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Applicant: 80 6058
ROSEVILLE
COMMUNITY
CS - Essex
American
Rescue Plan -
Application: ESSER - 00-
Cycle: Original
Application

**Project
Period:**
3/13/2020 -
9/30/2024

Application Sections

American Rescue Plan Consolidated

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LEA Plan for Use Of Funds

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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; ([count] of 2000 maximum characters used)

We plan to use these funds to purchase a new HVAC system as our school building does not have one that meets CDC guidelines and we have a building that is more than 100 years old.

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; ([count] of 2000 maximum characters used)

With these funds we plan to offer additional instructional PD for strategies that support high-dosage tutoring, small group instruction, and learning loss; improve small group and individualized learning that address learning loss & missed prior grade level content while covering current grade level curriculum; SEL curriculum and implementation PD; as well as PD on supporting and understanding mental health needs and strategies, as a result of the pandemic.

Principle 1: Provide conditions for teaching and learning that will foster the social and emotional well-being of students, families, and educators.

Principle 2: Improve equitable access to grade-level content and high-quality resources for each student.

Principle 3: Prioritize content and learning by focusing on the depth of instruction rather than the pace.

Principle 4: Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed.

In order to overcome any learning loss from the pandemic, we must offer additional time to students to meet them where they are, reteach missed learning, and get them on grade level. Students will need additional rigorous, high-dosage tutoring outside the school day (afterschool) to get individualized attention; and we need strong staff to ensure high-

quality implementation (this current school year it will be 1:1 virtual tutoring and year 2022-23 will be in person). Tutoring is most likely to be effective when delivered in high doses through tutoring programs with three or more sessions per week. One-to-one tutoring is most effective but also more costly, and will require more staff to provide high-quality supports. Ensuring students have a consistent tutor over time may facilitate positive tutor-student relationships and a stronger understanding of students' learning needs. Most research has focused on in-person tutoring, but there is emerging evidence that tutoring can be effective when delivered at a distance. For afterschool programming, we are targeting the grades, subjects, and students impacted most by COVID-19. In many ways, we already have maximized the length of our school day and instructional minutes for ELA and Math. Tutoring is one of the most effective ways to increase achievement for students from lower income families. Researchers have found tutoring to be effective at all grade levels. We also need to offer additional coaching and professional development to our teachers, so that they are up to speed on research-based strategies for accelerated. The afterschool program coordinator will support families and staff efforts, to ensure students who are our most in need are able to attend the program consistently.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

The plan will leverage existing systems for professional development and coaching to be able to add these topics to existing cycles while increasing the effectiveness on new strategies by bringing in experts in the field on the latest research for these topics. We will continue to survey staff, students, and families including on the effectiveness of our ability to address learning loss, and respond to academic, social, emotional, and mental health needs of students.

We want to build up our existing staff to provide small group instruction, interventions and tutoring - as research shows that "Supportive school environments and strong teacher-student relationships speed recovery from learning loss. Strong, supportive, and sustained relationships with adults in schools consistently predict children's capacity for resilient behavior, even in the face of traumatic experience." annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_1.pdf

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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

([count] of 2000 maximum characters used)

We have monthly data presentations for all key stakeholders to ensure that everyone is aware of academic progress as we are implementing the resources / programming in place to address the needs. Based on the data we create action plans to ensure that actions are relevant, targeted to the needs of each student and to the needs of the school community as a whole. Data presentations include a focus on tracking the progress of our ELLs and students with IEPs to ensure that we are tracking their individualized progress and to ensure that the special programming in place for their exceptional needs are being met. We also hold monthly Parent Advisory Group meeting and we send out a Parent School Culture & Climate Survey twice per year. Curricular decisions and implementation focus on the needs of all students including our ELLs and students with IEPs.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. ([count] of 2000 maximum characters used)

We have monthly Parent Advisory Group Meetings and invite organizations to present information to our school community on behalf of our students and their families. We are in partnership with NJCF, the Center for Hispanic Policy, Research, and Development and North Jersey Community Research Initiatives, Children's Wellness initiative, just to name a few, in order to ensure that we are understanding the needs of all of our families and the needs within the community we serve.

