



Western Gateway Elementary ARP-ESSER III Plan

Part 1: Strategies for Prevention and Mitigation of Covid

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Western Gateway Elementary is proud to have remained open throughout the 2021-2022 school year. As a new school in a brand new building, we have not faced needs for building updates (such as HVAC, carpeting, and furniture) to prevent and mitigate Covid. For possible virtual learning, students already have 1:1 technology and through surveys, parents have not indicated a need for additional connectivity. As such, Western Gateway will reserve all funds for Part 2: Strategies for Addressing Learning Loss.

Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

ESSER III Project	Strategy for Addressing Learning Loss
Social-Emotional Learning Curriculum	With pandemic social distancing and virtual learning, students have suffered the greatest loss of learning in social-emotional skills. To address that loss, WGES will purchase a specific SEL curriculum for teachers to explicitly teach and reinforce these skills.
Guidance Counselor	In addition to addressing SEL learning in the classroom, WGES will hire a guidance counselor to support students' mental health as they continue to deal with pandemic stressors.
Bilingual Reading Specialist	Another major area of identified learning loss is in reading. WGES will hire a bilingual reading specialist to support Tier 2 and 3 students in English and Spanish literacy through targeted, small-group instruction.



Part 3: Other ARP ESSER III Expenditures

How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act.

All available funding has been allocated in Part 2: Strategies for Addressing Learning Loss.

Part 4: Ensuring Most Vulnerable Populations Unique Needs are Addressed

How the LEA will ensure that the interventions it implements, including but not limited to those implemented under sections 2001(e)(1), will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

	Academic Needs	Social-Emotional Needs	Mental Health Needs
Students of Low Socioeconomics	The Bilingual Reading Specialist will provide additional in-school reinforcement of literacy and can direct students and families to free resources to extend reading instruction at home.	The Social-Emotional Learning Curriculum will allow Tier 1 access to important topics in social-emotional learning for all students.	Having a Guidance Counselor onsite will allow all students to access this important tier of support, regardless of family income.
Students of Color	The Bilingual Reading Specialist will increase engagement and achievement in reading through individualized support and highly engaging, diverse texts.	In order to increase student engagement with the curriculum (and thereby increase learning), the Social-Emotional Learning Curriculum will be diverse and multicultural, a reflection of our student population.	The Guidance Counselor will also act as a family liaison, helping ensure that all families have equal opportunities to be involved and feel valued in their child's education.



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English Learners	The Bilingual Reading Specialist will support students' budding literacy in both their home language (Spanish) and English, maximizing their potential for growth.	The Social-Emotional Learning Curriculum will be bilingual, in accordance with our school's dual language model, thereby providing greater access to EL students.	The Guidance Counselor will be bilingual, thereby able to support our Spanish-speaking students and families in their native language.
Students with Disabilities	The Bilingual Reading Specialist will provide an additional tier of support to students with disabilities, working in conjunction with the Special Education team to provide high-quality Tier 3 reading instruction using research based intervention curriculum and resources.	The Social-Emotional Learning Curriculum will contain various options for differentiation so that all students can benefit from it, regardless of ability.	The Guidance Counselor will work in conjunction with the Special Education team and parents in order to ensure that the mental health needs of our students with disabilities are met.