

American Rescue Plan - ESSER III Spending Plan December 2021

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.

Over 22% of the funds made available under ARP ESSER III will be used by Walled Lake Consolidated Schools to lower class sizes at the elementary level. Twenty-two sections were added or retained, that in the absence of these funds, would not have been possible. Lower class sizes, in part, allow for better social distancing as suggested by the latest CDC guidance.

Other items to be covered by this grant include personal protective equipment and the cost to regularly disinfect our buses. In addition, Walled Lake Schools has followed the Oakland County Health Division mask mandate and has hosted numerous school and community vaccine clinics, both as additional strategies to prevent and mitigate further infection.

Together, the efforts above have assisted with the continued ability to provide in-person learning for our students.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP act to address the academic impact of the 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.

ESSER II State discretionary funds will be used for summer learning programs that promote academic and social emotional support. Data will be used to provide targeted instruction in literacy and math. Credit Recovery programs will also support our secondary students to ensure successful completion of courses.

Sections of Math and English Language Arts will be added at all three high schools, to provide struggling students with another level of support. The ARP ESSER funding will also allow us to provide district teachers to support a continued virtual option for those families that choose it.

Teachers will be better equipped to meet the ever-changing needs of every student by leveraging technology to provide embedded assessments and differentiated instruction. This will be possible through the purchase of necessary software licenses with advanced features, providing teachers with expanded information and resources. Professional development will be provided to ensure all teachers can fully benefit from the added features.

Professional development and specialized literacy training will be provided to district Instructional Specialists and English Language Arts teachers. Literacy intervention kits will

be purchased at the elementary level to ensure best-practice supports are implemented in classroom settings.

Literacy libraries will be expanded in all elementary classrooms that need them, and Chromebooks will be purchased to ensure all students have access to technology.

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

Class sizes have been reduced at all elementary buildings by adding or retaining twenty-two sections that otherwise would not have been possible.

Middle school and high school counselors will be funded through ARP ESSER, ensuring a continued emphasis on the social and emotional needs of our students and staff.

This grant will also provide the funding necessary for ongoing personal protective equipment (PPE) needs and the added cost of disinfecting our buses on a daily basis.

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 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 with low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Benchmark Assessment data will be reviewed in the fall, winter and spring , to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews, will be implemented without delay. iReady, the diagnostic assessment tool used for grades K-8, provides resources specific to the needs of every child and adapts to their individual changing progress. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support.

The social and emotional needs of both staff and students is a focus of our district during 2021/2022 and will remain so in the coming years. Our middle school and high schools will be staffed with highly qualified counselors. Four new social workers have been added based on anticipated additional grant funding. These positions are also assisting us with meeting the social, emotional, and academic needs of all students. Funding will also support the development of a social-emotional screening tool to be implemented as part of our ongoing MTSS work. This screening tool will provide data to help staff address needs of individual students as well as groups in need of intervention.

How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

Lowering class sizes at the Elem. level will allow for better social distancing and a greater ability to focus on Learning Loss. Adding Math and ELA classes at the High Schools will assist with Learning Loss at that level. Counselors will enable us to address the many social and emotional needs. Chromebooks will ensure that all students have access to technology in the event that we have to return to distance learning. Daily cleaning of our buses will help prevent the spread of this virus.

How will the use of ESSER III Funds promote equity?

The use of high quality assessment tools such as iReady, provides student specific information ensuring that all students receive the interventions or additional support that they need. Specialized literacy provided to our instructional specialists, and iReady training for all teachers K-8, will help to ensure that needs across subgroups are identified and addressed.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- *Students from low-income families,**
- *Students from each racial or ethnic group**
- *Gender**
- *English learners,**
- *Children with disabilities**
- *Students experiencing homelessness,**
- *Children and youth in foster care**
- *Migratory students**

The diagnostic assessment tool used for grades K-8, provides resources specific to the needs of every child. The level of information provided by this program will ensure that teachers can make timely and valuable adjustments for students in all subgroups.

Benchmark Assessment data will be reviewed throughout the year, at every level, to ensure that progress is being made. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students (same as above)?

Benchmark Assessment data will be reviewed at every level, in the fall, winter and spring , to ensure that progress is being made by students. Interventions and supports will be adjusted as necessary based on progress.

How will the use of ESSER III Funds support returning students to the classroom?

The ability to afford smaller class sizes, adequate technology to decrease the need for sharing equipment, and daily disinfecting of all buses, each help to ensure that students can remain in school.