FCSD#38 DISTRICT ASSESSMENT SYSTEM (DAS)

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ASSESSMENT SYSTEM OVERVIEW

Fremont County School District #38 has recently restructured its **District Assessment System (DAS)** to incorporate a **Multi-Tiered System of Support (MTSS): Response to Intervention (RTI)** approach which focuses on Academics (Reading & Math), the revitalization of the Hinono'eitiit (Arapaho Language), and Social-Emotional Learning (SEL) support as seen in our Mission and Vision Statement.

The District has begun the process of incorporating the **Wyoming Performance Level Descriptors (PLDs)** and the **Wyoming Content and Performance Standards** in **all content areas** to measure student proficiency *(Chapter 6, Sec. 5 (j)) (Chapter 31, Sec. 5 (b))*. All teachers in the District have access to up-to-date, evidence-based, standards-aligned resources in all content areas. **Professional Learning Community (PLC)** groups will be incorporating these aligned resources in the development of **Common Formative Assessments (CFAs)**. Currently, PLC groups throughout the District are in various stages in this development process.

Our District uses four different kinds of assessments administered to acquire *Formative* (evaluate student understanding to provide targeted feedback and instruction), *Interim* (periodic assessments), and *Summative* (standardized statewide assessments) results. These four assessments include Universal Screeners, Benchmark Assessments, Progress Monitoring Tools, and Diagnostic Assessments. All District assessments have all been aligned to our Educational Programs and MTTS Intervention Plan to ensure monitoring of content and cognitive complexity across all content areas.

FCSD#38 plans to use the Educational Programs & MTSS Intervention Plan and the District Assessment System (DAS) as the two primary MTSS RTI Resources in providing teachers with the background information needed to effectively move students through the Response to Intervention Tiers System in all three identified areas - Academics, Language Revitalization, and Social-Emotional Learning.

District Annual Assessment Schedule & Data Reports. The District follows an Annual Assessment Schedule, and the results from all District Level Assessments are kept up-to-date and shared with instructional staff in a District Assessments Folder.

DISTRICT READING/LANGUAGE ARTS ASSESSMENTS

Assessment Name	Universal Screener, Progress Monitoring Tools, & Diagnostic Tools	Grade Level	Reading Skills Assessed							
			Phonological Awareness	Phonics (Decoding)	Fluency	Vocabulary	Reading Comprehension	Rapid Automatic Naming (RAN)	Orthography, Spelling (Encoding), Grammar	Morphology
BSRA-3	Kindergarten Readiness Screener	PreK-K	Bracken School Readiness Assessment includes five subtests to assess basic concepts related to school readiness. Subtests include: Colors, Letters, Numbers/Counting, Size/Comparison, and Shapes; National norms are provided							
K-3 Dyslexia Benchmark Screeners (mCLASS DIBELS): **Kindergarten:** Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), mCLASS Vocabulary, mCLASS Spelling (midyear & end year), mCLASS Oral Language, and mCLASS Rapid Automized Naming (RAN); **Grade 1**: Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), mCLASS Oral Language, mCLASS Vocabulary, mCLASS Spelling, and Rapid Automized Naming (RAN); **Grade 2:** Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), mCLASS Oral Language, mCLASS Vocabulary, mCLASS Spelling, and Rapid Automized Naming (RAN); **Grade 3**: Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), mCLASS Vocabulary, mCLASS Spelling, and Rapid Automized Naming (RAN)								

mCLASS DIBELS 8th, Ed.	Benchmark (Always on Grade Level) & Progress Monitoring (Off-Grade Level when appropriate)	K-6	X Subtests: K-1 PSF	X Subtests: K-3 NWF K-3 WRF	X Subtests: K-1 LNF K-1 PSF K-3 NWF K-3 WRF 1-6 ORF	X Subtest: K-3 mCLASS Vocabulary	X Subtests: 2-6 Maze			
mCLASS Dyslexia Screeners: Vocabulary, Spelling, RAN, & Oral Language	Universal Screener Benchmark	K-3	X Subtests: K-1 PSF	X Subtests: K LNF 1-3 NWF 1-3 WRF	X Subtests: K LNF K-3 PSF K-3 RAN 1-3 NWF 1-3 WRF	X Subtest: K-3 mCLASS Vocabulary		X Subtest: K-3 mCLASS RAN	X Subtest: K-3 mCLASS Spelling	
aReading	Benchmark & Progress Monitoring	6-12					X		X	X
WyTOPP	Benchmark	K-12					X			
DSPT-R	Diagnostic	K-12		X					X	
GDRT-2	Diagnostic	K-8		X			X			
GORT-5	Diagnostic	K-12			X		X			
TOSWRF-2	Diagnostic	K-12		X	X	X	X			
TORC-4	Diagnostic	1-12				X	X		X	
WORD ID	Diagnostic	6-12		X						
WIST	Diagnostic	1-12		X					X	
ACT (Reading)	Universal Screener	11-12					X			

Assessment Name	Universal Screener, Progress Monitoring Tools, & Diagnostic Tools	Grade Level	**Writing Skills Assessed**		
			DEVELOPMENT OF IDEAS (Depth & Complexity, Approaches to Thinking & Writing, and Details & Examples)	**ORGANIZATION** (Text Structure, Coherence, and Focus)	**LANGUAGE CONVENTIONS** (Sentence Structure & Sentence Variety, Word Choice, Voice & Tone, Grammar, Usage, and Mechanics)
WyTOPP	Benchmark	3, 5, 7, and 9	X	X	X
ACT (Writing)	Universal Screener	11-12	X	X	X

Assessment Name	Universal Screener, Progress Monitoring Tools, & Diagnostic Tools	Grade Level	**Oral Language/Language Skill Areas Assessed**						
			Expressive Language Skills: **Speaking**	Receptive Language Skills: **Listening & Viewing**	**Specific Oral Language Skills**				
					Phonemic Awareness	**Syntax**	**Morphological Skills**	**Pragmatics**	**Semantics/Vocabulary**

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Assessment Name	Type	Grade Level						
mCLASS Oral Language	Benchmark	K-2		X	X			X
aReading	Benchmark	6-12				X		
ACT (English)	Universal Screener	11-12		X	X	X	X	
GORT-5	Diagnostic	K-12	X	X				

Additional English Language Arts Resources:

- Wyoming ELA Content & Performance Standards & Wyoming Blue Print Standards
- Wyoming MTSS
- WDE Standards Based Learning

Math Standards Map											
Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Geometry	Algebra II

Counting & Cardinality			
Number & Operations: Base 10	Ratios & Proportional Relationships		
	Number & Operations: Fractions	The Number System	Number & Quanity
Operations & Algebraic Thinking	Expressions & Equations	Algebra	
Geometry			
Measurement & Data	Statistics & Probability		

DISTRICT MATH ASSESSMENTS

Assessment Name	Universal Screener, Progress Monitoring Tools, & Diagnostic Tools	Grade Level	Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations: Base 10 & Fractions	Measurement & Data	Geometry	Ratios & Proportional Relationships	The Number System	Expressions & Equations	Statistics & Probability
BSRA-3	Kindergarten Readiness Screener	PreK-K	Bracken School Readiness Assessment (BSRA-3) includes five subtests to assess basic concepts related to school readiness. Subtests include: Colors, Letters, Numbers/Counting, Size/Comparison, and Shapes; National norms are provided								
earlyMath	Universal Screener & Progress Monitoring	PreK-1	X		X				X		
WyTOPP (Interim & Summative)	Universal Screener Benchmark	3-12		X	X	X	X	X	X	X	X
aMath	Universal Screener Benchmark	K-12	X	X	X	X	X		X		
CBMmath Automaticity	Universal Screener & Progress Monitoring	1-12	X						X		

Assessment	Type	Grade Level									
CBMmath Process	Progress Monitoring	2-6	X	X	X				X		
CBMmath Concepts & Applications	Progress Monitoring	K-8	X	X	X	X	X				
MFaCTs Elementary	Diagnostic	K-5	X						X		
MFaCTs Secondary	Diagnostic	K-6	X						X		
TEMA3	Diagnostic	K-2+	X	X	X				X		
CMAT-2	Diagnostic	K-12	X	X	X	X	X		X		
ACT (Math)	Universal Screener	10-12		X				X	X	X	X	X

Additional Math Resources:

- [Wyoming Mathematics Content & Performance Standards](#) & [Wyoming Blue Print Standards](#)
- [WDE Standards Based Learning](#)
- [Wyoming MTSS](#)

DISTRICT HINONO'EITIIT & EL (English Language Learners) Assessments

Assessment Name	Universal Screener, Benchmark, Progress Monitoring Tools, & Diagnostic Tools	Grade Level	Hinono'eitiit Areas Assessed		
			Staff Language Development Tier I, II, III & IV	Student Language Development (Level 1, Level 2, Level 3, Level 4, Level 5 & Level 6)	Hinono'eitiit Conversational Fluency
Kindergarten KW-APT WIDA	Targeted Screener	Kindergarten		X	
WIDA Screener	Targeted Screener	1-12		X	
WIDA ACCESS	Targeted Screener	K-12		X	
Hinono'eitiit Teacher Survey (Stage 1 - Basic Usage in Classroom)	Universal Screeners	N/A	X	X	
Canvas Lesson/ Unit Assessments (Teachers/Staff)	Progress Monitoring	K-12	X		
Classroom Assessments CFAs (Students)	Progress Monitoring	K-12		X	
Hinono'eitiit Fluency Level Assessment (approved by Language & Culture Commission)	Universal Screener - Summative	K- Adulthood			X

Additional Hinono'eitiit Resources:
- [Wyoming Foreign Language Content & Performance Standards](), [English Language Proficiency (ELP) Standards and Assessment](), [WIDA ELD Standards]()
- Hinono'eitiit Curriculum Maps, Standards, and CFAs
- Wind River CS RPP
- Native Language Immersion Initiative
- [MT Indian Education Classroom Resources]()
- [MT Language Initiatives and Preservation (Immersion)]()
- [WDE Standards Based Learning]()
- [Wyoming MTSS]()

DISTRICT SOCIAL EMOTIONAL LEARNING (SEL) ASSESSMENTS

Assessment Name	Universal Screener, Benchmark, Progress Monitoring Tools, & Diagnostic Tools	Grade Level	Social-Emotional Learning Areas Assessed		
			Social Behavior (Understand social norms, empathize and understand the perspectives of others)	**Academic Behavior & Executive Functioning Skills** (Skills necessary for the student to be prepared and participate in academics)	**Emotional Behavior & Executive Functioning Skills** (Ability to regulate internal states, adapt to change and respond to stressful/challenging events)
SAEBRS (Teacher Reported)	Universal Screener/ Benchmark	K-12	X	X	X
mySAEBRS (Student Self-Assessment)	Universal Screener/ Benchmark	2-12	X	X	X
Direct Behavior Rating (DBR) (Teacher Admin)	Progress Monitoring Tool	K-12	X	X	X
NDPC Resilience Surveys (Student Self-Assessment)	Universal Screener	3-5 & 6-12	X	X	X
Attendance (WyEd-fi)	Universal Screener/ Progress Monitoring Tool	PreK-12		X	X
Disciplinary Referrals (WyEd-fi)	Universal Screener/ Progress Monitoring Tool	K-12	X		X
MetaCOG-R (SMARTs)	Diagnostic			X	X

Additional PBIS/Social Emotional Resources:
- [Wyoming Health & Safety]()
- [Wyoming MTSS]()

- [WDE Standards Based Learning](#)
- [PBIS World](#)

ADDITIONAL COMMON ASSESSMENTS

Fremont County School District #38 also uses **additional forms of assessments (data)** in PLCs to collect information and inform instruction on student performance in all the Content Areas. These assessments are as follows:

- **Report Cards** – provide teacher rating of student progress toward learning standards and an indicator of behavior.
- **Informal Assessments** – provide information that can have a diagnostic value. These assessments can be teacher-made or commercially produced (i.e., Ticket Out the Door).
- **Teacher/Parent/Student Rating Scales** – assist in measuring areas that are not easy to assess through tests, such as attitude, behavior, interests, etc.
- **Classroom Work Samples** – are actual examples of students' work, such as writing assignments, projects, homework, etc., which can provide insight.
- **Curriculum-Based Measurement (CBM)** – is a standardized procedure for teachers to track and record student progress in a specific area, using brief and straightforward tests.
- **Common Formative Assessments (CFAs)** - are team-designed, intentional measures used to monitor student attainment of essential learning targets throughout the instructional process.
- **Classroom Observation** – provides valuable information on how the student responds to instruction and the effectiveness of the "match" between the curriculum/instruction and student learning.
- **Disciplinary Referrals** – are another necessary means of determining the extent to which classroom learning is being affected by disciplinary conduct.
- **Attendance Data** – is an essential component of a comprehensive assessment. Data on both excused and unexcused absences and tardies are critical.
- **Functional Behavioral Assessments** – observations, team, and student self-assessment analysis of student behavior.

ADDITIONAL ASSESSMENT INFORMATION (Q & A)

Common Assessments. *Which, if any, school or cross-district grade level or content area teams develop and use common assessments?*

Currently, the district does not use cross-grade or content area testing. The district is encouraging cross-content unit development but has not established any common assessments at this time.

Assessment Development Process. *What steps are followed in the uniform development of classroom and school-level assessments?*

The grade-level PLC teams write, develop, or evaluate a standard-specific common formative assessment to ensure that the assessment is assessing the standard and/or skill being targeted in Tier I Instruction. Teams agree to use the same grade-level assessment and analyze the data during PLC times - including the effectiveness of the assessment.

Assessment Technical Quality. *How are assessments reviewed for validity, reliability, and fairness?*

The validity of district-level assessments is determined through a selection process that looks at the effectiveness, validity, and reliability of research done on each assessment, ensuring there are a variety

of different types to enact each RTI Tier and alignment to specific skills ensuring teachers can effectively progress monitor. At the school level, PLC teams review the results using specific program effectiveness questioning protocols of both programs supplied and teacher-created assessments for classroom assessments (i.e., Solution Tree PLCs - Defour Four).

Assessment Examples. *Please provide a link to an electronic copy of a high-quality, local teacher-developed assessment for each content area that includes the standards being assessed.*

District Links:
- [District Curriculum, Standards & CFAs Folder](#)
  - [District CFAs](#)

Classroom Formative Assessment (CFAs). *What practices related to classroom formative assessment and feedback are encouraged by leadership? What training does the instructional staff receive related to these formative instructional practices?*

Teachers are encouraged to align CFAs to Wyoming's Content-Specific, Performance-Level Standards and PLDs. These should be used to select questions that will determine each student's understanding and any learning gaps, thus giving teachers the data needed to select specific interventions and enrichments, if needed. Many of our teachers have attended the Wyoming Assessment Literacy Training. In the last two years, the district has provided training in the construction of units that includes guidelines on assessing the standards taught in the unit. Instructional Facilitators also work with PLC teams to guide, write and evaluate the quality of the assessments created by teachers.

STUDENT PERFORMANCE (Q & A)

Proficiency. *How is proficient performance determined?*

Proficiency is determined throughout the District by a student scoring proficient on Universal Screeners, demonstrating repeated proficiency scores on a Progress Monitoring Tool, or showing proficiency on Diagnostic Assessments. In Content Areas that are not explicitly outlined in the District Assessment System (DAS), Common Formative Assessments (CFAs) aligned to the standards and Report Card Grades are used to show proficiency.

Multiple Opportunities. *Are students provided multiple opportunities to demonstrate proficiency? If so, what does that look like?*

AMS: Students are given multiple opportunities to demonstrate proficiency during an instruction unit. Daily assessments and exit tickets allow the students to show their knowledge and skills. Formative and Summative Assessments are given to students to show their collective knowledge of the given unit. Different assessments are given, such as paper assignments, computer work, verbal responses, group work, peer coaching, and exams.

Interventions. *What processes or supports are in place to support students that have not demonstrated proficiency? Are students required or invited to participate?*

The District has been developing the systems to implement a robust [MTSS RTI System](#) for all students K-12. Students who demonstrate a need through Universal Screeners outlined in this document will follow the Response to Intervention Process outlined in the [Education Programs & MTSS Intervention Plan](#).

Extensions. What processes or supports are in place to extend the learning for already proficient students?

As outlined in the Education Programs & MTSS Intervention Plan, students who demonstrate proficiency on the District's Universal Screeners in Reading, Math, and Social-Emotional learning will continue to receive Tier I Instruction.

Elementary K-5 Students who demonstrate the Above Proficiency or Advanced Universal Screener scores have the opportunity to participate in the Gifted & Talented Program. The District is in the process of defining the qualifications for this program.

At AMS, students currently have multiple extension and enrichment opportunities during the school day. Through the use of computer programs (ALEKS, No Red Ink, I-Ready, Lexia, and Canvas) and extension classes (ELA/Math Enrichment), students are provided the ability to extend and build on their content knowledge of each subject offered at AMS.

Our High School students will continue to have such course options for advancement as Advanced Placement (AP) courses or continued CTE course pathways as they demonstrate proficiency and/or drive in selected areas of learning.

The goal for the 2022-2023 school year is to continue this work by having a clearly defined **K-8 Gifted & Talented Program** embedded in our MTSS RTI System and creating Master Schedules that will be utilizing the new **Wyoming State Hathaway Initiative** allowing middle school students to take High School Courses.

GRADING AND REPORTING

ARAPAHOE ELEMENTARY SCHOOL (K-5) GRADING SYSTEM: Arapahoe Elementary School has started identifying Priority Standards from the Wyoming State Content and Performance Standards. Report cards will be modified to reflect the Standards-Based Grading System upon completing this process. The current grading scales are as follows:

Kindergarten through 3rd Grade
> BB - Below Basic
> B - Basic
> P - Proficient
> A - Advanced

4th and 5th Grade
> A= 90% - 100% work demonstrates student mastery of standard (consistent and independent)
> B= 80% - 89% work demonstrates student is meeting standards
> C= 70% - 79% work demonstrates student is approaching proficiency of standards and skills
> D= 60% - 69% work demonstrates student is struggling with standards

F= 59% and Below work demonstrates a lack of understanding with standards or no evidence submitted

ARAPAHOE MIDDLE SCHOOL GRADING SYSTEM: *The following Standards-Based Grading System* is used to record academic progress. The grades and their meaning are:

A – work demonstrates student mastery of standard (consistent and independent)
B – work demonstrates student is meeting standards
C - work demonstrates student is approaching proficiency of standards and skills
D – work demonstrates student is struggling with content standards
F – Demonstrates student is unwilling to complete work required to meet standards

GRADING, PROGRESS REPORTING, AND HONOR ROLL POLICY. Each grading period is approximately nine weeks in length. Parents who have Internet access may have daily access to their student's grades and attendance through the school's Power School program. Parents must request a password from the office after presenting a picture ID. Grade cards will be issued following the close of each quarter. Incompletes must be removed within two weeks after the distribution of grades, or the incomplete becomes an F. No incomplete grades will be given during the 4th quarter.

Recognition for Outstanding performance in all classes will be in the form of the Superintendent's Honor Roll with a 4.0 or straight "As," the Principal's Honor Roll by obtaining a 3.5 to 3.9-grade point average, and the Honor Roll by obtaining a 3.0 to 3.4-grade point average - A-4, B–3, C–2, D–1, and F–0.

ARAPAHO CHARTER HIGH SCHOOL GRADING SYSTEM: As a part of the ACHS educational setting, students are expected to focus on four core academic areas: English, math, science, and social studies. Passing each class in the preceding academic areas is based upon evidence that includes: project-based activities, grades, participation, demonstration of mastery of district/state standards, WY-TOPP, MAP, and other local tests results.

ACHS Grading Scale	Class Designations
A = 90-100	Freshman – 0-5 credits
B = 80-89	Sophomore – 6-10 credits and has at least one credit from each core class
C = 70-79	Junior – 11-15 credits and has at least two credits from each core class
D = 60-69	Senior – 16+ credits and has at least three credits from each core class

Honor Roll**.** Principal's Honor Roll: Recognizes students who earn a Grade Point Average of 4.0 per semester 1 and 2. "A" Honor Roll: Recognizes students who earn a Grade Point Average between 3.5 and 3.9 per semester 1 and 2. "B" Honor Roll: Recognizes students who earn a Grade Point Average between 3.0 and 3.49 per semester 1 and 2. Note: Students must be enrolled in at least three (3) classes and must not receive a "D" or "F."

DISTRICT DATA COLLECTION (Q & A)

Q: District Data Collection. How does the District collect and use data related to student performance on the Wyoming Content and Performance Standards?

A: The District uses a digital assessment system within our Learning Management System (LMS), Canvas, called MasteryConnect, to collect data specifically to track each Content Area's performance with the Wyoming Content and Performance Standards. This K-12 system is designed to track and identify mastery of key

standards using curriculum maps and CFAs to help determine where students are in their learning.

HIGH SCHOOL GRADUATION

Course Requirements. No student shall be awarded a diploma from Fremont County School District No. 38 high school unless the student has successfully completed the following components, as evidenced by passing grades or by the successful performance on competency-based equivalency examinations and in accordance with [Chapter 31 Wyoming Graduation Requirements](#):
- four (4) school years of English;
- three (3) school years of mathematics;
- three (3) school years of science;
- three (3) school years of social studies, including history, American government, and economic systems and institutions;
- four (4) school years of uniform content and performance standards which must include PE/Health, Fine and Performing Arts, Career and Vocational, Foreign Language;
- three (3) school years of additional electives of student choice; Students are required to earn a minimum of twenty (20) credits.

Graduation Policy. *In addition, to that, the School District, in consultation with the State Board of Education, shall establish requirements for students to earn a high school diploma as evidenced by course completion and as measured by the district's assessment system prescribed by rule and regulation of the State Board and required under W.S. 21-3- 110(a)(xxiv).*

The District may also make such other arrangements for special education students as are not inconsistent with the law and which are in accordance with the District's rules and regulations governing programs for disabled children, including making provisions to recognize those students who have met the requirements of their individualized educational plan but cannot receive a diploma reflecting completion of the state-mandated graduation requirements.

Arrangements may be made with the school principal to enroll in college credit courses, when available, and receive credit towards graduation requirements.

Students who, for some reason, need a course(s) to graduate which is not available to them at the high school will be permitted to enroll in correspondence courses approved by the principal.   The student will be expected to pay all costs of the correspondence course unless provision is made by other Board policy or administrative regulation for the school district to pay some or all of the cost of such correspondence courses.
Adoption Date: August 17, 2015

EVALUATION PROCESS

Overview. School evaluation concentrates on key processes such as the Instructional Core (Teaching, Instruction, and Student Achievement), District and School Leadership, School Culture and Environment, and Human Resources Management. It does so in association with an analysis of student outcomes, both the achievement/progress of students and the equity of student results, and staff and community surveys. The results are collected in the District Assessment Folder and analyzed by the District Leadership Team at their annual DLT Summer Retreat. Finally, the District also considers inputs such as the school staff's infrastructure, funding, and characteristics when annually reviewing the District Report Card and feedback from the community.

School Leadership & School Environment. FCSD#38 conducts a School Climate Survey at the beginning of every school year. The survey fleshes out the overall community feeling regarding students, parents, environment, teachers, and building-level administration. This information is shared with the community at large. It is used as one of the data sources to evaluate the previous year's effectiveness and inform the direction and steps for the upcoming year. Another assessment that our District uses to examine the educational climate is the Annual Collective Efficacy Survey. This survey looks at how our Instructional Staff (Teachers & Paraprofessionals) view student learning. The data collected in this survey also reflects our school's culture and environment.

Management of Human Resources. Finally, FCSD#38 recognizes the importance of hiring and retaining quality staff. Therefore, in 2019-2020 a small group of staff researched and created a District-Wide Teacher Mentoring Program. This program incorporates all the latest research in retaining quality staff and follows a monthly protocol to successfully onboard new staff. The documents are all considered working documents that are constantly tailored to meet our individual communities' needs. At the end of every year, we send out a Mentor Program Reflection Survey soliciting feedback on ways to improve the program for the upcoming year. We use the feedback to make improvements to the program over the summer. Therefore, with a now-established Mentoring Program, our district has shifted its focus on improving our current protocols and procedures for attracting and hiring quality staff.

In addition to creating the Mentoring Program to support staff retention, the District has done the following to improve recruitment and staff development. In recruitment, we have started attending job fairs (New Staff Recruitment Schedule), increased our salaries and bonus structure (FCSD38 Salaries), and became certified to enact the PTSB Emergency Substitute Certification Program. Finally, we have also done the following in the area of Staff Development - provide Teacher Coaching Cycles facilitated by our District Instructional Facilitators, offer individualized, on-demand District Micro-Courses to provide on-boarding of new staff and additional professional development around key District Initiatives, and use ESSER Fund to provide the LETRS Training Incentive and Math Recovery Training Incentive to the instructional staff in our District.