



1. 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.

A portion of the funds will be used to build additional classrooms for students to help maintain or smaller class sizes, give more open air options, and offer more social distancing. The space will include: additional instructional support rooms, band/music room, an additional gym/cafeteria for elementary students that will have an option to have a wall open for fresh air, additional classrooms, and a library/technology room. An ELL Teacher will aid in having smaller pull out groups and give additional support to those students.

2. How the LEA will 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.

Funds will be used for after school tutoring program for the 2021-2022 school year and 2022-2023 school year.

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

Funds will be used for a summer school program during the summer of 2021.

4. 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 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 addition to an after school tutoring program, we will use some of the funds towards an additional ELL teacher to assist with our students who do not have English as a primary language.

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

We are reviewing common assessments, normative data (NWEA MAP), and state testing data to identify the areas of greatest needs. This data will be compared to historical data of our students to identify standards and strands most prevalent within our student population.

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

Assistance for students with learning loss began the summer of 2021 through a summer school program. We will continue throughout the year, implementing an after-school program that will address learning loss.

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

We are providing fully in-person learning. We have technology in place if remote learning became necessary in the future.



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.

We will be addressing learning loss through high quality instructional practices like summer school and other support programs. We will also hire an academic advisor to evaluate instructional practices and student data to improve instructional deliveries and use of curriculum

