

Applicant: 06-076-0068-13 FRIEND PUBLIC SCHOOLS
Application: 2020-2021 ARP Act ESSER III 6998 - 00-
Cycle: Amendment 1

American Rescue Plan - ARP - ESSER III - 6998 ▼

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Allowable Uses	Intent and Purpose
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American Rescue Plan (ARP) ESSER III Grant Funds - Intent and Purpose

[ESSER III Master Instructions](#)

Public Education

1. Describe how the District engaged stakeholders in meaningful consultation on the Plan for Use of Fund. Answers must be detailed. Stakeholders must include, but are not limited to: students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and their unions, Tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students

([count] of 2500 maximum characters used) The return to learning plan was posted to the school website and was a part of the board of education meeting agenda in July. The board of education asked for public involvement in the discussion in the use of funds. Notes were taken on any comment. Little feedback was given during the meeting. Some parents had discussions with board members at different times in the community. Board members reported these conversations to the superintendent. The board of education and the superintendent took these views into consideration when discussing the best use of funds. Teachers were given opportunities in staff meetings to bring any ideas they might have to administrators. These viewpoints were also taken into consideration.

2. Describe the following components in regards to stakeholder engagement for the Plan for Safe Return. Answers must be detailed.

- a. Who was consulted? How did the consultation occur and what were the outcomes?

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Board members, teachers and parents were all consulted to create the plan for safe return.

- b. Revisions to plans are statutorily required every 6 months. What systems, structures or procedures is the district putting in place to ensure revisions are made to address developing or changing student needs and community priorities? How will the district continue to engage stakeholders in the process of revision?

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A survey will be sent to the parents and staff to determine if changes need to be made to the Safe Return plan. It will then be determined by the superintendent and the school board, if any changes to the plan need to take place. Changes will be addressed and finalized at the January board of education meeting.

- c. The district URL address where the Plan for Safe Return can be found. [ARP Act pf 2021 \(H.R. 1319\)](#)

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https://www.friendbulldogs.org/vnews/display.v/ART/5f1f11e63b8ff?in_archive=1

3. A minimum of 20% of the allocation must be expended to address learning loss. Answer the following questions? Answers must be detailed.

- a. How will 20% of the allocation be used to address student learning loss?

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The purchase of high quality instructional 7-12 language arts curriculum and technology to engage students who have fallen behind. The curriculum can be used to provide interventions and in class supports for students who have fallen behind in language arts. Especially in the area of writing. Technology upgrades will be used to make sure that these interventions run in a smooth fashion.

b. At what level of evidence are the specific intervention(s) or strategy(ies) to address learning loss? If the answer is “Demonstrates a Rationale” the District Must upload a file with information about the Evidence Based Rationale.

ESSER III - Evidence-Based Interventions - Google Docs

Strong Moderate Promising

Demonstrates a Rationale

c. What evidence does the district have to support the specific intervention(s) or strategy(ies) to address learning loss?

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ACT and MAP test scores show some disparity between students within grade levels. These students who did not test well were also disproportionately affected by the school shut down last year. As a result, attention to language arts and writing is necessary. The goal for the district is to purchase curriculum to help in the areas of writing and reading comprehension. We plan to purchase curriculum materials that match state standards and have proven to be effective.

d. Include the hyperlink to the evidence source.

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https://docs.google.com/spreadsheets/u/0/d/1jLDrJPYqjLJ2Vwap5q_S5vtrApXyNZqWYGFBpEeNDiY/edit

e. How are these resources providing support for students that missed instructional time?

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Writing has become a concern. The new curriculum will work to improve student writing through varied instructional approaches. Curriculum will meet the needs of students who need an enhanced quality of instruction. Teaching writing via zoom was very difficult for teachers and students. Gaps began to emerge as a result.

Training training staff on new instructional approaches and the use of the new curriculum may also be needed as we work to close these gaps. The focus will be on those students who have missed significant instructional time over the last two school years.

f. How are these resources providing support for students that have been historically marginalized? (ie: students of color, students who are economically disadvantaged, English learners, and students with disabilities). **Learning Loss Document**

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Our students with learning disabilities were more affected in terms of learning loss than other students in the district. The curriculum chosen will help students who have learning disabilities. Many of these students were not at grade level before the pandemic and some were not engaged during the time of remote learning. Our focus is on helping these students improve their writing scores and also improve their reading comprehension.

4. What are the anticipated outcomes for the districts investments? Consider this: If we do x, we expect y to occur, leading to z in regards to student outcome. A district may have multiple theories of action based on the district’s investments.

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The anticipated outcomes involve increased scores in reading comprehension and writing on standardized tests (MAP and ACT).

5. What student data (ex. Perceptual, Process, Demographic, Achievement) did the district use to determine the priorities? Be specific in your answer.

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We looked at individuals in our district who seemed to suffered learning loss during the pandemic. 7-12 language arts seemed to be more affected by learning loss than other curriculum areas. Areas of reading and writing need higher quality of instructional materials and possible individualized approaches. Both MAP scores and ACT data showed a loss of learning in the area of language arts.