

ESSER 3 LEA Plan of Use for River City

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:

- In order to safely open River City we needed to create and maintain a clean environment. We consulted CDC guidance and then purchased PPE and air filtration equipment for health management. We first put in place a core set of infectious disease prevention strategies as part of their normal operations. The addition and layering of COVID-19-specific prevention strategies were implemented to remediate and be proactive in our approach to keeping staff and students healthy. To optimize ventilation and maintain improvements to indoor air quality to reduce the risk of germs and contaminants spreading through the air, high quality filters and air filtration were purchased and placed around the building. The plan outlines strategies being implemented by the school in accordance with CDC guidance. Including the correct use of personal protective equipment, physical distancing, hand washing and respiratory etiquette, cleaning and maintaining healthy facilities and how the LEA monitors cases and makes decisions regarding in person instruction the school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19. Universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities.
- **PPE, Cleaning and Safety/Health** – Services and equipment were purchased following CDC guidelines to promote a clean and healthy environment for students and staff.
 - HVAC filters
 - Aramark Cleaning service
 - Air purifiers
 - Anti-Viral Kleenex
 - Masks (student and adult sizes)
 - Social distancing markers

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:

- Investments are being made in several categories staffing and personnel and summer school for the years 2022, 2023, and 2024.
- **Summer School 2022, 2023, 2024** Gaps in learning were created both during COVID-19 pandemic as well as the following year during absences due to covid illness and quarantine requirements. Summer school was completed each summer since with staffing, curricular tools and materials and facility use. This allowed for additional instructional time and small group re-teaching and learning to close learning gaps.

- During summer school each year we have staff (educational technology coordinator, teachers, paras, and achievement behavior support specialist that were there to support)
- Summer Office Administrator
- We also went on field experiences to connect daily learning and instruction to real-world, hands-on experience.
- Books for both instruction and student take home were purchased to build vocabulary and opportunities with print.
- Summer supplies will be purchased to support the program and will include general office supplies, student books, and Teachers Pay Teachers.
- Intervention materials that are research based for literacy and phonics were purchased.
 - Reading Mastery materials were purchased to remediate and provide intervention support for early literacy and instruction in early elementary with reading and phonics.
- Instructional Paraprofessionals- small group instruction and remediation using curriculum and tools for re-teaching and instruction to close learning gaps.

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

Investments are being made in Professional Development, staff retention and recruitment, new staffing, and student technology.

Staffing and training:

- **Professional Development** – Book study, Trauma Training, Culturally Responsive Practice, and Instruction
 - Book study on Classroom management and literacy for at-risk students
 - Trauma training by ChildMind for how to support and best practices for students experiencing trauma.
 - Culturally Responsive practices and Effective Instruction PD was done by Custom Teaching Solutions for the whole staff in Responsive Classroom Practices.
- **Bonuses** – Recruitment and Retention Bonuses
 - Recruitment bonuses for teachers and staff new to River City to become fully staffed.
 - Retention bonuses for keeping and allowing us to have more experienced teachers and staff to work with our students at River City.
- **Educational Technology Coordinator** – Maintenance and repair of Chromebooks – students and teacher technology for instruction.
 - We have hired this staff member for maintenance and tracking of
- **Staffing and personnel:** Achievement and behavioral support specialist (ABSS) staff, curriculum and instruction specialists, student family liaison, and Communities is School partnership.
 - These staff all have several proactive purposes as well as remediation.
 - Achievement Behavior Support Specialist- Proactive groups and responsive behavior support and re-teaching of skills and expectations.
 - C&I Specialists- Coaching for teachers and instructional deans to better implement curriculum.

- Student and Family Liaison – The staff members work to eliminate challenges for families with attendance and other barriers that have an impact on a student’s ability to get to school to learn.
- Communities in Schools- A partnership with communities in school was made to support families within the school and help them gain access to partners in the community to help families support their scholars at home and in their learning.

Purchases:

Technology both student Chromebooks and technology were purchased for 1-to-1 purposes. Reading Mastery and were purchased for reading intervention.

Digital Subscriptions

- Digital subscriptions for student and teacher instructional use: Sora, GoGuardian, Learning.com, PBIS Rewards, Second Step, Typing Club, Classkick, DreamBox, EdCite, Goalbook

Technology

- **Student Chromebooks** To accommodate various modes of instruction: including in-person learning, remote learning, and hybrid learning. Student Chromebooks were purchased for 1-to-1 learning no matter if at school, home due to illness or to be proactive is school needed to pause in person learning. Chromebook chargers, cases and repair supplies were purchased in order to protect and maintain usage for students. These multiple modes as well as the additional resource of at home practice that is learning focused on the students’ Chromebooks has helped to increase instructional time for each student.
- Staff technology
- Audit Fees
- Supplies for Students in Need
- Student Take Home Supplies and Books -Book Fair
- Student Uniforms

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.

- The school will ensure that the interventions it implements will respond to academic, social, emotional, and mental health needs of all students through collection of progress monitoring data on an ongoing basis and throughout the school year. Academic student benchmarking data is collected at the beginning of the school year. Mid-year and end of the year to measure achievement behavior. Data is collected daily and reviewed on a weekly basis by Deans, Teachers and ABSS. The school also collects academic data throughout the year and can use this data to inform who will participate in the school's Supplemental Learning program-summer school. The school also implements and evaluates the effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English learner students, students with disabilities and

students of color. The school will continue to collect achievement data, behavioral data, demographic, subgroup comparison data and perception data to monitor school progress and revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level teams, school improvement meetings and staff wide meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through board meetings, parent meetings and surveys.

- Our intervention program is an MTSS program for both academic and behavioral support. Once students show that they need additional interventions, they are moved to a Tier 2 group and given supplemental instruction and supplemental remediation. If that does not improve student performance and close the gap. They are moved to a Tier 3 level of support with additional one-on-one support or additional more intense versions of Tier 2 interventions. These decisions are made from data, progress monitoring and observations done daily for all students.
- Our Academic Interventions include Reading Mastery, Bridges Intervention and iReady. These are research-based intervention curriculums that are able to address needs and close gaps. The programs are also able to be differentiated so that students are met at their current levels and then instruction and growth begins from there.

Intervention Materials

- Reading Mastery – Paper copies, workbooks, teacher guides, and digital access for intervention in reading

Subgroup specific plans and implementation

- Each intervention is able to be implemented for our student population as a whole but is also able to be refined if needed to target smaller subgroups or students. For our experiencing homelessness the Family Liaison position was implemented, and support has been put in place so that they are present at school to learn.
- For our students with disabilities, we are able to build on their learning in special education with this intervention. They are differential learning for these students to continue growth but at a different pace than that of their general education peers.
- The majority of our students are from low-income backgrounds, but all programs that are implemented are research based to support students of this demographic intentionally so that we are always using the best instructional materials and practices for our students.