

Riverdale CUSD #100
APR ESSER III Fund Allocation Plan
2023-2024



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Riverdale C.U.S.D. #100

Per the Illinois State Board of Education, each school district that receives APR ESSER funds must develop a plan for its use of the APR ESSER funds and submit it to ISBE within 90 days of funds being received. School districts must provide the public opportunity to provide input in the plan, take such input into account and report the APR ESSER plan on its website.

A community wide informational meeting was hosted on October 19th, 2021 in the middle school cafeteria at 6:30pm. The presentation was hosted live on facebook and was also shared via email with all family contacts on record with the school. Two surveys were shared following the presentation asking for input on use of the funds.

Information from the surveys was collected and analyzed by the admin team to identify which needs would address the focused outcomes required for the funds that were made available. In consultation with students, certified staff (including special education staff) administrators from each building, union leaders and community members the following plan was approved for use of the funds. It was determined that additional summer programming to address the learning gap for all should be a priority. Students would be targeted based on their academic, socio economic and developmental needs. Funding was also specifically allocated to maintain digital device support a one to one platform and extending the learning opportunities to all removing any barriers to access learning. Resources were also dedicated to the supplies and materials needed to provide the summer school learning and enrichment opportunities.

Funding was also set aside to supplement the additional preparation, instruction and professional development needed by the staff to best meet the needs of the students and address the learning gaps that had developed. This included the additional time, training, research and tracking that was being done by the school nurses.

The plan for the LEA use of funds was developed based on the most significant area of need in the district in terms of the ability to control, isolate and manage learning environments to mitigate the transmission of contagions based on the CDC guidelines. Students and staff at the elementary in grades K-5 became the primary focus. These environments were inclusive of all students at the elementary school regardless of their need. The following plan was developed:

- Construction of 4 new kindergarten classrooms
 - In order to improve environmental controls within classrooms, isolate cohorts, reduce congregation and track health experiences among students the LEA has developed a plan to construct 4 new kindergarten classrooms that will include individual classrooms. Currently 2 of the 4 existing kindergarten classrooms share a large open area classroom and bathrooms. The other two do not have individual classrooms requiring them to move collectively through the hallway to multiple use bathroom facilities resulting in a congregate setting and taking away

from instructional time. The new classrooms will result in individual classrooms with their own HVAC controls and bathrooms mitigating the issues that are currently present as it relates to mitigating health hazards.

- Renovation of classrooms for grades 3-5 including the library
 - Currently the 13 of the 15 classrooms that make up grades 3-5 share HVAC environmental controls, are open air with incomplete walls going all the way to the ceiling and have no physical doors to the hallway. This makes it impossible to isolate cohort groups, manage mitigation across classrooms or secure individual rooms. These spaces were built during the era of classroom design that believed open air shared classrooms were the ideal environment. Those designs resulted in classroom spaces that share HVAC controls and lack sufficient separation of physical barriers between rooms and hallways. The renovation for the 15 classroom spaces and library will result in individual classrooms with complete walls, separate HVAC/environmental controls and physical doors in the hallways. The renovation once complete will allow for the separation of cohorts, improved environmental controls, and improved safety.

APR ESSER Allocation Plan for FY 21-FY24

ESSER I Allocation = \$172,772

ESSER I Expenditures:

- 100 Remote internet hotspots to support remote learning
- 400 Chromebooks including management software and insurance

ESSER II Allocation = \$686,057

ESSER II Projected Expenditures:

- Summer School expenditures - summer of '21 costs
 - Teachers
 - Staff
 - Curriculum
- Online instructional and remediation services
- Curriculum and instructional materials
- HVAC repair and replacement

ESSER III Projected Allocations = \$1,577,000.00

ESSER III Projected Expenditures:

SAE Reserve - \$37,438

- Summer enrichment - tutoring stipend
- After school programs - tutoring stipend
- Learning loss - supplemental salaries for additional services - school nurses
- Learning loss - FED TRS - school nurse
- Learning loss - sub teacher pay

- Learning Loss - PD to teachers
 - Funds made available through the SAE Reserve are specifically targeted in three areas.
 - Summer enrichment opportunities and after school tutoring which target specific students and their needs. Summer enrichment is an opportunity to expand learning for students and provide experiences that may not typically be met during the regular course of the year or for students who have limited resources. After school programming will be made available for families requesting additional intervention or learning opportunities and would be at the limitation of the staff willing to provide it.
 - Additional supplies; masks, gloves, tests, cleaning supplies, PPE, and thermometers for example were made available with the additional resources. Nurses salaries and benefits were also supplemented for the additional hours needed to track, contact, research and communicate out all the information that flooded in when we managed the pandemic.
 - Resources were used to pay for the subs who filled in for staff that received training and professional development on teaching strategies, instruction and pedagogy that was changing with the needs of the students as a result of the pandemic and all the restrictions that came with it.

LEA Learning Loss - \$220,000

- Summer School instructors
- Summer School teacher aides
- Summer enrichment instructor
- Summer enrichment teacher aide
- Supplemental salaries for additional services to support remote learning and emotional supports for students
- Digital equipment - 400 chromebooks
- Supplies to support summer school
- Supplies to support summer enrichment
 - LEA Learning Loss resources were used to support summer programming budgeted across the summer of 2022, 2023 and 2024. The programming for K-5 is made up of two weeks of intervention, review and targeted learning prior to the start of each school year. The funds were used to support the needed staff and supplies for the programming. Students were identified each year through benchmarking assessments and invited to attend the summer school programming. Available spaces were then filled by students who were interested that may not have been part of the targeted group.
 - The digital equipment was leased as part of the effort to bridge the digital divide. This equipment helped to maintain a one to one level of opportunity for our students in grade 3-12.

LEA Use of funds - \$1,228,241

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- Renovation of classrooms for grades 3-5 including the library
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***20% of ESSER III must be allocated to learning loss. Items with a * above target learning loss through the implementation of evidence based interventions including summer programming, intervention/enrichment programs and academic support.**