

3. ARP ESSER Plan

The LEA certifies that it has engaged in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA has engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The LEA certifies that the ARP ESSER plan is provided in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability provided in an alternative format accessible to that parent.

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 District's COVID pandemic response team continues to monitor recommendations and updates to mitigation practices as authorized or prescribed by the CDC, Governor of the State of Ohio, and the Cuyahoga County Board of Health. Based on this information, which is fluid and ever-changing, strategies are developed and communications are then distributed to internal staff and the community at large. Below is the most recent communication and the District is required to submit a comprehensive plan to the Ohio Department of Education on June 24, 2021, which will be either added to this application or made available via the District's website.

May 26, 2021

Dear Mayfield City Schools Teachers, Staff, Parents and Community,

The district was notified of 1 positive COVID-19 case involving 1Mayfield Middle School student. In accordance with the established protocols set forth by the CCBH, the student will remain at home for 10 days and may return to school / school activities, if symptom free without the use of medication. Those who were identified to be in close contact with this case have been contact traced and notified. Those involved will not return to school, work or activities until their quarantine period expires and they are symptom free without the use of medications. K-12School Quarantine Guidelines: Please note, the Ohio Department of Health issued revised K-12 School Quarantine Guidelines (Link below March 2021): Students and adults in K-12 schools may continue to attend in-person school, even during a normal quarantine period, if the following conditions are met:

1. The school has documented COVID-19 prevention policies, including universal mask wearing, social distancing, hand-washing, identification and management of students exhibiting symptoms of COVID-19, and routine environmental cleaning and disinfection protocols.

2. The exposure occurred inside the school environment, or while on required school transport (e.g. school bus), playground, and school sponsored activities and athletics.

3. The person with COVID-19 and any associated contacts were wearing face masks that covered their nose and mouth at all times.

4. If meals were consumed, a distance of at least 3-6 feet between students must have been maintained.

5. Social distancing was maintained.

- The above guidelines only apply to classroom settings. Students should not attend in-person school if they are exposed to COVID-19 outside the school setting.

[Click the link to read the revised covid-19-fact-sheet-k-12-exposure-and-quarantine.pdf \(ohio.gov\)](#)

Please visit our COVID-19 resources to read more about our protocols, safety measures and to review the updated COVID-19 dashboard. [Mayfield City Schools COVID 19](#)

[Message from Governor Mike DeWine \(May 2021\)](#)

Dear Education Leader,

Thank you for your hard work this year to provide safe and healthy in-person educational opportunities to Ohio's students. As you may have seen, the Centers for Disease Control recently revised their recommendations around mask guidance for individuals who are fully vaccinated. While Ohio will be amending its health orders to comply with this new CDC guidance, in order to maintain consistency and model safe behavior for Ohio's students, these changes do not affect the existing order requiring the use of facial coverings and other health protocols in our schools. With limited numbers of students vaccinated, it is important that we continue these safety measures through the end of the current school year. I appreciate the efforts that you have undertaken locally to protect students and I look forward to continuing to work together for Ohio's kids.

5/15: The CDC updated their 5/13 guidance to state the following: CDC recommends schools continue to use the COVID-19 prevention strategies outlined in the current version of CDC's Operational Strategy for K-12 Schools for at least the remainder of the 2020-2021 academic school year.

The full updated guidance can be found here under the Fully Vaccinate

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, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year?

Upon review the following data based (quantitative and qualitative) recommendations were made:

-Need for additional staff to support learning loss because of the covid pandemic (1 year support). Specifically, the need to continue to provide remote learning for those families that elect this option and to lower class size/teacher ratios in our primary classrooms where reading and math development are a top priority. (\$323,606)

-Need for additional training: (\$100,000)

-Reading Recovery

-Wilson

-Foundations

-LLI

-Math Program (TBD)

-Summer recovery learning program for students K-12 to take place two weeks prior to the beginning of school and then extend into the 2021-22 school year with the use of learning coaches (\$57,925)

-Purchase of supporting programs/platforms to continue to support all student learning growth during the 2021-22 school year

-Schoolology (40,000)

-Dreambox (13,000)

-IXL (20,000)

-Star (35,000)

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

The District intends to conduct an air quality and circulation evaluation of all of its buildings to determine areas of improvement that may include; new HVAC management systems, new windows, new doors, or other air quality apparatus that has been industry certified to improve air flow and ultimately air quality and is effective in the continual challenges brought about from the COVID pandemic.

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.

During the 2021-22 school year the district will use weekly Lexia data, dream box data (math), and our STAR screener to monitor student progress and adjust instruction. The district has adopted a workshop model for reading, writing and math. In the workshop students will have access to mini-lessons, remedial work and opportunities for enrichment. Further, the use of the student-teacher conference as part of the workshop assures that constant feedback is being given to encourage student academic growth. The use of the RTI "six day PLC cycle" will provide an opportunity for teams to meet every six days to 1) review student data and progress 2) determine appropriate interventions and 3) respond to student needs. These steps have been taken to address the impact of "lost instructional time" during the pandemic.

With regards to responding to the social and emotional needs of students the district has adopted the use of the morning meeting. During the daily morning meeting students have the opportunity to check in with their teachers, meet with guidance/support personnel during this block of time.

Special attention is given to those students that may have been disproportionately impacted by the Covid-19 pandemic. Tier 2 and more intensive tier 3 interventions are available and may include access to additional intervention (pull out using Wilson, Reading Recovery, LLI, Lexia and Foundations) support.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

-Needs Assessment and Stakeholder Engagement



Needs assessment to review the Covid Pandemic Period March 2020-May 2021

Reviewed key academic data:

- Lexia (ELA)
- Dreambox (Math)
- Star (ELA & Math)
- State Testing Data (ELA & Math)
- IXL Data (Math, HS)

Reviewed longitudinal data in ELA and Math

Formed the Hybrid Study Team (Stakeholders K-12 to inform decision making during the pandemic and identify emerging best practices, team met on 4 occasions)

Administrative Team Retreat to analyze Academic data during COVID time period and determine needs moving forward (April 2021)

Curriculum Team (Team comprised on innovation coordinator, building level administration, curriculum coordinator, Library media specialists and technology coaches)

Engaged parents through remote learning survey to determine need

Collaborated with parent groups at the building level PTGs

Formed an intervention team to review Tier I intervention across the district (Needs assessment conducted and an audit of the training our intervention specialists have received in evidence based reading/math strategies was compiled)

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

July 2021-August 2021

Summer Learning Program K-12

Transition Program for remote learners returning to campus (\$57,950)

August 2021

Hire Additional Staff to Support Remote Learning and smaller classroom ratios in primary grades

Due to the Delta Variant and concerns among community, needed to hire additional staff to create contact tracing cohorts and therefore needed to hire additional support & certified class to assist.

Difficult to find mid-day personnel, offering stipend to staff to assist with AM-Mid-day-PM student support (\$90,402)

August 2021

Purchase supporting learning platforms for Fall 2021 and

September 2021

Learning Coach/Mentor Program Launch

August 2021

Implementation of Teaming Model

September 2021-September 2023

Training in Literacy and Math for Intervention Specialists, Primary Classroom Teachers and Reading Interventionists

September 2021-September 2023

Continued PD and development of reading, writing and math workshop. (evidence based strategy) Continued PD on Platforms (Lexia/Dreambox/Star/IXL) to support data driven/responsive instructional practices

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

-Need for additional staff to support learning loss because of the covid pandemic (1 year support). Specifically, the need to continue to provide remote learning for those families that elect this option and to lower class size/teacher ratios in our primary classrooms where reading and math development are a top priority. (\$1,183,757.61)

8. 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 following Evidence based interventions will be implemented to support students who may have struggled academically or socially/emotionally during the pandemic period ranging from March of 2020-Fall of 2021.

-Summer learning program K-12 (July 26-August 11)

-The focus for this program is target instruction in literacy and math using existing platforms (LEXIA, Dreambox and IXL). Student invitations based on Spring data from STAR screener, AIR assessments and teacher local assessments are used to identify students that need remediation.

-Transition program remote learners returning to campus in 2021-22. For those students that have not been in school. This program is intended to orient students back to the school environment and to address the social and emotional needs of this student cohort.

-Development of learning coach/mentor program for fall of 2021. Students returning to school or that have shown gaps will continue to work with a learning coach during the Fall of 2021. Screeners (STAR) will be given at the beginning of the school year and then at the midpoint to determine growth and assess progress.

-Targeting smaller cohort/classes for primary grades to provide more intensive support in literacy and basic numeracy instruction. Evidence based programs used include Lexia, Dreambox and Foundations.

-Development of the teaming model to push in intervention services into the classroom to assure further gaps in learning do not develop in the Fall of 2021. This push in service will include the use of intervention specialists, reading specialists and paraprofessionals to support students in the classroom ecosystem.

-Continued use of the reading/writing workshop model and the math workshop to personalize instruction for students. A) assessing students when they arrive using STAR B) using student conferencing and mini-lessons/targeted instruction to personalize learning based on what students need

The entire plan is available on the Mayfield City School District website www.mayfieldschools.org