

**American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund  
(ARP ESSER)**

**LEA Plan for Use of ARP ESSER Funds, ARP Section 2001(e)**

**District Information**

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| District Name  | Marion School District                           |
| District LEA#  | 1804   |
| City   | Marion   |
| Superintendent Name  | Dr. Glen Fenter                                  |
| URL access to the LEA Plan for Use of ARP ESSER Funds posted on the district website | <a href="http://www.msds3.org">www.msds3.org</a> |
| Date posted  | 5/22/21  |

**Directions:** The LEA Plan for Use of ARP ESSER Funds requires planning the full allocation. The template below will assist in the development of the district plan. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to provide the practice and evidence that will be utilized by the district. The plan may be revised by notifying the DESE and uploading the revised plans in Indistar and on the district website (please include the revision date on all documents).

- 1. Creating Safe and Healthy Learning Environments:** Determine if ARP 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 school, in order to continuously and safely open and operate schools for in-person learning. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

| Program Code                       | Practice            | Description   | Projected Amount |
|------------------------------------|---------------------|---|------------------|
| 186, 187,<br>188, 189,<br>190, 192 | Systemic Procedures | <p>Actions or systems implemented to prevent, prepare for, and respond to COVID-19.</p> <p>Meeting the nutritional needs of underserved students.</p> |                  |

|          |                |   |                |
|----------|----------------|---|----------------|
|          |                | Supporting student mental health needs.<br><br>Locating absent students and reengaging disconnected youth.<br><br>Providing safe and inclusive learning environments.<br><br>Providing healthy learning environments. |                |
| 196, 197 | Facilities     | School facility repairs and improvements to enable operation of schools to reduce risk of COVID-19 transmission and exposure to environmental health hazards, and to support student health needs.                    | \$5,392,596.71 |
| 198      | Transportation | Transportation costs to reduce the spread of COVID-19.  |                |

2. **Addressing Lost Instructional Time or Loss of Learning:** Describe how the LEA will 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 district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions include the personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidence based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence based practices resources may be found on page 7 of Empowering Schools for Success Using Effective Evidence Based Practices to Impact Student Outcomes. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

ARP ESSER total allocation\_ \$6,740,745.89\_\_\_\_\_ minimum 20% set-aside\_ \$1,348,149.18\_\_\_\_\_

| Program Code                 | Evidence-based interventions  | Description  | Projected Amount |
|------------------------------|---|--|------------------|
| 170, 180, 184                | Accelerating learning through instructional approaches.                                 | In-school acceleration:<br>Licensed educators provide needed support for students within the context of grade-level work and within the classroom; using high-quality assessments, and instruction on essential learning (effect size .60-.88, Tier 3).<br>-High Quality Instructional Materials                         | \$1,118,149.18   |
| 170, 180, 182, 184           | Accelerating learning through instructional approaches.                                 | Tutoring programs:<br>High-dosage tutoring provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students (effect size 1.29, Tier 3).  |                  |
| 170, 180, 182, 184           | Accelerating learning through instructional approaches.                                 | Out-of-school time programs:<br>Educators target students needing additional support before, and after the regular school day, as well as on weekends and during school breaks programs, to deliver academic instruction (effect size .40-.60, Tier 3).  |                  |
| 170, 180, 184                | Accelerating learning through instructional approaches.                                 | Summer learning and enrichment:<br>Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences (effect size .53-.58, Tier 3). | \$230,000.00     |
| 170, 180                     | Supporting equitable access and effective use of technology                             | Engage family in digital learning training and effectively using technology and platforms provided by the school (effect size .50, Tier 3).  |                  |
| 180, 181, 182                | Using data about students' opportunity to learning to help target resources and support | Utilize data to understand where and how resources should be allocated to address student access to opportunity to learn (OTL) indicators (effect size .75-1.29, Tier 3).  |                  |
| 170, 180, 182, 183, 184, 185 | Addressing resource inequities  | Ensure students have equitable access to a well-rounded education. (based on subgroup data) (effect size 1.29, Tier 3)<br>-Advanced Coursework opportunities<br>-Inclusive Practices<br>-Well-prepared educators   |                  |

|                              |                                |   |  |
|------------------------------|--------------------------------|---|--|
| 180, 182                     | Addressing resource inequities | Provide wrap around services for students (effect size .44-.77, Tier 3)   |  |
| 170, 180, 182, 183, 184, 185 | Addressing resource inequities | Evidence-based practices that maximize students' social, emotional, and academic benefits.<br>-Professional Learning Communities (Tier 2) |  |

**2.A. Process for Monitoring Implementation:** 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 to address the academic impact of lost instruction 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.

Description: Marion School District is confident that the interventions that are implemented will directly respond to the academic, social, emotional, and mental health needs of all our 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

Marion School District is prepared to build an additional school campus in order to have space to create and promote a safe and healthy learning environment for all of our students. Currently, the district has 5 school campuses: 3 magnet K-6 schools, 1 junior high school and 1 high school. At this time our 3 magnet schools are reaching full capacity with the enrollment of in excess of 2,000 students. Full capacity of our magnet schools is 2,328 students. Currently, we are at 90%, 85% and 95% capacity at our 3 magnet schools with the ability to take on just 427 more students. The district enrollment is at 3,852 students; so our elementary students make up approximately 53% of our enrollment.

The Marion School District has seen an increase of student enrollment over the last four years and that trend is expected to continue. For the first time in years additional housing is being built in the Marion community. The addition of this newly constructed magnet school building will ensure that the district is well prepared to serve all students in our community while allowing for more social distancing opportunities.

This building of an additional campus will allow Marion School District to reconfigure. Our plans are to build a campus solely for our 7th grade students. We will then turn the existing building that houses our current 7th graders into a fourth magnet school for our K-6 grade students. The additional magnet school will allow the district to provide more options to our parents while providing more social distancing opportunities among our elementary students and staff. In addition, the additional space will allow greater social distancing during lunch periods, on the playground, in restrooms and in hallways at all of our magnet schools. This additional space will also give our district staff needed space for more programs in order to address learning

loss due to the pandemic. Right now, additional space such as empty classrooms is not an option at our magnet schools due to enrollment numbers.

Marion School District has a team of instructional facilitators led by our Director of Curriculum, Instruction and Professional Development. This team will work diligently to address lost instructional time and learning loss. To address this, the district will focus on in-school acceleration and summer learning and enrichment.

The Marion School District has implemented a hybrid school calendar to decrease summer loss. Our instructional facilitators will work hand in hand with classroom teachers and school administrations to ensure classroom instruction is supported by the latest data. Beginning of the year diagnostic assessments will be given to all students returning to school in July. Interventionists will be assigned to work with those students experiencing the most difficulties. Intense focus, based on individual student data, will be provided to identified students. Critical reading classes will be implemented at the junior high and high school levels. These critical reading classes will be in place for those students who show signs of significant reading difficulties.

In-school acceleration will focus on providing the needed support for all of our students on grade-level work within each classroom, additional support to all students experiencing learning loss, high-quality assessments to drive instruction and a focus on essential learning. All of our teachers have either completed the science of reading training (RISE) or are in the process of completing it, and they will focus on this training to ensure student success in reading. In addition, plans are in place to fill in “gaps” in reading by purchasing a new reading curriculum that aligns with the science of reading and is approved by DESE. Diagnostic assessment will be used throughout the school year to ensure students are mastering needed skills and making progress.

Summer school options will also help the Marion School District address lost instructional time and learning loss. Summer school will be offered to those students demonstrating the need for additional instruction over the summer months. Summer school will focus solely on students that need to master certain identified skills in order to be successful at the next grade level. Diagnostic assessments on identified students from the regular school session will be used to identify students.

**2.B. Process for Evaluating Implementation:** Please describe how the LEA will evaluate the effectiveness of these interventions.

Evaluation:

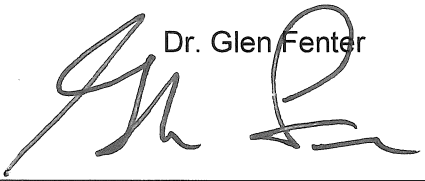
Marion School District will evaluate the effectiveness of each intervention.

In efforts to address the effectiveness of an additional school building; class size of magnet school students will be evaluated to determine if social distancing goals were met.

To evaluate the effectiveness of lost instructional time and learning loss several forms of data will be evaluated by district personnel. Diagnostic assessments will be analyzed to determine student achievement several times throughout the school year. Information will be shared with all school administration. State Mandated exam results, as well as a focus on all students reading at grade level, will help determine the effectiveness.

3. **Supporting Educator and Staff Stability and Well-Being:** Determine if ARP funds will be used to support educator and staff stability and well-being consistent with Section 2001 (e) (2) of the ARP Act. Districts may select evidence-based practices (pre-filled below) included in the LEA Plan for Use of ARP ESSER Funds or add additional rows to describe the practice and evidence that will be utilized by the district.

| Program Code | Practice              | Description  | Projected Amount |
|--------------|-----------------------|--|------------------|
| 185          | Technology            | Technology that supports learning and enables students to learn anywhere and for teachers to teach essential standards.                                |                  |
| 160, 180     | Additional pay        | COVID-19 related expenditures related to preventing disruptions and closures. Recruitment and retention of a diverse and qualified educator workforce. |                  |
| 191          | Maintenance of Equity | Continue operations without disruption including employment, programs and addressing budget shortfalls.  |                  |

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| <br>Dr. Glen Fenter | 5/21/21     |
| <b>SUPERINTENDENT NAME (printed) and SIGNATURE</b>   | <b>DATE</b> |