

King Philip Regional School District
ESSER III Funding Plan

The American Rescue Plan Act provides resources to school districts in response to the COVID-19 pandemic. The Education portion of this funding, the Elementary and Secondary School Emergency Relief's (ESSER III or ARP ESSER) purpose is to help schools and districts safely reopen and sustain the safe operation of schools and must respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic.

King Philip Regional School District Stakeholder input reflected the following priorities:

- 1) Hire additional staff to provide instruction/intervention experiences that close learning gaps
- 2) Support additional mental health services and programming for students
- 3) Provide additional professional training to teachers to support learning experiences that close learning gaps

Also connected with the mission, vision, and strategic plan goals, these priorities are felt to be the most helpful in addressing student academic, social, emotional, and mental health needs:

Priorities 1) Stakeholder Input 2) Connection to Strategic Plan	Funding objectives for ESSER ESSER III Link	2 1 - 2 2	2 2 - 2 3	2 3 - 2 4
<u>Priority</u> Provide additional professional training to teachers to support learning experiences that close learning gaps <u>KPRSD Strategic Plan Goal</u> Cultivate a school environment that ensures equity and access and fosters a shared belief around learning that highlights resilience and opportunity for all students.	Professional development for teachers and administrators re: culturally responsive teaching Implementation of culturally responsive teaching should be visible in the district observation and evaluation process. Panorama Survey is expected to reflect increases in areas that are directly connected to diversity, equity, and inclusion related to the classroom. Learning experiences will also be reflected in outcomes of standardized assessments.	X	X	X

<p><u>Priority</u> Provide additional professional training to teachers to support learning experiences that close learning gaps.</p> <p><u>KPRSD Strategic Plan Goal</u> Provide all students with high-quality, differentiated instruction designed to remediate and enrich all students based on their individual needs through the creation of inclusive learning environments which utilize a co-teaching model of instruction between general and special education teachers.</p>	<p>Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development.</p> <p>An expansion of high quality co-teaching will continue with performance/project based assessments reflecting the effect of differentiated learning experiences. Disaggregated data of learning experiences will show decreases in learning gaps.</p>	X	X	X
<p><u>Priority</u> Hire additional staff to provide instruction/intervention experiences that close learning gaps</p> <p><u>KPRSD Strategic Plan Goal</u> Cultivate a school environment that ensures equity and access and fosters a shared belief around learning that highlights resilience and opportunity for all students.</p>	<p>Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment</p> <p>Summer learning opportunities will better prepare students so that they are secure in their understanding. Opportunities will be open to students determined eligible in accordance with local criteria needing instruction/ intervention experiences to decrease learning gaps.</p>	X	X	
<p><u>Priority</u> Support additional mental health services and programming for students</p> <p><u>KPRSD Strategic Plan Goal</u> Review and revise resources for students and staff based on gap analysis outcomes.</p>	<p>Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers.</p> <p>With the hiring of additional personnel to support very specific counseling needs, the schools should be able to provide more effective counseling support. Counseling staff should be able to support large scale Tier I interventions such as SEL curriculum, progress checks, career development while social workers are more responsive to small group needs. Additional personnel also can extend consultation services and intervention development in a general ed setting to help reduce behaviors needing referral and intervention. An increase in nursing staff will increase the range of health resource services for students. Additional support means better differentiation for student groups</p>	X		

