



ARP ESSER - 3 Plan - North Olmsted City Schools

Safe Return to In-Person Instruction and Continuity of Services Plan

District Name:	North Olmsted City School District
District Address:	26669 Butternut Ridge Road
District Contact:	Mrs. Katie Henes, Treasurer (440) 588-5317 Dr. Anne M. Pyros, Associate Superintendent (440) 588-5305
District IRN:	044529

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 North Olmsted City School District will continue to use a portion of ESSER funds to ensure a safe and clean learning environment for our students and staff in order to continuously operate our schools for in-person learning. Funds will be used for mitigation strategies including sanitation products and equipment and additional staff as needed for appropriate sanitation of our schools. In addition, the district will continue to implement social distancing in classrooms for the beginning of the 2021 school year, therefore, appropriate student desks and/or furniture will need to be purchased to accommodate this mitigation strategy. Hand washing/ hand sanitation protocols will also continue to be implemented. A determination regarding protocols for mask wearing for individuals that are unvaccinated will be determined in August.

The district will continue to use sources such as the CDC, state and local health officials to guide mitigation strategies for the 2021 - 2022 school year and update the district's comprehensive Re-Imagining Schools Restart Plan.



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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?*

The North Olmsted City School District will utilize several approaches to address our students' needs. While school is currently still in session for the 2020-2021 school year, we will continue to use student performance data to inform instruction. Staff teams will meet to review the results of varying performance data depending on the grade levels. This professional collaboration will drive lesson design in the classroom and how teachers will use additional time to support students. The district will continue to focus on essential learning standards.

The district recently implemented a curriculum learning resource/tool that creates a personalized learning pathway for students in grades K - 8 in the content areas of Reading, Language Arts, and Mathematics. This program, Exact Path, uses student MAP data and creates an individualized and personal learning pathway for each student. The Exact Path pinpoints where students are in their learning progression and creates the appropriate scaffolds to support students at their individual level, whether that is below, at, or above grade level content. Teachers will embed time for students to use Exact Path during the school day. This personalized learning platform is designed to help students with unfinished learning in grades K-8. At the high school and middle school level, student support time is built into the schedule for staff to work with students.

During the summers of 2021 and 2022 the district plans to offer extended learning opportunities to support identified students that need additional support and intervention. The district plans to offer an in-person learning opportunity for students in grades K-8 in the areas of Math and Reading. For high school students, the district will offer credit recovery opportunities for students currently in grades 9-11. Credit recovery opportunities will begin in June. The district is exploring offering an in-person learning model for high school students prior to the start of next school year to help students in targeted areas.

Beginning with the 2021 school year, the district will use ESSER funds to employ academic tutors to support student learning in the core classroom setting for students in grades K – 2. The tutor will provide “push-in”, small-group, evidenced based strategies in teaching early literacy and reading. Additionally, if needed, additional teachers may be employed to mitigate larger class sizes.



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

Due to the district's current financial status, any remaining funding will be used to supplant the general fund in the following ways:

- Staffing needs to avoid and prolong layoffs
- Necessary facility repairs and capital improvements to enable operation of schools
- Purchasing educational equipment, hardware and technology
- Supplies for sanitization and cleaning
- Ability to provide continuity of services and/or activities
- Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, and Adult Education and Family Literacy Act. ARP Act Section 2001(e)(2)(A) through Section 2001(e)(2)(D).

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.

The district will continue to use our standard protocol Response to Instruction and Intervention (RTII) framework and Student Support Team (SST) systems to ensure interventions being implemented are evidence based and are responsive to student needs. Additionally, the district plans to use ESSER funds to implement Performance Matters analytics support through PowerSchool to assist with the tracking of student academic and SEL data and to be able to more accurately disaggregate data by low-income families, English learners, homeless students, students with disabilities, and other specific groups of students.

The most recent data, from Spring 2021 benchmarking (May), was analyzed. For MAP data, students' conditional growth percentile at the 25th percentile or below or students at or below the 30 percentile on achievement will be used to identify students in greatest need of additional learning support. Using a variety of measures will assist in being able to inform, prescribe, and target standards and strategies to accelerate student learning. Beginning in the 2021 – 2022 school year, benchmark assessment data on student performance will continue to be used to determine the most important academic needs of our students. The district will continue to implement Response to Instruction and Intervention framework and Student Support



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Team protocols to support all students.

In addition, student attendance data and Social Emotional well-being survey information will be used to determine additional support(s) needed.

5.) 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.

The North Olmsted City School district will utilize many resources to assess students' academic progress and meet students' academic needs. These measures will be used for all students, including English Learners, students identified as gifted, and students with disabilities. Depending on students' grade level, a variety of student performance measures will be used including:

- ☐ KRA - Kindergarten Readiness Assessment
- ☐ DIAL - Developmental Indicators for the Assessment of Learning
- ☐ NWEA MAP- Measures of Academic Progress: Reading and Mathematics
- ☐ AIMSWeb- early literacy/numeracy
- ☐ Exact Path - Progress on students' individual pathway- Ohio's Learning Standards
- ☐ Attendance
- ☐ High School Credit Deficiency
- ☐ ACT
- ☐ SEL-Social Emotional Learning surveys
- ☐ Teacher/School Counselor/Principal input



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6.) Describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds, as well as, review and input of the Plan.

The timeline for the use of the funds is 2021 – 2024. The district will periodically review the plan, at least every six months. The district will seek public and stakeholder input and use input to revise plans as necessary.

This document will be updated and modified as more information is known and student needs are better understood as the 2021 - 2022 school year progresses.