

Mount Vernon City School District

Summary of the Local Use of Funds Plan

American Rescue Plan (ARP)

1. How will ARP ESSER funds 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?

The cleaning plans implemented initially at the onset of the pandemic and other mitigation strategies (plexiglass, health aides in each building, the ability to wear masks, etc...) will continue to be utilized. We are maximizing social distancing, as much as possible, while still fully opening our schools to students. Guests and visitors to our buildings will be required to wear masks. Our district nurse and superintendent have worked in conjunction with the Board of Education to establish thresholds regarding positive cases that will require additional measures should those thresholds be met.

2. How will the LEA 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?

The MVCSD has hired a reading specialist at each of our six elementary schools to address academic impact due to loss of instructional time. We plan to employ these experts for the 2021-2022 and 2022-2023 school years. The reading specialists will work with our academic intervention tutors, faculty, and administration to assess and address learning gaps in reading comprehension and fluency. We will continue to utilize NWEA map testing, DRA, teacher recommendation and other diagnostic tools to determine the amount of time a student needs additional services in order to be successful at their current grade level. We also plan to spend significant funds on literacy material to shore up our school book rooms and individual teacher classroom selections. Funds will also be used to ensure the Reading Specialists have the materials necessary to effectively work with students struggling with learning loss due to the pandemic. Academic applications will be implemented in-person and provide extended learning opportunities as needed. Learning Recovery and Academic/Intervention Supports will include: District Behavior Specialist, Additional 'Reading Specialists' at each of the 6 Elementaries, Additional 'Academic Intervention Tutors', After School tutoring programs, Summer Reading Initiative, Academic Enrichment opportunities with 'SPI', Credit Recovery scholarships, Computer based interventions, Curriculum (Texts, Workbooks, F&P Books for Reading Rooms), Additional Interventions TBD. Professional development on implementation and effectively reaching at-risk students in ELA and math will take place during the next three years.

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

The MVCSD plans to use the remaining portion of the ARP ESSER funds to improve air quality by replacing the high school building's leaking roof. Replacing the roof will solve a long term issue we have been working to address with respect to mold, water damage, and reduced air quality. Our district has a significant number of students coming from low socio-economic backgrounds. We are investigating with our local health department regarding the feasibility of creating a school-based health center. The center would improve physical health, oral health, and mental health while decreasing instructional time missed due to problems in these areas. Infrastructure Improvements include: Cleaning supplies and Equipment, New windows for better ventilation, (Dan Emmett, Wiggin Street), New doors (Dan Emmett, Wiggin Street, High School), Flooring Alternatives (Tile vs. Carpet), School Furniture Upgrades (Desks, Cafeteria Tables), Roof Repairs & Boiler Replacement (High School). We also plan to offset a small portion of our general fund expenses, in terms of salaries, to ensure we can continue to offer academic intervention tutors, school social workers, and other positions necessary to engage the whole child and improve learning potential.

4. How will the LEA 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.

All students will demonstrate growth on district benchmark testing in Mathematics and ELA as evidenced by comparison of beginning and end of year data collection. Our district uses NWEA MAP as this measurement for grades 1-10. All staff will implement appropriate instructional strategies consistently according to student

needs. Staff will use formative instructional practices to check progress. TBT minutes/meetings will document the completion of the Ohio Improvement Process (OIP), showing specific measurable goals and data reflection. MVCSD will engage in a holistic approach to building supportive communities for the whole child is healthy, safe, engaged, and supportive. Our district has employed social workers, professional development on SEL/PBIS, implemented a MTSS in each of its school buildings.

5. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

MVCSD plans to ensure every student has a device to take home in the event of a mandated time of remote learning. We have increased the internet speed and bandwidth at all our schools and plan to use grant funds to ensure our buses are outfitted with wifi capabilities. In the event we need to move to remote learning all staff and students will have a device to utilize and our buses could be used as wireless hotspots for areas of our district where students do not have access to the internet. Our Technology Focus will include: Infrastructure upgrades (Wifi, Access Points, Storage), New and/or Updated Chromebooks (Students & Staff), Computer based programs - Lexia, Writeable, Actively Learn, ALEKS, Zearn, Affirm, Reflex, Apex, NWEA, Edulastic, Zoom Pro. In addition, we have used a portion of the ARP ESSER funds to hire a Director of Technology. He will be offering professional development to our faculty regarding the integration of technology and best practices for remote learning should we be forced to move from in person to an online model.

6. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

Administrators participated in the International Center for Leadership in Education conference over the summer continuing our goal of implementing the "Daggett System for Effective Instruction." This system is designed to ensure "rigorous learning for ALL students" so the emphasis on differentiation and evidence-based activities is obvious. We will use the Daggett Model of Rigor/Relevance Framework for effective learning and student engagement to close the gaps in all subgroups. We will also implement strategies for establishing strong relationships and creating high expectations as defined within the Daggett Model. We will provide professional development in the implementation of the Daggett Model of Rigor/Relevance Framework. Using the RTI and OIP processes, our teachers, administrators, specialists, tutors, BLTs, and DLT develop plans to maximize the impact of student interventions. Differentiation is a constant in the MVCSD. From the data collected from progress monitoring tools, additional programs will be utilized to assist in closing student knowledge gaps. The district will use evidence-based programs such as Lexia, FastForward, ALEKS, etc... Our elementary schools will have a reading specialist to assist with individual student learning as well as to be a consultant to grade level teachers regarding reading improvement. The district will inform parents/guardians of grade level curriculum expectations and provide ongoing communication and resources for parents to assist their child in academic success. The district will implement a transition plan for students moving from different learning environments.

7. Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Funds have been utilized to ensure all CDC mandates are in place regarding cleaning, masking, etc... ARP ESSER funds and previously granted ESSER funds will allow the district to improve air quality through the replacement of doors and windows where needed within the district and install a new roof on our high school. As previously mentioned the new roof will improve air quality through the reduction/elimination of mold and other issues which impact the quality of air and the learning environment.

8. Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

ARP ESSER funds have allowed us to keep in place the wrap around services added using Wellness dollars and other ESSER funds. This includes school social workers in every elementary building, academic intervention tutors, health aides and the most recent hiring of reading specialists (properly licensed teachers) to address learning loss due to the pandemic.