

AGRA Public Schools

ARP ESSER III Plan

Part 1: Strategies for Prevention and Mitigation of COVID

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.

COVID-19 and its variants have brought many challenges to Agra Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Agra Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

ESSER III Project	Strategy/Item for Prevention & Mitigation
Chromebooks	Continue to refresh the 1:1 count of student devices to prevent shared devices and possible spread of the virus; to prepare for periods of remote learning
PURCHASE AIR PURIFIERS FOR CLASSROOMS AND LARGE AREAS LIKE CAFETERIA AND GYM	To improve air quality to prevent the virus from spreading
Repair and Replace HVAC	Improve air quality and energy efficiency
Outdoor classroom(s) at both sites	Allow students to social distance and improve air quality
Increase number of teachers to keep classes small	Small class sizes facilitates social distancing
Thermometers, misters, and additional cleaning supplies	Check temps, mist rooms throughout the day, increased frequency of cleaning
Vehicle	In case of APS going virtual due to Covid we would use this to Deliver meals, chromebooks, hotspots, and packets. Also we have SPED students who may need Paras or Teachers to go to their home

AGRA Public Schools

ARP ESSER III Plan

Part 2: Strategies for Addressing Learning Loss

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, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.

ESSER III Project	Strategy for Addressing Learning Loss
1. Comprehensive Elementary After School Program as well as Summer School Program	1.All PK-6 grade students will be offered/encouraged to attend After School & Summer School program. SEL and Core Subjects will be the primary focus of the program.
<u>2.Secondary Remediation Built Into Daily Schedule and scheduled After School Tutoring is encouraged</u>	<u>2.Additional Teachers at All sites makes Remediation during the School day possible</u>
3.Certified School Counseling hours increased and <u>NO OFFICE DUTIES</u> that he can focus solely on counseling and SEL implementation. Also, Purchase of SEL program(s) and/or materials	3. Reduce the Counselor/ Student Ratio to more fully support the Social/ Emotional & Mental Health Needs of Students at All Levels
4.Additional Reading Specialist	4.Establish Multi-Tier Systems of Support; Provide direct Tier I, II, and III intervention services with most vulnerable students
5.Alpha Plus Assessments, Prof. Development and Remediation material (ELEM)	5.Track ELEMENTARY student progress through formative and summative assessments in math and reading; Teachers will be trained to <u>remediate students according to data;</u>
6.(Secondary) NWEA Assessments and Remediation materials	6.Track SECONDARY student progress through NWEA reports
7. Increase number of Paraprofessionals and Teachers Aides	7. Paras and Aides free up Teacher to do more teaching and remediation; Paras can tutor and do remediation

*Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time -- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 50% of the ARP ESSER III Allocation

Agra Public Schools

ARP ESSER III Plan

Part 3: Other ARP ESSER III Expenditures

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

Expenditure	Allowable Use
\$225,000 over 3 yrs Continuity of Services Insurance of buildings and Property	2620 Operation of Building Services (R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
\$120,000 over 3 yrs (UTILITY BILLS) PREVENT, RESPOND TO AND PREPARE FOR COVID 19 THROUGH CONTINUITY OF SERVICES IN THE FORM OF UTILITY BILLS	2620 Operation of Building Services (R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Agra Public Schools

ARP ESSER III Plan

Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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 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.

Our Commitment to the Continuity of Excellence

Setting the Table to Support All Students with Extra Measures for MVPs MVPs = Most Vulnerable Populations

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socioeconomics	Summer School and After School Program Increased number of Teachers and Paras allowing Remediation also built into the school day Provide devices and connectivity for virtual learning as needed. Interventionist added: Implement evidence-based Tier 1, Tier 2, & Tier 3 instruction.	Assess food security and provide added nutrition as needed: APS feeds 3 meals per day for free and sends home weekend food boxes. Assess schools' clubs and activities to open expanded opportunities to MVPs. Adding Robotics, Art, and Horticulture, JH Honor Society Engage families in the school's programs of academics and activities.	Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis. Adding another Interventionist, Teachers, and Paras will allow more 1:1 interaction with students.	Counselor office roles eliminated so there is more time for counseling and implementing SEL program Provide school counseling program to meet emergent needs. Refer to professional support through agencies and the Sac&Fox Nation.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Summer School & Comprehensive After School Program</p> <p>Remediation also built into the school day</p> <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Interventionist: Implement evidence-based Tier 1, 2, & 3 instruction.</p>	<p>Open new opportunities to MVPs. Adding Robotics, Art, and Horticulture, JH Honor Society</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.. <u>Black history class added to HS.</u></p> <p>Engage families in the school's programs of academics/activities.</p>	<p>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p> <p><u>Added Teacher with the similar life experiences of students of color</u></p>	<p>Counselor office roles eliminated means more time for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and the Sac&Fox Nation.</p>
English Learners	<p>Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.</p> <p>Summer and After-School programs designed for Els</p> <p>Purchase programs for tracking academic progress and for instructional planning for individual EL students</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p>	<p>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor office roles eliminated means more time for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and the Sac&Fox Nation.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students with Disabilities	<p>Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.</p> <p>Increased Secondary SPED teaching hours for remediation of Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p> <p>Hired additional Paras and provided PD so they are SPED trained</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments.</p>	<p>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor office roles eliminated means more time for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and the Sac&Fox Nation.</p>
Students Experiencing Homelessness	<p>Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Counselor:</p>	<p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for homeless students in the School's culture and activities.</p>	<p>Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis</p>	<p>Counselor office roles eliminated means more time for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and the Sac&Fox Nation.</p>

	Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.	Engage families and significant adults in the school's programs of academics and activities.		
Children in Foster Care	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed: APS feeds 3 meals per day for free and sends home weekend food boxes.</p> <p>Assess schools' clubs and activities to open expanded opportunities to MVPs. Adding Robotics, Art, and Horticulture, JH Honor Society</p> <p>Engage families in the school's programs of academics and activities.</p>	Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis	<p>Counselor office roles eliminated means more time for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and the Sac&Fox Nation.</p>
Migratory Students	<p>Identify any migratory students at the point of enrollment.</p> <p>Interventionist: Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess food security and provide added nutrition as needed: APS feeds 3 meals per day for free & sends home weekend food boxes.</p> <p>Engage families in the school's programs of academics and activities.</p>	Implement a Care Committee – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis	<p>Counselor office roles eliminated means more time for counseling and implementing SEL program</p> <p>Refer to professional support through agencies and the Sac&Fox Nation</p>