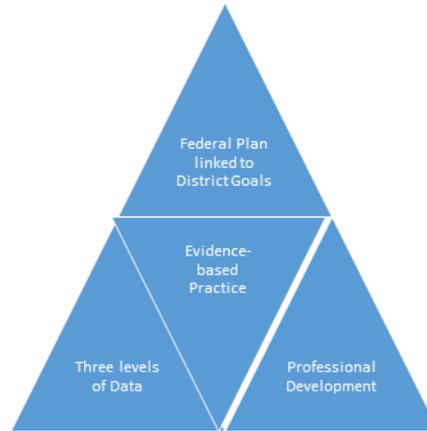


MINERVA CENTRAL SCHOOL DISTRICT PLAN
American Rescue Plan Act of 2021
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

This document outlines the plan for the Minerva Central School District Elementary and Secondary schools under the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021.

Purpose of Federal Funds:

Address learning loss through the implementation of evidence-based interventions (summer learning, summer enrichment, extended day, comprehensive afterschool programs, extended school year, for example) with at least 20% of the 90% ARP-ESSER allocation. These interventions must respond to students' academic, social and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged children, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care.



Develop strategies and implement public health protocols in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:

- Training and professional development on sanitizing and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean facilities
- Repairing and improving school facilities to reduce the risk of virus transmission and exposure to environmental health hazards
- Improve indoor air quality
- Address the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Develop and implement procedures and systems to improve the preparedness and response efforts
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning
- Purchasing educational technology (hardware, software, connectivity, assistive technology, adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors
- Provide mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors
- Planning and implementing activities related to summer learning and supplemental after-school programs
- Addressing learning loss
- Continuing to employ existing or hiring new school staff

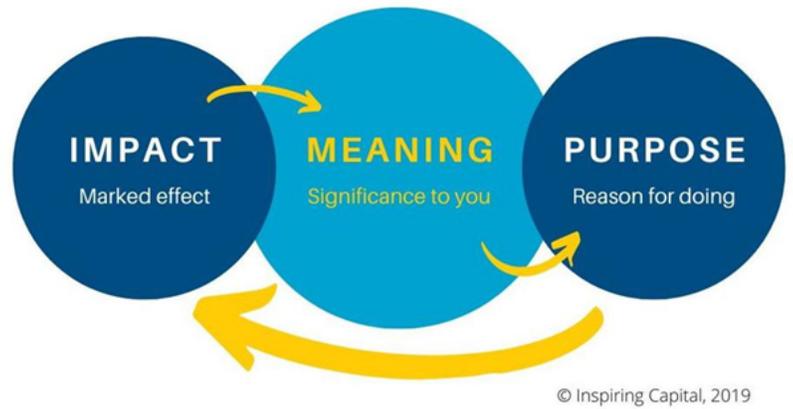
GOALS:

1. Address the learning loss of students through the implementation of evidence-based interventions that respond to students’ social, emotional, and academic needs
2. Design new ventures to support a return to in-person instruction
3. Align with the need to employ effective pandemic intervention strategies and public health protocols
4. Fulfill the district vision: ***To prepare students to succeed as responsible citizens in an ever-changing world, Minerva Central School, in partnership with the community, will provide an individualized, well-rounded education in order to build a strong foundation for personal growth and life-long learning.***

Each segment of planning (overall, section)

must:

- Have a stated purpose
- Be linked directly to evidence-based practice before we begin
- Intend to collect 3 levels of data-outcome-oriented
- Include time for reflection and adjustment
- Partner with our professional development plan
- Work with a 3-year timeline
- Fit together with all of our other planning: curriculum development, Essential Education, Digital Literacy, Technology growth and development, professional development as teachers and leaders



MINERVA FUNDING

	2021-2022	20%	80%	Total
CRRSA Act	90% LEA CRRSSA ESSER 2 Allocation	\$60,106.00	\$240,426.00	\$124,570.00
	\$124,570	\$24,914.00	\$99,656.00	
ARP Act	90% LEA ARP-ESSER Allocation			
	\$279,766	\$55,953.20	\$223,812.80	\$279,766
Total	\$404,336	\$80,867.20	\$323,468.80	\$404,336

Three levels of Data:

Satellite Data: Large grain size. Helps illuminate the pattern of student achievement: standardized test scores, graduation exams, benchmarks, general attendance, AIMSweb, STAR

Map Data: Medium grain size. Helps identify reading, math, and other skill challenges: oral fluency, performance-based assessments, progress monitoring goals

Street Data: Fine-grain. This helps identify specific student needs and internalization of skills. Requires careful listening: student nonverbal cues, teacher observation notes, student work artifact, observation of student misperceptions/gaps

School	Level 1: Satellite Data	Level 2: Map Data	Level 3: Street Data
Elementary	STAR, AIMSweb, attendance	ReadyGen and Into Math Assessments, exit tickets	Anecdotal Observations Student Study Team notes
Secondary	Regents scores, quarterly grades, graduation results, attendance, STAR (MS)	Subject-specific testing data, LOTE speaking/performance tasks	Student & teacher observations, student portfolios, At-risk student committee

Source: The Listening Leader, Creating the Conditions for Equitable School Transformation Shane Safir, Jossey-Bass, 2017

PLANNING AREAS:



Concerns expressed during planning:

1. How did the circumstances of the pandemic change some performing students to students who were missing in action, so effectively dropped out?
2. How did the impersonal nature of virtual or hybrid learning affect our connection with families?
3. As we bring students back on campus full-time, what level of their fear for safety should we expect and address?
4. We see anxiety in our students observed as numbness
5. We hear that family situations have changed, sometimes multiple times. We are

out of the loop in this model.

6. What specialized support do our SpEd students need?

- 7. It's going to be important to deliver personal and targeted services to students, not just lump kids together
- 8. As leaders, it is up to us to demonstrate stability, consistency, and awareness. We know there has been a shift in the way things have been done, and that new practices need to stick. We need to be ready to have tough conversations.

I. Teaching and Learning

Elementary

Guideline/Regulation	Addressing learning loss Continuing to employ existing or hiring new school staff Address the disproportionate impact of the coronavirus on economically disadvantaged children		
District/School Purpose	Address the identified gaps in student learning and classroom experience		
Data	STAR, early learning screening, behavior observation, ReadyGen and Into Math results and scores		
Evidence-based	Star, <u>Foundational Skills to promote Reading for Understanding, K through 3rd Grade</u> , NCEE 2016		
Action			

Secondary

Guideline/Regulation	<p>Addressing learning loss Continuing to employ existing or hiring new school staff Address the disproportionate impact of the coronavirus on economically disadvantaged children</p>	<p>Address the disproportionate impact of the coronavirus on economically disadvantaged children</p>	
District/School Purpose	<p>Increase engagement and learning for all students</p>	<p>Increase engagement Offer broader electives for students who were not able to seek enrichment in their schedule as well due to the pandemic</p>	<p>Address the identified gaps in student learning and classroom experience</p>
Data	<p>State test scores Grades Student self-report</p>	<p>Student schedules Transcripts</p>	
Evidence-based	<p><u>Foundational Skills to promote Reading for Understanding, K through 3rd Grade</u>, NCEE 2016 <u>Program Evaluation of the Impact of Sensory Room Activities on Student Readiness in Muskegon County</u>; Grand Valley State University 2019</p>		
Action	<p>Materials to enhance the Sensory Room and address fine motor support</p>		

Professional Development

Guideline/Regulation	Addressing learning loss	Addressing learning loss	Addressing learning loss
District/School Purpose	Support classrooms as they implement Essential Education and Next Generation Standards, Digital Fluency standards, and align curriculum with attention to student data and differentiation and areas of loss	Address the needs of early primary students for movement, balance, fine motor coordination not fully addressed in remote or hybrid education models	Address the need to challenge and engage students as they transition from hybrid and virtual learning to in-school learning, or offer consistency and engagement as they flip between the three models.
Data	State test scores, grades, state curriculum requirements, teacher preparation, and support		State test scores, grades, state curriculum requirements, teacher preparation, and support
Evidence-based		Program Evaluation on the Impact of Sensory Room Activities on Students Activities , Grand Valley State University	
Action			

II. Social and Emotional Wellbeing

Guideline/Regulation	Provide mental health services and supports, including through the implementation of evidence-based practices		
District/School Purpose	Support the social and emotional wellbeing of students whose families have experienced loss, upheaval, change and who experienced learning loss and separation during the pandemic	Contract with an outside agency to provide planning and resource support for families with need.	Engage students who may not be involved in team sports to connect to school
Data	Grades, attendance Enrollment changes Behavioral, mood changes Family self-reporting		
Evidence-based	The Evidence Base for How we Learn; Supporting Students' Social, Emotional and Academic Development , Aspen Institute, 2017 A literature review for social emotional learning	Engaging Families for Math Success , SRI International, 2019 Toolkit for Readiness and Engaging Families , MCREL International 2016	Edutopia: Diverse Students Find a Home in esports , https://www.edutopia.org/article/diverse-students-find-home-esports
Action	BHSN School-based Behavioral Health Services	Essex County Prevention Programs	

III. Opportunity

Guideline/Regulation	Address the disproportionate impact of the coronavirus on economically disadvantaged children	Address the disproportionate impact of the coronavirus on economically disadvantaged children	Improve indoor air quality
District/School Purpose	Expand educational opportunities outside regular instruction time	Offer support and remediation to those students who have experienced significant learning loss	Increase the filtering capacity of heating vents to manufacturer-recommended levels
Data	Grades Attendance	Grades Attendance	Filtering capacity
Evidence-based	The Case for Improving and Expanding Time in School, National Center on Time and Learning, 2015	Summer School: Researched Based Recommendations for Policymakers, 2001	Manufacturer suggested improvements
Action	Expanded day program	Expanded summer school	Purchase air cleaners and replace old/non-functioning univents

IV.

Guideline/Regulation	Address the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.	Address the disproportionate impact of the coronavirus on economically disadvantaged children	Improve indoor air quality
District/School Purpose	Create areas for learning that	Development of a student run peer tutoring center to connect	The work will be focused on academics, but will also build

	engage students as well as promote their physical, social and emotional health	high school students with middle school students	support and relationships
Data	Street level student data Air quality readings Student absences/quarantines		
Evidence-based	A review of the literature on social and emotional learning for students ages 3–8; Mid Atlantic Regional Education Lab, 2017		
Action	Purchase furniture to support initiatives: Tutoring area DL lab set-up Fit ball chairs Portable desks Room dividers Elementary materials for sharing Sensory room additions	Purchase and install equipment to enhance air quality, mitigate air particle infection: 9A filters for existing school ventilation system Stand alone air purifying units for each classroom	Airflow/ particulate control, sanitizing and disinfecting: Bells for wind instruments Backpack disinfectant sprayer Cleaning/disinfectant products

ACTION PLANS

Elementary

Area	Goal (What)	When/How	Outcome/Evaluation
Teaching & Learning	Reduce Learning Loss as indicated from STAR Data in the Primary Grades	Expanded in person summer school program Implement a reading recovery program Increase AIS offerings and opportunities.	
	Address Sensory and OT and PT Needs in the Classroom	Purchase additional supplies to support muscle development in the classroom Purchase Sensory Supplies to furnish Sensory Room Professional Development provided to classroom teachers by certified OT/PT professionals on OT/PT and Sensory Needs Purchase flexible seating for classrooms that strengthen core development	

Secondary

Area	Goal (What)	When/How	Outcome/Evaluation
Teaching & Learning	Support at-risk students who have naturally occurring deficits as well as COVID-impacted deficits	Years 1-3 Purposely built student schedules and class rosters. For example, Co-teaching and heterogenous student groupings.	Individualized structure and support for our special education population. All identified students will graduate on time with their grade grouping cohort that they entered 7th grade with
	Support high-achieving students with enrichment and academic rigor		
	Expand course offerings for upper high school students		
Social & Emotional Well Being	Build in-person relationships between	Year 1 Implementation	

	middle and high school students while also providing students with additional teaching and learning opportunities	Peer Tutoring/Student Support Center	
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Professional Development

Area	Goal (What)	When/How	Outcome/Evaluation
Teaching & Learning	Embedded Professional Development to address the implementation of the Next Generation Learning Standards, Digital Literacy Standards	Continual through WSWHE BOCES and outside vendors	
	Provide professional development on classroom strategies focused on sensory needs and motor skills	Continual through WSWHE BOCES and outside vendors	

Opportunities/ Facilities

Area	Goal (What)	When/How	Outcome/Evaluation
Expanded day program	Address learning loss	Implement Healthy Kids After School Program Develop learning groups from the After School Program to target academic needs Develop after school transportation for clubs Reinstall STEM Clubs, Odyssey of the Mind, Coding Club,	
Expanded summer school	Address learning loss at K-2	Summer offer K/1 and 2/3 Summer Program to be run 4 days a week with transportation and meals.	
Purchase 9A filters, stand-alone air purifying units	Purchase and install 9A filters in existing vent units. Recently updated, this is the highest manufacturer' recommendation.	Purchase and install initial filters to replace all existing filters by the end of the 2021. Thereafter replace on a rotating seasonal basis	
Air particulate control	Purchase and use bell covers for wind instruments as necessary	Year 1: Purchase and implement. Thereafter follow Fulton County DOH guidelines	

<p>Create classroom seating, etc. for expanded learning</p>	<p>Outfit new class space for: additional preschool and station work, Distance Learning Lab, Tutoring Center</p>	<p>Year 1: Prepare Kindergarten room, Tutoring Center for September 2021. Complete DL Lab furnishings by December 2021.</p>	
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