

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

Agency: Romeo Community Schools

2020 - 2021

Recipient Code: 50190

- 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:

In-person learning has been a priority since the pandemic began and we are committed to remaining in-person to ensure consistency and equitable learning experiences for all students. We follow local health department guidance that recommends masking; we offer masks for all students and staff who choose to wear a mask. Our schools minimize visitors to buildings. We ask parents for students to stay home when sick. Funds will be used to provide supplies for air filtration systems to continuously improve air quality; additional custodians to clean and sanitize buildings; and the purchase of cleaning and sanitation supplies to keep classrooms and other common areas clean.

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:

Grade level teams continue to meet to discuss student learning, identify critical content to focus on during core instruction, and to analyze data from our benchmark assessments. At the high school level we are leveraging our work within the Academies of Romeo High School, where all of our grade 10-12 students are in a CTE pathway to engage students with relevant learning and experiences. To address the academic impact of lost instructional time funds will be used to: accelerate learning of students through the use of evidence-based programming such as AVMR by hiring additional math interventionists who will provide in-school tutoring with identified students; additional paraprofessional time for them to tutor students during the school day under the supervision of our reading specialists or other professional staff; providing after school tutoring; and hiring staff to offer summer learning and enrichment for students K-12 as well as summer software licenses and materials.

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

We will continue to focus our efforts on supporting the whole child as we address learning recovery. Funds will be used to: continue to employ existing staff by offering hazard pay for working under the current conditions; maintain current staffing levels at our elementary to reduce class size; hiring elementary math interventionists to provide evidence-based instruction to students; hiring additional school social workers to provide social, emotional, and mental health support to students; provide virtual programming and staff to support families who still feel that at home learning is best for their student at this time; hiring school nurses to support the return to in-person learning; allocate funds for grade level team meetings; purchase software to support analyzing student data; provide staffing to support struggling learners; provide professional learning around learning recovery and social emotional learning; administration of a school climate survey; and employ district level leadership to support implementation of MTSS.

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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.

Benchmark assessment data will be reviewed in the fall, winter, and spring, to identify areas of need and to monitor the progress of students. Grade level team meetings will take place to adjust instruction and interventions for students. Disaggregated data at the building and district level will be used to identify students in groups that may need additional targeted interventions during the school year and for after school and summer programming. Our district-wide goal for social emotional learning will continue and be strengthened with the additional school social workers being onboarded this school year. A school climate survey will continue to be given over the next several years to identify needs in the social emotional area for students. The district-wide emphasis on the MTSS process will continue to be a priority and identify students who need additional support.