

## ESSER III Use of Funds Plan

Huerfano School District Re-1 schools have analyzed interim reading and math scores and attendance data. Based on the data results our schools have determined a drop in reading, math and attendance rates as well as a need for mental health services. Data has been disaggregated for the groups listed in this question and data shows a decline for Hispanic students and students with disabilities. Data also showed a decline in Dibels, state CMAS, SAT, PSAT for all students in reading and math. In selecting our evidence-based interventions, we focused on adding the following interventions:

- Adding extra academic time to our school calendar by moving from a 4 day/week program to a 5 day/week program for the 1<sup>st</sup> semester and 2 weeks in January. This enabled us to add 19 Fridays of academic time. The 19 Fridays are being used to reinforce concepts taught throughout the week, extra time for credit recovery and it added extra one –one tutoring for students.
- Our schools had a well-attended summer school program geared to combat learning loss.
- Added a class for skill building in our schedules. A pathway class that directly incorporates with NWEA scores and lack of skills while building a personalized program for each student.
- Developed a partnership with local health agencies (Health Solutions) to provide counseling
- Created a SEL class (life Explorations) that corresponds with the 9<sup>th</sup> grade health class. SEL was also built into the weekly schedule for all schools. School Counselor also teaches SEL lessons bi-monthly as well as Re-1 partnering with the health department for instructing grades 4-11 with “Botvin Life Skills” for a period of 6 weeks.
- Our district has purchased different programs to support reading and math learning gaps using Pathways and 95% group