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| District Information | | | | |
| District Name | | | | **Mancos School District Re-6** |
| Date | | | | **07/01/2021** |
| District Code | | | | **2070** |
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| ESSER III Information | | | | |
| LEA Allocation | | | | **$897,433.00** |
| ESSER Contract | | | |  |
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| Plans for the 20% of Funds to Address Academic Impact | | | | |
| Topic Area | | **Summer School/Tutoring** | | |
| Strategy/Plans | |  | | |
|  | | | Summer School and after school tutoring for K-3 students. This service will offer extra support for learning loss due to COVID-19. | |
| Topic Area | | | **Project Based Learning Professional Development 201** | |
| Strategy/Plans | | |  | |
|  | | | Mancos School District launched a new initiative to become a Project Based Learning district. This journey began with an investment in a three day, all-staff training through Buck Institute for “PBL 101,” a foundation for our transformative goals. As part of our 3-Year Plan for Project Based Learning, our district also scheduled a special service with Buck Institute for two of their instructors to come to our district in April of 2020, and then again in August of 2020, to provide follow-up training for all of our staff. The latter two trainings, due to the COVID-19 pandemic, had to be cancelled, and since they were only offered as an in-person service, we were unable to reschedule them. However, during the month of January, 2021, the Buck Institute began offering the training that we had to cancel in a remote format, so we are excited and hopeful to be able to make up lost ground for our educators by offering them this training opportunity. Like in so many other school districts and communities across the country, Mancos students have been challenged to maintain a grade-level standard in their academics while experiencing inconsistent schedules and unexpected disruptions. We don’t expect this to change any time soon, therefore we are preparing for a robust summer school program. Our approach to recovering the lost learning that our students have experienced this year revolves around Project Based Learning, an approach that we know can engage multiple types of learners simultaneously in the same content area. We see this approach as a “win/win” situation for our district, as it will accomplish the short term goal of recovering lost learning for our students between now and the end of the summer, as well as contributing to the progress towards our long term goal of becoming a fully Project Based district. Our teachers’ continued professional development is critical to this end. 3 Day training sessions – August 9-11, 2021. | |
| Topic Area | | | **Hire Additional Personnel** | |
| Strategy/Plans | | |  | |
|  | | | 1. Elementary Math Interventionist Salary for 1 year. Due to COVID, there has been a decrease in math achievement in the elementary school. Providing a Math Interventionist to specifically meet the needs of students that have shown a greater loss in their mathematical understanding will help to close the gap 2. Elementary Paraprofessional. This position is to help with all grades and rove through the elementary on a schedule that will be developed for the beginning of the school year. It will be to offer support for students that need additional help with learning loss | |
| Topic Area | | | **Purchase Secondary Planners for Students** | |
| Strategy/Plans | | |  | |
|  | | | Purchase School Planners for secondary students. This is a request from our teachers to help students with organization and to get back on track with loss learning. Planners will help support learning loss due to remedial learning due to COVID. Ex: We will have 10th grade students taking 9th grade math. These students will need to make sure to be more organized due to the different schedules and the different demands in each classroom. This could happen with several different subjects with the same students. The planners will help the students keep track of all their assignments and provide a place for notes from all teachers and allow students to keep their information in one place. | |
| Topic Area | | | **Trauma Informed – Mancos Matters** | |
| Strategy/Plans | | |  | |
|  | | | 1. Trauma Informed Care - Our District is seeing more students needing services around trauma due to the Pandemic. Our District has implemented a team called the "Mancos Matters" to help students in need.  * Stipends for 10 Staff Members on the "Mancos Matters Team" - PK-1, ES-2, MS-1, HS-1, K-12-1, ESS-1, Counselor-1, Behavior Analyst-1, Other-1 for meeting monthly * There will be Virtual trainings on Trauma Informed for six staff members that then become trainers for the staff. * Professional Development Book Study - purchase 25 Trauma Informed books for district. * Project Based Learning (PBL) and Social and Emotional Learning integrated into PBL, 1-day training * Staff Wellness - One outing off campus (i.e. team building exercise) * Small activities throughout the year (PK-12 team building challenges) * Purchase from Panorama - SEL (Social/Emotional Learning) Measurement for students and the Teacher Perception Survey for staff  1. Reading Buddies – This program is part of our District Response to COVID because many parents chose not to send their students to preschool because of COVID. These students lost a year of reading/story time. This program will help these students get back up to speed with their reading skills. The primary goal objective is to engage 3-7-year-old children in literacy activities that will ultimately prepare them for success in their early childhood education. The program will also place high school students in mentorship roles, serving as a “reading buddy,” so that our young adults can provide a community service, as well as develop connections with the youngest members of our community. | |
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| Plans for Ensuring the Evidence-Based Interventions have address students’ academic, social, emotional, and mental health needs, particularly students from low income families, English learners, children with disabilities, students of color, students experiencing homelessness, children and youth in foster care, and migratory students. | | | | |
| Topic Area | | **Summer School Programming** | | |
| Strategy/Plans | |  | | |
|  | | | Learning loss is evident in the NWEA and DIBELS assessments and is consistent with CMAS data from CDE. One way to address this learning loss is to recapture education that was not fulfilled during the 2020-2021 school year.  **The Mancos School District will offer a robust, in person, direct instruction summer school program to all students K-12 during the summer of 2022.** | |
| Topic Area | | | **After School Tutoring** | |
| Strategy/Plans | | |  | |
|  | | | The COVID-19 Pandemic has caused a major disruption in classroom learning due to periodic quarantines and inconsistent schedules.  **Therefore, the Mancos School District will also offer after school tutoring at each grade level.**  Students will be referred by classroom teachers in order to meet the needs of those students who are struggling to perform academically. | |
| Topic Area | | | **Project Based Learning Professional Development** | |
| Strategy/Plans | | |  | |
|  | | | Three years ago, the Mancos School District launched a new initiative to become a Project Based Learning district.  This instruction strategy encourages student engagement for various learning styles within the same content area.  Project Based Learning is an excellent avenue for recovering learning loss due to the pandemic and its effects on student growth and development.  Mancos students have been challenged to maintain grade-level standards in their academics while experiencing inconsistent schedules and unexpected disruptions due to the COVID-19 pandemic. **With support from the Buck Institute, the Mancos School District offered two, separate Project Based Learning professional development trainings to all teaching staff.  This professional development is critical for the district to better serve Mancos students during this challenging time of recovery.** | |
| Topic Area | | **New Hire of Elementary Math Interventionist** | | |
| Strategy/Plans | |  | | |
|  | | | Prior to the start of the Pandemic in 2019, Mancos students were demonstrating a decline in mathematical achievements, primarily in the elementary school.  This deficiency accelerated during the pandemic due to inadequate and inconsistent learning.  Significant intervention in elementary math is of utmost importance in order to improve math instruction and learning.  **To fill this void, the Mancos School District hired an elementary Math Interventionist.  In addition, the school district hired an elementary Paraprofessional to provide support for all K-5 grades in addressing different areas where learning loss is evident.** | |
| Topic Area | **Reading Buddies Program** | | | |
| Strategy/Plans |  | | | |
|  | The STAR assessment is a tool used by the Mancos School District to evaluate student knowledge and understanding in both Math and Reading.  These assessments have demonstrated a  significant learning loss over the past two years, in two very important, core subjects. Therefore, in addition to the Math Interventionist, **the Mancos School District implemented a Reading Buddies program to provide extra support in literacy activities for elementary age students.**  This program pairs high school students with elementary students creating a special bond  through reading which will help prepare them for success in their early childhood education. | | | |
| Topic Area | **New Hire of Paraprofessionals** | | | |
| Strategy/Plans |  | | | |
|  | A lack of behavioral development has also been observed and documented as a direct result of the pandemic and inconsistent classroom time.  Many students within the Mancos School District rely upon school structure and staff support to fulfill their needs in both social and emotional growth and sustenance. **The school district hired extra Paraprofessionals to provide direct Tier 2 and Tier 3 support.**  This will help students learn the social skills necessary to be engaged students in the classroom. | | | |
| Topic Area | **Free Clinical Counseling for Staff and Students** | | | |
| Strategy/Plans |  | | | |
|  | The COVID-19 Pandemic has also proven to have drastic effects on the social-emotional well-being of students and staff.  Fear and uncertainty have led to high stress levels and a greater teacher turn-over rate than what was seen pre-pandemic. This school year 2021-2022, the Mancos School District has evaluated staff and students through the PANORAMA Surveys.  The information  gathered demonstrated a significant need for support both socially and emotionally.  **In order to address this pandemic-related emotional trauma, the district is providing free counseling for**  **staff and students.** | | | |
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| Plans for the 80% of Funds for Other Activities | | | | |
| Topic Area | | **Stipends for Staff** | | |
| Strategy/Plans | |  | | |
|  | | | Two separate 8% Stipends for all staff based on their annual salary. Per policy, our BOE uses stipends to compensate staff when the source of revenue is used as a one-time money, i.e. ESSER III. The BOE has approved to give this stipend to staff for a job well done for staying in session during the current phase of the pandemic as they know if was an increased health risk as well as added duties to each department. This stipend is given to staff to recognize their commitment and resilience during this very hard and risking time. By policy, stipends are not to exceed 10% of employees annual salary which this 8% stipend falls within. | |
| Topic Area | | | **Technology** | |
| Strategy/Plans | | |  | |
|  | | | 1. Purchasing 2 new servers to secure our network infrastructure due to VPN's and more students using Chromebooks to access our internal network. 2. Purchase Elmos to be used to support teachers with remote learning and finally upgrading laptops for staff due to remote learning and to avoid any instructional loss due to down time. | |
| Topic Area | | | **Transportation** | |
| Strategy/Plans | | |  | |
|  | | | 1. Purchase a 2020 Bluebird Micro Bird G5 for the school district. Because of COVID, our district has not been able to hire bus drivers and our coaches/staff are needing to drive our students to events/games/field trips/academic activities. Our current bus drivers are not able to run activity trips because we need them to run their regular bus routes. By purchasing a mini bus, we will be able to train our coaches/staff to drive to the events needed and not jeopardize our current bus drivers from running the morning and afternoon routes. | |
|  | | | 1. Transportation Secretary Stipend. We needed to add this duty to our current High School Secretary to help with bus routes and social distancing for students on the busses. There is more management with students on busses than ever before due to COVID. She will assist our Director of Transportation. | |
| Topic Area | | | **Other** | |
| Strategy/Plans | | |  | |
|  | | | 1. Purchase 5 Art Workstations w/Drawer Base (Art Tables) for our K-12 Art Department to allow for social distancing. 2. Purchase 1 conductor podium for our K-12 music program. With social distancing, our band performances are spread out more than normal and this podium will help students focus on their teacher during performances. 3. Purchase VC44E Series Double Deck Electric Convection Oven for our district food service department from Gradys. This will be used to provide lunches for all students as well as used by the high school culinary class. Due to the excessive use of our ovens and multiple feeding sites a second set of ovens has been needed to keep up with product demand. Universal Feeding did add more wear and tear to our kitchen equipment. 4. Purchase a Visitor Badge System from Raptor Technologies for our district for security. This system keeps track of visitors in our school which will help us keep track of visitors that have been through our health screening process to enter the building due to COVID and also screens them instantly against the National Sex Offender Registry. This system will generate detailed visitor records with a sign-in history for safety. Being a front office employee is very stressful and this system would help with knowing who or who should not be in allowed on campus. 5. Purchase of desks and chairs for our 3rd grade classrooms to allow for social distancing. Purchase white board along with shelving to set up a social distance corner in the library due to COVID. | |