

Langford ESSER III Plan

Like all schools in South Dakota, Langford Area was providing on-line and FLEX learning for all students from March 13th until the end of the 2020 school year. While this worked for our 6 – 12 students who had school issued computers we were not as successful with our lower elementary students and our colony students.

- March 13, 2020 – end of the school year.
- On-line & FLEX learning for K12
- 1 to 1 for grades 6 – 12
- PK -5 – Zoom or SeeSaw
- Colony & students without internet relied on work packets

2020 – 2021

- All schools were in person for the entire year
- Additional training for staff on FLEX Learning
- FLEX Learning (Google Classroom & ZOOM) was used with COVID-19 or close contact cases
- All staff were required to be prepared to offer dual instruction
- Digital resources were purchased for all classes and subject areas

Data

- Our reading scores were lower than what we are used to seeing at Langford
- Overall math scores were also lower than what we have seen in the past
- Among our 5th graders and 11th graders we saw a significant drop in reading & math
- Colony scores were down as no ESL students scored at the proficient level
- Anecdotal data from teachers and parents showed that about 10% to 15% of our students in Langford were negatively affected by loss of instruction, classroom intervention, and school structure. That percentage rose to well over 70% of the students at our Hutterite Colony school.

Strategies to address loss of learning

- Hiring of two additional staff members to address the following needs:
 - Teach Kindergarten at the Colony school to alleviate class size and increase length of instructional time

- Offer increase support to our Special Education students at the Langford and Colony school
- Serve as Math and Reading Interventionist for our K – 8 students working 1 on 1 with students or with small groups of students.
- Increase our Afterschool program to a K – 8 program, including transportation for those students who need it.
- Purchase additional digital intervention resources to improve student writing skills.

Budget

- Overall cost for the two additional staff members: \$107,000
- Opportunities for Extended Learning (Afterschool): \$7,000
- Evidence Based Digital Intervention Resources: \$3,500

Prevention and Mitigation Strategies

- Reduce overcrowding on our buses by hiring drivers to run an additional bus route.
- Purchase additional masks, face shields, barriers, sanitizers and cleaning materials for buses and buildings.

Budget

- Cost for drivers for route to reduce overcrowding on buses: \$10,000
- Prevention, cleaning, and sanitation supplies: \$2,000

Investments in Other Allowed Activities

- Professional Develop for staff to improve implementation strategies in our target areas. (Math, Reading, & Science.)
- Develop and implement best practices for the Afterschool program.
- Training for staff to help them better identify students needing social, emotional, or mental health issues.
- Provide programs and materials to students to help them better identify when they are having social, emotional, and mental health issues and provide them with coping skills and resources to access for help.

Budget

- Educator Profession Development: \$5,000
- Interventions that address student well-being: \$5,000

Engaging Students at Risk – Almost all of our students attended in-person last year, so we do not feel that we have many students at risk. We will be offering training to our staff and students to help them identify social, emotional, or mental health issues. At this time, we have not decided on what this training will look like, although we are looking at ACES training for our staff and anti-bullying and drug prevention training for our students. By expanding and remodeling our afterschool program we are hoping to help our K – 8 students who may be at risk.

Stakeholder Consultation

Overview and three highest priority needs – After meeting with staff and reviewing our data our three highest need areas that came up dealt with working with our special education students and ESL students as they seemed to suffer the most from loss of learning and lack of academic gain. We also concluded that we needed to continue with our afterschool program and increase the grade levels qualified from K-6 to K-8 to help more students find academic success. Although social, emotional, and mental health issues were not a top three priority, we realize that the district must continue to monitor those issues and offer training and support for students and staff.

Students – Once school starts again in the fall students will be asked to provide feedback and ideas for implementation of our plan on how the district can best use ESSER funds to help all students be successful. At this time students had an opportunity to provide public feedback at two board meetings and by visiting the school website.

Families – Parents had an opportunity to provide public feedback at two board meetings and by visiting the school website to provide input. Once school starts, we will meet with our parent group (PAWS) for feedback and ideas on how to use these funds. We will also communicate with our patrons through social media to make them aware of the need for public input concerning these funds.

School and District Administrators – All district administrators were actively involved in the development of this plan and will be key participants in the future to solicit student, family, and other stakeholder input.

Teachers, school staff – School staff was involved in the data analysis that was used to determine district needs for the writing of this plan. School staff members also had a chance to attend two school board meetings and make public comments

online if they wished too. In the future staff members will continue monitor and provide input on the best uses of these funds and on the success or lack of success for the plans being implemented.

Stakeholders representing the interests of: children with disabilities, English learners, homelessness, and underserved students – The district had members of the Special Education coop present while reviewing our data and it was through some of their input that we determined that the additional fte in special education should be a part of this plan. Those stake holders also had the opportunity to provide input at two board meetings and through providing public comment on the plan through the school’s webpage. These stakeholders will be invited to all future reviews of this plan.

The public – the public was aware of the development of this initial plan through two board agendas and meetings as well as being made aware of the chance for public input on the school webpage. In the future more will be done through social media and the local newspaper to make sure that the public is aware that their input is valued in this plan.

District Assurance of Regular Review

The plan was approved by the Langford Area School Board at their **August 9th, 2021** board meeting. Further review will be done so that the board can review all input concerning the plan at the following dates:

- December 2021
- June 2022
- December 2022
- June 2023

This plan and any future changes to the plan will be posted on the school district webpage at: <https://www.langford.k12.sd.us/>