



WOODLAND  
Public Schools

## Interim update to the Academic and Student Well-being Recovery Plan (ESSER Plan)

**March 10, 2022**

The board will be asked to consider and approve updates to the Academic and Student Well-being Recovery Plan. As we continue to work with students, we identify specific needs and opportunities to support those needs.

We have categorized the updates into three categories:

- Addressing Learning Loss
- Social-Emotional & Behavioral Supports
- Environmental Improvements

Background:

On March 26, 2021, the school board adopted [Resolution 21-04— Academic and Student Well-being Recovery Plan](#). The plan outlined initial steps that we planned to take to support students who were returning to school after the significant disruption to their education that occurred as a direct result of the mandated response to the COVID-19 pandemic.

There were three different "pots" of ESSER funding.

#### ESSER I, March 2020

Congress set aside approximately \$13.2 billion of the Coronavirus Aid Relief and Economic Security Act (CARES) for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). These funds were apportioned to school districts based upon their Title-I formulas. Woodland Public Schools received an allocation of \$390,290. Funds must be claimed by September 30, 2022.

We have claimed these funds after spending the funds on remote learning technology (Chromebooks, Remote and Hybrid Learning Equipment (televisions, cameras, chrome boxes, etc.), and Personal Protective Equipment.

#### ESSER II, January 2021

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), was signed into law on December 27, 2020, and provided an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund). These funds were apportioned to school districts based upon their Title-I formulas. Woodland Public Schools received an allocation of \$1,336,020 which must be spent by 9/30/2023.

As of January 31, the district has spent \$290,065 and has plans to spend an additional \$451,000 of ESSER II funds this year on additional counseling, nursing, school psych, and technology staff; staff professional development, HOPE squad, Character Strong, and equipment needed to support the return of students to full-time schooling (additional tables, tent, room dividers, etc.).

#### ESSER III, March 2021

On Thursday, March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. It was an unprecedented \$1.9 trillion package of assistance measures, including \$122 billion for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. Funds were provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.

These funds were apportioned to school districts based upon their Title-I formulas. Woodland Public Schools received an allocation of \$3,109,534 which must be spent by 9/30/2024. No

less than 20% of ESSER III (\$678,180) must be spent on the recovery of academic learning loss.

As of January 31, the district has spent \$142,529 of ESSER III to pay for supports identified in the approved Academic and Student Well-Being Recovery Plan. Expenditures include summer school and additional tier II supports across the district.

## Addressing Learning Loss

### Early Learning

Over the past several years, we have collected data on Kindergarten readiness using the WA-Kids Gold assessment to assess incoming Kindergarten students. While some of the incoming five-year-olds are “ready” a majority are not. Through partnerships with Headstart, ECEAP, and the Community Coop preschool, we have expanded access to high-quality preschool opportunities for children in our community. The gap persists and has been significantly worsened over the course of the last two years as preschool-aged children have had fewer opportunities for rich experiences within our community and through preschool programs.

To address the persistent readiness gap, we will be exploring opportunities to further increase access to high-quality preschool:

**Transitional Kindergarten** — The state of Washington now allows school districts to provide preschool programs for 4 and 5-year-old children. The funding for the TK program is the same as funding for school-aged children. The limitation for Woodland and most districts is available space.

**Explore locally funded preschool programs** — Othello School District is in its third year of implementation of a locally funded program for 3-4-year-old children. They have seen significant jumps in kindergarten readiness, even after the first year of implementation. We will invest in studying their work and identifying opportunities to support early learning in Woodland.

**Establish an Early Learning Center** — Currently, Headstart and the Parent Co-op programs co-locate portables on our Columbia Elementary School campus. Additionally, we provide space in unused portable classrooms for ECEAP and the

Co-op programs. We also serve our Special Education Preschool students at Columbia. It is anticipated that the space used for these early learning programs will be needed in the coming years to serve Woodland’s growing K-4 population. We have the vision to establish an early learning center that would be co-located with Woodland High School or Columbia Elementary School. This would provide increased opportunities for a rich early learning program for Woodland’s 3 & 4-year-old children.

**Timeline:** Study and Planning March 2022- Spring 2023 with possible implementation in the fall of 2023. At this point in time we are seeking only approval for study and planning.

Study and Planning	\$50,000
Total Estimate:	\$50,000

## Mathematics Interventions

The area of greatest pandemic-related learning loss is in the area of mathematics. The learning gaps are evident in students across the grade levels and are significant in some of the foundational skills of computation, number sense, and reasoning.

### Extended Day Math Program

All three elementary schools are seeing a significant need for a math intervention program to address basic numbers and operations standards. These standards are critical to math achievement and students moving on in more rigorous math content. Teachers will refer specific students and they will be invited to attend a math intervention program after school. This program will be monitored for growth and include student goals and incentives to motivate learning. These students will also be invited to attend summer school and continue with the math program. Transportation will be provided. We are anticipating serving 45 students at each building with 11 certified and classified staff working Monday through Thursday, 6 hours per week for 9-12 weeks.

Curriculum Cost	\$13,000
Staffing and Transportation Costs	\$ 77,000

Total Estimate:	\$90,000
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**Math Club, IXL**

At the middle school level, we are addressing mathematics learning loss with an after-school math club. This serves the students with the most significant mathematics learning loss. There are gaps across the student population in the areas of mathematical fluency and computation. To broadly address these deficits, we will subscribe to [IXL math](#), or a similar tool, which can be used at school and at home, in partnership with families, for remediation, practice, and extension. In addition, we would like to offer incentives (similar to the incentives used at the public library in its summer reading program).

Math Club	\$25,000
IXL License	\$10,000
Total Estimate:	\$35,000

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**Improving HS Math Outcomes**

Woodland High School is not currently invested in external mid-year assessment instruments to measure academic progress. However, our math department is deeply involved with the Agile Minds curriculum, which provides a rich set of resources. We propose to enhance our ability to identify learning gaps in math as they emerge throughout the school year through the development of standardized assessments using existing Agile Minds materials as a backbone. These assessments will then be used at all levels in the department throughout the year to guide instruction.

In addition to the development of aligned assessments, WHS would like to offer extended-day math support for students who have a demonstrated performance lag. It is anticipated that one to two staff members will be offering before and/or after-school support for students beginning this spring.

**Estimated Timeline:** This assessment development work will occur in the summer and fall of 2022 and would reach full deployment in January of 2023.

Extended day math supports will begin this spring and continue through next year if the program proves effective.

Staff time	\$20,000
Materials	\$1000
Total Estimate:	\$21,000

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## Reading Interventions

### Additional WMS Reading Intervention Teacher for 2022-23

With the significant learning loss and drop in both reading and writing at WMS, it is our recommendation to add an additional reading teacher to support the volume of students needing support next year to accelerate and address deficiencies. Some of our reading classes are already too large for an ideal model and the addition of a teacher would help reduce class size in order to provide for smaller group instruction and allow continued implementation of the Barton Model for phonics.

This would cost the amount of 1 FTE teacher. This would also allow our instructional coach to support new teachers and the overall implementation of reading interventions.

Currently, WMS is offering 14 sections at WMS. This would add six more sections and expand opportunities for increased remediation. If these interventions prove effective, and if there is a need for the increased intervention beyond ESSER fund availability, we anticipate continued funding with Title I and levy funds.

1.0 Staff FTE (Salary and Benefits)	\$80,000-\$140,000
Total Estimate:	\$80,000-\$140,000

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### Adoption of Updated K-6 Reading Assessments

Currently, the district uses Acadience (formerly known as DIBELS Next) as a tool to monitor the progress of our early readers. The makers of Acadience/DIBELS Next had a “divorce” with the University of Oregon. U of O held the rights to the name and has continued to develop and refine the assessment. The latest iteration of DIBELS, “[DIBELS 8](#)” has the key advantage over Acadience of having a sister product, MClass Lectura, that measures Spanish reading acquisition. This can be an important formative tool for our dual-language classrooms.

This suite of assessments includes:

- English and Spanish Benchmark Assessments
- Progress Monitoring tools
- Detailed reporting reports
- Specific instructional next step suggestions (based on the Science of Reading)

These assessments will aid us in knowing students’ weaknesses in reading acquisition and help make data-driven decisions about potential reading interventions for students learning to read in English and in Spanish.

Annual Subscription @ \$15/student/year (English)	\$12,750
Annual Subscription @ \$20/student/year (Spanish)	\$ 8,000
25-30 iPads for administration across K-6 schools (one time)	\$10,500
Total Estimate:	\$31,250

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### Summer Barton Small Group Instruction for WMS

We believe it will be beneficial to provide staffing for summer 1:2 instruction in reading which would focus on students with the most significant reading deficits. We have identified 18 rising 6th-8th grade students. We anticipate identifying additional rising fifth-grade students who will also benefit from this extended learning opportunity.

Cert/Classified Staff Time (Approx 10 staff for 4 weeks)	\$39,000
Supplies	\$1,000

Total Estimate:	\$40,000
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## Tier III Special Education Supports

### K-12 Recovery Services

“Recovery Services” are additional services to address the lack of appropriate progress on IEP goals due to missed or limited services or for other reasons as a result of the pandemic. All districts in the state will need to have recovery services discussions during IEP team meetings with each individual IEP team.

In Woodland School District, we were able to continue serving our students with disabilities through out remote learning, including serving our students with the highest needs in person. Our need for Recovery Services throughout our district is drastically reduced because of the great work of our special education staff and our families. However, there will still be a need for some students to have Recovery Services based on a lack of progress in their IEP goals during the pandemic.

Recovery Services are individualized student by student and can include increased time during the school year in after-school programs and/or summer school programs. Because Recovery Services are based on individualized team conversations for each student with an IEP, we can only do our best to anticipate the needs.

We anticipate a staff need of 8 SpEd certified teachers and 10 paraprofessionals for summer school scheduled concurrently with regular summer school, one Resource Room, and one Diverse Support Program (DSP) teacher for each of our four larger schools. In addition to this time during the summer, we anticipate a need for approximately 250 Certificated additional time hours for our special education teachers and specialists over the course of the 2022-23 school year (approximately 15 hours for 17 teachers/specialists). We may need to purchase a prep period for each of our four DSP teachers to help with Recovery Services during the 2022-23 school year.



Summer Recovery Services (Certs)	\$31,000
Summer Recovery Services (Classified)	\$13,000
22-23 School Year Recovery Services (250 hours Certificated)	\$24,000
Prep Period for DSP Staff for 22-23 (per year)	\$55,000
Total Estimate:	\$123,000

**Expanded Special Education Preschool**

We currently have 16 children with disabilities in our special education preschool, and we will be assessing 5-7 more before the end of this school year, referred by Progress Center (Cowlitz County residents of Woodland) and ESD 112 (Clark County residents of Woodland). Our special education preschool also has 4 “typical peers” (students who do not have disabilities) as is best practice and the recommendation from ESD 112 and OSPI. We also have an increase of students on the autism spectrum with intensive behavioral needs and accommodations.

Overall, this is the highest number of students we have had in the special education preschool. The increase in the number of students needing special services is likely due to the impact of the pandemic where they were not able to receive the level of early intervention they needed. In the fall of 2021, ESD 112 and OSPI explained to special education directors that regionally and statewide, we are seeing an increase in students who are identified to be assessed for special education. While not all assessed students will have a disability that requires special education services, we should expect more than usual in the coming years.

We have one certified teacher and three paraprofessionals in our special education preschool. In collaboration with the teacher, we have modified the structure of the services so that the students are at school two days per week instead of three so that we can serve more groups of students. We are working with ESD 112’s Preschool Inclusion Coordinator, Cari Wood, to assess our program and give us insight into our capacity.

With the growth in the program, we anticipate that increased special education funding will fund a significant part of the cost of this program expansion. We have included it in this updated ESSER Plan so that increased marginal costs can be covered by these funds. Initial staffing will include one full-time certificated teacher and one paraprofessional in our special education preschool program.

1.0 FTE Cert Sal/Ben (less SpEd Funding - est at 8 additional students)	\$0-\$60,000
1 Paraprofessional Sal/Ben	\$40,000
Supplies	\$10,000
Total Estimate:	\$50,000-\$110,000

**Additional Support for English Language Learners**

**Increased Elementary ELL Staffing**

Between Columbia and North Fork Elementary, the Woodland School District has 112 ELL students in grades K-4. With 92 of those students being at Columbia. Progression in the acquisition of English Fluency by our English Language Learners was significantly impacted by the pandemic associated school schedule and modality shifts.

The board approved funding for 1.0 FTE certificated ELL support staffing for the 21-22 school year. The staff hired to serve in this role abandoned her contract early in the year, and it has remained unfilled.

Our proposal would be to hire an additional half-time (.5 FTE) certificated ELL teacher to serve the district’s K-4 students. 1.0 FTE will be assigned to Columbia Elementary. .5 FTE will be assigned to North Fork Elementary.

.50 FTE Cert Sal/Ben	\$46,000-\$76,000
Total Estimate:	\$46,000-\$76,000

**Extended Learning Opportunities at WHS**

At Woodland High School, the school will provide an extended learning opportunity for ELL students to support them in language acquisition and coursework. The support will be

provided by current WHS ELL staff and will include transportation to and from school. The target for implementation will be May 2022, with a plan to extend the program into the 22-23 school year if it proves impactful.

Estimated 1 Cert Staff - 90 hours/year	\$8,000
Transportation	\$6,000
Total Estimate:	\$14,000

### **Dual Language Program Enhancements**

The success of the dual language program is predicated on daily interactions between native speakers of English and native speakers of Spanish. The pandemic associated school schedule and modality shifts has had a significant impact on the progression of students in this program. We plan to deepen the understanding and facility with structured literacy instruction in dual-language classrooms. This work is still being designed but will include spending on consultation, curriculum, additional staff time for planning and training, as well as exploration of successful dual-language instruction programs.

Travel, Release Time, additional staff time	\$25,000
Curriculum, consultation, materials	\$15,000
Total Estimate:	\$40,000

## **Enhancements to Increase Opportunities and Attainment for High School Students**

### **Expanding Access to High-Level Coursework**

Broadening access to and participation in high-level academic courses creates options for students after high school, generates aspirations for students, and changes the academic environment of the entire institution. This is especially true for under-served student

populations. We propose to expand student access to AP courses through increased staff training at AP summer institutes and by launching an AP Capstone program.

**Estimated Timeline:** Staff will attend AP summer institutes during the summer of 2022. AP Seminar will be launched for the 2023-2024 school year. AP Research will be launched for the 2023-2024 school year.

Registration Fees and Travel	\$ 13,000
Materials	\$ 7,000
Total Estimate:	\$20,000

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### **Increase Instructor effectiveness through AVID Training**

Instructor effectiveness is a key determinant of student success. [AVID](#) is an internationally recognized effective program that has demonstrated consistent positive outcomes for students.

We wish to deeply explore the implementation of AVID in Woodland Public Schools. The initial plan is to train 6-8 staff through participation in AVID summer institutes. Although WHS is not currently an AVID site, we believe that the summer institute provides significant potential in the continued sharpening of instructional effectiveness.

**Estimated Timeline:** Participating staff would attend AVID summer institutes during the summer of 2022

Registration Fees and Travel	\$13,000
Materials	\$4,000
Total Estimate:	\$17,000

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### **Tightening Instructional Focus Across All Disciplines**

Summary

Identifying and quantifying learning loss requires clear, specific definitions of desired learning outcomes in each discipline. Strong scope and sequence documents exist for all departments at Woodland High but they have not been revisited since well before the pandemic. We propose to improve our ability to identify learning loss amongst our students by devoting staff time to the review and sharpening of departmental scope and sequence documents.

**Estimated Timeline:** This review work would begin in the spring of 2022 and continue in August and September of 2022.

Estimated Budget

Release Time for Staff	\$7,000
Materials	\$2,000
Total Estimate:	\$9,000

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**Estimated Total for Reducing Learning Loss      \$ 666,250 - \$816,250**

## Social-Emotional & Behavioral Supports

### Additional Staff Training and Support of PBIS

A key principle of Positive Behavioral Intervention and Supports (PBIS) is to focus on building prosocial skills, not just simply attempting to eliminate challenging or problematic behaviors. We have seen evidence the pandemic has impacted students' social skills resulting in increased behaviors that detract from learning.

Our plan is to reestablish and strengthen systems to support social-emotional-behavioral development by sending teams to the upcoming PBIS conference on April 11th-14th.

Registration and Travel	\$14,000
Total Estimate:	\$ 14,000

### Additional Behavioral Support Staff

The prolonged impact of the school schedule and modality changes, coupled with the behavioral and mental health impacts related to familial and societal disruptions over the last two years have manifested in a substantial increase in student misconduct. The cost of this has been a substantial drag on administrative time as they deal with mostly low-level discipline. We have already seen a decrease in student misconduct, but it continues at high levels. An effective discipline support model used in many schools is to assign staff to serve in the role of "Dean of Students". This part-time to full-time role deals with much of the low-level discipline and thus allows our highly skilled principals more time to focus on effectively supporting student learning. We are still refining a plan but propose enhancing staffing up to 4 FTE district-wide to support improving student behavior.

Additional Staffing	\$250,000- \$480,000
Total Estimate:	\$250,000- \$480,000

**Estimated Total for Reducing Learning Loss      \$ 264,000 - \$494,000**

# Environmental Improvements

## Improvements to IAQ in Woodland Schools

### ESSER HVAC project scope

COVID-19 and other airborne pathogens are going to be with us for the foreseeable future. One of the most effective mitigation strategies for schools is to effectively manage Indoor Air Quality through increased flow, enhanced filtration, and elimination of pathogens. Numerous district HVAC and HVAC support projects are included in this ESSER funding request and discussed in the following narrative.

Key areas of improvement include

- Improved safety via leak detection equipment
- Improved reliability by replacing unsupported and old equipment
- Improved filtering by expanding filter racks
- Improved outside air (OA) influence
- Improved student attendance by reducing virus and bacteria loading

### HVAC improvements and replacements WMS

Replaces unsupported and outdated HVAC equipment at the Woodland Middle School. Replaces filter racks, improves OA influence, adds additional filtering capacity.

- **Furnace replacement \$496,115**
  - Each classroom has a dedicated gas-fired furnace.
  - These furnaces have reached the end of useful life and replacement components are no longer available
  - This portion of the project replaces 53 gas-fired furnaces
  - Improved functionality fan control, fan units will have a frequency driven fan to adjust and ramp for filter loading.
- **Improved Filter and OA influence** (included in \$496,115 above)
  - Filter racks will be modified to allow for deeper pleat filter media allowing a reduction in pressure drop across the media allowing for tighter filtering.
- **Replace AHU (air handling units) \$189,466**

- Replaces obsolete, non-supported, and environmentally unfriendly refrigerants with blended friendly ozone refrigerants

### **HVAC Control system upgrade – \$58,330**

This project covers all the needed hardware software and labor to upgrade the existing HVAC Tridium Ax system to N4. The existing control systems will not be supported and hardware is not available should a system fail. This project upgrades the existing WEB-600 to WEB-8000

- Provides enhanced security options
- Eliminates Java dependencies on the web browser (with a new interface no JAVA)
- Updates hardware and software that will be available for many years to come.
- Replace existing Jace-600 with new WEB-8000
- Migrate Ax database to the latest version of N4 software.
- Set all users up for HTML5 interface (new JAVA replacement)
- Install on owner furnished machine or virtual server

### **REME Halo LED DHP all Schools \$86,750**

This Reme Halo LED system is both mercury-free and zero ozone compliant. This system proactively treats every cubic inch of space, reducing airborne, surface contaminants and pollutants through bi-polar ionization and revolutionary, REME-LED technology.

- VOC reduction of over 85%
- Reduction of viruses and bacteria on surfaces by 99%
- Odor reduction of 85%
- Airborne mold and bacteria reduction of 97%

### **Yale School – complete HVAC replacement \$425,000**

The Yale school currently utilizes a 1960's technology diesel oil heating system with a buried 6000-gallon fuel oil tank. This portion of the project will decommission the fuel oil system. Provide for a clean air OA intake and replace the entire heating system with an environmentally sound VRF split system

- Decommissions buried fuel oil tank
- Improves OA quality and volume
- Provides building with AC
- Enhances environmental compliance



### **Explosive gas detection and isolation \$35,000**

This installation provides a safety enhancement to WMS that will automatically isolate natural gas and activate building fire systems in the event of a natural gas leak.

- Ties into Seismic isolation valve
- Isolates all gas lines
- Activates building fire systems

### **North Fork Building air conditioning \$875,000 (preliminary budget)**

NFES school does not have AC in any of the classrooms. During the warmer months, the rooms become unbearable for effective learning. This project will install multiple VRF (variable refrigerant flow) systems and condensing units providing highly efficient conditioned air to all classrooms.

- VRF logical choice due to non-invasive installation
- Operates independently of currently installed systems
- VRF is highly efficient and has a low cost of ownership
- Provides comfortable learning environment for students and staff
- Provides heating and cooling options
- Precision controls and no need for ducting or water lines

### **Estimated Total for Environmental Improvements:**

HVAC and IAQ Improvements Across District	\$1,291,000
Add Air Conditioning at NFES	\$875,000
Total Estimate:	\$2,391,000

Total Interim Plan <sup>1</sup> Estimate :	\$3,321,250 - \$3,701,250
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<sup>1</sup> These totals include addition of Air Conditioning and some “high” estimates. Final totals will likely be lower than the estimates depending on scope adjustments and final decisions.

