

Mount Olive Township Schools



21-22 ARP ESSER Use of Funds Plan



Mount Olive Township School District



LEARNER PRIORITIES

Critical Thinking

Collaboration

Innovation

Self-Regulation

2019-2023 DISTRICT GOALS

- | | | | | | |
|--|--|--|---|--|--|
| 1. Provide the most innovative and safe learning environment possible for the entire District community. | 2. Institutionalize personalized learning to provide ALL learners with rigorous and relevant academic experiences that produce Future Ready graduates. | 3. Establish and enhance social-emotional learning programs to develop the "EQ" of ALL learners. | 4. Recruit, develop, and retain the most highly skilled and diverse workforce to serve the entire District community. | 5. Embrace multimedia communication strategies to engage the entire District community in celebrating its success and advancing strategic initiatives. | 6. Ensure compliance, transparency, and fiscal responsibility of District programs and operations. |
|--|--|--|---|--|--|

2021-22 ACTION STEPS

- | | | | | | |
|--|---|--|--|--|--|
| a. Complete the BoE approved Summer 2021 capital projects. | a. Continue to institutionalize and operationalize the districtwide RTI program. | a. Continue to institutionalize PK-12 Social Emotional Learning programs. | a. Ensure equitable and compliant universal hiring procedures. | a. Continue to execute the District's multimedia Branding Plan. | a. Maintain an operating budget within the 2% revenue cap. |
| b. Execute the 2021-22 COVID19 Restart and Reentry Plan. | b. Execute the 2021-22 COVID19 Restart and Reentry Plan to ensure differentiation and personalization for ALL students. | b. Strengthen deliberate K-12 wellness, PBIS, and restorative justice programs. | b. Execute a deliberate recruiting plan to increase the diversity of the applicant pool for all positions. | b. Continue to enhance the updated District website. | b. Ensure compliance with policy-driven student, staff, and HR handbooks. |
| c. Continue to design physical and virtual learning spaces that facilitate student-centered anywhere-anytime learning. | c. Institutionalize Student Success Plans in grades 1-12 to monitor the efficacy of personalized learning by 10/1/21 | c. Universally screen all students for SEL and at-risk behavioral indicators | c. Develop collective efficacy of faculty and staff via the 2019-23 District Professional Learning Goals. | c. Engage and inform parents via at least 6 Parent University sessions by 6/1/22. | c. Advance the goals of the Equity Task Force. |
| d. Continue to operationalize the updated and unified District Security Manual. | d. Launch the K-12 Computer Science. | d. Expand SEL programs to include the development and wellness of faculty and staff. | d. Develop university partnerships for recruiting and professional development. | d. Measure stakeholder perceptions, as well as, the climate and culture of the District via a districtwide survey by 6/1 annually. | d. Establish stakeholder Cross Role Group to develop a feedback and communication loop on key initiatives and execution of the strategic plan. |

1. 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;

In order to track students for contact tracing purposes, a swipe system will be installed at the District High School Building. Based upon the open schedule at the HS, the system is needed to accurately track students around the building in the event of a positive COVID test(s).

2. How the LEA will 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 after school programs or extended school year;

Students that fall in the at-risk or not meeting/partially meeting range on the academic and SEL Universal Benchmark assessment, will be invited to participate in our MOSA Summer Learning intervention programs. Based on the results of the academic and SEL Universal Benchmark and other assessment data, students will have an opportunity to receive targeted interventions that address academic and social emotional areas of weaknesses and will receive small group differentiated instruction. Progress monitoring data will provide insight on the interventions and opportunities to adjust and monitor the targeted intervention. The funds will be used to purchase instructional materials and resources that will address the learning needs through targeted and focused interventions. The funds will also be used to purchase an online progress monitoring program that will track student progress and assist in goal setting in order to close the achievement gaps. In addition, the funds will also be used to pay for the salaries of the employees, teachers and aides that will be working in the summer and afterschool enrichment programs. Additional leveled readers/texts and instructional software will be purchased to address the academic needs and to progress monitor the impact of the interventions.

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

Additional materials and resources to help address the learning loss due to the pandemic. Instructional software will also be purchased to help provide progress monitoring in order to track the impact of the interventions.

4. 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 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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage 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.

Each year our students participate in academic and social, emotional, and behavioral Universal benchmark assessments. These assessments are taken at three different data

points across the school year. Our students also participate in additional benchmark assessments throughout the course of the school year and the results are used to drive instruction. The results of the assessment data are shared with the Board of Education, various parent committees, School-Based RTI Teams, School-Based Gifted and Talented Team, Equity Task Force Committee, Cross Role Group, SEPAG (Special Education Parent Advisory Group), and with all teachers district-wide. All parents receive the results of their child's Universal Benchmark screening data on our online Parent Portal platform. Based on the results of our Universal Benchmark assessments, students are invited to participate throughout the year and over the summer in our Mount Olive Success Academy and our after school enrichment program. Assessment results are reviewed with students and parents. At the beginning of each school year students develop a Personalized Success Plan where they outline an academic goal, behavioral goal, Wellness goal, and a love of learning goal. The Personalized Success Plans are shared with families and teachers.

5. Additionally, an LEA must engage 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.

Each year our students participate in academic and social, emotional, and behavioral Universal benchmark assessments. When appropriate and as needed, the district consults with the NJDOE and stakeholders that can support the district and assist to help address the needs of students enrolled in our district who are either, children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.