

## **PLA IN ESSER III ARP USE OF FUNDS PLAN**

Updated 8/11/21

**Describe how funds will be used to comply, to the greatest extent practicable, with CDC recommended mitigation strategies to reopen schools and maintain their safe operating status.**

Our safe return to in-person instruction plan directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes the proper use of masks, supporting our scholar, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more. Some examples of specific, CDC-recommended strategies outlined in our in-person instruction plan include:

- Limiting classroom sizes to around 14 scholars on average to support safe distancing and reduce exposure and transmission risks
- Maximizing the utilization of as-yet unused classrooms to accommodate all scholars and support appropriate social distancing
- Spacing school desks six feet apart and facing the same direction in all classrooms
- Clearly marking hallways for one-way traffic flow in order to alleviate congestion or any cross traffic
- Recess breaks and specials taking place in home rooms to minimize cross contamination
- Closing off all public water fountains to reduce the risk of transmission
- Cleaning frequently used surfaces (such as door handles, handrails and bathrooms) three to four times a day and deep cleaning each classroom every night with the support of our incredible custodian staff
- Cleaning all scholar desks and chairs used in rotational groups prior to each rotation

In addition to the above CDC-recommended mitigation strategies, we will use ESSER III funding to strategically address pandemic-related learning loss in our scholars, especially those disparately impacted by COVID-19. This will include providing Tier II, small-group tutoring to our scholars; providing data-driven extended learning time programming in the summer; providing additional social-emotional programming to support scholars in making a successful transition to in-person instruction; providing our educators with staff development and retention opportunities, and more.

**Describe how the LEA will target its evidence-based interventions to students who are underserved or were most significantly affected by COVID-19.**

Our emphasis on utilizing small-group, differentiated instruction for every scholar in the classroom allows us to identify at-risk scholars most significantly impacted by the pandemic, and target data-driven interventions to support their academic success. Our teachers will

implement regular, rigorous, standards-aligned formative and benchmark assessments to monitor student progress and to identify students who may be at risk of academic failure due to pandemic-related learning loss. We will use state assessments; interim assessments tied to state standards; adaptive learning quizzes that target specific standards; and qualitative data to identify scholar needs in real-time. Consistent evaluation of student performance and progress will allow us to ensure high quality instruction that is personalized to each scholar’s unique needs.

The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each scholar throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support scholars who are underserved or disparately impacted by COVID-related learning loss: maximized learning time on-task and on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need challenged beyond on-grade level (Move Up) including additional, Tier II, small-group tutoring; research-based and standards aligned curricula; and instructional tasks with higher-order, complex thinking.

### Use of Funds Summary

Below please find a high-level summary of how ESSER III funds are utilized at each PLA Indiana school.

<b>GVP Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 586,500.00
Supplemental Curriculum & Supplies	\$ 120,598.07
Staff Development & Retention	\$ 367,500.00
Extended Learning Time Programming	\$ 756,000.00
General Operating Support	\$ 394,500.00
<b>Total</b>	<b>\$ 2,225,098.07</b>
<b>PLA@103 Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 738,250.00
Supplemental Curriculum & Supplies	\$ 94,400.31
Staff Development & Retention	\$ 367,500.00
Extended Learning Time Programming	\$ 798,000.00
Technology	\$ 63,000.00

General Operating Support	\$ 1,036,750.00
<b>Total</b>	<b>\$ 3,097,900.31</b>
<b>PLA@93 Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 738,250.00
Supplemental Curriculum & Supplies	\$ 104,560.31
Staff Development & Retention	\$ 367,500.00
Extended Learning Time Programming	\$ 798,000.00
General Operating Support	\$ 789,750.00
<b>Total</b>	<b>\$ 2,798,060.31</b>
<b>PLA@48 Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 572,000.00
Supplemental Curriculum & Supplies	\$ 134,362.87
Staff Development & Retention	\$ 298,000.00
Extended Learning Time Programming	\$ 252,000.00
General Operating Support	\$ 279,000.00
<b>Total</b>	<b>\$ 1,535,362.87</b>
<b>JRP MS Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 534,000.00
Supplemental Curriculum & Supplies	\$ 96,950.18
Staff Development & Retention	\$ 262,500.00
Extended Learning Time Programming	\$ 504,000.00
General Operating Support	\$ 1,096,500.00
<b>Total</b>	<b>\$ 2,493,950.18</b>
<b>JRP HS Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Supplemental Curriculum & Supplies	\$ 122,318.62
Workforce Development Programming	\$ 715,000.00
Staff Development & Retention	\$ 210,000.00
Extended Learning Time Programming	\$ 588,000.00
General Operating Support	\$ 321,250.00

<b>Total</b>	<b>\$ 1,956,568.62</b>
<b>PLA Virtual Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 60,875.00
Supplemental Curriculum & Supplies	\$ 10,059.00
Extended Learning Time Programming	\$ 18,900.00
<b>Total</b>	<b>\$ 89,834.00</b>
<b>TBLA Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 1,727,500.00
Supplemental Curriculum & Supplies	\$ 178,816.00
Principal Fellowship Program	\$ 520,000.00
Workforce Development Programming	\$ 1,108,000.00
Staff Development & Retention	\$ 1,170,000.00
Social Emotional Programming	\$ 150,000.00
Extended Learning Time Programming	\$ 2,880,000.00
Technology	\$ 279,750.00
Facility Improvement (Health)	\$ 100,000.00
General Operating Support	\$ 4,041,165.77
<b>Total</b>	<b>\$ 12,155,231.77</b>
<b>TLJ ES Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 408,500.00
Supplemental Curriculum & Supplies	\$ 87,247.23
Staff Development & Retention	\$ 189,000.00
Extended Learning Time Programming	\$ 588,000.00
General Operating Support	\$ 310,500.00
<b>Total</b>	<b>\$ 1,583,247.23</b>
<b>TLJ MS Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 249,500.00
Supplemental Curriculum & Supplies	\$ 23,025.79
Staff Development & Retention	\$ 52,500.00

Extended Learning Time Programming	\$ 84,000.00
<b>Total</b>	<b>\$ 409,025.79</b>
<b>HIAT Use of ESSER III Funds</b>	<b>Amount Budgeted</b>
Reading Advantage (Tier II small-group tutoring)	\$ 429,000.00
Supplemental Curriculum & Supplies	\$ 156,987.05
Staff Development & Retention	\$ 259,061.40
Extended Learning Time Programming	\$ 42,000.00
General Operating Support	\$ 156,000.00
<b>Total</b>	<b>\$ 1,043,048.45</b>