

LEA PLAN OF USE NARRATIVE

Each LEA must submit a LEA Plan of Use Narrative. If the LEA has not yet been able to complete their LEA Plan of Use Narrative, they should indicate so by checking the checkbox below and leaving the narrative questions blank. Once the LEA Plan of Use Narrative has been completed the LEA should amend the application and include the narrative content below and remove the check from the checkbox and resubmit the application.

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

Please describe 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:

80% of the ESSER III Funds will be used to replace HVAC equipment, that is over 50 years old, and add air conditioning to our gyms and cafeteria. These HVAC improvements and upgrades will provide for better air quality and circulation in our buildings, which has been proven to prevent the spread of COVID. 20% of the funds will be allocated to address the academic impact of learning loss through providing targeted instruction in an extended school year format. This method of closing the achievement gap will include the use of evidenced-based instructional interventions over the summer in a face-to-face instructional format.

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Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

We will focus on building critical literacy skills necessary for being a successful reader through the use of extended learning opportunities outside of the regular school day and during the summer. Specifically, we will use Heggerty to provide evidenced-based instructional delivery in phonological awareness. We will utilize Reading Mastery and Phonics for Reading for students working to master decoding skills. We will utilize REWARDS for students who are struggling with multisyllabic decoding in addition to Six Minute Solution and/or Read Naturally to increase oral reading fluency and comprehension for our students. These evidence-based reading interventions are known for their effectiveness in ameliorating the skill gaps that students are disproportionately facing as a result of COVID. We will offer Math Recovery for students who are in need of mathematics intervention. Finally we will layer additional instructional intensity to our interventions by incorporating SIOP (Sheltered Instruction Observation Protocol) strategies into our systematic and explicit instruction.

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Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The remaining ARP ESSER funds will be used to provide HVAC upgrades to old equipment and provide air conditioning in some spaces to provide for summer school.

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Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We will use current district assessments including: NWEA, STAR literacy and math, and Acadience which allow for us to disaggregate our student achievement data by socioeconomic status, race, gender, English Language Learners, Special Education, 504s, homelessness, and foster care. We currently do not have any migratory students enrolled in our district. We will triangulate and analyze this data to determine the impact of the instructional delivery of our evidenced-based interventions for students identified in these sub groups. In addition to the use of curriculum based measurement and progress monitoring tools, we will monitor the fidelity of implementation of the evidence-based programs with tools each program provides to do so. The fidelity tools will measure the pace of the instruction, the opportunity for students to practice, receive corrective feedback, and cumulative and distributive practice. These components of high quality instruction are important to determine if the intensity of the instruction is meeting the needs of the student.

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