

Norfolk Public Schools

ESSER I, II, & III Allocation Plan



ESSER I (CARES): \$825,052

Purpose: To support areas impacted by the COVID-19 disruption, including:

- Continuing to provide educational services during shut-downs
- Developing and implementing plans for the return to normal operations.

NPS Allocation:

- \$677,425: Classified staffing expenses related to COVID
 - Additional custodial hours required to enhance cleaning procedures, build plexiglass barriers, etc.
 - Additional para hours required to make remote learning packets, distribute meals during the shutdown, conduct morning symptom checks, etc.
- \$147,627: Pass-through funding for Norfolk's non-public schools

ESSER II (CRRSA): \$2,912,423

Purpose: To restore and maintain high-quality learning environments and take comprehensive action to mitigate the unprecedented learning loss that many of our most vulnerable students have endured.

NPS Allocation:

- \$437,925: Staffing expenses related to COVID
 - Additional teachers for remote learning
 - Substitutes to cover COVID absences
 - Additional custodial and para hours (as described in ESSER I)
- \$355,960: Addressing the learning loss through July 2021
 - After school tutoring
 - EduClimber purchase--a program that will help teachers and principals better organize and analyze student performance data
- \$818,572: ChromeBooks to assist with classroom instruction, homework completion, and interventions
- \$99,715: Junior High lockers (required in order to increase social distancing and insure that students do not need to share lockers)
- \$26,255: Cleaning supplies, hand sanitizer, plexi-glass barriers, thermometers, masks
- \$1,173,996: HVAC improvements at the Senior High to improve air quality

Norfolk Public Schools

ESSER I, II, & III Allocation Plan



ESSER III (ARP) DRAFT PLAN: \$6,545,460

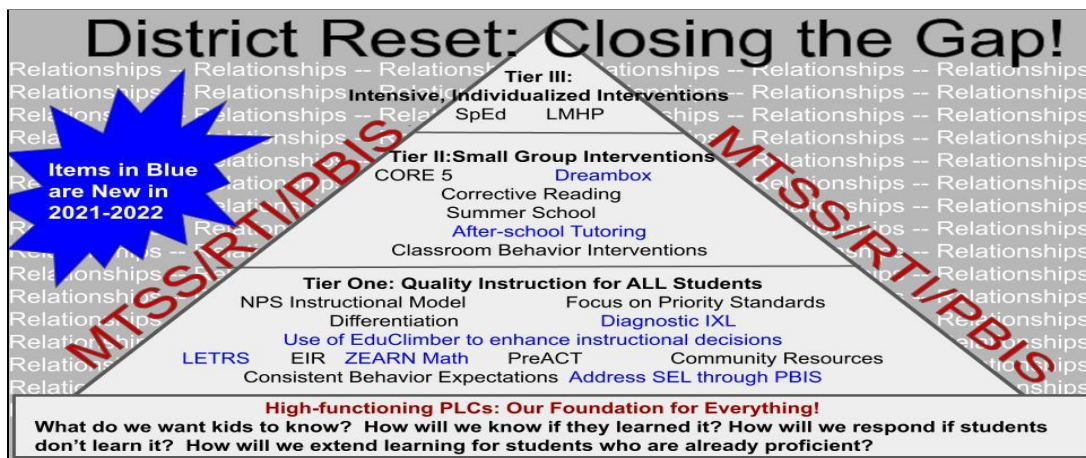
Purpose: To mitigate the pandemic by taking additional steps for continued safe in-person instruction and addressing unfinished teaching and learning.

Note: A minimum of 20% of ESSER III funding must be allocated to address students' learning loss.

Appendix A: Contains information related to allowable activities

NPS Allocation:

- \$1,868,147 Addressing the learning loss through September of 2024 utilizing Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) as our vehicle for improvement
 - Before and after school tutoring
 - New and additional intervention programs focused on Math and Reading/Language Arts
 - High-quality, research-based math and language arts curriculum materials that contain strong technology components that can be used remotely
 - Professional development for staff on the new intervention programs, Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS)
 - See Closing the Gap Pyramid for more details
- \$517,000: Additional chrome-books and touch screen devices with more robust processing for on-line/digital learning programs
- \$4,085,313: Pre-approved by NDE for a capital project at Bel Air Elementary, where social distancing is very difficult due to class sizes and facility constraints
- \$75,000 Cleaning supplies, hand sanitizer, etc.



A public comment survey regarding this draft ESSER III (ARP) Funding Plan is available until September 7, 2021 at noon:

<https://docs.google.com/forms/d/1akIVSBm5xuA4qNquLjv2QZ2IHGsljHPn2BkUKdS1Q/edit?usp=sharing>

DISCLAIMER: ESSER II and III grants may be amended through September 2024, as actual expenditures are encumbered.

Norfolk Public Schools

ESSER I, II, & III Allocation Plan



NORFOLK PUBLIC SCHOOLS' ESSER III PLAN ALIGNS WITH THE FOLLOWING ALLOWABLE ACTIVITIES:

- Purchasing supplies to sanitize and clean the facilities
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including administering and using high-quality assessments that are valid and reliable, to accurately assess academic progress and assist educators in meeting students' academic needs, including differentiating instruction
- Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities
- Purchasing educational technology (including hardware, software, and connectivity) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities
- Planning and implementing activities related to summer learning and supplemental after-school programs
- School facility repairs and improvements to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Other activities that are necessary to maintain the operation and continuity of services in LEAs and continuing to employ existing staff
- 10% administrative cap, includes indirect cost rate charged against direct costs

COMMITTEE MEMBERSHIP:

Safe Return to In-Person Instruction Plan	Transitions (Learning Gap) Committee
All Central Office Administrators	All Central Office Administrators
All Building Principals/Assistant Principals	All Building Principals and Assistant Principals
Candace Schmidt, Communications Director	Jamie London and Paige Hastings--Behavior and Instructional Interventionists
Mary Hoiem, Executive Assistant	Teaching and Learning Team
Blair Brink, School Nurse and NPS Parent	SH Teachers: Lisa Langenberg, Andrew McClemens, Chris Mueller
Tom Asmussen, Maintenance and Transportation	MS Teacher: MacKenzie Jones
Jamie Blum, Kari Cronin, Melissa Anderson, Sandy Diekman -- NPS Teachers	Elementary Teachers: Brigid Turek, Melissa Werner, Patti Lichty
Kim Erickson, President of the NCEA	
Matthew Arens, Technology Specialist	
Heidi Reynolds, Leonor Fuhrer, Alisha Rumans --Parents	
John Erwin -- Activities Director	

Board of Education approval September 13, 2021

Norfolk Public Schools

ESSER I, II, & III Allocation Plan



Intent, Purpose and Evaluation

3. A minimum of 20% of the allocation must be expended to address learning loss. Answer the following questions? Answers must be detailed.

a. How will 20% of the allocation be used to address student learning loss?

In our Transitions Committee work, we determined the areas of ELA and Math would predominately be the focus of our academic need based upon our review of local, state and national assessment data along with teacher and student surveys. Data shows a learning loss in ELA but more heavily in Math. Finances will support program purchases, materials, training, and substitute pay to support the time necessary to plan and accomplish the work necessary for proper implementation. We will be using MTSS processes to methodically address learning loss and provide appropriate support to students at the appropriate time and intensity to see growth and accelerate learning. We will use PBIS processes to establish safe and secure learning environments to our students and support ALL students in their social emotional learning. Both MTSS and PBIS processes organize us in such a way that we can track ALL students progress but particularly not lose sight of our marginalized students who show on our district, state and national data to be further behind in learning competencies.

A Detailed Explanation can be found here:

<https://docs.google.com/document/d/1U0RsyjitoEyUK3f9rWM8K9MTW3bYNHiWqD6oLeSW8HA/edit?usp=sharing>

c. What evidence does the district have to support the specific intervention(s) or strategy(ies) to address learning loss?

Summer School

EFFECTIVE SUMMER SCHOOL PROGRAMMING:

All students can benefit from summer school if the following components are the makeup of summer school.

1. Small Class Size
2. Aligned to Student Needs
3. Qualified Teachers
4. High-Quality Instruction
5. Site Culture
6. Policies for Participation & Attendance
7. Sufficient Duration

Norfolk Public Schools

ESSER I, II, & III Allocation Plan



d. Include the hyperlink to the evidence source.

Summer School:

https://www.aft.org/ae/spring2018/mceachin_augustine_mcombs

MTSS: <https://www.education.ne.gov/nemtss/>

PBIS: <https://www.education.ne.gov/npbis/>

LETRS/Science of Reading: <https://www.education.ne.gov/nemtss/>

Zearn Math Pilot: <https://www.edreports.org/compare/results/math-k-8>

Diagnostic Math IXL: <https://www.ixl.com/us/nebraska>

<https://drive.google.com/file/d/1d0ZzwfbXMWbYdwOfvKm0fUAj29ugvI5s/view?usp=sharing>

DreamBox: <https://www.evidenceforessa.org/programs/math?page=1>

Early Intervention Reading:

<https://www.evidenceforessa.org/programs/reading?page=1>

Corrective Reading: <https://www.evidenceforessa.org/programs/reading?page=3>

Lexia Core 5 & Power Up: <https://www.evidenceforessa.org/programs/reading>

Before/After School Tutoring:

<https://drive.google.com/file/d/13PoA3iSjRm0oDF7FKkipluDLmoMbbuNC/view?usp=sharing>

Technology & Academic Achievement:

<https://drive.google.com/file/d/1TLdW4Ykl7eIq3ZCMj7JzE8xShOurbQf8/view?usp=sharing>

e. How are these resources providing support for students that missed instructional time?

The resources we are going to use, support and emphasize our existing district priority standards. We will collect data as the year/s progress in EduClimber on student achievement levels and drill into the specific pieces of instruction that students have missed. In some cases additional reps of learning and practice were missed and we will address this through intervention time or before/after school tutoring. Individual diagnosis of learning loss is available in some of our programs of choice. For example Diagnostic Math IXL, DreamBox and Lexia Core 5 & Power Up are all programs that intuitively assign learning activities based upon the students assessment results. For other cases, the training we will be giving teachers, supports best practices in teaching so during core instruction we can maximize our impact on student learning.

Norfolk Public Schools

ESSER I, II, & III Allocation Plan



f. How are these resources providing support for students that have been historically marginalized? (ie: students of color, students who are economically disadvantaged, English learners, and students with disabilities). [Learning Loss Document](#)

Norfolk Public shows a gap in achievement when comparing populations of regular versus marginalized students. A strategy we intend to implement is before/after school tutoring. This becomes helpful for students who come from homes where they do not have a support system that can assist them with their learning and homework. We also believe that the inclusion of technology devices assists marginalized students with their learning because they have access to updated technology that matches other students. The access to the technology alone doesn't always lessen the learning gap, but the electronic intervention programs we intend to use can definitely reach our marginalized students for practice where they missed instruction and the programs are adaptive to student learning needs by analyzing correct and incorrect answers and then assigning appropriate practice and instruction.

4. What are the anticipated outcomes for the districts investments?

Consider this: If we do x, we expect y to occur, leading to z in regards to student outcome. A district may have multiple theories of action based on the district's investments.

NPS expects that if we implement MTSS and PBIS decision-making models, we will better able meet the specific needs of ALL students. Core Curriculum Cycle Work and training on Achieve the Core and LETRS will better equip teachers and principals to implement researched-based practices in Core instruction to better reach ALL students before interventions are implemented. NPS's pilot with Zearn Math paired with the incorporation of MTSS decision rules along with the use of Diagnostic Math IXL and DreamBox will improve the academic achievement of students who have missed or are behind in Math to accelerate their learning. More intensive reading supports for younger grades will occur through the use of Early Intervention Reading, Corrective Reading, and Lexia Core 5 and Power UP. These reading supports will be beneficial to students who come to school behind and are marginalized due to home, environment or experiences. We anticipate we will see fewer students qualify for Individualized Reading Plans and more students finish the school year at grade level. We also anticipate with the incorporation of before/afterschool tutoring, we can reach students in a more timely fashion to support their real time learning and assist them where they may not have had that assistance at home.

Norfolk Public Schools

ESSER I, II, & III Allocation Plan



5. What student data (ex. Perceptual, Process, Demographic, Achievement) did the district use to determine the priorities? Be specific in your answer.

The Transition Committee used MAP Growth Data, NSCAS Data, ACT Data, PreACT Data and local assessment and course grade data to analyze and determine academic priorities for the grant. A survey was sent out to teachers. The results supported our academic data findings and helped drive decisions to focus on PBIS to set a foundation to support social emotional learning needs of both teachers and students. As we charted academic data, we noticed a significant dip in Math and a marginal dip in ELA for student achievement data. Our charting of academic data also pointed out learning losses largely impacted minority students, students with disabilities and socio-economically stressed students. We believe the strong use of MTSS process and PBIS processes can make a long term, sustaining impact on student learning and social-emotional learning needs.