

Minersville Area School District ARP ESSER GRANT Plan

The Minersville Area School District has conducted and will continue to conduct CDTs several times throughout the school year to identify learning gaps that may be present for our students. Our Special Education population will use Aimes Web to track present levels in Mathematics and English Language Arts (ELA). All departments within the school district have met and will continue to meet during the school year referencing in house Academic Standards Checklist to determine the academic impact of lost instructional time for all groups of students within the school district. A needs assessment will then be completed to rectify any deficiencies due to lost instructional time.

The Minersville Area School District utilizes many forms of communication including letters, phone calls, emails, messages through behavioral platforms, and home visits to address absenteeism. We have also sent out messages through our virtual learning platforms Blackboard for grades 4 to 12 and Seesaw for grades 4K to 3. The district used every mode of communication and also accommodations such as extra time for tutoring, making up assignments, and one-on-one instruction in an effort to keep our students on pace academically. Although the district made strides during the 2020-2021 school year to rectify absenteeism, it was determined that it was still excessive. The data used was daily attendance numbers, quarterly attendance numbers, and year end numbers.

It is obvious that the student engagement during virtual learning was not the same as in-person. However, all teachers used synchronous and asynchronous instruction during the course of the day regardless of being in-person or virtual instruction. If some students were not engaged enough, the teacher would message that student in an attempt to fix the issue. Teachers indicated in their curriculum maps and standards checklist that they were unable to teach the content at the same pace that they would normally do in-person due to the lack of student engagement or a lack of effort by the students who chose not to fully engage. This was tracked by daily and quarterly grades along with daily attendance.

Based on the number of students that were seeing our counselors and social worker, it was determined that there was a major impact on our student's social and emotional well-being. This was also observed immediately because our students could not participate in various school activities such as sports, dances, pep-rallies, and recess at varying times throughout the school year. Our staff did an excellent job addressing all of the emotional stress that our students were having which included assistance from outside agencies. However, it was still overwhelming. At our Junior/senior high school we developed a student lead program called "Avedium" which is Latin meaning "I've got your back." This program has allowed our students to have a voice and avenue to reach out other students and adults as a way to convey their needs to us. In the Minersville Elementary Division, we are using a program call "SELENA." This program addresses student needs related to coping strategies and resiliency.

The faculty and staff in the Minersville Area School District will continue to monitor and observe closely all aspects of lost instructional time, absenteeism, student engagement, and the social emotional well-being for all students. Department meetings will focus on the needs of our students

as it relates to each of these areas. The district will formulate plans to address needs in subject specific areas along with the emotional needs of our students. The district is currently engaged in extended time and academic boot camps to close learning gaps that may be existing from the negative impacts of COVID-19. The Minersville Area School District instituted a virtual academy, Minersville Area Virtual Academy (MAVA) for students who did not want to attend in-person instruction. The program is still in operation for those students who chose to continue the learning process virtually.

The following are planned expenses that are reflected in the ARP ESSER Grant:

Support and Non-Instructional Budgeted Expenditures:

Retention of Teachers:	\$571,611.90
Benefits for the retention of teachers:	\$366,205.88
PASS Assessment for Social and Emotional need or our students:	\$34,650.00
Technological Infrastructure:	\$434,320.67
Get More Math Program to address Learning Loss	\$30,000.00
I-Ready Program to address Learning Loss in English and Mathematics	\$86,280.00
Summer School Contracted with IU#29	<u>\$10,000.00</u>
TOTAL:	\$1,533,068.45

Non-Instructional Budgeted Expenditures:

Upgrades to doors throughout the district:	\$219,768.00
Contracted Social Worker to address student’s social and emotional needs:	\$269,367.20
Travelers Cyber Security Liability:	\$11,666.00
Cleaning Supplies for continued mitigation efforts related to COVID 19:	\$15,749.15
Librarian Salary:	\$56,825.00
Librarian Benefits:	<u>\$45,042.20</u>
TOTAL:	\$618,417.55
GRAND TOTAL:	\$2,151,486.00

