

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Waterford School District

2020 - 2021

Recipient Code: 63300

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

Please describe 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:

Funds will permit Waterford Schools to safely open for in-person learning by creating safe and healthy learning environments; meeting the social, emotional and mental health needs of students; and providing access to safe and inclusive learning. We follow the mandates from the CDC and the Oakland County Health and Human Services Department to safely maintain instruction and provide services in the classroom setting. This includes supporting educator and staff stability and well-being. Specifically, staff trained in mental health and well-being, and behavior strategies, will be added using research-based practices grounded in student and family engagement. Software will be purchased to ensure effective communication with students and families. Materials will be purchased to provide equitable access to both software and learning resources to avoid sharing of items, especially consumable laboratory materials in science and calculators for use in science and mathematics.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

Funds will permit Waterford Schools to address the impact of lost instructional time through the implementation of teaming at the middle schools: adding staff, materials, and professional learning. This will reduce the caseloads of teachers which will permit the opportunity to support the SEL needs of learners, while enhancing the incorporation of best practices of instruction in Tier I and Tier II, including the use of evidence-based materials to be used after school. The extension to the after school model addresses learning loss in both math and language arts. A summer enrichment program will be offered to all elementary and middle school students in math and language arts using Lexia and Successmaker, accelerating learning. Staff will continue to monitor growth and progress in the software. Teaching staff and administration will collaborate throughout the year to review our curricular resources, pacing guides, and State and National guidelines to ensure accurate identification of the key standards of each course as well as appropriate alignment between courses within and between content areas as our stakeholder feedback demonstrates the need for additional materials and alignment of courses. Staff are identifying key achievement targets per semester to adequately assess student progress to ensure students can access grade and age-appropriate learning. Additional time will be spent assessing common assessment alignment with the standards assessed on state assessments.

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

Maintaining and adding staff and engaging them in professional learning as noted, in addition to training on new technology, will afford our district the opportunity to meet the needs of learners and supplement our in-person instruction. Stakeholder feedback stated that families are concerned about class sizes. Adding staff can reduce those numbers, including more individualized instruction in JK-5 classrooms. A robust retention program will address the staff turnover rate preserving the opportunity for students to maintain supportive, stable relationships with trusted adults using research-based best practices of SEL interventions and support,

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another need voiced from stakeholders. In addition, the purchase of technology software will allow the option to connect with families for virtual events, including registration, enrollment, and conferences. The purchase of science and math resources and curricular materials will address learning loss and ensure that teachers have materials to provide students with meaningful, research-based lessons that are meeting the state standards.

Please 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 (see below) 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.

Waterford Schools will review Benchmark Assessment data in the fall, winter, and spring to ensure that progress is being made by students. Adjustments will be made as necessary based upon the data, especially based upon the needs of our population and those who may need targeted support. We will continue our work with SEL lessons and DEI topics of equity and inclusion, adding programming to support teachers using research-based programs, and to ensure equal access to all curricular materials. DEI work will target administrative training, consultant fees, and the Student Six training and program materials, based upon the needs identified in our stakeholder feedback. In addition, staff trained in mental health and well-being and behavior strategies will be added using research-based practices grounded in student and family engagement. This includes adding instructional staff to reduce class sizes and increase the staff who will establish supportive relationships with students using the CASEL model. Curricular materials targeting this research-based SEL model will be purchased. Funding will support continued work with the MTSS Framework and supports for students in Tier II. This may include additional research-based materials and/or software for these supports to be implemented with full fidelity, including those in math and language arts.