

UNFINISHED LEARNING

ESSER Fund Utilization Breakout Session



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Agenda and Team

Our Why

- National
- Local

Funding Plan Buckets

Feedback/Questions – Chat

Public Q and A To Follow

The Team Today

Peter LeBlanc – Facilitator, Talent Support Director

Noelle Nelson – 6-12 Executive Director

Tim Schott – PreK-5 Executive Director

Cassandra Christensen – Business & Finance

Background

Previous investments have focused primarily on implementation of high-quality curriculum for elementary literacy and the establishment of research-based literacy practices in every classroom in alignment with board goals. Equity strategies were isolated from academic efforts. Findings from the community problem-solving process and anti-racist town halls have expanded our strategies over the next three years. ESSER dollars will allow us to **accelerate** plans and aggressively tackle gaps that existed well before COVID.

Mindset

Acceleration, not Remediation

“Meeting students where they are” practically guarantees they’ll lose more academic ground and get even less access to grade-level work in the future. The students stuck in this vicious cycle are disproportionately the most underserved: students of color, from low-income families, with special needs, or learning English.

Educational Equity

Ensures that all children – regardless of circumstances – are receiving high-quality, grade level, standards-aligned instruction supported by access to high quality materials and resources. (Bromberg & Theokas, 2016)

8% College and Career-Ready Curriculum

13% College-Ready Curriculum

31% Career-Ready Curriculum

47% No Cohesive Curriculum

The Provision Gap

82% of teachers supported the content of their state's academic standards.

44% of teachers expected their students could have success with the standards.

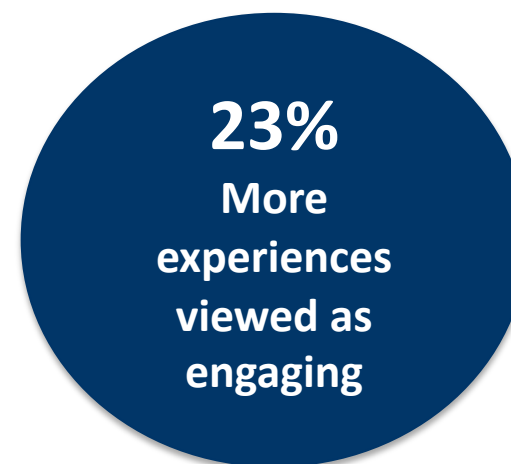
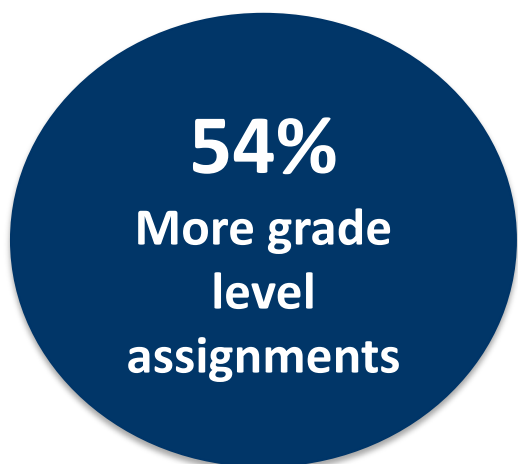
133 hours on assignments that were **NOT** grade level appropriate.

47 hours on assignments that **WERE** grade level appropriate.

(TNTP, 2018)

Results by Race

Classrooms with mostly white students tended to have



compared to classrooms with mostly students of color.

(TNTP, 2018)

Diverse Work Force

When at least **75%** of student were Black or Latinx, only **35%** of teachers who did not share their students' race or ethnicity held high expectations.

(TNTP, 2018)

Plan Supports Community Voice

COLLABORATIVE PROBLEM SOLVING LEVERS

Implementation of a High-Quality Curriculum

Access to Grade Level Expectations

Data Literacy/Balanced Assessment System

Social Emotional Learning

Engagement & Community Building

Safety

Health/Wellbeing

ANTI-RACIST TOWN HALL FINDINGS

Whitewashed Curriculum/Assessment

Non-Representative/Inclusive Staff

Non-Welcoming/Inclusive Student Experiences & Environments

Structures Perpetuate Systemic Racism

COMMUNITY VOICE & ENGAGEMENT

Funding Plan Buckets

Programming

Curriculum & Resources

Staffing

Programming

- Extended School Year - Summer
- Middle School Virtual Campus
- Preschool Enrollment Campaign
- Academic Tutoring
- Enrichment Programming
- English Language Learner Family Support/Community Partner Services
- Credit Recovery
- Career and Technical Education Redesign
- K-12 Math/Literacy Intervention

Curriculum & Resources

- Math Curriculum Adoption
- Literacy Curriculum Implementation Support
- Supplemental Literacy Curriculum Materials
- PreK Literacy Curriculum

Staffing

- 1.0 Canvas Coordinator (Learning Management System)
- 1.0 Middle School Literacy Coordinator
- *Critical Needs Endorsements*
- *Preschool*

Expected Impact of Investment

Goal 1: The percent of all third grade students on track in reading will increase from 52% to 72% by June 2023, as measured by FAST.

Goal 2: The percent of black male third grade students on track in reading will increase from 35% to 72% by June 2023, as measured by FAST.

Goal 3: The percent of black male students earning a 'B' or higher in Algebra I by the end of 9th grade will increase from 17% to 35% by August 2023.

Monitoring Plan

Implementation Monitoring

- Quarterly monitoring of levers and strategies
 - district and school

Impact Monitoring

- Progress on board goals.
 - Newly designed administrator evaluation system

QUESTIONS AND DISCUSSION



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OPTIMISTIC CLOSE

ONE WORD TO DESCRIBE HOW YOU ARE FEELING ABOUT THIS INFORMATION



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