**North Harlem Elementary LE1216**

**ESSER 111 Plan Submission ARP ESSER Funding**

**Revised and updated on 09-12-2023**

Introduction: Plan Basics

|  |  |
| --- | --- |
| State Date | last revised/updated on 09/12/2023 |
| End Date | 9/28/2024 |
| Recorded Date |  |
| Response ID |  |
| County | Blaine |
| District | North Harlem Elem. 1216 |
| Submitter Name | Eli Hofer |
| Submitter Role | Other (Please identify your role in the box below.)Administrator |
| Administrator |
| Submitter Official Email | Elihofer49@yahoo.com |
| Submitter Phone | 4063906594 |
| Initial or Revised Plan | Revised and updated Plan Submission |

Section 1 - School District Identified Priorities

Priority 1

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| --- |
| Initiate more distance playing area spaces.  |

Priority 2

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| Assess proficiency of returning students in math and reading |

Priority 3

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| --- |
| Differentiate instruction to meet individual needs of students |

Data Points Used to Identify Priorities

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| --- |
| Need for more playground equipment to offset the small cramped present area.Hire professional assessment testing to determine areas of intervention Provide updated technology to help introduce academic materials |

Student Groups Most Affected

Student groups specifically referenced in ARP ESSER were more affected than others in this district.

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| --- | --- |
| **Student Group** | **More affected than others in this district** |
| Economically Disadvantaged (Free and Reduced Lunch) |  |
| White |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Children with Disabilities |  |
| Male |  |
| Female |  |
| English Language Learners | yes |
| Other (please identify in the box below) | Yes |
| grades k-8 |

Section 2 - Meaningful Consultation

Stakeholders Consulted in Development of Plan

|  |  |
| --- | --- |
| **Stakeholder Group** | **Consulted?** |
| Parents | Yes |
| Students | Yes |
| Teachers | Yes |
| Staff | Yes |
| Tribal Governments |  |
| Local Bargaining Units |  |
| Educational Advocacy Organizations | Yes |
| County Health Departments | Yes |
| Community Members | Yes |
| Other (please identify in the box below) |  |
|  |

Methods used to seek stakeholder input

|  |  |
| --- | --- |
| **Methods** | **Used?** |
| Webinars | no |
| Public Meetings | Yes |
| Website |  |
| Media | yes |
| Social Media |  |
| Email | Yes |
| Other (please identify in the box below) | Yes |
| phone calls |

Section 3: Goals

Instruments

Instruments or methods that will be used to monitor the progress of the goals and determine if the goals are met are listed here for each goal.

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| --- | --- |
| Math Goal | All students will be proficient in math. |
| ELA Goal | All students will be proficient in ELA. |
| Other Goal | Students will have area for more distance between students in outdoor activities |

Goals

For each goal find the following below:

* Identify what strategies/action steps will be used to support the achievement of the goals.
* Describe a realistic and achievable timeline to achieve the goals.
* Identify who is responsible to ensure the strategies/action steps are achieved. Click the box and provide the text response for each applicable box.

|  |  |
| --- | --- |
| Math Goal | Ongoing assessments in the classroom using curriculum testing, MAP testing, and Smarter Balanced testing---will help identify individual needs to guide instruction.  Progress monitoring of all data will be conducted quarterly over the next three years All teachers and administration will follow the action steps of these goals |
| ELA Goal | Ongoing assessments in the classroom using curriculum testing, , MAP testing, and Smarter Balanced testing---will help identify individual needs to guide instruction.  Progress monitoring of all data will be conducted quarterly over the next three years All teachers and administration will follow the action steps of these goals |
| Other Goal |  |

Student Group Goals

For which of the following student groups does the district have a distinct Math Goal, ELA Goal, or Other Goal?

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Group** | **Distinct Math Goal** | **Distinct ELA Goal** | **Distinct Other Goal** |
| American Indian or Alaska Native |  |  |  |
| Black or African American |  |  |  |
| Hispanic |  |  |  |
| Multi-Racial |  |  |  |
| White |  |  |  |
| Free and Reduced Lunch |  |  |  |
| Homeless |  |  |  |
| Students with Disabilities |  |  |  |
| None | Yes | Yes | Yes |

Math Goal for Each Identified Student Group

|  |
| --- |
| We are a small rural school with only 10 students and no particular student group is being identified because we will meet the individual needs of all of our students. |

ELA Goal for Each Identified Student Group

|  |
| --- |
| We are a school of 10 students and no particular student group is being identified because we will meet the individual needs of all of our students. |

Other Goal for Each Identified Student Group

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| --- |
|  |

If the District is planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, and they are willing to share these innovations, the innovation is described here.

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Section 4: Coordinating Funds

Will this district coordinate ARP ESSER funds with other federal funds to address student needs?

|  |
| --- |
| Yes |

|  |  |
| --- | --- |
| **Funding Source** | **Plan to Coordinate with ARP-ESSER Funds** |
| Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs) |  |
| Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports) | yes |
| Title I, Part C of the ESEA (Education of Migratory Children) |  |
| Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk) |  |
| Title II, Part A of the ESEA (Supporting Effective Instruction) | yes |
| Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement) |  |
| Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants) |  |
| Title IV, Part B of the ESEA (21st Century Community Learning Centers) |  |
| Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program) | yes |
| McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act |  |
| Carl D. Perkins Act Career and Technical Education Act |  |
| IDEA, Part B (Excess costs of providing FAPE) |  |
| IDEA, Part B (Coordinated Early Intervening Services) |  |
| Workforce Innovation and Opportunity Act |  |

Section 5: Creating a Safe and Healthy Learning Environment

This section addresses the Prevention and/or Mitigation Strategies that the district will fund with ARP ESSER funds..

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| --- | --- |
| **Evidence Based Practice** | **Planning to Use** |
| Mental health supports | yes |
| Social emotional learning | yes |
| Academic support | yes |
| Extended learning/enrichment |  |
| Hiring new staff and avoiding layoffs | yes |
| Meeting the nutritional needs of underserved students. |  |
| Locating absent students and re-engaging disconnected youth |  |
| Providing safe, healthy, inclusive learning environments. | Yes |
| Activities to address the unique needs of at-risk populations. | Yes |
| Developing and implementing procedures and systems to improve the preparedness and response efforts | Yes |
| Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases | Yes |
| Purchasing supplies to sanitize and clean the facilities | Yes |
| Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. | Yes |
| Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. | Yes |
| School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | Yes |
| Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement | Yes |
| Purchase upgraded plyground equipment |  |
|  |

If the District is planning to develop or use approaches that are novel to implement prevention and mitigation strategies, and they are willing to share these innovations, the innovation is described here.

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Section 6: Addressing Lost Instructional Time

20% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the required 20% to address lost instructional time.

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| **Evidence Based Practice** | **Planning to Use** |
| Extended learning time |  |
| Tribal/community engagement |  |
| Wraparound academic/health/social services |  |
| SEL learning supports |  |
| Evidenced-based curriculum | Yes |
| Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments. | Yes |
| Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students. |  |
| Accelerating learning through instructional approaches:Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks. |  |
| Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences. |  |
| Access to and effective use of technology | Yes |
| Engaging families in digital learning training and effectively using technology and platforms | Yes |
| Administering and using high-quality assessments that are valid and reliable, to accurately assess student’s academic progress and assist educators in meeting student’s academic needs, including through differentiating instruction | Yes |
| Providing information and assistance to parents and families on how they can effectively support students | Yes |
| Tracking student attendance and improving student engagement provided by the school | Yes |
| Using data about student’s opportunity to learn indicators to help target resources and support | Yes |
| Professional Learning Communities | Yes |
| Access to advanced coursework, dual enrollment, work-place learning, and/or internships |  |
| Career, Technical, and Agricultural Education expenses (approved under Perkins Act) |  |
| Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs | Yes |
| Other (please identify in the box below) |  |
|  |

80% Set Aside

This section addresses the Evidence Based Practices that the district will fund with the remaining 80%. Allowable uses for this funding includes preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III. See page 5 of the ARP ESSER Fact Sheet for more information.

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| --- | --- |
| **Evidence Based Practice** | **Planning to Use** |
| Extended learning time |  |
| Tribal/community engagement |  |
| Wraparound academic/health/social services |  |
| SEL learning supports |  |
| Evidenced-based curriculum |  |
| Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments. |  |
| Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students. |  |
| Accelerating learning through instructional approaches:Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks. | yes |
| Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of students through engaging and enriching experiences. |  |
| Access to and effective use of technology | Yes |
| Engaging families in digital learning training and effectively using technology and platforms | Yes |
| Administering and using high-quality assessments that are valid and reliable, to accurately assess studentsâ€™ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction | Yes |
| Providing information and assistance to parents and families on how they can effectively support students |  |
| Tracking student attendance and improving student engagement provided by the school |  |
| Using data about students’ opportunity to learn indicators to help target resources and support | Yes |
| Professional Learning Communities | Yes |
| Access to advanced coursework, dual enrollment, work-place learning, and/or internships |  |
| Career, Technical, and Agricultural Education expenses (approved under Perkins Act) |  |
| Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs |  |
| Mental health supports | yes |
| Hiring new staff and avoiding layoffs | yes |
| Meeting the nutritional needs of underserved students |  |
| Locating absent students and re-engaging disconnected youth |  |
| Providing safe, healthy, inclusive learning environments | yes |
| Activities to address the unique needs of at-risk populations | yes |
| Developing and implementing procedures and systems to improve the preparedness and response efforts | Yes |
| Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases | Yes |
| Purchasing supplies to sanitize and clean the facilities | Yes |
| Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. | Yes |
| Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. | Yes |
| School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | Yes |
| Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. | yes |
| Other (please identify in the box below) |  |
|  |

If the District is planning to develop or use approaches that are novel to address lost instructional time, and they are willing to share these innovations, the innovation is described here.

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Section 7: Supporting the Educator Workforce

How ARP funds will be used to support and stabilize the educator workforce.

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| --- | --- |
| **Option** | **Planning to Use** |
| Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff |  |
| Cover costs of bonuses for recruiting and retaining educators and support personnel | Yes |
| Additional pay for additional work | Yes |
| Class-size reduction |  |
| Technology to support learning: enable students to learn anywhere and teachers to teach essential standards | Yes |
| Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.) | Yes |
| Staffing additional physical and mental health support staff (counselors, social workers) |  |
| Other (please identify in the box below) |  |
|  |

The estimated number of jobs (FTEs) that have been or will be created by the school district through the district’s planned use of ESSER III Funds.

|  |
| --- |
| 3 |

The estimated number of jobs (FTEs) that have been or will be retained by the LEA through the LEA’s planned use of ESSER III Funds.

|  |
| --- |
| 3 |

If the District is planning to develop or use approaches that are novel to support and stabilize the educator workforce, and they are willing to share these innovations, the innovation is described here.

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Section 8: District Monitoring of Impact

This section of the LEA plan outlines how the District will monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted.

Description of Monitoring Plan

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| --- |
| Attendance and performance of each student will be an indicator of meeting students needs. |

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| --- | --- |
| **Type of Data** | **Planning to Use** |
| Early Warning System |  |
| Interim Formative Assessment |  |
| Opportunities to Learn surveys |  |
| Summative assessments |  |
| Chronic absenteeism |  |
| Student engagement | Yes |
| Use of exclusionary discipline |  |
| Advanced coursework |  |
| Access to technology | Yes |
| Educator PD on technology |  |
| Access to and preparation of high-quality educators | Yes |
| Access to mental health and nursing staff | yes |
| Student, parent, or educator surveys | Yes |
| Per-pupil expenditures |  |
| Classified and certified staff (numbers of positions or people) | 2 |
| Summer, Afterschool, and ESY enrollment | yes |
| Health protocols |  |
| Student enrollment by Mode of instruction | Yes |
| Student attendance by Mode of Instruction | Yes |
| Other (please identify in the box below) |  |
|  |