hiring of a Reading Specialist (to support our Special Education Team, as well as our most struggling students) will help build and maintain a robust literacy support system to ensure that all children receive the supports they need. This same support and program will continue through the summer for the most at-risk students.

Hiring a full-time school counselor (or mental health therapist) to support the mental health needs of our students will help us build a culture of support and safety for all of our children, both physical and psychological. Small groups and individual therapy sessions will be implemented and on-going beginning in the summer and continuing throughout the school year.

We will be using ESSER funds to support a Reading Specialist for 3 years. The Reading Specialist's dual responsibilities will be supporting our ELL and low-income students who do not meet reading/literacy benchmarks as well as supporting teachers with professional development training in Orton Gillingham/Wilson. Additional funds will be used to support in-house Reading Assist fellows who will be doing one-on-one daily tutoring with any students who do not meet benchmarks and are most at risk using Orton Gillingham/Wilson as well. Several teachers will also take part in the training to ensure the support is on-going. Funds will be set aside for summer one-on-one tutoring as well.

We will also be bringing in the "Playworks" team to work closely with our students around conflict resolution and healthy play.

Data maintained by the Counselor around the frequency of behavioral supports needed will be updated frequently to monitor success of small group and independent therapy sessions.