

## **Graham Elementary and Middle School, 011972**

### **ARP ESSER**

#### **Local Use of Funds Plan FY2021-2024**

- 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?**

ARP funds will be used for building upgrades that support safety through improved air quality, from filtering and through the introduction of air conditioners for air circulation and cooling that will improve our classroom environments. Upgrades to communication and bell and security systems will also improve the environment, implementing prevention and mitigation strategies. A K-2 playground will support social distancing and sanitation.

- 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?**

We are implementing summer school with evidence based curriculum to support students struggling academically as a result of COVID. We plan to offer this annually. And in partnership with Communities in schools we offer after school programming throughout the school year, free for all K-8 students.

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

The funds will help us maintain our full staff while we rebuild enrollment that has been reduced due to COVID restrictions. Having the full staff will improve our ability to differentiate instruction and work with students in small groups to help them get back on track academically as well as socially and emotionally.

- 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.**

In partnership with EL Education we write an annual work plan that includes consistent assessments and data driven decision making. We evaluate our work in this framework twice per year and make adjustments when necessary. Teachers work together in teams to determine needs, assist with differentiation, and plan supports. We implement a strong SEL program in CREW based on CASEL principles and Ohio state standards and infused with PBIS, Restorative practices, mindfulness and TREP.

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

As a public charter school in the state of Ohio we cannot legally offer or promote remote learning after June 2021.

**6. 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.**

We will use high quality assessments to assess student's academic progress and meet students' academic needs, with differentiation of instruction an essential aspect of our work. We assessed students in classrooms and with formal assessments (MAP and STAR) to prepare for their return to school. Our work plan with EL Education is being finalized with the development of Skills Blocks to support struggling students. We created a new opportunity, Family Crew that will be implemented to support families as they support their students. Our SEL work will be robust using PBIS, CASEL principles, state standards, restorative practices and TREP.