

ARP ESSER Grant | Plan Summary

Windham Exempted Village Schools is committed to using the allocated American Rescue Plan funding to create the best possible learning environment to help our district's students "recover" from the pandemic learning loss as quickly as possible. Academic intervention supports, data collection tools, updated curriculum and technology will be key components of this important reset.

In addition, staffing levels in key areas are part of the WEVSD plan. Reduced class sizes in key grade levels, additional counseling support and supports to keep the building clean and sanitary are our top priorities.

As needs arise during this three year grant opportunity, we will continue to refine our plans to best meet the needs of our learning community.

We will continue to solicit input from key stakeholder groups.

The following guiding questions were submitted to the Ohio Department of Education:

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?
 - a. Following CDC guidelines on the new variant strains, we will use these funds to provide the best cleaning solutions to our maintenance staff. Our plan is to be fully open this school year. Following the enhanced cleaning and sanitation protocols enacted last year, these funds will be used in part to continue these sanitation efforts.

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?
 - a. Additional junior high staff will be employed to provide more individualized student learning support.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?
 - a. Hiring a school social worker through our county agency to help students who are struggling with needs due to situations at home that are impacting daily school activities.
 - b. Providing updated curriculum (print textbooks, digital media, accessibility software) in the following academic areas: Mathematics, English Language Arts, and STEM
 - c. Replacing out of date Chromebooks to enhance student interaction with new online curriculum tools.

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.
 - a. We will use 95% Group at our elementary school to focus on reading and phonics skills of our students. In addition, we will use iReady for reading and math diagnostics K-12 for all students. This data will be analyzed by demographic subgroups to determine areas for improvement. We have a population of students with a wide range of background experiences.
5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.
 - a. We had a reopening team comprised of staff, administration, parents, students and community members including the president of city council. This team reviewed data and determined what was best for our students to achieve the most success. This team met several times over the summer months to come up with the plan and will continue to meet as needed throughout the duration of the grant.
 - b. Using collected benchmarking data, classroom assessments, and staff leadership feedback, we determined that additional staff at the junior high level was a critical need to best support the individualized learning needed to impact the range of learners impacted by the pandemic.
 - c. Staff also reported gaps in our outdated core curriculum (Mathematics, Science and Social Studies). We continue to align our ELA curriculum to the science of reading constructs and will complete thorough curriculum mapping to identify gaps. We will use this funding to update aligned curriculum and focus on our 1:1 technology platforms so the curriculum will be regularly updated. Staff focus groups also identified the need to support students in PBIS / social emotional learning as a result of the tumultuous learning paths caused by the pandemic year.
 - d. Additional support services from our county services were identified. These new people are critical to helping our students recover from lost instructional time due to constraints at home.
6. Estimated number of jobs created or retained as a result of this funding.
 - a. Four jobs over the course of the grant.
7. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.
 - a. Staff will take place Spring of 2021 for the 21-22 school year. These positions will continue to be paid using ARP ESSER grants through the 23-24 school year.
 - b. Curriculum alignment study for mathematics, ELA and STEM to begin fall of 2022 with recommendations made for the 2022-23 school year.

8. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.
 - a. Remote learning opportunities will be made available to those students with documented medical needs preventing them from attending school or other social settings for the 2021-22 school year. ARP ESSER funding will be used to support our online digital academy course offerings.
 - b. This grant funding will be used to improve technology. Technology to support 1:1 device program was purchased using previous ESSER grants and will continue to be supported using this grant and local funding streams.
9. 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.
 - a. WEVSD will track progress using the iReady diagnostics that will be administered 3 times each year and feedback provided to teacher teams, students and parents.