

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Cedar Springs Public Schools

2020 - 2021

Recipient Code: 41070

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

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:

Mitigation of COVID 19 by upgrading healthy learning environments through physical distancing as provided by flexible classroom furniture (33%=\$900,000) and by reduction in class size (26%=\$417,131 salary + \$299,971 benefits).

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

Instructional specialists will model, co-teach, reflect, and guide instructional moves with evidence-based practices in Tier 1 instruction, especially focused on literacy, math, and instructional technology with an emphasis on student engagement (3 specialists= 36%=\$563, 397 salary + \$432,504 benefits).

In addition, additional staff as provided by class size reduction will allow interventionists to provide evidence-based academic support during intervention time instead of being pulled to substitute due to COVID 19 staffing shortages. Interventionists are part of a system of support that can quickly diagnose gaps in critical skills through high-quality assessment and respond appropriately with targeted, evidence-based intervention.

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

Purchase educational technology (1:1 devices) to aid in regular and substantive educational interaction between students and their classroom instructors (5%= 300 devices per year= \$144,000)

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 (see below) 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.

Through an MTSS approach, a whole-child academic and social-emotional system will continue to be implemented and monitored. Regular progress monitoring and data analysis drive this needs-based approach, allowing our team to be responsive to the differentiated needs of all students. The instructional specialists help teachers and interventionists to adapt their instruction based on the social-emotional, behavioral, and academic needs of the students, addressing barriers as they are identified through a systems-based approach. In addition, these specialists will help implement evidence-based Tier 1 literacy and math programs that include aligned assessment, embedded intervention, and social-emotional learning features. Having aligned assessments allows for supportive and specific academic, social, emotional, and behavioral feedback

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for students and families. Implementing high-quality resources allows for intentional prioritization of instructional goals in order to realize in-school acceleration.