

East Syracuse Minoa Central School District

FINAL

ESSER ARP Federal Grant Spending Plan

July 1, 2021



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OVERVIEW

The enacted 2021-2022 New York State budget includes approximately \$12 billion in federal stimulus funding for school districts. The federal funding includes \$8.2 billion in Elementary and Secondary School Emergency Relief (ESSER) Fund American Rescue Plan (ARP) Act funding. District-specific allocations of these funds are largely driven by Title I formulas. The federal funding is a one-time allocation with an allowable use over multiple years. Funds are to be recorded in the Special Aid Fund, not the General Fund.

The New York State budget requires districts to develop a multi-year plan for use of ARP Act funding. Federal regulations also require a plan:

§ 9-a. On or before July 1, 2021, every local education agency receiving funding from the elementary secondary school emergency relief allocated by the American rescue plan act of 2021 shall be required to post on its website a plan by school year of how such funds will be expended and how the local education agency will prioritize spending on non-recurring expenses in the areas of:

- Safely returning students to in-person instruction;
- Maximizing in-person instruction time;
- Operating schools and meeting the needs of students;
- Purchasing educational technology;
- Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness;
- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs;
- Supporting early childhood education.

Provided further, that local educational agencies shall identify any programs utilizing such funding that are expected to continue beyond the availability of such federal funds and identify local funds that will be used to maintain such programs in order to minimize disruption to core academic and other school programs.

This document is the framework for the East Syracuse Minoa Central School District's multi-year plan for spending these federal grant funds in alignment with the district's Strategic Plan.

INTRODUCTION

ESM Strategic Plan

The East Syracuse Minoa Central School District Strategic Plan for 2018-2023 is our blueprint for achieving our vision of being “an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world”. The priorities identified in our Strategic Plan guide our work at the district, building, department and individual level, including the alignment of our time, resources and energy to support the identified priorities. It translates our intentions into action steps for continuous improvement.

From Pre-kindergarten through high school graduation, we strive for academic excellence and rigor through engaging student minds. We value 21st Century knowledge and skills that include critical thinking, problem solving, communication, collaboration, creativity and innovation. These skills are interwoven throughout our curriculum and are essential for success in college, career and citizenship. We continue to prioritize standards that are necessary for building future knowledge, have the greatest applicability to a variety of content areas, and are most essential for the next level of learning.

Our leadership teams and professional learning communities play a key role in developing, monitoring and assessing to verify that all students are learning, how we know that all students are learning, how we respond when they are not, and how we respond if they already know the identified learning standards. We continually focus on collaboratively building our professional skills with the most effective teaching strategies and building our students’ skills with the most effective learning strategies. Our third Strategic Plan 2018-2023, focuses on coherence and alignment, while looking to the future of continued academic achievement in a global rapidly changing world, while consistently focusing on developing the whole child to prepare all students for lifelong success.

Vision, Mission, Belief Statement, District Goals

Our Vision

The East Syracuse Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Our Mission

The East Syracuse Minoa Central School District will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and

ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Our Beliefs

At the East Syracuse Minoa Central School District, we believe that:

- *Each individual has dignity and worth*
- *The capacity to learn for each individual is boundless*
- *Curiosity and exploration stimulate innovation and learning*
- *High expectations and challenging curriculum lead to greater achievement*
- *Effort and perseverance are essential to achieve one's personal best*
- *Positive relationships are fundamental to success and growth*
- *Collaboration within and among school, families and community partners is essential to meet the needs of each student*
- *Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth*
- *Education prepares students to become productive and responsible citizens who contribute to their communities*
- *Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.*

ESSER ARP Federal Grant Spending Plan Development Process

Connection to District-Level Strategic Plans

Alignment with Strategic Plan 2018-2023

The District's ESSER ARP Federal Grant Spending Plan development process was guided by the five (5) focus areas of the District's Strategic Plan 2018-2023.

Focus Area 1 - Teaching and Learning

Focus Area 2 - Technology for Teaching and Learning

Focus Area 3 - Communication and Community Engagement

Focus Area 4 - Employee Engagement and Professional Learning

Focus Area 5 - Learning Environment Systems and Structures

The Strategic Plan 2018-2023 is available for review on the district website at:

<https://www.esmschools.org/tfiles/folder1509/Strategic%20Plan%202020-21%20FINAL.pdf>

Alignment with School Reopening Plan

The District's ESSER ARP Federal Grant Spending Plan aligns with the District School Reopening Plan which provides the blueprint for fully and safely reopening all school buildings at all grade levels in accordance with applicable CDC, NYS Department of Health, and Onondaga County Health Department guidance. NOTE: This plan satisfies the requirement for the district to have a LEA Safe Return to In-Person Instruction Plan that is publicly available on its website within 30 days of receiving APR ESSER funds.

The Plan is available for review on the district website at:

https://www.esmschools.org/tfiles/folder1510/FINAL_Amendments_School_Reopening_Plan_%20April_2021.pdf.

Alignment with Technology Plan

The ESM Technology Integration Investment Plan was developed in alignment with the ESM Strategic Plan, Vision, Mission, Beliefs, individual School Improvement Plans, the District Plan for Children with Disabilities, consultation with the English as a New Language program as well as research and best practices in the instructional technology field.

The goal of the Technology Integration Investment Plan is to transform the learning process through seamless technology integration, and to continue to support all learners by providing the necessary resources and guidance.

The plan is organized into five major focus areas with identified outcomes, expectations for students and staff, action steps and results. The five focus areas are interdependent:

Technology Learning Competencies — A set of grade by grade competencies that each student will achieve

Professional Learning — A plan for providing learning opportunities for staff so that they can implement the plan

Technology Infrastructure to Support Student Learning — Providing devices, a network, wireless connectivity and high speed internet access to support student learning

IT Support — A plan for supporting the technology rich environment at ESM Schools

Emerging Technologies — A structure to stay focused on “what’s next” so that we continue to stay on the cutting edge

The Technology Plan is available on the district website at:

<https://docs.google.com/document/d/1yHDgL0IIBo8V6d6QxJdygeQEMz-UeHGxqiCvb-LANnl/edit#>

Alignment With Facilities Plan

ESM's ESSER ARP Federal Grant Spending Plan aligns with the district's long-range facility plans, including the Elementary Objective Facility Needs Assessment and the 2020 Building Condition Survey. These plans provide the blueprint for the creation and maintenance of a safe, welcoming learning environment that is aligned to our vision, mission and beliefs. Additional considerations for classroom distancing, outdoor learning, and state of the art air quality and sanitization procedures have been considered in conjunction with existing Facilities Plans that were developed pre-pandemic.

Public Comment and Stakeholder Feedback

A districtwide survey was conducted in May with teachers, students, parents and guardians, administrators and instructional staff to provide an opportunity for input and feedback into the ESM Strategic Plan and to provide further data in the analysis of needs for the ESSER ARP Plan. The District's Draft ESSER ARP Federal Grant Spending Plan was reviewed by the ESM's Strategic Action Leadership Team (SALT), which is comprised of administrators and teachers from all district buildings and departments and School Improvement Teams at each building. A Public Hearing was held on June 14, 2021 for districtwide stakeholder input and feedback on the ESSER ARP Federal Grant Spending Plan.

ESSER ARP FEDERAL GRANT SPENDING PLAN

Quick Facts

Source: March 2021 American Rescue Plan (ARP) Act

ESM Allocation: \$4,846,770, available to cover expenditures from 3/13/2020 through 9/30/2023*

(*Extended to 9/30/24 with Tydings Amendment)

Spending Plan: Plan for use of funds must incorporate stakeholder comments and be posted to district website by July 1, 2021

Required Spending Allocations:

20% of allocation (\$1,116,481) must address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, student experiencing homelessness, and children and youth in foster care). Possible interventions include:

- Summer learning or enrichment
- Extended school day, afterschool programs, or extended school year programs

14.286% of Learning Loss Grant (\$223,303) must be spent for implementation of evidence-based summer enrichment programs

14.286% of Learning Loss Grant (\$223,303) must be spent for implementation of evidence-based comprehensive afterschool programs

Remaining allocation (\$3,283,683) may be spent on a range of activities to address needs arising from the pandemic, including:

- Cleaning and sanitizing supplies
- Purchasing educational technology
- Providing mental health services and supports
- School facility repairs and improvements to reduce risk of virus transmission
- Other activities necessary to maintain the operation of and continuity of services

State-prescribed Annual Spending Minimums

- 12.5% minimum spending in 21-22, 22-23, 23-24, and 24-25
- If Federal Government doesn't extend 9/30/24 end date to 6/30/25 by 3/15/22, spending in 22-23 and 23-24 increases to 18.75% per year minimum
- Remaining 50% of funds can be spent at any time during the period of availability

Multi-Year Spending Plan for American Rescue Plan (ARP) Funds

ESM has developed a multi-year spending plan for the ESSER ARP Funds that prioritizes non-recurring expenses in the areas of:

- Safely returning students to in-person instruction
- Maximizing in-person instruction time
- Operating schools and meeting the needs of students
- Purchasing educational technology
- Addressing the impacts of the COVID-19 pandemic on students
- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs
- Supporting early childhood education

Plans for spending in each of these areas are outlined in the sections below. In each area, investments were identified that could either be: 1) sustained into the future via another funding source; 2) phased out when the grant funding expires because the program objectives would have been met; or 3) represent a one-time investment such as an instructional space upgrade or facility improvement. By meeting one of these three criteria, sustainability of grant investments provided by the ARP funding is met. In some cases successful programs will continue beyond the availability of federal funds and we will use the following local funds in order to minimize disruption to core academic and other school programs.

Safely returning students to in-person instruction

ESM formed a District Advisory Committee for Reopening Schools (DAC) to advise the Board of Education and Superintendent on the essential priorities to consider in developing the district's reopening plan. The DAC advised the Board of Education and the Superintendent on preparation and procedures for the safe reopening of schools in alignment with Federal, State and County guidelines and the ESM Strategic Plan. Approved by the Board of Education on June 1, 2020, the membership of the DAC included representatives from all district stakeholder groups, including administrators, teachers, staff, parents, community members, and bargaining unit presidents. Student voices were represented in a special focus group of 25 students convened to advise on reopening considerations from a student perspective.

As part of the planning process, the DAC reviewed guidance documents from the Center on Disease Control (CDC), New York State Department of Health (NYSDOH), New York State

Executive Office, New York State Education Department (NYSED) and other State and County Health Organizations in addition to other National and State Educational Organizations. Sub-Committees were established to review and prioritize critical components of the District's plans for preparing for the safe reopening of school in the fall of 2020. A District survey of school staff and a survey of families on reopening were disseminated in July 2020 to further inform the work of the DAC.

The DAC planning process culminated in the creation of the **ESM Reopening of School Plan — Stronger Together**. The plan was developed by a diverse group of more than 150 stakeholders who shared their time, expertise and perspectives to develop a plan which provides learning models of in-person, hybrid and distance learning while recognizing the need for flexibility to address circumstances likely to change in the weeks, months and year ahead. In addition to the District Advisory Committee members, subcommittee members, school improvement members, high school student leaders and alumni we also extend our gratitude to the more than 7,000 students, parents and staff members who provided feedback and input through multiple surveys conducted in June and July 2020. The results of the surveys combined with the engagement of the District Advisory Committee and subcommittee stakeholders contributed to the development of the action steps outlined in the preparation learning for COVID-19 protocols, design and implementation of instructional delivery models and the gradual phases of our ESM Reopening Plan. All of these protocols were infused into the differentiated learning models in a manner that best meets the needs and context of our school communities. The mandatory assurances by NYSDOH and NYSED regarding our reopening plans required a redesign of our educational system. This was no longer a shift, it is a total transformation to a newly designed educational delivery system driven by the priority of health and safety for all during this pandemic.

The District's reopening efforts were guided by the five (5) focus areas of the District's Strategic Plan 2018-2023. The Priority Areas of the New York State Education Department's Reopening Schools Regional Taskforce were aligned with the Strategic Plan as indicated previously:

- Focus Area 1 - Teaching and Learning;
- Focus Area 2 - Technology for Teaching and Learning;
- Focus Area 3 - Communication and Community Engagement;
- Focus Area 4 - Employee Engagement and Professional Learning;
- Focus Area 5 - Learning Environment Systems and Structures.

The East Syracuse Minoa Central School District met each of the eighty-four (84) New York State Education Department health and safety mandates for reopening school in September 2020.

The District will require that these mandates be continued in the 2021-2022 school year and beyond if necessary.

The district started the year with a 5 days per week in-person model of instruction Pre-k to 5 and a hybrid model of instruction in grades 6-12. Families also had the option of 100% remote instruction. Beginning in Spring 2021, ESM was able to transition to providing in-person instruction to all in person learners Pre-k to 12 five days a week. Amendments to the Plan to increase in-person instruction/learning were approved by the ESM Board of Education April 19, 2021. The district is well-positioned to safely return students to in-person instruction in the Fall of 2021.

Maximizing in-person instruction time

Grants funds will be used on a variety of strategies to maximize in-person instruction time. These include prioritizing in-person instruction as outlined in the district's **ESM Reopening of School Plan — Stronger Together**. In addition, the district plans to invest grant funds to provide additional opportunities for enrichment, summer learning, and in-school instructional support for students as outlined in further detail in the sections below.

Operating schools and meeting the needs of students

Grant funds will be used to continue to operate schools under the district's **ESM Reopening of School Plan — Stronger Together**, and to meet the needs of all students as outlined in the reopening plan.

Purchasing educational technology

Grant funds will be used to purchase education technology in accordance with the district's Instructional Technology Plan and the district's Strategic Plan. Specifically, funds will be invested to improve academic outcomes for all students and increase student engagement and achievement as outlined in Focus Area 2: Technology for Teaching and Learning. Areas of technology investment include iPads for our youngest learners as well as investments in the district's technology infrastructure to ensure continuity of instruction.

Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness

English Language Learners

The well-being of our ELLs and their families is of utmost importance for our ENL teachers and they partner with families to serve as a source of continuity. Our ENL teachers personally reach out to families regularly to ensure that appropriate supports are accessible, including but not limited to food, technology, internet access, translation of information, community resources.

ENL Teachers will review/determine preferred mode of communication and the language in which families prefer. Important reopening documents will be summarized and translated and/or

interpreted for families based on language of preference as identified on Home Language Questionnaire (HLQ).

ENL teachers will ensure that parents receive messaging regarding reopening using a combination of translated materials and interpretation services for families. They will be informed of expectations and teachers will utilize translation services as needed to rephrase and interpret important district information to keep families informed. ENL teachers will plan regular communication with families.

Students with Disabilities

The East Syracuse Minoa Central School District will continue to provide a Free Appropriate Public Education (FAPE) for all special education students. All accommodations, modifications, supplementary aides, services and technology needs included in a student's IEP will be reviewed and discussed by the case manager, general education teacher(s) and parent to determine the appropriate accommodations, modifications, supplementary aides, services and technology for the student will need based on their unique needs.

Students Experiencing Homelessness

School district staff work with school-based supervisors from Onondaga County called ACCESS Team supervisors. An ACCESS Case Worker, who is already assigned to the school for the purpose of needs assessment and 1:1 assistance, i.e. referrals to county services and supports, provides support for homeless youth. The assigned ACCESS Case Worker is able to connect with the school counselors or social workers and school-based support teams to gather information, to identify needs, make home visits, and to provide a three-tiered assessment to determine the level of need. Tier 1 supports include foundational support for all students, Tier II supports students' immediate needs and Tier III targets students with the greatest needs and targets follow-up care to address the needs.

Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs; offering evidence-based summer, afterschool, and other extended learning and enrichment program

Addressing student social, emotional, mental health needs

- The Coordinator for Youth Development and Leadership in collaboration with the Coordinator for College and Career Readiness, along with some of our school counselors, reviewed and updated the school counseling plan.
- The plan addresses that universal, secondary and tertiary interventions are in place. Universal interventions are designed to support the social emotional well being of all students and adults. Use of the district wide PBIS (Positive Interventions and Support) framework allows us to create a behavior matrix that teaches expectations for an array of learning models. At all levels an evidenced based best practice curriculum focused on the core SEL competencies of self awareness, self-management, social awareness, relationship skills and responsible decision making is in place.
- Implementation of the plan addresses that these practices are culturally and linguistically responsive to our student and family population.

- At the elementary level we will continue to use the Second Step Curriculum and Responsive Classroom, at the middle school level we will continue to use Project Wisdom and Responsive Classroom and at the high school level we will continue to use Sources of Strength.
- Special attention will be paid to the social emotional and mental health needs of students returning to school in-person for the first time or transitioning from hybrid instruction to in-person instruction five days a week. Counselors will collaborate with teaching and school staff to ensure students are provided necessary additional support services for a successful transition to in-person learning.
- We will regularly review and make adjustments to our comprehensive developmental school counseling plan with particular focus on social emotional learning and mental health and wellness.
- The school counselors in each of our buildings will continue to collaborate with the school psychologist, building principal, school nurse and other support staff to ensure that the needs of students and adults are being met.
- Through collaboration and partnership with community based agencies and our local government we will continue and expand services available to students, families, faculty and staff.
- We will strengthen our school based mental health clinics, provide referrals to community based mental and behavioral health clinics and we will utilize our Employee Assistance Program to support the mental health needs of our faculty and staff.
- Using a multi-tiered system of support, we will identify and support children and families who have experienced trauma and are struggling.
- We will continue to collaborate with our county government to provide case management and wrap-around services to our children and their families.
- We will continue to collaborate with Onondaga County and Contact Family Services to provide social emotional learning support through Primary Project at Elementary Schools.
- We will collaborate with Onondaga County for social emotional learning support provided by Student Engagement Specialists.
- We will collaborate with Onondaga County to provide mental health services for students and families through ARISE.
- We will collaborate with Onondaga County for support from ACCESS for Child Protective Services.
- We will strengthen our school based mental health clinics, provide referrals to community based mental and behavioral health clinics and we will utilize our Employee Assistance Program to support the mental health needs of our faculty and staff.
- Using a multi-tiered system of support, we will identify and support children and families who have experienced trauma and are struggling.
- We will continue to collaborate with our county government to provide case management and wrap-around services to our children and their families.

Addressing Academic Needs

Funding will support a range of strategies to focus and accelerate learning, while addressing potential gaps in learning. We will continue to document and prioritize essential learning standards to drive our curriculum, instruction and assessment through the use of the Atlas platform. Teacher teams will provide feedback to identify Essential Standards through the use of a Flashback - Flash Forward protocol and vertical team conversations. We will utilize Summer

Grade Level professional Learning Plan Days to communicate the priorities. Updated pacing will be reflected in curriculum maps and prioritized standards will be flagged as well. Teachers are expected to follow the documented scope and sequence of each course/class, while prioritizing essential learning standards.

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Feedback/Grades:

The focus will be on formative feedback over grades. When giving grades, after feedback, they should reflect mastery or evidence of learning toward standards on standards-aligned assignments. Feedback will be provided on standards-aligned assignments (digitally or in-person). Students will have opportunities to improve their grade on assignments, based on the feedback provided.

Teacher-Student Ratio

Funding will support a focus on a lower student-teacher ratio for students at the kindergarten, first and second grade levels. The funding will also support learning at targeted grade levels in grades 3-5 and in specific courses of ELA and Math in grades 6-12 to provide a lower student-teacher ratio.

Offering evidence-based summer, afterschool, and other extended learning and enrichment programs

Funding will support summer learning programs for students entering grades 4 and 5, grades 6-8 and grades 9-12 to address learner needs at risk of not meeting state learning standards in core academic subjects based on assessments. During the school year, instructional coaches will provide support in strengthening best practices for learning at the elementary level and after school programs will provide additional support for students in grades 6-12.

Supporting early childhood education

Funding will support our early childhood program with the use of The Creative Curriculum and the Second Step Early Learning program that meet the Next Generation Early Learning Standards. During the school year, instructional support will be provided to support student learning in cognitive, language, social emotional and physical development. Professional development will be provided to all staff to strengthen best practices in all areas of early childhood learning. Parents will have the opportunity to attend classes on early childhood development and be provided with activities which support student learning in targeted areas that can be completed at home.

Itinerant Learning Associates will support ENL students, students with learning loss, and acceleration activities with students as directed by the classroom teacher.

Parent University will be implemented to provide parent education by teachers on a variety of topics throughout the school year.

Professional Development will focus on social emotional, DECA protective factors, PLC in early education setting, inquiry based learning.

Technology specific for Prek will be supported with iPads.

Enhanced curriculum units and early learning materials will support reading, writing and math, gross motor equipment and materials to enhance centers.

Makerspace will continue to support investigation in the early learning classroom.

Projected Funding Summary

Priority Area	Amount
Summer School Programming	\$426,000
Afterschool Programming	\$300,000
Instructional Support Coach / Associate	\$2,750,000
Instructional Supplies, Materials, Technology & Curriculum	\$466,000
Purchased Services for Mental Health Partnerships, Professional Development, Training, and Software	\$858,000
TOTAL	\$4,800,000

APPENDIX A

ESSER ARP Federal Grant Spending Plan June 14, 2021 Public Hearing Presentation



DRAFT ESSER ARP Federal Grant Spending Plan

Public Hearing

June 14, 2021

Background

- Enacted New York State budget includes **~\$12 billion** in federal stimulus funding for school districts
- District specific allocation of funds are driven by Title I formula
- One-time allocation with an allowable use over multiple years

American Rescue Plan (ARP)

- Source: March 2021 American Rescue Plan (ARP) Act
- ESM Allocation: **\$4.8 million**, available through 9/30/2024
- Final plan for use of funds must incorporate public comments and be posted to district website by July 1, 2021
 - *DRAFT plan was posted June 1, 2021 and is currently available for review*



American Rescue Plan (ARP)

- 20% (~**\$1.1 million**) must address learning loss
 - Evidence-based interventions that respond to students' social, emotional, and academic needs
 - Address the disproportionate impact of COVID-19 on underrepresented student subgroups



American Rescue Plan (ARP)

- Remaining allocation (~\$3.8 million) may be spent on a range of eligible items:
 - Safely returning students to in-person instruction
 - Maximizing in-person instruction time
 - Operating schools and meeting the needs of students
 - Purchasing educational technology



American Rescue Plan (ARP)

Eligible items (continued):

- Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness



American Rescue Plan (ARP)

- **Eligible items (continued):**

- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs
- Supporting early childhood education



Developing the ARP Spending Plan

- Vision, Mission & Beliefs
- Connection to District-Level Strategic Plans
 - Strategic Plan 2018-2023
 - School Reopening Plan
 - Technology Plan
 - Facilities Plan
- Public Comment & Stakeholder Feedback



Vision

**ESM will be “...an exemplary
21st Century learning community
whose graduates are prepared to excel
in a complex, interconnected, changing world.”**

Mission

ESM will “...prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational & ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations & higher education.”



Our Beliefs

- Each individual has dignity and worth
- The capacity to learn for each individual is boundless
- Curiosity and exploration stimulate innovation and learning
- High expectations and challenging curriculum lead to greater achievement
- Effort and perseverance are essential to achieve one's personal best
- Positive relationships are fundamental to success and growth



Our Beliefs

- Collaboration within/among school, families & community partners is essential to meet the needs of each student
- Acceptance and mutual respect encourages students to take the risks necessary for academic & personal growth
- Education prepares students to become productive & responsible citizens who contribute to their communities
- Students need to develop their strengths, confidence & resilience to meet the challenges they will face throughout life.



Strategic Plan Priorities

- Teaching & Learning
- Technology for Teaching & Learning
- Communication & Community Engagement
- Employee Engagement & Professional Development
- Learning Environment Systems & Structures

Strategic Plan



Priority Areas 2021-2022 School Year

Social-Emotional Learning

Curriculum Alignment & Congruence

Academic Interventions/Accelerated Learning

Climate, Culture, Connections, Community

Relocation ↳ 21st Century Learning Environment



Sensory/OT Needs ↳ Primary

Outdoor Learning Spaces

- Sensory Pathways
- Outdoor Classroom
- Opportunities to integrate recess/outdoor learning

Professional Development

- Executive Functioning
- Neurodiversity

Emphasis on Play-Based Learning/Fine-Motor Development

- Kindergarten

Problem-Based Learning/ Blended Learning Models

- Problem-Based Learning
 - Engagement/Enrichment/Differentiation
 - Authentic Learning Experiences
 - Enhanced Arts
 - Inquiry-Based Mindset
- Blended-Learning
 - Enrichment & Differentiation
 - Student-Driven Learning
 - Utilized technology to support acceleration of learning as well as learning loss

TOSA » Teacher that can provide PD and consultation/co-teaching within classrooms

Literature » [Blended: Using Disruptive Innovation to Improve Schools](#)
[The Blended Workbook](#)

Elementary Problem-Based Learning Team » Develops & Designs curriculum aligned problem-based learning/case studies

Strong Tier 1/Academic Interventions

Professional Learning Communities

- Professional Development/Direct Consultation
 - Differentiation
 - Data Analysis
- “What I Need” (WIN) time
- Learning Models (*Blended Learning*) to support differentiation & enrichment

Social-Emotional Learning

Second Step - Direct Instruction Kindergarten - 5th Grade

Play-Based Learning » Kindergarten & First Grade

Responsive Classroom » Professional Development

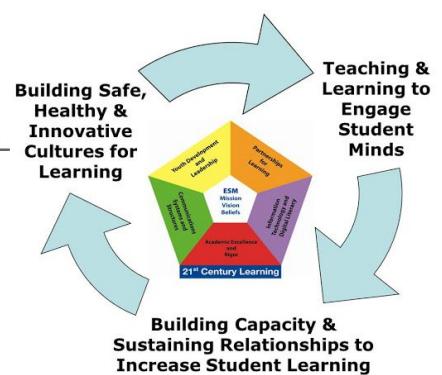
2021-22 FOCUS AREAS

Teaching & Learning

- Academic - RTI & PLC Support
- SEL - Sources of Strength & CASEL
- Behavioral - PBIS & Attendance

Technology for Teaching & Learning

Communication & Community Engagement



TEACHING & LEARNING

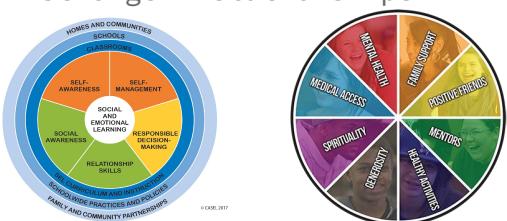
SEL PRIORITIES REMAIN SUPPORTING STUDENTS AND STAFF INTO POST-PANDEMIC EDUCATION, WHILE HONORING AND ACKNOWLEDGING ALL TRAUMA WHICH WE RESPOND TO WITH UNIVERSAL PRECAUTIONS.

Students

- Sources of Strength
Peer-Leader Training and
Peer-Peer teaching
- Team building opportunities
- Motivational guest speaker
- After school check &
connect time

Faculty & Staff

- CASEL & Sources of Strength
Training
- Motivational guest speaker
- Training for building
stronger relationships



DRAFT ESSER ARP Federal Grant Spending Plan Highlights

Spending Plan Priority Areas

- Curriculum, Learning & Assessment and ELL
 - Professional Learning Community (PLC), Response to Intervention (RTI), and Multi-Tiered Systems of Support (MTSS) Professional Development and Support
 - Literacy and math programming and curriculum enhancements
 - Expansion of iReady online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading and mathematics



Spending Plan Priority Areas

- Grades PreK-5
 - Instructional Coach Roles
 - Itinerant Learning Associates
 - Summer STEAM Camp/Summer Learning
 - Digital Learning Platforms for Blended Learning
 - Enhanced Instructional Supplies, Materials & Technology



Spending Plan Priority Areas

- **Grades 6-12**

- Instructional Coach for Math & Computer Science
- Itinerant Learning Associates
- Social Emotional Learning & Engagement Training and Implementation Services
- Expansion of High School Summer School and Pine Grove Spartan Camp
- Enhanced Instructional Supplies, Materials & Technology



Spending Plan Priority Areas

- **Special Education**

- Instructional Coach Roles
- Program for Inclusion and Neurodiversity Education (PINE) training to support meeting the needs of all learners
- Enhanced Summer Special Education Program
- Professional Development for Teachers & TAs
- Enhanced Instructional Supplies, Materials & Technology



Spending Plan Priority Areas

- **Counseling / Health / Mental Health / Social Emotional Learning (SEL)**
 - Implement Second Step Curriculum in Grades PreK-8
 - Software to help measure impact of SEL curriculum on student performance and to monitor student behavior
 - Support for Onondaga County behavioral support program
 - Professional development for faculty and staff
 - Enhanced student health supplies



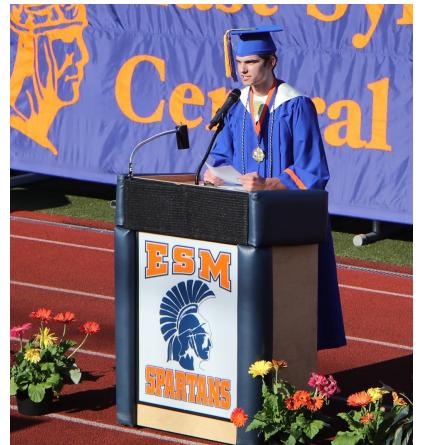
Draft Spending Plan Summary

Priority Area	Amount
Summer School Programming	\$426,000
Afterschool Programming	\$300,000
Instructional Support Coach / Associate	\$2,750,000
Instructional Supplies, Materials, Technology & Curriculum	\$466,000
Purchased Services for Mental Health Partnerships, Professional Development, Training, and Software	\$858,000
TOTAL	\$4,800,000



Next Steps

- Finalize ESSER ARP Federal Grant Spending Plan
- Post Final Plan to District website by July 1, 2021
- Apply for grant funding and begin implementation



Feedback and Questions