

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Oakridge Public Schools

2020 - 2021

Recipient Code: 61065

- 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:

The Oakridge Public Schools' Return to School Safely Plan is publicly available at www.oakridgeschools.org/covid . It includes FAQs tending to topics of vaccines, masks, safety, isolation/quarantine protocols, virtual learning, and sports. We have also focused on improving air quality. We have used stimulus funds preceding ESSER 3 funds on these mitigation strategies which we believe are sustainable. We will continue to use ESSER 3 on these efforts pending needs. However, our primary COVID mitigation strategy moving forward will be on improving air quality and learning environment conditions in our schools as a result of aging facilities and a greater need than what our taxable value can address through local tax levies. Meaningful parent involvement is our routine practice during our Strategic Planning and Master Facility Needs Assessment protocols through intentional focus groups, open participation in board meetings, surveys, and community dialogue.

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:

Oakridge Public Schools is committed to improving the learning of students that was negatively impacted by lost instructional time. We recognize that recovering that learning will require a researched-based approach to increasing learning time and improving learning experiences. Priorities for the use of these funds will be focused on the following:

1. Provide a 'guaranteed and viable curriculum' (research of Dr. Robert Marzano) through the purchase of quality instructional/social-emotional materials that are aligned with Michigan Academic and SEL Standards and supported with technology-based resources.
2. Expand support, participation, and resources for extracurricular and elective course experiences.
3. Provide additional student learning experiences during the summer, after school, and in-school.
4. Provide resources for student academic/behavioral interventions and accommodations.
5. Provide assessments for progress monitoring.
6. Improve student behavior and mental health through increased focus/resources toward improving health, wellness, and fitness
7. Provide professional staff development opportunities to improve the fidelity of implementation of the above action steps.
8. Expand technology resources for the classroom
9. Support educators and staff stability and well-being.

Meaningful parent involvement is our routine practice during our District Continuous Improvement Team protocols through surveys, conferences, and strategic planning focus groups.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section

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2001(e)(2) of the ARP Act.

- Improve safety through expanded video surveillance
- Improve air quality and learning environment conditions
- Improve support stability and wellness of employee
- Improve support for student wellness and behavior

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.

Oakridge Public Schools has a robust Strategic Plan with a strong monitoring system called our “Five Pillar Scorecards” which include the following: Student Focused, Parent Engaged, Employee Minded, Service Excellence, and Financial Stewards. Each pillar contains aligned key target indicators to monitor the progress of the strategic plan providing us a well-rounded understanding of the progress of the district. The Student Focused Pillar Scorecards disaggregate data on the progress of key indicators to ensure the success of all students. Given our strategies are foundational researched-based approaches to school improvement, utilizing the already established practice is most logical to monitor effectiveness .