PLAN OF USE – AMERICAN RESCUE PLAN

Detroit Public Schools Community District invited parents, staff, students, and the broader community to attend and participate in numerous stakeholder engagement sessions concerning the forthcoming receipt of funds from the American Rescue Plan Act (ARPA). Beginning in May 2021 and continuing through August 2021, meetings and town-hall sessions were held with all constituent groups to include families, students, school staff, school administrators, central office staff, union leaders, faith-based members, non-profit and other District partners, and DFT retirees. Naturally, participation included our special populations that included exceptional, English learner, immigrant and migrant, homeless and at-risk students, and families. The sessions (16) addressed nearly 5,000 constituents. Stakeholders were encouraged to provide recommendations and the District solicited feedback regarding the proposed usage of ARPA funds. Subsequent engagement sessions were held for staff members in October 2021. Six (6) Superintendent Podcasts (On the Rise Podcast), that address COVID-19 matters are available on the iHeart radio platform.

The document was published in December 2021, and the rules associated with the use of ARPA funding requires that the District review and amend the plan each six months. Amendments are included in each relevant and affected section without modification to the detail as presented in the December 2021 plan.

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DPSCD Fall Engagement and COVID Relief Funding Engagement Sessions

Date	Topic	Audience	Attendees
May 24, 2021	Teacher & School-Based Fall and COVID Relief Funding Engagement Session	Teachers/Staff	447
May 25	Families Fall Engagement and COVID Relief Funding Engagement Session	Families	235
May 26	Family and Student Fall Engagement and COVID Relief Funding Engagement Session	Families/Students	114
June 1	Central Office Staff Fall and COVID Relief Funding Engagement Session	Staff	258
June 1	Teacher and School-Based Staff Fall and COVID Relief Funding Engagement Session	Teachers and Staff	290
June 2	CMA Student Meeting	CMA Students	441
June 7	Engagement Session on Plans for the Fall Return to School and COVID Relief Funding	All	164
June 22	Family Engagement Meeting	Staff, Families, Students	364
August 3	Reopening Plan – Tele-Townhall		
August 9	Back to School Engagement Session	All	333
August 11	Back to School Engagement Session	All	121
August 13	Back to School Engagement Session	All	133
August 16	Back to School Engagement Session	All	135
August 18	Back to School Engagement Session	All	328

Podcast Recordings:

[Episode 6: A year of Recovery and Back-to-School Update from Dr. Vitti](#)

[Episode 8: Transparent Use of Federal COVID Relief Funding](#)

9/3/2021	Episode 6: A Year of Recovery and Back-to-School Update from Dr. Vitti	86
10/4/2021	Episode 8: Transparent Use of Federal COVID Relief Funding	37

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1. Prevention and mitigation strategies, consistent with the most recent CDC (U.S. Centers for Disease Control) guidance on reopening schools and safely operating for in-person learning.

Detroit Public School Community District (DPSCD or District) implemented structures to support a safe return to in-person face-to-face instruction. The District will use its COVID [grant] funds to facilitate regular in-person instruction and provide a virtual school option.

DPSCD operates under the jurisdiction of the Detroit Health Department (DHD) and therefore must follow their required COVID-19 (C-19) protocol. Over the last year, the District worked closely with the DHD to ensure that District protocols and messaging to stakeholders are updated and aligned with the most current safety guidelines. The District continues to synchronize its work with the DHD, to respond to the C-19 pandemic consistently and effectively.

Based on the low vaccination rates, rise of the subsequent and virulent strains of the virus, politization of C-19 safety measures, and individual and community resistance to some of the C-19 safety improvement plan objectives including vaccination and masking, the District needs to build an informational campaign as well as proactive safety culture. Schools and central office teams need to focus on messaging, compliance, and promoting a culture of safety.

Beginning in School Year 2021/22, DPSCD's Office of School Health and Wellness (SHW) will coordinate all C-19 safety initiatives within the District. The SHW will meet monthly with key DHD personnel to discuss requirements and updates to C-19 guidelines in K-12 schools that includes requirements for in-classroom learning, and athletics. The District will request both changes in official C-19 guidelines, as well as documentation regarding positive student and staff tests from DHD to ensure that the District does not miss a positive case and can notify the school if parents, staff, or students fail to report the findings to the District.

The SHW recently hired a C-19 Project Manager who promotes consistency, close-loop communication, hence allowing staff whose work was preempted to address the crisis to return their full attention to pre-pandemic work.

The District is combating viral transmission to safely deliver in-person instruction, for every student, in the following manner:

1.1. COMMUNICATION WITH LOCAL PUBLIC HEALTH AUTHORITIES AND MEDICAL EXPERTS

The evolving nature of the C-19 pandemic requires clear communication and guidance from local public health authorities and medical experts. The District employs a Chief Health Officer who leads the School Health and Wellness Department (SHW). This team works closely with the Detroit and surrounding county health departments to ensure the District makes informed and evidence-based decisions and implement policies that prioritize the health and safety of students and staff. Further, SHW developed a set of C-19 email response and scenario templates to improve communications including local health departments. The SHW hired a C-19 Project Manager, and support staff, to implement C-19 tracking, reporting protocols, and ensuring clear communication across District, Health Department and impacted individuals.

1.2. DISTRIBUTION OF PERSONAL PROTECTION EQUIPMENT (PPE)

The CDC recommends the use of facemasks for all students and staff, regardless of vaccine status, to reduce the chance of transmitting and catching C-19. Most of C-19 transmission occurs

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from person-to-person via respiratory droplets that are produced when an individual coughs, sneezes, talks, sings, etc. Transmission can occur when the droplets land in the nose and/or mouth or are breathed in by nearby individuals. Masks are therefore a simple evidence-based and low-cost public health measure to help prevent the spread of C-19.

A minimum of a two-month supply of PPE including masks, hand sanitizer and disinfecting wipes is provided to schools by our Facilities Department. PPE is provided to each student, staff member, and as applicable to building visitors. Departmental clerical personnel may place orders based upon individual building needs that may include gloves, shoe coverings, aprons, and face shields that are sometimes preferred when staff work regularly with exceptional (Special Education) and early primary grade students.

In addition to the procurement effort, the District contracts with a vendor who stores our PPE supplies and delivers the PPE upon request, as needed, to affected departments.

The District uses a third-party auditing team to review school adherence to mask mandate and use of PPE. Schools found out of compliance are required to implement a corrective action plan and receive further follow up monitoring from their principal supervisor. Results of the inspections are published to the District's COVID-19 website.

Effective July 1, 2022, masking in district schools, central office buildings, during district functions and activities is optional for everyone. The District maintains a supply of masks [and PPE] for persons at schools and central office buildings wishing to wear one.

PPE remains available for distribution to schools and DPSCD offices, upon request.

Once existing supplies of PPE are exhausted, individual departments may purchase items.

In general, the district will not require masking unless it is required by DPSCD's federal, state, and/or city regulators. An exception is for an individual who is returning from isolation or was recently exposed to the virus; these individuals will need to wear a mask per District guidelines and the Detroit Health Department. The District presently requires that an individual who exits isolation after Day 5 and returns to District buildings, must wear a mask for Days 6 through 10 and continue to monitor for COVID-like symptoms.

1.3. CLASSROOM SPACING

In accordance with CDC guidance, student desks are spaced at least three feet apart.

School programming, activities, and general protocols resumed at pre-pandemic vigor, but with enhanced cleaning protocols in each building. Student desks are spaced at a comfortable distance from one another, but there is no mandate concerning the distance

1.4. NURSING SERVICES AT EVERY SCHOOL

Every school has an assigned nurse. The nurse is essential to monitoring the isolation room, assessing student health, assisting with the weekly saliva testing, and sharing educational

information about both the virus and the vaccine. Based on anecdotal feedback, this level of support at the school was reassuring to both families and staff.

Supplemental nursing services are provided to medically fragile students.

Each school nurse has ample access to rapid antigen tests. Any employee or student that is experiencing COVID-like symptoms can get tested for COVID and receive results at their school. If the test is positive, a parent or guardian will need to pick the student up. Employees will need to notify their supervisor and leave their worksite.

1.5. COVID-19 SURVEILLANCE & TRANSPARENCY

The SHW continues to work alongside principals and district leadership to report and contact trace every suspected and confirmed C-19 case through the automation of the positive case notification process for staff and students. The SHW developed a set of C-19 email response and scenario templates to improve communication and coordination between schools and offices, and outside partners including the local health departments. This initiative helps ensure that DPSCD complies with State reporting mandates. The case notification process for contractors and volunteers is not yet automated but the data team is reviewing to streamline the process.

Further, the District is committed to transparent and effective communication including the dissemination of C-19 safety information to our students and staff. All C-19 information is housed on the DPSCD website and includes up-to-date city, state, and district-level positivity rates, and District case information.

1.6. DAILY SYMPTOM CHECKER AND WEEKLY COVID-19 TESTING

The CDC currently recommends C-19 screening as an important safety mitigation and prevention strategy to keep schools safe. The District partnered with Wayne Health and Henry Ford Health Systems to provide weekly access to testing from November 2020 to June 2021. Nearly 5,000 tests were administered through this outreach.

Additionally, each school and office has established and clear entry processes that are aligned with CDC guidance that includes symptom and temperature checks for students and staff.

In the spring of 2021, the District began onsite weekly C-19 testing for PSL athletes and migrated the effort during the summer of 2021 to include all staff, and students who have parental consent. Additionally, the District offers drive-through testing at remote sites. DPSCD's weekly staff testing protocol goes above and beyond current recommendations to ensure the health and safety of our community. This initiative requires detailed data to assist in monitoring testing and positive cases and is performed by LynxDx, a local vendor. The data team developed a dashboard that allows an administrator to quickly identify who in their building is required to test, discern if they are testing on a weekly basis, and if there are any positive cases reported. DPSCD's internal C-19 Testing Compliance Dashboard provides additional school-level and building-level data, resulting in a streamlined process for the enforcement of testing compliance. The system triggers an automated email that alerts the appropriate parties of a positive case, while keeping health

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information secure. Additionally, LynxDX has developed a dashboard to support monitoring goals by tracking samples collected and positivity rates.

The District continues to provide information about community access sites for non-students and staff, as the weekly testing is limited to DPSCD staff, students, contractors, and regular volunteers.

On March 13, 2022, the District discontinued, the daily symptom check requirement for staff and participating students.

On July 6, 2022, the District suspended mandatory weekly testing. Any student or employee may test, at the District's cost, at one of the District's drive through testing facilities located at East English Village and Renaissance high schools. Required C-19 weekly testing for employees and students is discontinued unless required by federal, state, and/or city health requirements.

Symptomatic Testing - each school nurse has ample access to rapid antigen tests. Any employee or student that is experiencing COVID-like symptoms can get tested for COVID and receive results at their school. If the test is positive, a parent or guardian will need to pick the student up. Employees who test positive will need to notify their supervisor and leave the worksite.

Isolation and Quarantine – the local health department and the CDC recommend that individuals who test positive for COVID will need to isolate for 5 days. They may return to school or work on day 6 and must wear a well-fitting mask on days 6-10. Students and employees who are exposed to COVID are no longer required to quarantine for 5 days but they will need to wear a mask and monitor for COVID-like symptoms for at least 10 days. They can get a COVID test after 5 days from the exposure or if symptoms develop at the Renaissance or East English Village drive through test sites.

Reporting and Noticing of COVID
- Reporting - the District will communicate a case as "self-reported", upon receipt of a valid lab report. This does not change the investigations that must occur by the relevant health departments to confirm the case and identify potential outbreaks but allows the District to communicate reported cases more quickly.
- Notification - DPSCD notifies staff and families directly where there is a confirmation of COVID-19 case that affects face to face (F2F) learning

1.7. DISTRICT FACILITIES

SHW works closely with DPSCD's operations team, environmental health and safety, and facilities teams to ensure the health and safety of the DPSCD community. Enhanced daily cleaning methods were instituted at the outset of the pandemic (and persist) that includes more frequent cleaning of buildings, buses, and common areas. Protocols are in place to ensure that after a positive case is reported in a DPSCD building, all facilities used by the positive individual will be cleaned per C-19 protocol.

The District is improving ventilation in classrooms since good ventilation is a key prevention strategy to reduce the number of viral particles in the air, thereby reducing the risk of transmission indoors. Prevention strategies also include the distribution of air purifiers and filters, and fans upon request.

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In response to the pandemic, the District contracted with Authority Health who supplies compliance officers who began audits of the schools and district offices of DPSCD in September 2020. The audit process was designed to survey each facility, at least once per month, to ensure that schools maintain fidelity with the District's C-19 safety commitments. Generally, the audits reviewed two general areas of concern: the cleanliness and sanitization of classrooms, lunchrooms, restrooms, physical activity sites, and offices; and the appropriateness and effectiveness of the safety behavioral component, communicated through signage and modeling. Overall, weekly compliance scores were 95% or higher.

> Masking mandates, the Daily Symptom Check, and mandatory weekly COVID testing were suspended by the District; consequently, the contract with Authority Health who monitored and audited for compliance, was not renewed upon expiring in June 2022.

1.8. SAFTY MATRIX

The District has now implemented and relies on a District-level and school-level safety matrix to assess a variety of factors that may lead the Superintendent to recommend a review to pause or suspend specific face-to-face activities, as opposed to a mere positivity rate which was used as guidance during School Year 2020/21. If the Superintendent and Board determine that a pause or suspension of activities is necessary based on the prevailing data, additional information will be shared with students, families, and staff about the expected duration of that pause, how students and employees are expected to operate during that period, as well as any additional safety measures that may need to be taken.

1.9. VIRTUAL INSTRUCTION AND VIRTUAL SCHOOL

At the onset of the pandemic in spring 2020, DPSCD rapidly launched work to make traditionally face-to-face materials available online for students to ensure student engagement while at home. During School Year 2020/21, the District created solutions for virtual learning and codified its use of online learning tools and systems to deliver instruction to students remotely. Course content and assignments were made available in Microsoft Teams and Schoology. The success of the initiative meant that students could begin School Year 2020/21 remotely, whether they were attending school from home or participating via their school's Learning Center.

Beginning in August 2021, DPSCD will launched a standalone Virtual School for students in grades K-12. Instruction will be primarily live (synchronous) with some opportunities for self-paced (asynchronous) learning during the day and in specific electives. Attendance is taken daily, and the school operates under the pupil accounting rules for virtual learning and student count is based on the use of "two-way interaction logs" during the designated count window that demonstrates exchanges of academic discourse between a student and his/her teacher.

The school is fully staffed with a Principal, Assistant Principal, Clerical and Teachers primarily from current DPSCD buildings. The school is overseen by an Executive Director of Virtual Learning, who reports to the Assistant Superintendent of Human Resources. We expect that most of the enrollment in this school will be due to families not yet comfortable with their child attending school face-to-face during the pandemic, further we expect enrollment from students who prefer online learning and demonstrated they could excel in the environment during School Year 2020/21. Initially, courses will be "standard" and not include any special programming such as

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Montessori, dual-language, or advanced coursework to ensure the staff is focused on delivering strong core instruction and students are enrolled in courses necessary to maintain on-track to graduate status. Students who elect to attend the Virtual School will do so for at least one semester, and for up to the full school year, while still maintaining a reserved seat at their "home" school. Students may elect to continue at the DPSCD Virtual School for the 2022/23 School Year but will forfeit their "home" school seat.

DPSCD Virtual School updated its criteria and eligibility for enrollment for School Year 2022/23. Any student, in grades Kindergarten through 12th, must have fewer than 18 days absent for the previous school year. Further, students in grades 3rd through 12th must have passed the core academic subject courses for semesters 1 and 2 of the previous school year. The DPSCD Virtual School is expanding its course offerings and will add business, marketing, computer science and French to its offerings.

The school learned that uniformity is essential to improving productivity; consequently, each teacher will use Schoology as the platform for providing and receiving curriculum materials from students. Each teacher will use Microsoft Teams to provide live instruction every school day. All teachers will publish their office hours during the normal school day, to conference with students and parents, to promote progress towards mastery for all standards.

The virtual school staff includes additional personnel resources than in the first semester of School year 2021/22 that includes the following positions: Academic Interventionist, Attendance Agent, Guidance Counselor, College Transition Advisor, Dean of Culture.

1.10. COVID-19 VACCINE ACCESS

DPSCD has partnered with local healthcare organizations to provide C-19 vaccination clinics to eligible students and staff. The SHW Team interfaces with local agencies and disseminates information to the District.

Vaccine awareness has been posted through the District's social media sites and reinforced through interviews by the Superintendent and School Board members.

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2. ARP Act funds will 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.

2.1. LEARNING ACCELERATION

The District intends to meet the needs of all students in the upcoming school year, to regain pre-pandemic progress and to accelerate student learning. During School Year 2020/21 the District began shifting its focus from surviving the crisis to an intentional focus on recovery from the social, emotional, and academic toll that was caused by the pandemic. Implementing and building upon the systems and structures that were developed since calendar year 2017, DPSCD will maximize its ability to improve for schools and students in the year ahead.

Transformative change may be achieved, and student learning accelerated in the upcoming school year by establishing clear goals for every student, regardless of their previous achievement level. The District will intentionally pursue Learning Acceleration. It is an approach in which students continue to use and access grade-level curriculum resources and assignments but receive targeted support if they do not quickly master the lesson standards. While it is tempting to "go back" and focus on content that students may have missed, research indicates that thoughtful exposure to relevant, grade level content will best move student progress. The District will continue to address unfinished learning by systematically addressing the most important pre-requisite skills from past years that are immediately relevant to their present coursework. Small group instruction (Tier 2 and Tier 3) interventions will be utilized to assist our students rather than going back and redoing everything. Teachers will provide scaffolded support through "just-in-time teaching" to ensure students spend more time on their current grade-level work, which is the key to ultimately catching up.

Goals for School Year 2021/22:

- **Establish Baseline Proficiency:** Math, ELA, Science, Social Studies;
- **Increase Growth in Math & ELA:** Typical, Stretch, Continuously Enrolled, Bottom 30;
- **Improve Culture & Climate:** Chronic absenteeism, parent survey favorability, Loved, Challenged, Prepared index on student surveys, re-enrollment.

Current and Historic Data

- National and local data sets indicate that more students have experienced an increase of unfinished learning over the last year than ever before.
- Students in low social economic settings and students of color have been even more deeply impacted in their progress towards annual learning goals.
- DPSCD on-grade results suggest that students who tested virtually in 2020/21, per the iReady diagnostic, inflated performance particularly in Grades K-2.
- Despite inflated baseline performance of students testing online, overall growth was still low.
  - Comparing the District's relative grade level placements from 2018/19 to 2020/21, the population of students that are 2 or more grade levels below increased from 30% to 42.
  - The percent of students who are three or more grades below increased by 7% since 2018/19.

- Students who most need support are seeing the least gain and lower engagement & participation with testing.
- This performance does not match the pace of gap-closing growth we have seen in previous years and indicates that students will need to address unfinished learning in the year(s) ahead.

Our Learning Acceleration protocol will employ the following stratagem in support of student learning:

- Relaunch our Curriculum Guide strategy – modernize documents to ensure ease of use, as well as make intentional adjustments to prioritize the most critical content, prioritize culturally responsive teaching and learning, and ensure time for small group instruction.
- Reboot Small Group Instruction to ensure that students are receiving "just in time supports" to access grade-level instruction, address unfinished learning, and expand the quality of and ease of use of materials.
- Refine our Tier III Reading Orton-Gillingham (OG) intervention program in literacy to increase attendance, fidelity of implementation, and advanced outcomes.
- Expand Interventions in Mathematics to introduce a Tier III program and tutors to provide high-dosage interventions with the goal of meeting stretch growth goals.
- Introduce Individual Learning Plans for all students to engage students who have been consistently disconnected from school because of the pandemic. Partner with students, teachers, and families to set learning goals for students that leverage students' strengths and prior knowledge as a bridge to new academic learning and growth.
- Develop Formative assessment cycles that ensure leaders and teachers have data in a single platform to analyze on an ongoing basis in Reading and Mathematics.
- Expand Credit Recovery programs to include a day program where students can accelerate credit attainment toward graduation if they are off track following the pandemic with a focus on Juniors and Seniors.
- Continue PSAT/SAT coursework and Tier III Interventions in High School with a focus on Freshman and Sophomores.
- Provide support to educators through differentiated professional learning and deepened on site job embedded coaching and support with a focus on using data to drive instruction.

Acceleration

High expectations for all students
Provide all students with access to effective, grade-level, Tier 1 instruction focused on the essential skills and concepts for that grade.

Just-in-time support
Supports are based on evidence of what a student knows and what they need for upcoming lessons based on clear grade-level learning goals.

Provides more exposure to grade-level essential skills and concepts by aligning supports with current class instruction

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Remediation

Low expectations for some students
Supplant Tier 1 instruction for the most academically vulnerable by pulling students from Tier 1 instruction for remediation.

Just-in-case support
Supports attempt to reteach every missing skill, based on the misconception that before students can learn new information, they must go back and master everything they missed.

Often focused on drilling students on isolated sills that might not be relevant to current grade level lessons.

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2.2. ADDITIONAL RESOURCES TO SUPPORT STUDENT LEARNING

- Virtual School – provides synchronous instruction for students whose parents prefer remote learning during the pandemic. The school serves Grades Kindergarten through 12.
- Homework Help Hotline – live instructors who provide remote academic support for our students, Grades K-12, Monday-Thursday, from 5PM to 8PM.
- Expanded Extended Day Programs including after school tutoring, credit recovery programs, enrichment, youth development and expanded recreational/athletic programming for students.
- Increased outreach in schools and community to identify homeless students, children served through the foster care system, English learners, and migrant and immigrant children of school age.
- Expansion of in-school tutoring through use of third-party literacy tutors, the hiring of additional academic interventionists and teachers to provide small group and one-on-one intervention.

2.3. SUMMER SCHOOL/AFTER SCHOOL/EXTENDED WEEK PROGRAMS

- The District is increasing access to quality and rigorous academic support (tutoring) and enrichment, arts, social-emotional programming, and grades K-8 athletics. Summer 2021 programs were robust in academic remediation, credit recovery and academic enrichment, along with intense recreational and youth development activities.
- Additional opportunities to increase valuable interactions in a safe and nurturing after-school environment during School Year 2021/22 will support students in each of the aforementioned areas. Currently, the principal oversees the selection and implementation of building-level after-school activities.
- The District, for School Year 2021/22 has contracted 55 vendors to provide support to students in the areas of college exposure, career readiness, comprehensive youth development, visual/performing arts, STEM, counseling, psychology, social work, and mental health and providers.
- Ninety schools will offer after school programming at least two days per week. Eighteen schools have elected to offer programming Monday through Friday, with an additional seven that have programming planned for Monday through Saturday.

- Summer 2022 programs built upon the successes of the 2021 program and offerings included rigorous academic support and tutoring, enrichment, arts, social-emotional programming, and Grades K-8 athletics.

- School Year 2022/23 school budgets include – as with the previous school year – afterschool tutorial, credit recovery, youth development and enrichment programming in practically each school.

- The District has contacted with over 50 vendors to provide support to students during School Year 2022/23.

2.4. PROGRAM MONITORING

DPSCD will employ a strategy for extended day activities to ensure that the most effective programs are maintained and enhanced.

- Re-align Protocols and Procedures – support the quality and rigor of the after-school programs a data monitoring system will be established that gives access to student academic performance data.
- Engage families and students by surveying students and families about the types of programming desired and needed after school, for students. As an element of progress monitoring, students and families will provide feedback on programming. Schools will welcome families into the building to see and experience the togetherness of the programs in family functions such as "after-school supper," that will enable families to join the student in a meal at the school, during the after-school program.
- Re-define wraparound Services by offering various clubs, sports, SEL services, arts and programs that engage students beyond the basic curriculum during the school day. The goal for programming is to center student opportunities on expression, joy, play, social interaction, and experiences of relational connection.
- Refine data collection processes to establish baselines of location, program offerings, student participation, and academic impact. Programmatic data will be collected on current program offerings. The quality of programming will be measured using a program evaluation tool, which includes student and family feedback.
- Focus after-school programs thorough evaluation to ensure students are receiving quality and rigorous services. Metrics include stakeholder feedback, academic growth and performance.
- Evaluate district resources – remain responsible stewards of resources in constructing the foundation and growth of after-school programs. Ensure that all programs are given the specific items, personnel and proper supplies and training to succeed.
- Funding - schools were provided the same allocation per student, driven by spring FTE, to utilize for enrichment; after-school activities, parental engagement and staff training.

3. Describe how the LEA will spend the remaining ARP funds to support operations.

Initiatives that ARPA funds will support, in addition to funded activities that directly facilitate in-person instruction and support learning loss initiatives, will include the following programs and activities:

- **Educational Technology:** computers, tablets, carrying cases, headphones, interactive displays, limited classroom furniture, educational software, Internet subscriptions and Internet hotspots for students in their home
- **Facilities:** evaluation and analyses of building needs; develop project plans; repair and install replacement doors, windows, roofs, air circulation and HVAC systems

- **Increased family outreach:** conduct approximately 3,500 in-home Parent-Teacher Conferences (Parent-Teacher Home Visit Program)
- **Infrastructure:** wiring upgrades to accommodate and ensure reliable connectivity for computers and learning devices on school campuses
- **Additional Learning Materials and Supplies:** expand access to instructional materials that remediate learning loss, provide basic instruction, support tiered and scaffolded support materials and enrichment activities
- **Mental Health Services for students:** service delivered both during the regular day from Social Workers and via contracted vendor and in the evenings via the telephone help line
- **School Improvement Stipends:** implementing structured, commonly aligned design principles and improvement targets for each building to include training for each school's instructional leadership team, its participating administrators, master teachers, teachers and other personnel who provide direct pupil support in the building.
- **Social /Emotional Support activities**
  - Youth development for students
  - Incentives and Home-School bonding activities to reignite the passion to learn – determined in each building by its School Advisory Council, to reengage students and families with teachers, school staff members
- **Supplemental Central Office Staff**
  - Personnel and vendors to develop preparedness and response protocols; to serve as liaisons to the local and county health departments and relevant agencies; ultimately, to inform and implement efforts designed to mitigate virus transmission
  - Personnel who support District Offices in assembling and disseminating relevant information and literature to families of enrolled students concerning the nature of operations during the pandemic.

4. Describe how the LEA will ensure that the interventions it implements, will respond to the needs of all students:

4.1. Academic

Following an audit conducted in 2017/18 and beginning in the 2018/19 SY, the District invests in high-quality, highly aligned instructional materials (HQIM) for students and teachers in K-12 core subject courses. The effort includes significant investments in professional learning and coaching. Materials were selected using a facilitated process with teachers and leaders in the District. The process was grounded in a modified version of the Instructional Materials Evaluation Tools developed by EdReports as well as the MidWest Plains and Equity Center's, "Assessing Bias in Standards and Curricular Materials" rubric. Additionally, the District has adopted a set of supplemental resources to meet the additional needs of students and teachers including digital learning platforms, tiered interventions, and rich engaging content that goes beyond adopted materials. The use of HQIM has led to coherence across schools and classrooms in the District, has allowed for a systemic approach to teaching and learning, and was a foundation that the District was able to build upon in the face of the pandemic.

These materials, while continually being refined, particularly for cultural relevancy, will continue to be leveraged in the 2021/2022 SY and for future periods.

CURRICULUM GUIDES

The District has developed, with input from educators, Curriculum Guides to support teachers pacing and preparation of core materials. These resources have served as a foundation for common planning of teachers together, as well as an individual lesson planning resource for educators. While rich with content, these documents are significant in length, over time have evolved within content areas to move away from initial shared design principles, and in their current state are not being used as readily and easily as needed by leaders and teachers. With the return to in-person learning, the District can reset on all of these resources in order to create more meaningful and modernized assets. The District needs to streamline documents and restructure to focus on the heart of the matter for planning and observation, and also clearly communicate how to structure "just-in-time" teaching required to address unfinished learning from the previous two school years.

TIER II SMALL GROUP DIFFERENTIATED INSTRUCTION

The District introduced Master Schedule Guidelines at the beginning of the 18/19 School Year to standardize the number of instructional minutes allocated each day in classrooms in each school. Prior to this effort there was variability among schools and teachers in the number of minutes they were dedicating to subjects each day. With new instructional materials, the District needed to be intentional to ensure that these materials could be implemented and that the time allocated each day was aligned to students needs as reflected in District and Schoolwide data. Included in the guidelines/frameworks for ELA/Literacy and Mathematics is dedicated time for daily small group, differentiated, instruction. The District has had extended reading blocks for grades K-8 for three years. In grades K-2, the instructional framework outlines 3 hours of literacy instruction through foundational skills, modules, and labs/intervention. Guidance provided by the District promotes that learning in small group is not isolated from grade level learning, but rather aligned and in service of success in core. Currently, there is not a standard template for planning for Tier 2 small group based on student data in use across the District, and while this time has been outlined, qualitative observation suggests that many educators were using this time for extended work in on-grade level instruction rather than engaging in just-in-time to grade-appropriate learning. Stated plainly, small group instruction has not been embraced across the District.

INTERNAL TIER III LITERACY INTERVENTIONS

The District made significant investments in expanding human capital by investing in Academic Interventionists and Paraeducators to expand district-led intervention. Literacy interventions have been prioritized and as such, the District adopted a Tier III Reading Orton-Gillingham (OG) intervention program. This is the second year of the District's implementation plan for Tier III Reading OG intervention. In School Year 2019/20, the District launched its intervention strategy whereby Academic Interventionists and Paraeducators participated in a 30-hour course to be prepared to deliver interventions to students one-to-one and in small groups. The 2020/21 implementation included an expansion to include 9th grade students. In School Year 2020/21, the District served over 9,000 students in Grades

K-9. Initial findings reveal that students who have participated in OG Interventions are growing at greater rates than their non-participatory like-peers as measured by the i-Ready Reading Diagnostic Assessment. However, students are participating in ~50% of their scheduled time, and overall outcomes are not as strong as they could be given the investment in materials, professional learning, and dedicated educators.

EXTERNAL PARTNER HIGH DOSAGE TUTORING

The District has five official partners that provide direct tutoring to students. These partners work in specific schools providing direct tutoring to students. Current partners include Beyond Basics, Brainspring, City Year, SOAR, and MEC Reading Corps. In the 2020/2021 SY, the District expanded its partnerships with Beyond Basics, which was previously fully philanthropically funded, as well as contracted Brainspring, our curriculum partner for interventions led by our own educators, to provide direct tutoring to students using the same materials. Students participating in external partner literacy support programs demonstrated larger Fall-to-Spring average iReady ELA scale score gains than the Districtwide average overall at the following grade-levels:

- Brainspring: Grade 3; and in 5% (6/8) schools overall
- City Year: Grades 4, 6, & 7; and in 37.5% (3/8) schools overall
- MEC: Grades K, 1, & 2; and in 71.4% (5/7) schools overall
- SOAR: Grades 2, 3, & 4; and in 71.4% (5/7) schools overall

Beyond Basics provided tutoring services to 298 students at ten high schools. The average improvement between pre- and post- literacy assessment was 1.78. This means that students who received the intervention, on average, improved nearly two grade levels in their literacy performance. Specifically, students improved, on average, from a pre-grade level literacy level of 6.40 to 8.19 after only five months of intervention. While having partners can be of significant support to a school's intervention plan it has also proven to be challenging to implement with student attendance being a large concern.

SCHOOL SUPPORT

Each content area leader has worked with the Assistant Superintendent to prioritize schools for support, aligned to content area improvement goals. In ELA and Mathematics, TSCs and LCOSAs were consistently assigned to a cohort, but in Science and Social Studies, the team has pursued assignments based on grade band or course specialty. Once in schools, literacy and math Training & Support coordinators largely focused on supporting Master Teachers' coaching aligned to content cycles, modeling lessons from the curriculum, support for common planning, student work analysis, and data analysis. In science and social studies, TSCs attempted to support a coalition of the willing, meaning teachers who were actively pursuing help to teach these content areas. This support continued virtually through the pandemic. Virtual structures did lead to higher rates of participation by teachers as well as flexibility to support teachers across schools at one time.

Though content teams had a rationale for the schools and teachers they prioritized, this rationale was not common across content areas, meaning that there was not a common framework for tiering supports between C&I and schools. This approach also resulted in

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widely varying relationships and coordination between Assistant Superintendents and Training & Support Coordinators; while some Assistant Superintendents felt empowered to actively seek support for specific schools or classrooms with a phone call, others were largely disengaged from the TSCs assigned to their buildings, meaning that their on-the-ground view of needs were not incorporated into support plans.

And, across all content areas, TSCs were using coaching practices and frameworks aligned to their content areas and modeled by their curriculum coaching partners. To date, no common coaching model has been adopted and applied across settings.

INSTRUCTIONAL LEADERSHIP

With the resumption of primarily in-person instruction, the District rededicates its effort to pursuing the rate of academic growth that our students were achieving prior to the pandemic.

- Principals receive training on individual learning plans and conferencing during the Summer Principal Academy, held each August prior to the reopening of schools for staff members. They receive/received access to customizable sessions for use with their faculty for back-to-school Professional Development days, and optional planning templates to support their Instructional Leadership Team's (ILT) thinking on the implementation of Community Building Days. Schools received guidance and resources on conducting high quality data conversations, extracting from existing data chat materials for literacy and math, which included attendance and social-emotional learning into the conversation. Finally, Principals received a roll up report that answered the question: "If all students meet their individual goals, what would be the impact of your school grade?"

- Instructional leadership teams at each building dedicated an intensive two weeks in August 2021 to perform a secondary comprehensive needs assessment and identify data targets and learning metrics that align with district goals. During the first eight weeks of the school year, schools organized grade-level/grade band community-building events for students, such as field or wellness days managed by Deans of Culture, School Culture Facilitators, Social Workers, Counselors, Attendance Agents, Paraeducators, Academic Interventionists, as well as third party tutors. The aforementioned personnel provided core content teachers with time to hold individual conferences with each student and to develop individual student plans. Schools aimed to schedule these sessions such that initial benchmark assessment results were available at an individual student level for inclusion during plan development.

- Following the development of the plan, the student received a copy to share with their parent, and the plan remains available for review and discussion during initial Parent-Teacher Home Visit conferences. Any plans required for IRIP (Individual Reading Improvement Plan) compliance will be provided to and signed by parents. Schools will schedule time for students and teachers to revisit their plans at critical points in the school year, including following the release of midyear data, near report card and parent-teacher conference times, in the weeks before M-STEP administration and in the final weeks of school.

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- The traditional triannual benchmark assessment prevails for School Year 2021/22, and intermittent and regular tiered support is delivered by our supplemental personnel utilizing the Orton Gillingham module, intensive personal support from our Paraeducators, Academic Interventionists, Intervention Teachers, and third-party tutors in conjunction with direction from the Teacher-of-Record, Master Teacher, and the ILT.
- Refinements that were implemented in the District for the present school year exist to effectively support our students and address learning loss resulting primarily from the C-19 pandemic.

Reorganize the Curriculum and Instruction Office into Cross-Content Support Teams who will collaborate with each Assistant Superintendent's constellation of schools to deeply understand school improvement priorities and needed supports through the Continuous Improvement Plan development and refinement process with the following resources.

- Two cross-content support teams to support Literacy, Math, Science and Social Studies Training & Support Coordinators (TSC), K-3 Literacy Coaches, an English Language Learner (ELL) TSC, and a member of the Technology Instructional Solutions Team.

Partnering with school ILTs to map and execute school supports, including job-embedded learning, aligned to the SIP.

Other teams, including ESE (Special Education), Climate & Culture, Human Resources and FACE (Family and Community Engagement Office) have cohort-based assignments in place to interface, represent and raise concerns of affected students and stakeholders, ultimately to address learning loss.

Intense Emphasis on Continuous Improvement Planning and Development

- Focus on excellent implementation of Common Planning.
- Principals will have an opportunity to suggest Content Cycle.
- Align feedback, coaching expectations, and best practices from mentor teachers through to the evaluation cycle to ensure stronger coordination of coaching efforts.

Periodic Review of Continuous Improvement Plans

- Coordinating all school support efforts as a team, with a common calendar, and ensuring the professional learning options for their schools, the cohort, and the District at large are aligned to SIP goals.
- We will also explore including stakeholders in support teams.
- Reorient Content Cycles and Model Schools to Focus on Excellent Implementation of School Improvement Strategies.

Relaunch Instructional Reviews

- Content teams meet and tier schools for central support and identify schools for participation in the IR (Instructional Review) process.
- IRs consist of a Principal presentation on progress against the SIP, structured classroom observations, student work analysis, and a group debrief.
- An element of the session will be focused on CIP activity additions and revisions.

- IRs will be attended by the School Support Team, the ILT, leaders from each content team, and the cohort's Assistant.

Reposition DataCom into a structured series of conversations that mirror the structure of the SIP development week

- Review progress against the SIP using the DataCom dashboard and available student level data sets to clarify the school's current "data story".
- Defining activity level adjustments to the SIP they are planning based on current results.
- Focus is intended to ensure that Principals are prepared to speak and act with specificity on what's driving their top-level performance, and that the activities planned target specific student needs.

The District established a High School Transformation Office with cross-content support Literacy, Math, Science and Social Studies TSCs, an intervention TSC, an ELL TSC, and a member of the Technology Instructional Solutions team. This Office reports directly to the Superintendent and is focused on improving student outcomes.

4.2. Social

School Safety and Climate is paramount to a successful learning community. In order for students to meet their academic, social, emotional and college and career goals, the environment must be conducive to learning, it must affirm their identity, it must sharpen their skills, develop their intellect, and cultivate their genius. The same holds true for staff, research shows that school climate directly affects teacher burnout, productivity, and engagement with their student.

District and building-level programs include enrichment activities; youth development programs; partnerships that deliver content outside of our campuses; school-based incentive programs that reward the pursuit of excellence for attendance, positive behavioral interactions, and academic growth. When students feel that they are in a safe and positive school climate, outcomes improve in the following areas:

- Academic performance
- Attendance and engagement
- Improved test scores
- Improved overall graduation rates.

ARPA and "COVID-era" funds augment our efforts to directly address social and emotional support initiatives that are delivered via contracted partners and Social Workers.