



Elida Schools' Local Use of ARP ESSER Funds Plan

1. How will ARP ESSER funds 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?

The district will work with the Allen County Health department to ensure all district practices follow state guidelines and recommendations. Funds will be used to purchase safety supplies based on the recommendations of the Allen County Health department and the needs of the district.

2. How will the LEA 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?

District Tier I Initiatives: The first step the district has taken to help close learning gaps due to the pandemic was to create and implement a guaranteed and viable curriculum. This involved content area teachers collaborating to prioritize standards for each grade level and content area. This allows teachers to focus their instruction and ensure mastery of the key standards. The district will continue to use these priority standards as the focused curriculum and have aligned all scope and sequence documents to reflect this change. In addition, each grade level and content area created proficiency scales for each priority standard in order to have a clear and consistent definition of proficient. By doing so, no matter what platform in which students are taking a course, the expectations are the same. This guaranteed curriculum ensures a tight vertical alignment within each content area leading to more efficient time utilization. **Tier 2 and Tier 3 Interventions:** Grade Level Teacher Based Teams will meet to analyze all benchmark data and determine what further diagnostic testing needs to be conducted. Once the additional diagnostic testing is complete the teams will reconvene to discuss the specific needs of the individual students. Small groups of students with homogenous needs will be created and assigned an intervention teacher. The teacher assigned to each group will provide 30-60 min of daily targeted intervention utilizing evidence based strategies and resources to meet the needs of their group. The district has provided a list of evidence based strategies that may be utilized. Current examples are: Phonemic Awareness: Heggerty Resources, Phonics Instruction: Orton Gillingham and System 44, Fluency: Read Naturally and Read 180, Comprehension: Read 180. Each group utilizes progress monitoring tools to track progress. The teacher based teams analyze progress data weekly to determine if changes in interventions need to be made. Title I teachers and intervention specialists assist with interventions. Students not making progress after several changes in interventions are referred to the IAT. This process is overseen by the district psychologist who makes further suggestions and will conduct additional testing if needed.

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

Remaining funds will be used to purchase technology and instructional resources as well as provided professional learning for staff should the need arise for a blended learning environment.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act 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.

The district progress monitors all interventions to ensure students are making growth in deficit areas. If growth is not occurring, interventions are changed.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

The district leadership team, comprised of district stakeholders, analyzed academic, behavior, social emotional, attendance, and graduation data to determine the greatest needs of the district.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

Funds are being used currently for student intervention, technology and curriculum upgrades, and summer school. Safety materials were also purchased immediately and will continue to be purchased as needed throughout the life of the grant.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

The district is utilizing these funds to ensure every student has access to technology on a daily basis. This will allow the district flexibility in their educational service delivery model as it sees fit based on students' academic and safety needs.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

Elida Local Schools currently has a comprehensive local assessment protocol in place that prevents students from falling through the cracks and allows for the creation of safety nets to ensure the success of all students. Our district will be using both the winter and spring benchmark data from this protocol to identify students at risk. All students identified as "at risk" will undergo further diagnostic testing to determine exactly what their needs are so interventions can be targeted to the specific needs of individual students. Interventions will be provided to students during scheduled intervention times throughout the school day. Data from all benchmark and diagnostic assessments are entered on data spreadsheets and the data is tracked and monitored from year to year. The IAT process is used for any student who does not appear to be responding to the tiered interventions.

9. Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Class size reduction will be utilized to ensure social distancing and to help with Tier I intervention in response to learning loss. The additional Intervention specialists will be utilized to help with Tier 2 and Tier 3 services.

10. Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

ARP ESSER Funds will save 10 staff positions which will help reduce class sizes and allow for more individualized learning.