

Walton ESSER III LEA Plan of Use

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

Our standard practices included: teaching students to cough in their elbow, posting hand washing signs in restrooms and lunch areas, daily desk and table cleaning after lunch. During COVID, we used multiple entrances and exits for arrival and dismissal in order to reduce the number of people in close contact to enter or exit the school. Additionally, we utilized our staff conference room as a sick room so that we could contain students that were showing symptoms. We had students seated 6 feet apart in class, during lunch, and in the sick room. This was reduced to 3 feet when the recommendation was approved.

The following mitigation strategies were implemented with ESSER 3 funds.

Mitigation	Details
Aramark Cleaning	Additional cleaning of surfaces to prevent and mitigate the spread of COVID. Specifically, door handles, switches, desktops, and counters.
HVAC Filters	Additional air purification.
PPE	Masks, hand sanitizer, and wipes were provided for students, staff, and visitors to prevent/mitigate COVID.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Learning Loss	Data	Stakeholder Survey Input	Details of Investment
At-Risk Teacher (2)	The 3rd grade cohort of student learning was impacted during COVID with the foundational grades. Since 2021, 3rd grade students have consistently decreased in proficiency year after year in both math and reading. All other grades were impacted by COVID according to the MSTEP data. MSTEP data from spring of 2019 to spring 2021 shows 3rd grade had a decrease of proficiency in both math and reading. 4th grade dropped in proficiency by 11% in ELA and 27% in math, 5th grade had a decrease of 3% in ELA and 4% in math. 6th grade had a decrease of 16% in ELA and a decrease in math of 23%. 7th grade had a decrease of 16% in ELA and 9% in math for the same year. 8th grade also had a decrease in math by 5%. Since In addition, 5th grade has also been affected by this consistent decline in math.	Throughout our Stakeholder surveys, here are the following data points to drive action steps at the school level. 19 stakeholders recommended adding staff members to teach small group intervention.	2 at-risk teachers will work with students in grades 3-8 in small groups to close the learning gap to get students to master grade level priority standards. The focus will be mastery of grade level priority standards. Groups will be determined through PLC data analysis of common assessments and district assessments. PLCs will include dean, classroom teachers, and at-risk teachers
Curriculum Specialists (Math, SS)	Teacher turnover in 21/22 was 22%.For the 22/23 school year teacher turnover was 9%. In 23/24	In the Stakeholder Surveys, there were 14 Stakeholders who recommended professional	As a school we identified that we need to develop our teachers with professional development in our curriculum tools to teach

	teacher turnover was 2%. In 23/24 roughly 40% of our teachers have less than 3 years experience.	development to grow our teachers to be effective with curriculum implementation.	effective teaching practices and data analysis in the content areas. Walton has staff members with ELA expertise to support our staff in ELA. Walton needed curriculum specialists in math and social studies to help grow our classroom teachers.
Instructional Coaches (2)	Teacher turnover in 21/22 was 22%. For the 22/23 school year teacher turnover was 9%. In 23/24 teacher turnover was 2%. In 23/24 roughly 40% of our teachers have less than 3 years experience.	In the Stakeholder Surveys, there were 14 Stakeholders who recommended professional development to grow our teachers to be effective with curriculum implementation.	As a school we identified that we need to develop our teachers with professional development in our curriculum tools to teach effective teaching practices and data analysis in the content areas. Walton has staff members with ELA expertise to support our staff in ELA. Walton needed curriculum specialists in math and social studies to help grow our classroom teachers. The instructional coaches are strategically placed to work with new and underperforming teachers to improve effectiveness. The school leadership team meets biweekly to discuss the progress and create new action steps if needed.
Paraprofessionals	The 3rd grade cohort of student learning was impacted during COVID with the foundational grades. Since 2021, 3rd grade students have consistently decreased in proficiency year after year in both math and reading. All other grades were impacted by COVID according to the MSTEP data. MSTEP data from spring of 2019 to spring 2021 shows 3rd grade had a decrease of proficiency in both math and reading. 4th grade dropped in proficiency by 11% in ELA and 27% in math, 5th grade had a decrease of 3% in ELA and 4% in math. 6th grade had a decrease of 16% in ELA and a decrease in math of 23%. 7th grade had a decrease of 16% in ELA and 9% in math for the same year. 8th grade also had a decrease in math by 5%. Since In addition, 5th grade has also been affected by this consistent decline in math. 58% of our K-2 students have been in the bottom quartile according to aimswebPlus for reading fluency for the last 3 years. 47% of our K-2 students have been below proficiency on our district numeracy assessment for the last 3 years.	19 stakeholders recommended adding staff members to teach small group intervention.	To systematize our intervention program, paraprofessionals were hired to implement daily intervention in small groups in ELA and math. Reading Mastery for K-2 grades, Corrective Reading for 3-8 grades and Bridges intervention K-5. Phonics and phonemic awareness practice and math fact fluency practice are also utilized.
Tutoring Teachers	The 3rd grade cohort of students' learning was impacted during COVID with the foundational grades. Since 2021, 3rd grade students have	The Stakeholder surveys for tutoring was 35 Stakeholders	Providing after-school tutoring to approximately 200 students below the 25%ile were invited and then others were offered to fill the remaining

	<p>consistently decreased in proficiency year after year in both math and reading. All other grades were impacted by COVID according to the MSTEP data. MSTEP data from spring of 2019 to spring 2021 shows 3rd grade had a decrease of proficiency in both math and reading. 4th grade dropped in proficiency by 11% in ELA and 27% in math, 5th grade had a decrease of 3% in ELA and 4% in math. 6th grade had a decrease of 16% in ELA and a decrease in math of 23%. 7th grade had a decrease of 16% in ELA and 9% in math for the same year. 8th grade also had a decrease in math by 5%. Since In addition, 5th grade has also been affected by this consistent decline in math. 58% of our K-2 students have been in the bottom quartile according to aimswebPlus for reading fluency for the last 3 years. 47% of our K-2 students have been below proficiency on our district numeracy assessment for the last 3 years.</p>	<p>asked for before/after school tutoring.</p>	<p>spaces. Students participated in online learning programs such as Lexia and DreamBox to meet individual learning needs. Teacher met with small groups of students to work on skills aligned to grade level priority standards. Bridges intervention lessons for math and teacher created lessons for ELA. Students were involved in tutoring 4 days a week throughout the school year.</p>
<p>Tutoring Paraprofessionals</p>	<p>The 3rd grade cohort of student learning was impacted during COVID with the foundational grades. Since 2021, 3rd grade students have consistently decreased in proficiency year after year in both math and reading. All other grades were impacted by COVID according to the MSTEP data. MSTEP data from spring of 2019 to spring 2021 shows 3rd grade had a decrease of proficiency in both math and reading. 4th grade dropped in proficiency by 11% in ELA and 27% in math, 5th grade had a decrease of 3% in ELA and 4% in math. 6th grade had a decrease of 16% in ELA and a decrease in math of 23%. 7th grade had a decrease of 16% in ELA and 9% in math for the same year. 8th grade also had a decrease in math by 5%. Since In addition, 5th grade has also been affected by this consistent decline in math. 58% of our K-2 students have been in the bottom quartile according to aimswebPlus for reading fluency for the last 3 years. 47% of our K-2 students have been below proficiency on our district numeracy assessment for the last 3 years.</p>	<p>35 Stakeholders recommended for before/after school tutoring.</p>	<p>Tutoring paraprofessionals were placed with tutoring teachers according to highest needs and highest number of students in a class. This ensured small group tutoring in all tutoring sessions. Teachers provided the tutor paras with the materials to hold their small groups.</p>
<p>Summer Paraprofessionals</p>	<p>Following COVID we had high student absent rates. Summer Learning additional learning time for students that are low academically or high absenteeism. 21/22 school year 83% of students had 8 or more absences. 22/23/school year also had 68% with 8 or more absences. Current year to date we have 7% of students has 8 or more</p>	<p>The Stakeholder surveys for tutoring was 38 Stakeholders asked for summer learning.</p>	<p>Tutoring paraprofessionals were placed with tutoring teachers according to highest needs and highest number of students in a class. This ensured small group tutoring in all tutoring sessions. Teachers provided the tutor paras with the materials to hold their small groups.</p>

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<p>Summer Remote teachers</p>	<p>Following COVID we had high student absent rates. Summer Learning additional learning time for students that are low academically or high absenteeism. 21/22 school year 83% of students had 8 or more absences. 22/23/school year also had 68% with 8 or more absences. Current year to date we have 7% of students has 8 or more absences. The 3rd grade cohort of student learning was impacted during COVID with the foundational grades. Since 2021, 3rd grade students have consistently decreased in proficiency year after year in both math and reading. All other grades were impacted by COVID according to the MSTEP data. MSTEP data from spring of 2019 to spring 2021 shows 3rd grade had a decrease of proficiency in both math and reading. 4th grade dropped in proficiency by 11% in ELA and 27% in</p>	<p>38 Stakeholders asked for summer learning.</p>	<p>Due to the high number of students with learning loss, we offered a remote option to learn during the summer. Bridge books were given to all students so they could learn at home.</p>

	<p>math, 5th grade had a decrease of 3% in ELA and 4% in math. 6th grade had a decrease of 16% in ELA and a decrease in math of 23%. 7th grade had a decrease of 16% in ELA and 9% in math for the same year. 8th grade also had a decrease in math by 5%. Since In addition, 5th grade has also been affected by this consistent decline in math. 58% of our K-2 students have been in the bottom quartile according to aimswebPlus for reading fluency for the last 3 years. 47% of our K-2 students have been below proficiency on our district numeracy assessment for the last 3 years.</p>		
<p>Summer Teachers/Tutors</p>	<p>Following COVID we had high student absent rates. Summer Learning additional learning time for students that are low academically or high absenteeism. 21/22 school year 83% of students had 8 or more absences. 22/23/school year also had 68% with 8 or more absences. Current year to date we have 7% of students has 8 or more absences. The 3rd grade cohort of student learning was impacted during COVID with the foundational grades. Since 2021, 3rd grade students have consistently decreased in proficiency year after year in both math and reading. All other grades were impacted by COVID according to the MSTEP data. MSTEP data from spring of 2019 to spring 2021 shows 3rd grade had a decrease of proficiency in both math and reading. 4th grade dropped in proficiency by 11% in ELA and 27% in math, 5th grade had a decrease of 3% in ELA and 4% in math. 6th grade had a decrease of 16% in ELA and a decrease in math of 23%. 7th grade had a decrease of 16% in ELA and 9% in math for the same year. 8th grade also had a decrease in math by 5%. Since In addition, 5th grade has also been affected by this consistent decline in math. 58% of our K-2 students have been in the bottom quartile according to aimswebPlus for reading fluency for the last 3 years. 47% of our K-2 students have been below proficiency on our district numeracy assessment for the last 3 years.</p>	<p>The Stakeholder surveys for tutoring was 38 Stakeholders asked for summer learning.</p>	<p>Tutoring paraprofessionals were placed with tutoring teachers according to highest needs and highest number of students in a class. This ensured small group tutoring in all tutoring sessions. Teachers provided the tutor paras with the materials to hold their small groups.</p>
<p>Summer Special Education Teacher</p>			<p>This was budgeted however; it was not used at this time. The team looked at progress and this was not needed.</p>
<p>FEV Tutoring</p>	<p>The 3rd grade cohort of student learning was impacted during COVID with the foundational grades. Since 2021, 3rd grade students have</p>	<p>35 Stakeholders recommended for before/after school tutoring.</p>	<p>FEV tutoring is a one on one online live tutoring session for reading and math. Students were identified that are 2 or more grade levels below</p>

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Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

	Stakeholder Survey Input	Details of Investment
Educational Technology Specialist (ETC)	9 stakeholders recommended adding an ETC to support parents, students, and staff with the management of technology and devices.	This position was created to organize and monitor the Chromebooks. The staff member keeps track of Chromebook student assignments, fix minor repairs and sends Chromebooks out for major repairs. The staff member inventories the Chromebooks so that outdated laptops are sent back. Then the ETC will order Chromebooks to ensure there is a 1 to 1 ratio of Chromebooks for students.
Summer ABSS	38 Stakeholders asked for summer learning.	This position was created to help students who attended the in-person summer learning program and needed SEL/behavior assistance and academic support.
Summer ETC	9 stakeholders recommended adding an ETC to support parents, students, and staff with the management of technology and devices.	Our ETC staff member worked over the summer to facilitate the return of Chromebooks, repairs, and inventory. The ETC also repaired Chromebooks that needed minor repairs during the in-person summer learning program.

Summer Office Staff	38 Stakeholders asked for summer learning.	Our office staff was needed to assist our parents on the diverse needs that happen during the summer. For instance: attendance, questions, telephone calls, communication, etc.
Retention & Recruitment Bonuses	24 Stakeholders recommended retaining and attracting teachers and staff.	Retention bonuses were used to retain staff members to keep our staff attrition down. Recruitment bonuses were to attract new teachers due to hiring was competitive with local districts.
Tutoring Supplies	35 Stakeholders recommended for before/after school tutoring.	These supplies were used during after-school tutoring to help students have the necessary tools for learning. These included pencils as incentives.
Summer Supplies	38 Stakeholders asked for summer learning.	These include math and reading games and activities, books for student reading, pencils, paper, notebooks, scissors, glue, crayons, STEAM materials, student incentives, and Summer Bridge books.
Art of Coaching Training	In the Stakeholder Surveys, there were 14 Stakeholders who recommended professional development to grow our teachers to be effective with curriculum implementation.	Laura Westlake and Molly Higley are participating in the training to develop their practice as a coach. More teachers are in need of instructional coaching with the alternative teacher programs, new teachers, and increased need for differentiation and intervention.
At-Risk Supplies (books)	In the Stakeholder Surveys, there were 14 Stakeholders who recommended professional development to grow our teachers to be effective with curriculum implementation.	These include student reading books from Scholastic.
Chromebooks		Chromebooks were needed to increase and replace damaged laptops to have a 1 to 1 student to laptop ratio.
Digital Curriculum	22 stakeholders recommended improved virtual curriculum and digital content for math, ELA, science, and social studies.	DreamBox , Everyday Speech, GoGuardian, Learning.com , and Sora are used for independent learning in class to practice math and ELA. This also includes programs to support monitoring of students when learning online and social emotional learning instruction for all students.
New and Novice Teacher PD Courses	In the Stakeholder Surveys, there were 14 Stakeholders who recommended professional development to grow our teachers to be effective with curriculum implementation.	These are train the trainer courses that develops our staff to support, mentor, and coach new teachers. Rachel Licata and Laura Westlake are participating.
Single Audit Fees		Audit fees are a necessary part of the process.

Tutoring Coordinator (1)	35 Stakeholders recommended for before/after school tutoring.	This person organized and maintained the after-school program. This person was in communication with staff and parents. It was a best practice to have one person as the "go to" person to ensure goals of the program was achieved.
Summer Remote Coordinator	38 Stakeholders asked for summer learning.	This person was the "go to" person to ensure students were using the remote learning and to assist the remote tutors when needed. This person was the designated contact person for parents to communicate their questions and needs.
Summer Coordinator	38 Stakeholders asked for summer learning.	This coordinator communicated with parents and students as to the creation of the program and details to participate in summer learning. This staff member was the designated person for the summer staff to report to for questions and ensuring the successfulness of the program. The coordinator facilitated making sure the grant compliance tasks were completed.

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Walton’s intervention program has been systematized to be consistent in using interventions in school. Walton has designated 45-minute intervention blocks daily for each grader level.

In the K-2 grade levels, each classroom has a teacher and a paraprofessional. Data from common assessments, aimswebPlus, and NWEA is used to create small groups in a workshop model. The model rotates so that each student works with the classroom teacher, the classroom para, and independently on Amira and other individualized activities (reading, phonics, writing...). This process ensures that students’ needs are addressed and supports decreasing the learning gaps for all students. The tools used for intervention include Reading Mastery and Amira for ELA. Bridges Intervention and DreamBox are used for math. The classroom teacher may work with academic specialists, coaches, or at-risk teachers to develop any other strategies needed to ensure mastery of grade level priority standards.

In the 3-5 grade levels, Data from common assessments, aimswebPlus, exit tickets, and NWEA is used to create small groups. The groups are taught by classroom teachers, interventionists (at-risk teachers, academic specialists, EL teachers, and Special Education teachers), and paraprofessionals. Corrective Reading is our intervention tool for ELA, Bridges Intervention is used for math, and FEV, our online 1 to 1 tutoring program, for ELA and math.

The systematic processes for our response to intervention is our Intervention Assistance Team used to meet every 6 weeks and has been changed to meet every 4 weeks to discuss students’ progress in interventions. The team consists of classroom teachers, deans, special education, Achievement Behavior Support Specialists, and EL teachers. If there is progress the students continue to receive interventions and may move to a different tier. If there is no progress, the team meets to discuss moving the student to the next tier for special education testing. In our intervention program, students can move up or down within the tier system.

We have seen increases in proficiency over the last 3 years for all subgroups except for student that are not FRL eligible and white students. In 2022 student with IEPs did decrease by 2%.

There is a focus in the Special Education and English Learners departments on progress monitoring the students for the purpose of driving action steps in lesson planning. Weekly team meetings and O3s are held to discuss strategies to drive student progress up. Parents are involved when a student moves any tier and classroom teachers keep parents informed in the classroom interventions.

21-22 EL overall proficient on state assessment- 12%

22-23 EL overall proficient on state assessment- 16%

23-24 EL overall proficient on state assessment- 18%

21-22 SE overall proficient on state assessment- 7%

22-23 SE overall proficient on state assessment- 5%

23-24 SD overall proficient on state assessment- 5%

We are working to reduce chronic absenteeism by communicating the value of consistent attendance and the harm in chronic absences, incentives for students with high attendance rates (incentive is an earned jean day), and phone calls to students and families that are trending chronic.

22-23 YTD chronic absenteeism – 30%

23-24 YTD chronic absenteeism – 27%

To address an increase in student behavior incidents, we have implemented an in-class weekly SEL lesson. These lessons are reinforced through weekly assemblies and with the ABSS team in restorative conversations. Staff has attended trainings to learn strategies to be proactive in student behavior. We are focused on coaching teachers and staff to build strong classroom culture which includes procedures and strong relationships.

21-22 YTD behavior entries- 640

22-23 YTD behavior entries- 1,191

23-24 YTD behavior entries- 367