

ESSER III District Plan

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Empowering, Adaptable Instruction:	<i>(Our strategies for Time & Attention also support Empowering Adaptable Instruction.)</i>
Time & Attention:	<i>(This is our primary area of focus.)</i>
Time & Attention: List specific evidence-based interventions	<p>Our goal is to make up for any lost learning through the following interventions:</p> <ul style="list-style-type: none"> • Use local and state assessments to identify individual student learning loss; • Provide small group learning based on student instructional need; • Provide one-to-one instruction based on student instructional need; • Keep grade level cohorts together; • Use Oregon Equity Lens to ensure focal group students are being served; • Use instructional assistants to support teacher instruction and student learning; • Use formative assessments to adjust instruction as needed. • Provide online learning program to ensure equitable access to instruction for students with individual health needs, those under quarantine and students needing a virtual learning option.

Time & Attention: How will the district measure the effect of this investment for students who have been most impacted by COVID-19?	<p>To measure student progress, especially for students most impacted by COVID 19, the district will use both formative and summative assessments:</p> <ul style="list-style-type: none"> • Use AimsWeb to measure acquisition of literacy skills; • Use AimsWeb to measure math and reading skill levels; • When available, use Oregon Statewide Assessment System (OSAS) data to measure ELA, math, and science content knowledge and ELPA for English learners; • Track attendance records for students, especially those with learning gaps; • Use district RTI team to support teachers and students and to help monitor student progress. • For students in online learning program, measurements of learning will be provided to ensure monitoring of Student progress.
Conditions for Teachers:	<i>(Our strategies for Time & Attention also improve Conditions for Teachers.)</i>
Relationships & Mental Health Support:	<i>(We are attending to Relationships and Mental Health through our Student Success Act (SIA) Plan.)</i>
Family & Community Partnerships:	<i>(We are attending to Family and Community Partnerships through our Student Success Act (SIA) Plan.)</i>
Other prioritized strategies	
Did you submit SIA plan and update?	Yes
District acknowledges that ODE will use and consider information (1) submitted for the District ESSER III Plan, and (2) previously submitted as part of the SIA Application for SY 2020-21 and SIA Plan Update for the 2021-23 biennium.	(Yes)
Community engagement to inform use of ESSER III funds	Both last year and this year, all high school students, all district staff, and all parents including all focal group populations represented in Butte Falls were asked, via surveys, for their feedback in determining the district's SIA spending priorities. In addition, parents, staff and community members were invited to a meeting (in person last year, virtual this year) to include their input into the process.

	<p>One additional measure was taken this year that was not included in last year's process. After sending out a survey to all high students in April, a second survey was sent to two focal groups of students (Hispanic students and students with disabilities) in May. We worked hard to gain insight from as many members of the entire community as possible.</p> <p>The priorities that emerged included the following:</p> <ul style="list-style-type: none"> • improve student engagement and attendance; • increase math and ELA achievement and decrease disparities; • improve student mental and behavioral health; • improve early learning and literacy; • increase student and staff feelings of safety and connectedness while feeling supported and valued. <p>Based on stakeholder feedback, we decided to use ESSER III funds to keep class sizes low and student to instructional staff ratios small, allowing more personalized learning through small group and individualized instruction, especially for students experiencing significant achievement gaps in their learning. This will support the priority areas that emerged out of the community engagement focused on increased math and ELA achievement and decrease disparities, improve unfinished learning and literacy and provide educational online opportunities for students that are not able or comfortable with returning to in-person learning.</p>
How many migrant students are enrolled in your district and served through your district or through the ESD for the 2021-2022 school year?	(NA)
How have you or will you plan engagement to understand the needs of migrant students to inform interventions and use of ESSER III funds? (<500 words).	N/A
Have you engaged with incarcerated youth over the past 18 months in relation to	No

your SIA plan or any other process (e.g., RSSL, strategic planning, and/or return to in-person learning)?	
Please indicate if engagement is happening through other organizations, and if so, which ones. Please check all that apply.	No engagement is happening through another organization
Please describe how the engagement is informing the district's ESSER III investments (<200 words)	There are no incarcerated youth in Butte Falls. NA
Do you have a way to identify students returning from incarceration?	Yes
Do you have targeted services or consistent protocols (even if rarely used) to support their return to school?	Yes
Please briefly describe your services to support their return to school. (<200 words)	Butte Falls School District does community outreach to each and every student and family. If a student did ever return from incarceration, Butte Falls Charter School would engage with that individual family and identify the best ways to meet the student's mental, behavioral health and academic needs. Not applicable.
Publicly available link to your ESSER III District Plan	https://www.buttefalls.k12.or.us/about-us/blueprint-for-2021-2022-school-year
Attached Documents	ESSER III Integrated Planning Tool (Available at this site.)