

USD	District Name	Data as of
345	Seaman	7/1/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Objective Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
345-1-001-20210713	Eligible	Direct Allocation	Instruction	Supplies & Materials	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Research based curriculum focused on establishing a strong Tier I core program in ELA and math. These new resources will help close the learning gap identified during the pandemic.	\$ 971,666	\$ -	\$ 971,666	\$ -	\$ -	7	Per applicant to clarify Tiers 2 and 3 support, "Tier 2 and 3 students' supports will focus on building our instructional capacity to provide evidence-based instructional practices. We hired a reading specialist who will provide job-embedded professional development, ensuring best practices in literacy in our Tier 2 and 3 classrooms. We have also added a math position at our high school to reduce class sizes in Tier 2 and 3 math intervention programming. Further, The core curriculum we selected contains embedded resources for interventions. By implementing this evidence-based curriculum, we can meet the needs of more students through core instruction and reduce the number of students needing Tier 2 and 3 supports." June 28: Per Narrative: Elementary students displayed a significant decrease in beginning of the year scores as compared to data from 2019 by as much as 21% in math and 23% in reading using our Acadience benchmarking assessments. Mid-year scores showed gains but some grades were still behind previous year performance. Our Title I Schoolwide elementary schools with the highest poverty rates saw the greatest deficiency in scores all year. Secondary classes of students saw an increase in the total number of Fs students received in the first semester. 166 (27%) middle schoolers received at least one F first semester during COVID, up from 43 (7%) students the previous semester prior to COVID. At our high school 286 (24%) students received at least one F, up from 218 (15%) the previous semester prior to COVID. This higher number of students were not learning or engaging at normal levels in their classroom. Secondary MAP data showed a similar pattern. There was less growth than expected in math and negative growth in reading. Higher numbers of students in poverty and students with disabilities performed at lower levels and received more Fs. USD 345 is mitigating learning loss through strengthening core curriculum, extended learning opportunities, and additional core staffing to support ELA and Math. The most essential intervention for learning is a strong Tier I core program. To ensure we close learning gaps we must incorporate evidence based curricular programming. This programming must address fidelity to grade level standards and incorporate structured literacy components that focus on foundational skills. We will purchase evidence based ELA curriculum for K-3, math for grades K-8. These foundational grade levels and courses are a priority. Middle school student data demonstrated a high need for closing learning gaps and K-3 are critical foundational learning years. Per applicant to clarify Tiers 2 and 3 support, "Tier 2 and 3 students' supports will focus on building our instructional capacity to provide evidence-based instructional practices. We hired a reading specialist who will provide job-embedded professional development, ensuring best practices in literacy in our Tier 2 and 3 classrooms. We have also added a math position at our high school to reduce class sizes in Tier 2 and 3 math intervention programming. Further, The core curriculum we selected contains embedded resources for interventions. By implementing this evidence-based curriculum, we can meet the needs of more students through core instruction and reduce the number of students needing Tier 2 and 3 supports."

345-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer academic programming to support students who are underperforming as identified (i.e. assessment, attendance, classroom performance, SECD, etc.) utilizing a hands-on, project based model.	\$ 206,478	\$ 206,478	\$ -	\$ -	\$ -	7	<p>Per applicant, "Our summer program was personalized to each of our building needs. Staffing and student participation are contained in the list below. The first number refers to the number of staff, and the second number refers to enrolled students.</p> <ul style="list-style-type: none"> <li>•Mathes Early Learning Center- 8 staff and 40 students</li> <li>•Logan Elementary- 12 staff and 90 students</li> <li>•Northern Hills Elementary- 10 staff and 72 students</li> <li>•Elmont Elementary- 7 staff and 68 students</li> <li>•North Fairview Elementary- 6 staff and 45 students</li> <li>•West Indianola Elementary- 9 staff and 73 students</li> <li>•Seaman Middle School- 4 staff and 28 students</li> <li>•Seaman High School- 9 staff and 60 students.</li> <li>•Summer programming duration is approximately 3 to 4 weeks."</li> </ul>
345-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional staffing to support student deficiency in reading (i.e. comprehension, fluency, phonics, etc.) will be strengthened by utilizing ESSER II funds to add a Reading Specialist within the district.	\$ 36,437	\$ -	\$ 36,437	\$ -	\$ -	7	