

ARP ESSER Plan

The LEA certifies that it has engaged in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan.

Specifically, an LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

Additionally, the LEA has engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The LEA certifies that the ARP ESSER plan is provided in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

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?
 1. 1) Universal and correct wearing of masks a) Providing masks as needed b) Explicitly teaching proper use c) Postings
 2. Physical distancing (e.g., including use of cohorts/podding) a) Requiring social distancing to the extent possible in classrooms and other common areas b) Postings, plastic barriers, floor markers
 3. Handwashing and respiratory etiquette a) Providing hand soap and sanitizer b) Explicitly teaching proper techniques c) Postings
 4. Cleaning and maintaining healthy facilities, including improving ventilation a) Providing sanitizing and disinfecting supplies (cleansers, tools, gloves) b) Training staff on protocols c) Maintaining air quality/ventilation
 5. Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments
 6. Diagnostic and screening testing
 7. Efforts to provide vaccinations to educators, other staff and students, if eligible
 8. Appropriate accommodations for children with disabilities with respect

to the health and safety policies

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?

Plymouth Shiloh will continue to provide established interventions through our Multi Tiered Systems of Support(MTSS) program and build upon it at all grade bands. Our goal is to include the following: Tier I: High-yield, evidence-based strategies in academic/content vocabulary, formative assessment, and providing student feedback. Our Elementary is implementing a new core reading the Big 5 to build upon this goal. Tier II: Prescriptive interventions reading and math (fluency in reading and math concepts, comprehension, etc) Tier III: Prescriptive interventions in reading and math (fluency in reading and math concepts, comprehension, etc) Support for Students with Disabilities: Modifications and accommodations as prescribed by IEPs for individual students; designed to support grade level content learning as well as gap closing in critical areas. Finally, our administrative and teacher teams will meet to review students' progress and determine whether further intervention is needed, including increasing the frequency or intensity of current practices, adding new supports and interventions, or recommending retention if appropriate. Summer School: Starting in early-June, we will run a 2 week program for students grades K-12. Transportation and 2 meals would be provided for all students involved in the summer program.

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

Additional funds will be used for personnel, additional technology and technology training, building improvements, and professional development.

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.

Plymouth Shiloh will provide the following Social Emotional & Mental Health supports: This has been a challenging year for everyone, and our primary focus right now is ensuring that our students are surviving in every sense of the word. Our PBIS team and

staff checks in weekly with students. Particular attention and time is spent with students and parents of students who are struggling to log-on to virtual classes. Food is provided to families in centralized locations to those who do not have transportation to come to the building and pick it up. This year we are focusing on doing whatever we can to support our families and placing a premium on what they need of us to make it through these difficult times.

Prior to the pandemic, Plymouth Shiloh had a district wide Positive Behavior Intervention & Support (PBIS) program in place for all our (K-12) students. This includes, but is not limited to, Bloomz & Remind, Restorative Practice training for staff and students, CPI training for staff, character education traits and education, and Social and Emotional learning. This is in addition to the resources and support provided by our partnerships with Family Life Counseling and Richland County Mental Health Board. With this year being so different in the way we had to structure everything, many of our existing systems were placed on hold or altered to fit our current educational delivery system. For this reason, a big part of what needs to happen for the 2021-2022 school year will be re-introducing and reinforcing the expectations of these programs to both staff and students. For the fall of 2021, we plan to add the National Network of Partnership Schools to our district and further support the PBIS model and create more intentional family engagement opportunities. The goal is to build a sense of teamwork and culture within our building and community; to have students work for something bigger than themselves. The school will continue to monitor and adjust our PBIS, RTI, and SEL programs to best meet the needs of our staff and students.

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

Both state data from previous years and local data indicates that our students are showing growth; however, many areas of instruction have remained unchanged. Data analyzed by building teams and administrators indicates that teachers need support on how to use data to drive instruction to reach all students. Teachers need to know they have access to good data and have support in implementing that data to make informed instructional decisions. We need to get better at using data and applying it to standards-based instruction.

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

March 2021-September 2024

Planning began immediately.

May- June 2021 summer school planning, supplies, personnel

Interventions and safety are ongoing.

Curriculum and purchased services will be implemented 2021-22 SY. Progress monitoring and review of needs will be period throughout.

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

Technology and digital software/platforms purchases from ESSER II and III will provide a necessary tool for students and staff for promote remote learning. These purchases will engage students in Ohio State Learning standards and provide personalized and blended, when available, learning opportunities.

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.

The district will implement and tweak plans made during Spring and Summer 2021 planning sessions. We will continue to use NWEA MAP testing and MTSS benchmarking to adjust course. Plymouth Shiloh will continue to provide established interventions through our Multi Tiered Systems of Support (MTSS) program as earlier described. Plymouth Shiloh Local teachers and staff will continue to engage in professional development in the following areas: foundational reading instruction, cross-curricular best practices in instruction and assessment, explicit instruction, and collective teacher efficacy. A new initiative beginning in the 2021-2022 school year is in the area of student/family/school engagement through the Ohio State Family Engagement Center. and the National Network of Partnership Schools (NNPS).