



### [Spanish Version](#)

#### **Elementary and Secondary School Emergency Relief Fund - American Rescue Plan (ESSER-ARP or ESSER III)**

ESSER III provides federal grant funds to local school districts to prevent, prepare for, and respond to the COVID-19 pandemic.

Community High School District 128 was allocated \$526,975. These funds may be used for costs dated back to March 13, 2020, and are available through September 30, 2024. In March 2023, we were allocated an additional \$377 for a total of \$527,352.

#### **March 2023 Update**

The ESSER III Plan was updated as a result of the original February 2022 plan costing less than anticipated. The intention is to take the savings from the HVAC upgrades and other items to increase math interventionists at both schools.

The table below specifies our updated plan to use the funds:

Description	Cost
Social Emotional Learning (SEL) Interventionists	\$67,034
Math Interventionist	\$111,436
After School & Evening Tutoring	\$1,195
Math Tutoring Services	\$3,800
HVAC Upgrades - Summer 2021	\$343,887
<b>Total</b>	<b>\$527,352</b>

#### **February 2022 Plan**

The table below specifies our plan to use the funds.

Description	Cost
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Social Emotional Learning (SEL) Interventionists	\$90,000
Math Interventionist	\$32,000
After School & Evening Tutoring	\$5,400
Math Tutoring Services	\$3,800
HVAC Upgrades - Summer 2021	\$395,775
<b>Total</b>	<b>\$526,975</b>

### **Social Emotional Learning (SEL) Interventionists**

The COVID-19 pandemic has increased our SEL needs for students. SEL Interventionists at each building will be specifically targeted at those needs. The interventionists will support individual, and groups of, students as directed by the LSTs. The outcomes of this will be students who are more resilient and nimble as they learn strategies to improve their attendance, decision making, and other behaviors in and out of class.

### **Math Interventionist**

There is a constant need for students to receive math tutoring and intervention. This need was intensified by the COVID-19 pandemic, themed in the areas of conceptual re-teaching and individual problem assistance. The Math Interventionist will develop interventions that math teachers could use for re-teaching purposes. The outcomes for this will be math teachers having resources that students can work on and get feedback on in re-learning math concepts. In addition, students can come to the interventionist with specific questions or problem areas.

### **After School & Evening Tutoring**

The district has experienced increased Ds and Fs due to the COVID-19 pandemic. The tutoring program will allow the student body access to academic support resources after school hours. Teachers and tutors will support math, science, and humanities if necessary. The outcomes of this will monitor documenting students participating and showing increased homework completion rates, and fewer Ds and Fs.

### **Math Tutoring Services**

There is a constant need for math tutoring and intervention at both schools. This need was intensified by the COVID-19 pandemic. The online tutoring platform for students is available all day, every day. The outcome of this is that students participating in the program will be able to access math assistance whenever needed.

### **HVAC Upgrades - Summer 2021**

During the COVID-19 pandemic, district facilities were identified as in need of better ventilation in specific areas. During Summer 2021, these HVAC improvements were completed. The outcome of this is improved ventilation in targeted areas.

# Exchange Summary

Mary Todoric, Community High School District 128  
April 26, 2022

After reviewing the proposed use of the ESSER III Funds allocated to D128, do you view this as effective use of the dollars in terms of helping students? If additional funds were made available in the future, how would you recommend using those funds to best support students in D128?



## PARTICIPATION

### Breakdown of Participation



**1,452**

Participants



**596**

Thoughts



**33,802**

Ratings

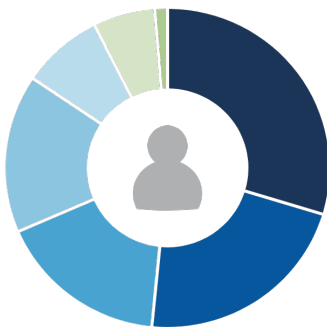



## PARTICIPATION

### Breakdown of Participation



What is your affiliation to District 128?



%		Answer
30%	(430)	■ Libertyville High School Parent/Guardian
22%	(317)	■ Vernon Hills High School Parent/Guardian
17%	(234)	■ Libertyville High School Students
16%	(221)	■ Vernon Hills High School Students
8%	(112)	■ Libertyville High School Staff Member
6%	(89)	■ Vernon Hills High School Staff Member
1%	(13)	■ District Office Staff Member



WORDCLOUD  
Top Rated





## THOUGHTS

### Key Thoughts



**I wish the money would be used to help us learn better in class instead of having tutors to fix what isn't taught.** students are already stressed and anxious. I want to learn the first time, not have to do more work outside of school with tutoring and retakes.

4.0 ★★★★★ (79 👤)

Ranked #1 of 596

**NO! Fix teaching & learning for ALL students. Use funds to get students back to where they should be & college ready. Especially class of 2024 & 25.** HVAC should not be paid for through this. All of the money should go to helping students catch up what they missed with remote and hybrid school.

3.9 ★★★★★ (80 👤)

Ranked #2 of 596

**We need to have more math help. Younger students especially are significantly behind due to their middle school experience during COVID.** The policies of retaking tests seems to impact math the most. We need to take a closer look at why students aren't learning it well the first time.

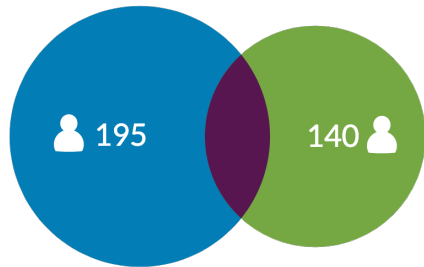
3.9 ★★★★★ (4 👤)

Ranked #3 of 596



## DIFFERENCES

Hvac Funds | Funds and Hvac [195 | 140]



### Side A

**Definitely not an effective use., d128 wasting the funds again. Always spending money on things we don't need or already have.** This is important because the district is always trying to save on even the smallest thing, but for some areas that are not as needed they don't care

★ 4.7 ★ 1.2

**NO! Fix teaching & learning for ALL students. Use funds to get students back to where they should be & college ready. Especially class of 2024 & 25. HVAC should not be paid for through this. All of the money should go**

### Side A/B Common (high)

**Tutors should be available during school hours.** Adding extra hours to a struggling student's day is counterproductive.

★ 4.0 ★ 3.6

**I like the idea of offering increased academic support to students.**

Students have fallen way behind where they should be after experiencing over a year of remote learning.

★ 3.9 ★ 3.5

### Side B

**It sounds fine HVAC is definitely necessary.**

★ 1.4 ★ 4.3

**Good use of funds HVAC was needing an upgrade, that money was used well**

★ 1.4 ★ 4.1



2/2/23

Zoom Meeting

3: 45 pm - 4: 15 pm

## 2023 ESSER III Community Consultation Committee Agenda

### Committee Members

Chairperson: Yesenia Sánchez

Libertyville HS Participants Present	Vernon Hills HS Participants Present
Admin- Ray Albin	Admin- Joe O'Brien
Admin- Tim Budge	Admin- Steve Korney
Teacher- Lisa Davis	Teacher- Steve Sabo
Teacher- Allison Wilkin	Teacher- Jared Gustafson
Student- Audrey Weadick	Student- Kailee Irvin
Student- Molly Neiry	Student- Maya Greenfield
Parent- Amy Frantz (frantzamy@hotmail.com)	Parent -Samantha Burmeister: <a href="mailto:sburm77@gmail.com">sburm77@gmail.com</a>
Parent- Rebecca Gaples (Gaples@msn.com)	Parent-Kathy Lindley: <a href="mailto:kathy.lindley@gmail.com">kathy.lindley@gmail.com</a>

\*Members highlighted are present

### Agenda

- Discussion and questions on D128 [MTSS Math Intervention Position](#)
- Further brainstorm of ideas for potential use of ESSER funding to deal with potential pandemic learning loss

### MINUTES:

3:46 - Start

- R.A. welcomed the group

3:47 - YeS provides context and purpose for the meeting

- Determining use of ESSR funding

3:48 - Introductions from the group

3:50 - R.A. introduces the proposal from the APs for Teaching & Learning from each campus.

- MTSS Math Intervention
- We have identified that additional math support is needed from students.
- Teachers support as much as they can. There is not enough time and human capital to attend to the needs of all the students that need additional math support.
- A math interventionist would administer a diagnostic to identify the specific skills that each student needs support in (targeted).
- The support provided with target the skills gap.
- This position can also support juniors in preparing for the SAT

3:57 - Questions and feedback from the group

- How will students be identified/qualify for this intervention?
  - Start at our earliest math levels.
  - Use scores from our STAR assessment.
  - Look at students currently receiving intervention.
  - Build as we go (throughout the math levels)
  - Use PSAT data to identify the Juniors
- Would it be an opt in program? How long will the intervention be delivered for? How will the math interventionist communicate progress to the teacher? Communication with parents? - A.W.
  - The school will communicate with families and encourage students to agree to participate.
  - Interventionist will communicate progress to the teacher.
- There are schools in the area that have had a position like this - can we reach out to them and learn from their program and approach? Can this interventionist push into classrooms? - S.S.
  - T.K. - has reached out to the principal at Warren about this specific topic.
  - T.B. - connected with Grayslake Central and the model they use.
    - T.B. - Shares the outcomes from the approach that was used last year.
- A. Frantz - the math needs are very wide spread, there are foundational gaps - are there are opportunities for this position to cast a wider net and provide support for students who need support but do not meet the criteria for receiving the or small group intervention. There are tools/programs out there that can help with this.
- A. Frantz - kids are struggling with executive functioning skills. Can we embed this throughout the day?
  - S.S. - describes the PAWS program and the structure that includes executive functioning.
- This is a good way of expanding some of the programming we already have in place.
- R.A. - We are working on becoming more diagnostic driven to better understand where students are at and provide supports in a systemic way.

4:14 - R.A. - Are there any additional thoughts?

- A.W. - Will there be more flexibility with the time that this is delivered? Can it be extended to before/after school hours.
  - That is something that we can explore.
- A.F. - Some of the companies that offer tutoring can provide on-demand services.

4:16 - R.A - Not hearing any objections.

4:17 - A.W. - Supports the proposal.

4:17 - R.A - We can take this back and adjust the delivery of the intervention (push-in).

4:18 - If any other ideas come to mind, please share it with us.