

## Section 11t Equalization Funds - LEA Plan of Use Narrative

Agency: Wyandotte, School District of the City of

2021 - 2022

Recipient Code: 82170



The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

**Please describe 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:**

We know COVID still impacts our students and staff, especially with the new variants which will be something we continue to address. Spacing students out as much as possible, providing materials that can be sanitized and encouraging healthy habits (e.g., hand washing, appropriate way to sneeze) have enabled us to remain in face-to-face learning all year and using these strategies, will provide for it in the future.

**Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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 planning a summer program for 700, K-8 students. This will run July - August. 11t funds will support instructional materials, teachers, substitutes and staff to organize, run and teach this program. The focus will be on ELA and math skills.

We also see a need for K-5 students to receive tutoring and homework help. We are proposing a virtual homework program, two hours a day, four hours a week to help students get help with their homework, during the evening hours. This will help those students who may not have parent support at home and provide them a way to receive help, prior to being in school the next day.

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

Remaining funds will go towards technology, musical instruments, STEM materials, progress monitoring tools, curriculum enhancements and coaching for teachers.

This includes SMART Boards, K-12, which will allow instructors to model lessons, show student work and create high engagement strategies. They will be placed in the classrooms that have the greatest academic needs. Software will allow teachers to also use high engagement strategies and an ELA lab for high school students will specialize in supporting reading/writing development.

K-5 students will receive materials (STEM and instruments) for specials teachers to draw connections with creativity and engagement. Progress monitoring instruments will assist K-5 teachers with addressing ELA learning loss.

Incoming ninth grade students missed much of their 6th and 7th grade years in a school setting. This was devastating to their reading and writing skills. Supplemental 9th grade materials for teachers to work with students will help bridge their gaps and eliminate learning loss. Similarly, our test data says middle school

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students are very deficient in social studies skills. Additional learning extensions are listed to support them as well.

Last of all, having coaches to help our secondary teachers develop ways to reach students in ELA and math, grades 8 - 12, will assist with learning loss. Instructional coaching will provide insight for teachers who have never experienced such great learning loss.

**Please describe 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 (see below) 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.**

It was important to turn to research based strategies for lost instructional time. That is why our proposed plan emphasizes support for students in the areas of technology, summer learning, tutoring and online learning. Summer learning, tutoring and online programs will be offered by our own staff, who have relationships with our students and families. They are all using best practice to engage low socioeconomic students, students of color, EL students, children with disabilities, homeless and our students in foster care.

Now that students have been in school, we have been able to see where they are deficient and provide Tier 1, 2 and 3 interventions. Funds will address progress monitoring methods to allow teachers to determine what specific skills in reading and writing. Teachers will then be able to work in small groups and 1-on-1 to address these deficits.

The survey information indicated that our EL families needed additional support. A coordinator who will connect families to support and work directly with students is another position that is included in this grant.