

## **ARP-ESSER State Reserve Plan**

### **Engage stakeholders in plan development**

The district held several meetings with parents, teachers, principals, school nurses, school psychologists, and other school staff including union leadership to develop its plan. Board of Education members were also updated of the progress. The topic was discussed in public sessions of board meetings. The district continuously seeks for feedback from the community regarding school operations during the pandemic. The district will continue to meet with the stakeholder group to offer updates regarding purchases that have been made and the impact these purchases have made on students, plans for future purchases, and to gather input regarding further decision making.

The district will respond to the needs of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care by using disaggregated data to call attention to the needs of these disproportionately impacted students. The district will offer support to teachers to enhance their understanding of, and work with, these students to better meet their needs. The district also supports teachers in reaching out to families to share student's progress with them.

### **Comprehensive Needs Assessment**

The COVID-19 pandemic has made the district increasingly aware of our need to support all students in their understanding and use of technology. By using funds to expand our access to, and use of, technology, we are supporting all students from all backgrounds by providing them with additional resources and mechanisms of learning.

The district is also using both formative and summative assessment data to make equitable decisions for all students. Using this crucial data, our elementary and middle school teachers now offer all students targeted, specific, and highly intentional intervention time where students are given the instruction and support they need to find success. High school students are also given this support through time spent with teachers after school.

### **Addressing the Impact of Lost Instructional Time: Program Design**

The interventions selected will enhance the interventions we already have in place. Based on student assessments, it became apparent that phonics materials, improved and more accessible technology, improved pre-k learning materials, and training in how to recognize and support students with dyslexia will enhance our teaching to provide more targeted instruction for students. In daily interactions with students, it has become clear that providing teachers with behavior specialist training, providing them with more social emotional learning materials, as well as having a behavior specialist present, will allow for a more productive learning environment for all students.

Having more teachers and staff will allow students more opportunities to receive one-on-one or small group instruction. We also recognized that many of our students are prepared for enhanced curriculum experiences, and addressed these needs through field trips, an enrichment teacher, guest speakers, and STEAM and science labs.

Every learning loss intervention will be monitored throughout the year through data collected from formal and informal assessments. If an intervention is shown to have little positive impact, the intervention may need to be tried with another group of students, or adapted in some way to work best for students. Changes will be shared with stakeholders as needed.

Interventions specific to social emotional learning will be monitored through discipline referral data, as well as with an intentional focus on the culture and climate of all three school buildings.

#### Comprehensive After School: Program Design

The after school programs will allow students to engage in activities that encourage their connection with school, their peers, and the adults in the district. The materials will support their engagement in these activities and our ability to support student growth.

Adults responsible for after school programs will report successes and struggles in their applicable program, and will find support as needed.

#### Summer Learning and Enrichment: Program Design

Summer enrichment programs have had high success in our district. The planned summer enrichment programs will expand our ability to reach out to and include more students, who will have the opportunity to expand their interpersonal and academic skills and abilities through various experiences in the summer.

We will monitor various aspects of the summer enrichment program, including enrollment and attendance data, to ensure it is being carried out successfully. Administrators will monitor activities during this time as well.