



ARP ESSER Plan

The district's Safe Return document is posted on the district website under Our District-ARP ESSER Plan

Based upon formative assessment data, as well as input from staff, students, families and stakeholder survey data, the district will utilize these funds to meet the academic/SEL needs of students and families, and address sanitizing, improving air quality and cleaning processes. A survey was sent to the following groups to receive their input: students, families, school and district administrators, educators, KEA president and members, representatives from our community civil rights organization, and stakeholders representing students with disabilities and economically disadvantaged students. Input from stakeholders was gathered through a Google Form survey sent through various social media platforms, emails and phone calls. The items and services provided in the spending plan were derived from this stakeholder input. In this survey, stakeholders were asked to prioritize use of the funds as well as provide suggestions for strategies/materials that could be used to meet the various prioritized needs. Using this input, the district's ARP ESSER plan was created.

Approximately 60% of the ARP ESSER funds will be utilized to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Twenty-three additional staff members will be hired to provide interventions for students. These intervention teachers will administer the district

benchmark assessments iReady¹ and DIBELS (K-3) to determine areas of need and will utilize the intervention materials provided by iReady to address those needs . Intervention teachers will also use evidence-based intervention programs such as Add+Vantage MR², 95 Percent Group³ materials, and Leveled-Literacy Intervention⁴.

This additional staff allocated to each building will ensure smaller class sizes, more intervention and enrichment opportunities. Supplemental pay will be provided for certified and classified individuals to work during summer school and regular school year intercession to provide intervention and enrichment opportunities for students. One additional staff member will be hired to provide virtual instruction for those families who are not comfortable with in-person instruction for their student(s). This staff member will utilize iReady Personalized Instruction⁵, Edgenuity⁶, Google Classroom, HM Wonders, and Eureka Math⁷ to provide instruction to virtual students.

These funds will also be utilized to provide research based professional development for teachers. On-site training and coaching visits will be facilitated by Katie Martin, Chief Impact Officer with Learner-Centered Collaborative⁸ to guide teachers throughout the year to create learner-centered classroom/school environments. Registration will be covered for teachers and administrators to attend professional development focused on personalized learning, student-led learning, intervention/enrichment strategies, effective instructional practices, student agency of learning, and meet needs of SPED/GT, ELL students. To help teachers respond to the social, emotional and mental health needs of all students, professional development on Second Steps SEL⁹ curriculum will be provided. Teachers/staff will attend additional academic/SEL training provided by Green River Regional Education Cooperative (GRREC) as those trainings become available on the GRREC calendar.

Funds will be utilized to purchase school supplies for all students. These supplies will include paper, pencils, crayons, markers, scissors, glue, folders, binders, pencil boxes,

¹ <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

² <https://www.mathrecovery.org/research>

³ https://www.95percentgroup.com/docs/default-source/Efficacy-Studies/research-support-for-95pg-products-and-screeners.pdf?sfvrsn=5e71a7da_0

⁴ <https://www.fountasandpinnell.com/research/lli/#research>

⁵ https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf

⁶ <https://www.edgenuity.com/wp-content/uploads/2017/01/Foundations-Paper-2.pdf>

⁷ <https://s3.greatminds.org/documents/attachments/000/001/168/original/Eureka-RAND-Release-april-18-2016.pdf?1524159257>

⁸ <https://learnercentered.org/case-studies/>

⁹ Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental Psychology*, 55(2), 415–433. <https://doi.org/10.1037/dev0000621>

post-it notes, science experiment materials, construction paper, laminating film, earbuds, poster board, tissue paper, paint/paint brushes, etc. These purchased materials will help to alleviate the financial burden from parents purchasing these items for their students. Flexible-seating¹⁰ for classroom and common areas will be purchased to facilitate collaboration, innovation, creativity, and student choice while allowing more social distancing within the classrooms.

To implement prevention and mitigation strategies consistent with the Centers for Disease Control and Prevention guidance on reopening schools, cleaning/sanitizing supplies such as sanitizing wipes, gloves, masks, sanitizing spray and antibacterial cleaners will be purchased to help prevent the spread of illness within the school buildings. Air filters and various other cleaning and sanitizing products/processes will be provided to reduce transmission of COVID and other various contagious illnesses.

Additional student technology devices, desktop computers, and other instructional technology hardware will be purchased for classrooms and common areas to promote social distancing and utilize technology to address learning loss.

Instructional resources, such as Project Lead The Way,¹¹ iReady Teacher Toolbox, and 95 Percent Group will be purchased for students with special needs, ELL, GT, as well as additional content-specific instructional materials needed for intervention, in-person and virtual learning. The Second Steps curriculum will be purchased to address SEL needs of students.

¹⁰<https://smithsystem.com/smithfiles/2020/12/02/top-10-benefits-flexible-seating-classroom/>

¹¹<https://www.pltw.org/about-us/our-impact>