

# Royalton-Hartland CSD

## American Rescue Plan Act Implementation Plan

Draft Date: 6/23/2021

### **Summary:**

It is the intent of the Royalton-Hartland Central Schools to utilize \$2,872,129 in American Rescue Plan Act funding to improve student achievement, “close the learning gap,” provide social emotional learning support to our students, and make wise investments in capital improvements and technology. All students in the District will benefit from the investment, including those with special needs, limited English proficiency, the homeless and economically disadvantaged students. The aforesaid investments will make an immediate impact on students. The District plans to invest in our staff over the course of three years, to help sustain services at the completion of the grant period.

**Stakeholder Input:** During the spring of 2021, the Superintendent of Schools gathered input from a variety of stakeholders that included the Royalton-Hartland Central School Board, members of the District Reopening Committee (administration and teachers) and the community. A survey was launched in early June and 170 members of the community responded. Efforts were made to align the interventions noted in the plan to the established District goals and initiatives.

### **The Learning Gap:**

The COVID-19 pandemic, which began in March of 2020 and extended through June of 2021, resulted in a significant disruption to student learning. In-person instruction was interrupted for all students between March and September of 2020 and a combination of in-person and online instruction continued from September 2020 through June of 2021. Although learning continued, the pandemic and ever changing guidelines created several challenges for students, teachers and families. As a result, learning gaps developed, particularly with our students in grades Kindergarten through grade 2.

### **Student Achievement and “Closing the Learning Gap:”**

During the 2020/2021 school year, the District was able to assess student learning in the areas of English Language Arts and Mathematics using the AIMSWEB and STAR assessments, enrollment data, recommendations from instructional staff and input from various stakeholders which resulted in a multi-faceted approach to closing the learning gap. This assessment data was used to assist in developing the American Rescue Plan Act for our K - 8 students. These assessments allowed the District to establish baselines for students in grades K - 8. Additionally, these assessments allow the District to monitor growth and student learning targets. In grades

9-12, students were measured against standards and course completion as the scheduled Regents examinations were not administered. Course completion and attainment data will be used to develop intervention strategies in the upcoming school years.

This approach includes investments in providing additional staff, professional learning opportunities, intervention services, extended day and year programming and a variety of evidenced based programming. The interventions include, but are not limited to:

1. Staffing needs will be increased to meet the needs of the plan by including additional teachers on special assignment or new hires:
  - a. K-2 (tbd) grade teacher to lower the class size of a cohort
  - b. Kindergarten through grade 2 reading intervention teacher
  - c. Kindergarten through grade 2 math intervention teacher
  - d. A Speech Language Pathologist for 2021/2022
  - e. A Library Media Specialist in order to enable us to increase support to students and provide classroom instruction as needed.
2. Investments in professional learning will include, but not be limited to:
  - a. The addition of a lead teacher (Teacher on Special Assignment or new hire) at the elementary school to provide mentoring coordination, in-house staff development in the area of curriculum, instruction and assessment, and support the implementation of interventions for the students.
  - b. Specific professional development in the areas of special education, reading and mathematics instruction, data analysis, the use of instructional technology and curriculum development/alignment.
3. Extended day and school year options will be considered and implemented in partnership with District stakeholders and may include:
  - a. Summer reading programs at the elementary and middle school levels
  - b. Summer school credit recovery at the high school level
  - c. Academic support for students after school in all buildings
4. Remote learning opportunities provided to our 7-12 students via the BOCES eAcademy or Educere credit recovery systems.
5. The exploration of the addition of a Career and Financial Management teacher at the high school 2022/2023 implementation.

### **Social Emotional Learning:**

The interruption of in-person instruction has directly impacted the social interaction of our students, as well as emotional and mental health. It is our plan during the grant period to provide a variety of services to our students that include:

1. An additional school counselor.
2. An additional part-time (.6 FTE) school social worker to the District.
3. Assistant Principal to support the middle and high school students. Support extended day efforts of the ARP.
4. Before and after school programs provided by the YMCA, Western New York STEM, Cornell Cooperative Extension Service and other District providers.
5. Partnership and program support provided by the Rural Niagara Community Coalition.
6. The research and potential development of a Community School model in support of the various needs of our students and community.
7. The addition of a Peer Mentoring Program (e.g. Big Brothers/Big Sisters of WNY)

### **Capital Improvements and Technology:**

Many lessons were learned during the COVID-19 pandemic in regards to student access to remote learning and the effective use of instructional technology. It is the plan of the District to provide students and staff the technology required for remote learning, flipped classroom methodologies, and readiness in the event we are forced into a remote learning scenario. In addition, it is the District's intent to explore and invest in capital improvements that would increase air quality in our schools or create outdoor learning opportunities for our students and staff. These include the purchase of:

1. Devices that will allow for teachers and students to interact in a remote learning environment including but not limited to chromebooks and Cleartouch panels.
2. Live Stream Technology that will allow for families to view in real time athletic competition, musical performances, award ceremonies and other school events.
3. Peripheral technology including but not limited to: printers, 3D printers, hover cameras and digital cameras to support the online learning needs of the curriculum.
4. The creation of an outdoor instructional/performance area at the elementary school.
5. The addition of HVAC Control systems to increase air flow and circulation.

## **Expected Outcomes and Objectives:**

### **Short Term (One Year) Objectives**

1. Address the immediate COVID related safety needs of the District.
2. Reduce the number of students receiving Tier II and Tier III RTI services by 25%.
3. Direct resources and services to students with specific learning gaps and targeted vulnerable populations such as Special Education, ELL, Homeless and Economically Disadvantaged.
4. Address the immediate social, emotional and mental health needs of students.
5. Develop and begin the implementation of a District Wide effort to improve teaching and learning through the use of common language and best practice.
6. Identify and implement those best practices learned during the pandemic to prepare the District for future interruptions in learning.
7. Align ARP plans and resources with the pending District Strategic Plan.
8. Research and develop a proposal for the Board of Education specific to a community school/health center model in support of the District Strategic Plan.
9. Recoup any lost revenue experienced as a result of COVID related expenses.

### **Mid Term (Three Year) Objectives**

1. Reduce the number of students receiving Tier II and Tier III RTI services by 40%.
2. Demonstrate specific outcomes as outlined in the 2021 District Strategic Plan.
3. Fully implement a curriculum and instructional plan developed under the grant period.
4. Adjust staffing and allocation of resources to sustain continuous improvement in teaching and learning.

### **Long Term (Three Plus Years) Objectives**

1. Maintain the number of students receiving Tier II and Tier III RTI to less than 20% of the student population.
2. Demonstrate specific outcomes as outlined in the 2021 District Strategic Plan and revise as needed.
3. Continuously improve the curriculum and instruction of the District to obtain and sustain performance in the upper quartile of similar school comparisons.
4. Improve the HVAC Control System of the District.
5. Maintain a sustainable financial plan to support the needs of the District.
6. Implement the “Master Plan” (facilities) in support of the District Strategic Plan.