



ESSER III
Funding
Community
Conversation

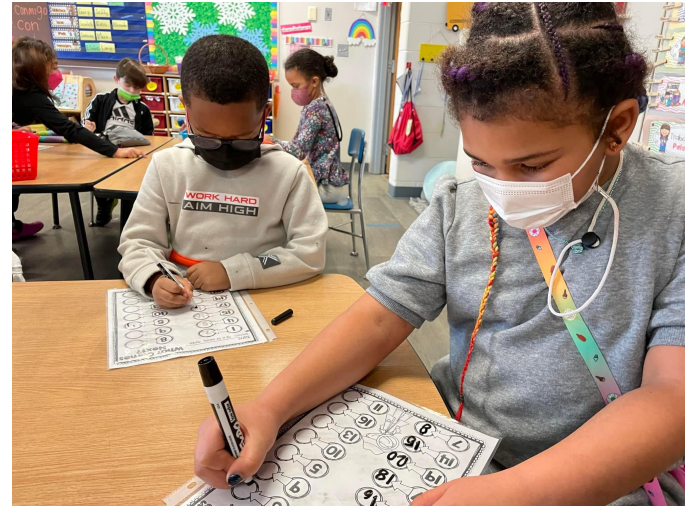
February 08, 2022

Agenda

- ❖ WELCOME
- ❖ DISTRICT UPDATES
- ❖ PRESENTATION
 - CURRICULUM OVERVIEW
 - FINANCIAL & BOND UPDATE
 - ESSER III MEANINGFUL CONSULTATION
- ❖ THOUGHT EXCHANGE
- ❖ NEXT STEPS

Celebrations

- Amazing Staff & Community Rallying Together
- Full Face-to-Face Instruction
- 100% Virtual Learning Option
- In Person Extracurriculars
 - Athletics
 - Band & Choir Concerts
 - Plays
- Opened Lincoln Athletic Building (LAB)
- Kindness, Compassion, & Love



ESSER III Survey Results

What do you believe are the highest priority needs for Lincoln Consolidated Schools to address learning recovery and the impact of COVID-19? Please select up to FIVE items you consider as top priorities

- Staff to help accelerate learning and reduce learning gaps (56.9%)
- High quality instructional materials for all students (50.4%)
- Services for At Risk students including students with disabilities (47.3%)
- Social-emotional training and support (46.6%)
- Technology updates; infrastructure and connectivity (42.6%)

Academic Outlook

- Staffing
 - Assistant Superintendent-Curriculum & Instruction
 - Developing EMU partnership for teacher pool
- RELATIONSHIPS!
 - Social and Emotional learning
 - Social Justice and Equity
 - Trauma Informed Teaching
- Ensure consistent horizontal and vertical alignment
- Curriculum cycle recommendations for materials & programming

MICIP (Michigan Integrated Continuous Improvement Process)

Lincoln Consolidated Schools' [MICIP Plan](#) has 4 goal areas. Each goal area has a sub-committee and meets on a regular basis to ensure the district goals are being met.

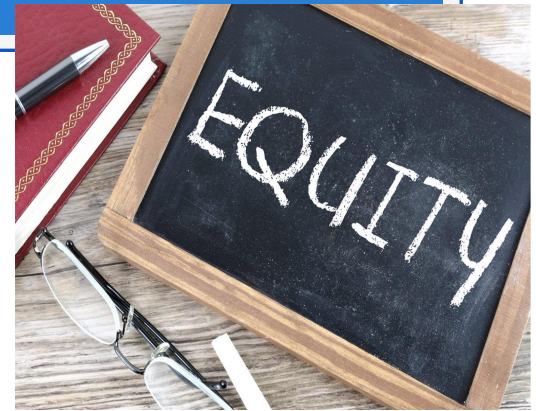
- **Equity**
- **SEL (Social-Emotional Learning)**
- **Math**
- **ELA (English Language Arts)**

MICIP - Equity

Strategy: MTSS Framework

Focus Activities:

- Implement processes/procedures for how ODRs are handled (i.e minor vs. major infractions)
- Input the discipline data correctly in the system based on procedures/processes in the handbook



Other equity implementations:

- LCS' Equity for Justice Team
- ERPD with Dr. Terry Flenbaugh, MSU Professor, who is tying in equity to the guaranteed and viable curriculum work that we are doing within the PLCs
- Some staff are attending the Justice Leaders cohort sponsored by the WISD
- We are participating in MASA's equity grant which will help put systems in place
- Curriculum Leaders - Teaching the Standards in a Socially Just Classroom
- The Board will be participating in "Leading for Equity: Understanding Diversity and Social Justice from the Governance Role"

MICIP - SEL (Social Emotional Learning)

Strategy: SEL CASEL

Focus Activities:

- Train all of the staff in the 5 SEL competencies
- Put processes in place for how and when to use the SEL resources
- Time to teach SEL

Other SEL implementations:

- SEL committee sends out information and strategies to staff and families about the competency of the month
- ERPD with Dr. Yolanda Sealey-Ruiz, educator, poet, activist, interrupter, who is tying together SEL and equity
- We are participating in MDE's SEL grant which will help put systems in place
- ALL Secondary staff received training on TRAILS Tier I curriculum so SEL lessons will be taught to all of our students
- ALL elementary staff received training/refresher on the Zones of Regulations which will help students use strategies to build awareness and help self-regulate their feelings and internal state



MICIP - Math

Strategy: Guaranteed and Viable Curriculum

Focus Activities:

- Continue work identifying and deconstructing power standards
- Vertical and horizontal alignment of power standards

Strategy: Teacher Collaborative Routines

Focus Activities:

- Implement regularly scheduled PLCs to assess, analyze, and implement the cycle
- Training on the 4 PLC questions

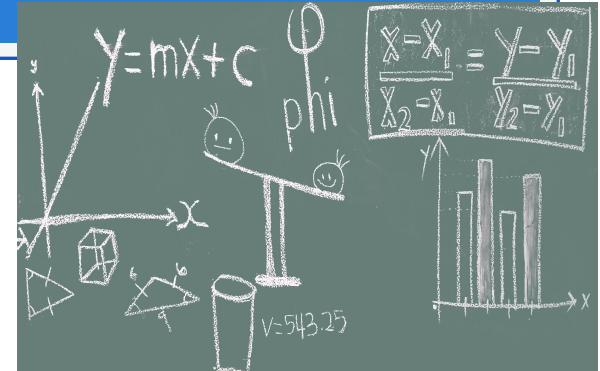
Strategy: Embedded Formative Assessment

Focus Activities:

- Research the most effective assessment tool; Illuminate or Performance Matters

Other Math implementations:

- MS Math Department - updated training on their math program and support system ConnectEd and ALEKS
- Elementary interventionist researching math intervention programs



MICIP - ELA (English Language Arts)

Strategy: Teacher Collaborative Routines

Focus Activities:

- Implement regularly scheduled PLCs to assess, analyze, and implement the cycle
- Training on the 4 PLC questions
- Vertical and horizontal alignment of power standards

Strategy: Essential Instructional Practices

Focus Activities:

- Phonemic Awareness Training
- Training on the Science of Reading
- MS Essential Instructional Practices training/resource review

Other SEL implementations:

- HS ELA Department training on Actively Learn - new ELA resource last year

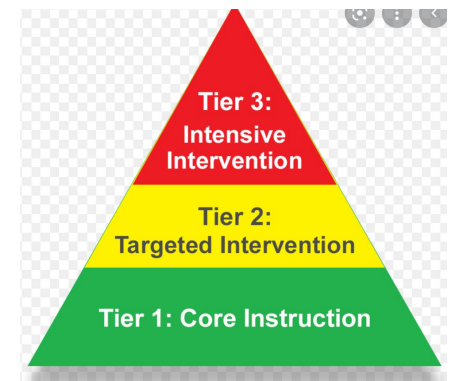


MTSS (Multi-Tiered System of Supports)

LCS is working with the [MiMTSS Technical Assistance Center](#) to help us put a MTSS Framework in place.

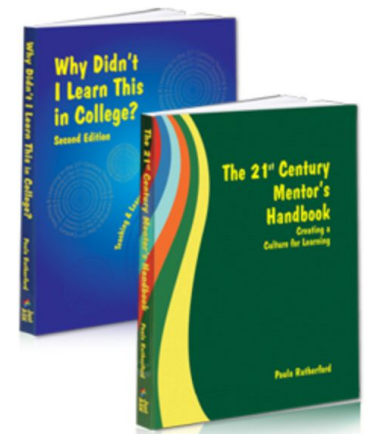
We have a District Implementation Team (SE Director, Dean, Beh. Int, Classroom teacher, Early Literacy Coach, Academic Interventionist, two building administrators, Asst. Supt.) that meets regularly with a MiMTSS TAC consultant. We have discussed/implemented the following:

- District Capacity Assessment
- Developing effective and efficient team meeting structures
- Research-supported practices for high-quality implementation
- Developing a high-quality process for recruiting and selecting staff to support the implementation of MTSS
- Developing processes and procedures to ensure staff have access to high-quality professional learning for MTSS



Induction Program

- The Induction Design Team created mentor/mentee expectation packets last spring
- Staff wanting to be a mentor completed an application form
- Mentors are receiving ongoing training through our consultant with Just Ask Publications
- All staff identified as needing a mentor have been assigned a mentor
- Mentors meet regularly with their mentee following the expectations



COLLABORATION



PLCs (Professional Learning Communities)

- LCS has a Curriculum Leader at each grade level (Kdg-5th) and core content area (6th-12th) as well as electives and Special Education
- Curriculum Leaders meet once/month for professional learning for the ISD on Teaching the Standards in a Socially Just Classroom and once/month to plan their PLC meeting
- PLC meetings occur twice a month - identifying and deconstructing the power standards
- Vertical alignment has occurred within each level; will occur in March/April for MS and HS; plans are being made for alignment between elementary and middle school
- Curriculum Leaders and administrators will be attending the [Solution Tree Professional Learning Communities at Work Institute](#) this summer in Grand Rapids; a conference protocol will be used to ensure we have plans in place to implement what we learn

2018 Bond Completed Projects

- Classroom door locking devices
- Flooring replacement (Bishop, Model and LHS)
- Roof replacement (Bishop/LHS)
- Fence around Bishop playground
- Seven new buses
- New band instruments
- New stadium turf field
- Resurfacing of outdoor track due to damage from turf installation.
- New fence to secure stadium field
- Security cameras (Brick, Model, Bishop, and Childs)
- Secure entryways (Bishop, Brick, Childs, Model, LMS, and LHS)
- Instructional technology
- New Band, Choir, Drama, Weight, Cheer and Wrestling rooms.
- Replace Railsplitter Dr.
- Childs bus loop replacement
- Acoustical shell Performing Art Center
- Flooring replacement Childs main office area
- Flooring replacement LMS hallways
- Cross corridor security doors
- Athletic Equipment (field house and track/field)
- Fitness center weight equipment
- Playground equipment Bishop
- Indoor training building bleachers
- Indoor field house
- Baseball/Softball irrigation
- Baseball/Softball press box
- Baseball/Softball Scoreboards
- Parking Lot
- Flooring Replacements (Childs/LMS)
- Baseball & Softball fields

2018 Bond Still Outstanding

Stadium Building

- Project on hold due to construction material costs and design modifications
 - Concept drawing shared with planning committee
 - Plans given out to contractors for cost estimates
 - Project bid out in 2022, with construction starting Spring 2023

Technology Updates

- over 3500 Chromebooks and iPads deployed
- new staff laptops
- New Interactive Flat Panels
 - Replaced smartboards and projectors.
- Developing a culture of care for our technology as it greatly expands our avenues for learning
- Continuing to build out infrastructure to support technology use



Financial Future Outlook

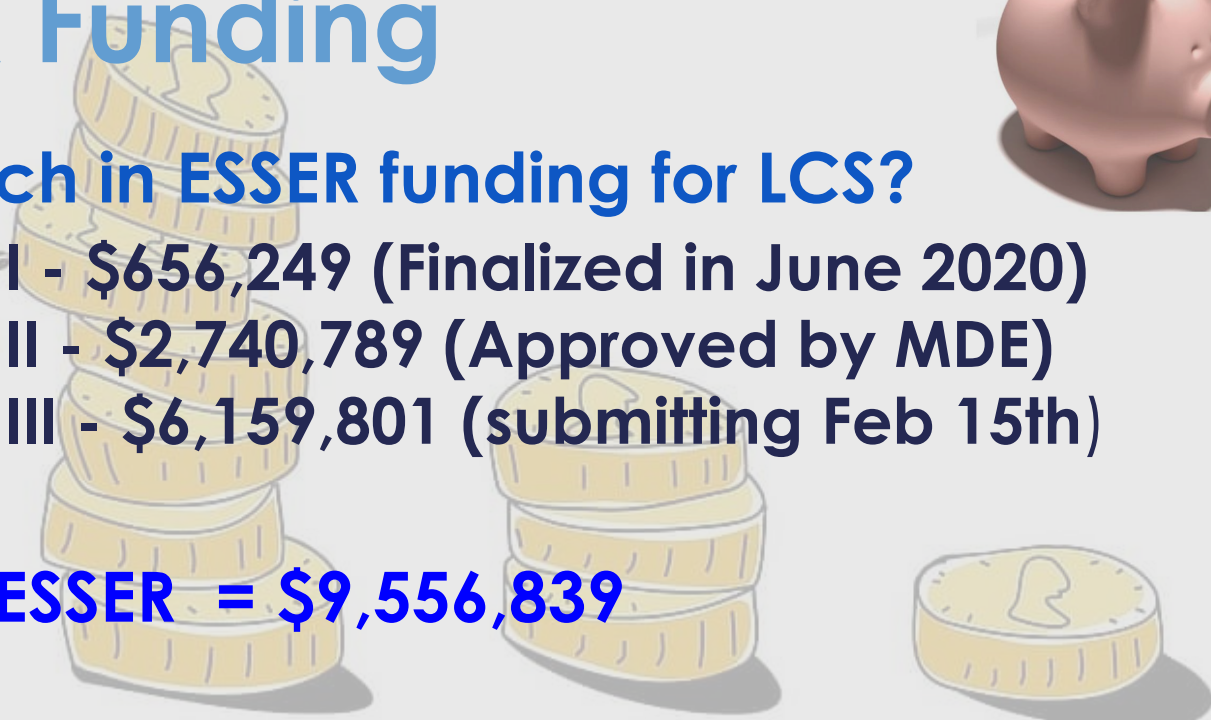
- Budget conservatively to maintain a healthy fund balance
- Student enrollment increased during the 2021-2022 school year following a steep decrease in 2020-2021 due to pandemic, similar to many area districts.
- Increased foundation allowance of \$589 over the prior year.
- With the proper management of finances, the District expects to:
 - Continue updating curriculum for students
 - Be competitive with employee compensation
 - Update and maintain our
 - Aging bus fleet
 - Technology infrastructure
 - Facilities

ESSER Funding

How much in ESSER funding for LCS?

- ESSER I - \$656,249 (Finalized in June 2020)
- ESSER II - \$2,740,789 (Approved by MDE)
- ESSER III - \$6,159,801 (submitting Feb 15th)

- **Total ESSER = \$9,556,839**

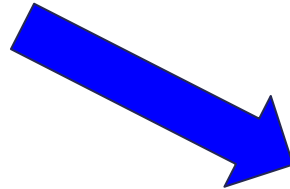


How is ESSER I & II Being Spent?

- Retaining staff although experiencing the largest loss of students since the 2012/13 school year
- Hiring academic interventionists to help with learning loss
- Reducing class sizes

Funding Timeline - ESSER III

MARCH
2020



Funding can be applied to previous eligible expenses from the start of the COVID-19 pandemic through September 2023

September
2023

What is ESSER III?

- In response to the COVID-19 pandemic, the United States Department of Education has released the ESSER III grant for which local agencies (K-12) can apply. The ESSER III grant will provide school districts with **emergency relief funds to address the impact COVID-19 has had on elementary and secondary schools.** These funds are designated for one time or short term expenditures to address the ongoing impact of the pandemic.

Allowable uses of ESSER III funds

- ❑ Purchase cleaning supplies
- ❑ Educational technology
- ❑ Mental Health Supports
- ❑ Supplementary Learning (i.e. summer and afterschool programming)
- ❑ Added needs for At Risk Population
- ❑ Coordinated services for long term closures
- ❑ Professional Learning
- ❑ McKinney Vento expenses (homelessness, foster care)
- ❑ Learning loss (required for a portion of funds)
- ❑ Improving air quality
- ❑ Improving facilities
- ❑ Implementing public health acts
- ❑ Staff recruitment and retention

Funding Stipulations

20% Requirement:

ESSER III funding requires schools to spend 20% of the allotment on student **learning loss** from the COVID-19 pandemic.



20% = \$1,231,960

Learning Loss Defined:

“The school district must reserve at least 20% of fund to address learning loss through the implementation of evidence-based interventions and ensure they respond to students’ social, emotional, and academic needs and address the disproportionate impact on underrepresented student subgroups” - *Michigan Department of Education*

ESSER III Required Set-Aside



Need

- Need to administer high quality assessments to determine academic needs

Implement

- Implement evidence-based practices

Support

- Support students and families in distance learning

Track

- Track student attendance and engagement during remote instruction

Monitor

- Monitor student academic progress to identify students who need more help

ESSER III Survey Results

- Total Responses - 569
- Parent/Guardian responses - 55.7%
- Student responses (4th-12th grade) - 38.9%
- Teacher responses - 17.9%
- Administration responses - 1.6%
- Support staff responses/Other - 4.5%

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Staff to help accelerate learning and reduce learning gaps (56.9%)

- Academic Interventionists
 - Additional staff at each building
 - Instructional coaches for staff to improve student performance
- Lower Class Sizes
 - More time to spend with each student
 - Improved relationships with all students
 - Better identify individual student needs
 - Increased social distancing within classroom

High quality instructional materials for all students (50.4%)

- Professional learning communities (PLCs) for staff to help ensure everyone understands the standards
- New science program at the MS
- 5 year curriculum cycle revised
- Phonemic Awareness resources
- New ELA resources based on new research
- Essential Literacy Practices

Services for At Risk students including students with disabilities (47.3%)

- Academic Interventionist
- Instructional coaches for staff to improve student performance
- Summer Programming
- Tutoring
- Bookmobile

Social-emotional training and support (46.6%)

- Staff training on the 5 SEL CASEL competencies
- TRAILS training for secondary staff
- Zones of Regulations training for elementary staff
- Behavior Interventionists/Counselors

Technology updates; infrastructure and connectivity (42.6%)


- One to one devices
- Hot spots
- Subsidized Internet Access
- Replenishment plan

Community Discussion on ESSER funding Thought Exchange

Within the top priorities, what are specific thoughts and /or actions you would like to see LCS move forward with?

Top Priorities:

1. Help with accelerating learning
2. Quality instructional materials
3. Added services for students
4. Social emotional learning
5. Technology infrastructure



Loving-kindness and compassion are the basis for wise, powerful, sometimes gentle, and sometimes fierce actions that can really make a difference – in our own lives and those of others.

Sharon Salzberg

Additional Thoughts?

If you have additional questions or thoughts, you can email couryv@lincolnk12.org for follow up with the appropriate department or administrator.

Thank you!