



Westerville City Schools ARP ESSER III PLAN

- 1) ***How will ESSER funds be used to implement prevention and mitigation strategies in order to continuously and safely open and operate schools for in-person learning.***

The District will be making improvements to indoor air quality conditions across the district by adding needlepoint ionization units as an additional mitigation strategy to improve IAQ.

- 2) ***How will the LEA use the funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning/enrichment, extended day, afterschool programs, or extended school year.***

The LEA has used and will continue to use funds to appropriately implement evidence-based interventions to address the academic impact of lost instructional time. In the summer of 2021, Westerville hosted a summer school learning model for addressing learning gaps for all students--from preschool through high school. Preschoolers identified with special needs were invited for programming that further developed their language acquisition skills. At the Elementary level, summer programming offered specific skill-based intervention for Reading and Math. At the high school level, students were provided with credit recovery options to address academic issues that were created due to the lost instructional times. In addition to responding to the academic needs of students, following an atypical school year, Westerville is addressing the social emotional needs of students by providing a "Summer Ignite" program where students can participate in hands-on, experiential learning opportunities. This program also seeks to reconnect students to in-class learning with peers. All of these summer programs were either free or at a reduced price for families experiencing economic hardship. Transportation was also provided free of charge to participating families to increase access to these programs. The district will be reviewing feedback and data from these summer programs to improve the effectiveness of summer academic programming for the future. The district plans to continue summer

programming to support students who may have academic needs that resulted from lost instructional time due to COVID.

Over the summer, students at the elementary and middle school level were encouraged by teachers to continue to use online academic programs to address the academic impact of lost instructional time. These evidence-based online assessments and instructional intervention programs are aligned with district and state standards. Teachers used multiple data points to identify specific students who may most benefit from the use of these intervention programs. Where requested by the principal, Success Coaches were made available to students to support their summer work by providing encouragement, motivation, and technical assistance. The use of online, evidence-based interventions will continue during the upcoming school year to provide appropriate academic services to students.

During the 2020-21 school year, the district provided extended academic support to middle and high school students in need of assistance by compensating WCSD educators to work after contract hours to provide students with individualized instructional support after the school day. Teachers provided additional guidance and extended time for work completion for students transferring from our virtual to our in-person model, who were significantly behind and/or failing in their academic progress. This extended learning program is scheduled to continue in subsequent years with available funding. The district is looking at how to replicate this extended day/after school program at the elementary school level during the 2021-22 school year and beyond.

Each school used their Building Leadership Teams (BLTs) and other committees to review school- and student-level data to specifically identify and invite students who would most benefit from extended learning during the summer in the district's summer programs. This data was also used by the Summer School Leadership Teams and Directors of Curriculum & Instruction to create targeted learning interventions for students during the summer school learning programs. This data review and curriculum planning will continue over the summer of 2021 by building and district leaders to review what specific, targeted programs need to be in place to start the 2021-22 school year in order to ensure potential learning gaps resulting from an interruption in the 2020-21 school year are appropriately addressed. We will continue to plan for robust summer learning opportunities for students in 2022, 2023, and beyond.

3) *How will the LEA spend the remaining ARP ESSER funds?*

The LEA will spend the remaining ARP ESSER funds to specifically respond to the needs of our students that resulted from COVID-19. The district will use funds to invest in summer learning programs, afterschool programs, targeted tutoring, high-quality instructional materials, and job-embedded professional learning to help address the academic impact of the COVID-19 pandemic on students. A comprehensive process has been developed to ensure all available ARP ESSER funds are allowable uses of funds as defined by federal and state guidance. This process includes input from educators, administrators, and the public to ensure the voices from a variety of stakeholders are honored and recognized. Funds will continue to be used to support academic and social emotional programs for students. This includes, but is not limited to, supporting after school and summer school programming; purchase evidence-based instructional resources to support teaching and learning; 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 parent and families on how they can effectively support students. As an example, the District's Curriculum & Instruction Leadership Team is working with educators to expand the online curriculum resources available to our teachers and students. These online resources will be aligned to the district's curriculum and specific to units identified through data analysis where students may need targeted interventions. Funds will also be utilized for professional development for educators and administrators to ensure they have the knowledge and training to support students. This may include professional learning around how to provide mental health services and supports to students. Funds will also be spent to provide principals and other school leaders with resources necessary to address needs of their individual schools. Funds will also be used as necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

Funds will be reviewed regularly and as new guidelines are released by state and federal agencies. As appropriate and necessary as a result of regular reviews, adjustments to programming, practices, and policies will be made based on data, impact of programming, and local, state, and/or federal guidelines.

4) How will the LEA ensure that the interventions it implements 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 (students of color, English learners, children with disabilities, low-income families, etc.)?

The LEA will be very intentional in ensuring that all interventions we implement will respond to the academic, social, emotions, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic. Our district regularly disaggregates data from multiple high-quality assessments and formative data points to assess students' academic, social, emotional, and mental health needs. Where possible, data from student subgroups who may be most disproportionately impacted by the learning interruptions due to the COVID-19 pandemic (students of color, English learners, children with disabilities, low-income families, etc.) is carefully and thoughtfully analyzed to determine how instruction may need to be differentiated and what evidence-based activities may need to be implemented to meet the comprehensive needs of these students. For students in grades K-8, subscore data on identified assessments has been and will continue to be used to determine the skills and strategies most needed by students. Diagnostics will be administered in math and reading and the results will determine necessary supports and inform classroom instruction. The district has and will continue to provide individualized support through the use of academic support coaches to support students below grade level by monitoring progress in online instruction. Professional development will continue to be provided to administrators and educators to support their learning on how to best support these particular students recover from any potential academic and social-emotional challenges.

Our Directors, Coordinators, and curriculum specialists in our Office of Special Education, English Learners, Gifted Education, and Student Wellness will continue to provide administrators and educators with the learning and support needed to provide all of our learners with the strategies and tools to experience growth and success. This professional learning includes, but is not limited to, professional development around the use of online instructional resources, standards-based learning, differentiated learning, equity issues, and how to recognize and support the whole child. Funds from the grant will be additionally used to support our reading recovery efforts that may be identified in students with learning differences and others who may have been disproportionately impacted by the COVID-19 pandemic.

Students who may be most disproportionately impacted by the COVID-19 pandemic will also be invited to participate in extended learning opportunities throughout the school year and during the summer. These extended learning opportunities will include targeted academic interventions in math and English Language Arts to address any identified learning gaps. At the secondary level, this may include credit recovery options

for credit-bearing courses. These activities will be provided to students at reduced or no cost to students to allow all students to have access to these opportunities.

All students will also have access to programming around social, emotional, and mental supports provided by highly qualified and experienced district staff throughout the year. Social Emotional needs will be determined through individual, small group and class counseling lessons, student self-identification, parental input, Panorama survey data, and teacher identification. Student Well Being team (school counselors and mental health personnel) continue to work in classrooms, small group and individual settings to provide education/intervention, teach skills and support students. Our district's Mental Health & Wellness office has and will continue to provide resources, support and professional development to all staff and students around the topics of mental health and well being. Additionally, summer bridge supports are in place for students in need of ongoing mental health concerns and connections, by our school based clinicians. Specifically, the mental health team (comprising 16 licensed clinicians) have been re-focused on crisis response and trauma informed resilient school (TIRFS) practices. They will continue developing a training plan for all staff focused on TIRFS strategies and approaches effective for all students. WCSD continues to have a strong partnership with area Counseling Services to provide additional mental health support as indicated. Again, these activities will be provided to students at reduced or no cost to students to allow all students to have access to these opportunities. We are also looking at continuing parent education (Parent Prep) sessions that will support students and their families impacted by COVID-19.

5) *How did the ELA determine the most important educational needs as a result of COVID-19?*

The District was intentional in including input from a variety of sources to determine the most important educational needs as a result of COVID-19. Each school used their Building Leadership Teams (BLTs) and other committees to review school- and student-level data to make appropriate adjustments to curriculum during the 2020-21 school year. These collaborative groups also used multiple assessments and data points to specifically identify and invite students who would most benefit from extended learning during the summer in the district's summer programs. This data was also used by the Summer School Leadership Teams and Directors of Curriculum & Instruction to create targeted learning interventions for students during the summer school learning programs that will continue into the regular school year. This data review and curriculum planning will continue over the summer of 2021 by building and district leaders to review what specific, targeted programs need to be in place to start the 2021-22 school year in order to ensure potential learning gaps resulting from an interruption in the 2020-21 school year are appropriately addressed. Survey feedback from the public and from staff is continually utilized to help determine the most important educational needs that resulted from COVID-19.

As students return to an all-in learning model for the 2021-22 school year and beyond, teachers will both formally and informally assess students to identify individual student goals and needs. In addition to teacher collected data, district leaders, administrators, instructional coaches, and curriculum specialists will analyze data from multiple sources throughout the school year to ensure timely identification and response to observed gap areas that may have resulted from an interrupted 2020-21 school year. Some of the national, state, and LEA assessments to support this work include, but are not limited to: CTOPP and KRA for kindergarten students; K-3 Third Grade Reading Guarantee diagnostic assessment; iReady in reading and math to students in grades K-8; PSAT to students in grades 10-11; OELPA, progress monitoring students on IEPs; teacher formative assessments; State Assessments/End of Course Exams, including OELPS/OELPA; AP and IB assessments; Cognitive Abilities Test in grades 2 and 4; Panorama SEL survey for grades 3-12; attendance data. A myriad of data points will be analyzed to identify students with learning needs or gaps.

We will utilize our data management system to observe student progress and achievement over time to identify shifts in progress or concerns. Students with identified learning gaps will be thoughtfully transitioned across grade levels and schools. School leaders, instructional coaches, department leaders, and MTSS teams will work with teachers to develop personalized goals that address students' specific learning gaps. They will monitor student progress, achievement, and daily engagement through various data sources and intentionally select high impact researched strategies to address student needs. The impact of implemented interventions will be reviewed to determine the necessity of a new or modified intervention.

6) *Describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.*

Westerville City Schools is submitting the formal application for ARP ESSER funds in July 2021 with the expectation that there will be initial expenditures for support personnel utilizing the funds in August 2021. There will be additional services and assistance to students and staff during the 2021-22 school year and for the duration of the grant. This includes, but is not limited to, summer programs, extended day learning opportunities, professional development, and targeted and differentiated intervention services for all students. Our goal has been and continues to be to provide targeted support to students (which began with other grant funds during the 2020-21 school year and the summer of 2021) that immediately provides services and assistance to students and staff based on multiple data points. We plan on continuing this work during the 2021-22 school year, summer of 2022, 2022-23 school year, and throughout the duration of the grant.

We will continue to meet at the school and district level on a regular basis during the 2021-22 school year to evaluate the effectiveness of programs and, where appropriate, reallocate resources where data determines the services and assistance is most needed

for students and staff. These grant evaluation meetings will include a variety of stakeholders and continue for the duration of the grant to ensure we are maximizing these grant funds. The district plans to continue providing services and assistance to students and staff throughout the duration of the grant.

7) Describe the extent to which the LEA intends to use funds to promote remote learning.

The district has used funds to support the creation of curriculum resources that can be utilized to support the differentiation of learning in a traditional classroom setting as well as for remote learning if it is required in the future.

8) Describe the LEA's plan for addressing learning loss by using assessment to assess students' academic progress and meet students' academic needs, including through differentiating instruction, implementing evidence-based activities, providing information and assistance to parents and families.

Educators will both formally and informally assess students to identify individual student goals and needs. In addition to teacher collected data, district leaders, administrators, instructional coaches, and curriculum specialists will analyze data from multiple sources throughout the school year to ensure timely identification and response to observed gap areas that may have resulted from an interrupted 2020-21 school year. Some of the national, state, and LEA assessments to support this work include, but are not limited to: KRA for kindergarten students; K-3 Third Grade Reading Guarantee diagnostic assessment; iReady in reading and math to students in grades K-8; PSAT to students in grades 10-11; progress monitoring students on IEPs; teacher formative assessments; State Assessments/End of Course Exams, including OELPS/OELPA; AP and IB assessments; Cognitive Abilities Test in grades 2 and 4; Panorama SEL survey for grades 3-12; attendance data. A myriad of data points will be analyzed to identify students with learning needs or gaps.

Educators will continue to have access to professional development to support their efforts to address students' academic needs. This includes professional learning around how to use assessment data to inform instruction and how to communicate student progress to parents and families. Educators and administrators will also continue professional learning around standards based learning. In addition, teachers will have access to instructional resources that help them develop and implement differentiated learning in the classroom to support all students' needs. These instructional resources at the elementary level include Heggerty (phonemic awareness), Foundations (phonics), Bridges (math), SPIRE (phonics), and iReady learning paths.

The district expanded the use of Schoology in support of remote and hybrid learning during the 2020-21 school year. We will continue to prioritize teacher professional learning around use of this and other online platforms in order to provide all students

with ready access to learning resources, expand opportunities for differentiation in order to deepen engagement, close gaps, and/or provide enrichment opportunities. It is a district expectation that our teachers will continue to utilize these additional resources on a regular basis.

Schools will also continue to host events at the schools to promote parent and family engagement. Our communication team will work with principals and district leaders to ensure timely and ongoing information is provided to our families that notify them of these opportunities and how to participate. Communication will be translated as appropriate to ensure all families receive this communication.

9) Describe the uses of funds for developing strategies and implementing public health protocols to effectively maintain the health and safety of students, educators, and other staff.

In combination with providing greater quantities of outside air passing through the HVAC systems where applicable the District will conduct an upgrade project to improve the indoor air quality in school facilities with the addition of needlepoint ionization units district wide.

10) Describe how APR ESSER funds will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

The district will use APR ESSER funds to maintain consistent programs and services provided to students as has been provided prior to the global pandemic. These areas may include instructional coaching, professional development, class size, academic enrichment, transportation, custodial support, foster care and homelessness support, extra curricular activities, maintaining teachers, support and other staff and other areas as needs arise.

11) Explain how funds budgeted on Facilities budget lines are used.

The ionization improvement project will be funded through the Facilities budget line.