



LEA ARP ESSER Plan – Use of Funds Template

Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.

Instructions: Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at english@sde.idaho.gov by October 1, 2021.

LEA # and Name: #544 MOSAICS Public School

Website link to the LEA's ARP ESSER Plan – Use of Funds:

<https://www.mosaicsps.org/wp-content/uploads/2017/09/ESSER-III-Spending-Plan-MOSAICS.pdf>

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*

In May 2021, the school's leadership team comprised of the administrator, 3 teachers, the instructional coach, and title coordinator discussed ideas for using the ARP funds. These ideas were discussed among all of our staff members during staff meetings in May 2021. During our budget hearing in June 2021, our board provided input on how they would like to have the funding used. The budget hearing was open to the public as well to provide input on the budget and our spending priorities. Additionally, parents, staff, and the community were provided a survey to give input on the spending plan for the school. This survey was sent out to all parents in an email and the link was posted on our Facebook page and on our website. A parent advisory committee also met in September 2021 to discuss the spending.

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines¹ for reopening and operating schools for in-person learning.*

The funds will be spent on PPE, such as masks and gloves. We also will spend funds on cleaning agents, sanitizers, and janitorial supplies to keep surfaces clean. We will hire an additional janitorial staff to provide ensure a cleaner environment and frequent sanitization of surfaces.

3. *Describe how the LEA will use no less than, 20% of allotted ARP funds 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. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*

¹ The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

- a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
- b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
- c. *Students most at-risk of dropping out of school.*
- d. *Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

The funds will be used by hiring additional instructional aides to support small group instruction on targeted skills through remediation. We will also hire an additional 2nd teacher to provide additional support to the class that struggled the most in the previous year. We also plan to provide additional learning opportunities through summer programs. Some funds may be used to purchase additional support materials targeted towards learning loss in the areas of remedial reading and math.

- 4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

As a single site LEA all of the funds will be spent at one school. We are working on supporting all students in their success, especially regarding their social emotional learning. We see a significant impact in our student population regarding their anxiety and their ability to navigate social situations. In order to help our students process this pandemic and its effects on their lives, we will hire a counselor to support the social emotional development of our students and to connect families to resources in our community. We also plan to purchase SEL curriculum to provide our teachers tools on helping students develop coping skills. If needed, we have also set aside funds to provide internet access to families who may need it should the school move to a remote setting for a period of time.

- 5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented 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, migratory students, Hispanic students, and Native American students.*

MOSAICS uses data meetings to assess the effectiveness of the academic program for all of our students, which includes both the Tier 1 instructional program as well as Tier 2 and Tier 3 interventions. These meetings occur at least monthly in each grade level, and the teams look for trends of what is working and what needs adjusted in their instruction at each tier. The school also has a leadership team which analyzes academic data systematically to look for trends of strengths and weaknesses. The leadership team also examines school culture and looks for ways to improve all students' experiences. The PBIS committee examines behavioral

data and schoolwide systems. These teams work together to ensure the interventions taking place are effective and meet the needs of the whole student.

Students who are identified as needing additional learning supports are placed into leveled groups during a 30 minute block of the day. Each of these students receives targeted intervention on the skills they need to continue to build. In literacy, the interventions include the using Tier 1 programs to pre-teach students, such as Foundations, or by using Tier 2 or Tier 3 programs, such as Explode the Code, Phonics for Reading, or Read Naturally to remediate students. In math, students use Imagine Math Learning online to supplement their instruction for remediation. The results of these intervention programs are examined in the data teams and then students are moved into different groups based on their progress.

Regarding social-emotional interventions, our school is using Sources of Strength with our 3-5 students. This helps students define positive influences in their lives and how to cope with stress. In our younger grades (K-2), we are using A Spot of Feelings and A Spot of Emotions curriculum to help our students better identify their emotions and provide strategies on how to act when they are feeling them.

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*

The process for monitoring student progress and effectiveness of strategies begins with the school providing all students universal screeners. The staff at the school will use multiple tools to monitor academic success of students including the Idaho Reading Indicator, NWEA MAP assessments, curriculum-based measurements, universal and diagnostic screeners for the RTI process, the Idaho Student Achievement Tests, and progress monitor testing on targeted skills.

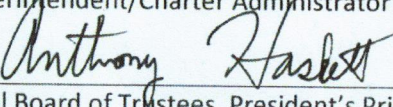
Our teachers, administrator, and instructional coach create data boards to help identify what each student needs in the classroom setting. These students are then placed into intervention groups that are targeted on specific skills to build their skillset. Progress monitors are then provided to students every 3-4 weeks on the targeted skill to ensure the students are learning. The team then reconvenes to examine the data and adjust groups and plans to make sure students are continuing to move forward in closing the gaps in their skillset. If students do not make the gains expected, the team refers the teacher to ask the RTI committee for additional ideas and interventions. The RTI team then follows up with the teacher 4-6 weeks later to make sure the interventions were effective for the student.

This process is also used for students who are exhibiting maladaptive behaviors. Parents are contacted early in the process to help craft behavior interventions and/or behavior contracts. Should the maladaptive behavior continue, the team refers the teacher to the RTI team to discuss further ideas on how to help the student. Once again, targeted goals have been outlined to ensure students are able to track their progress and the teacher can determine the effectiveness of the intervention.

Section 2: Assurances

Assurance	LEA Response	
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Signatures

Superintendent/Charter Administrator Printed Name: Anthony Haskett	
Superintendent/Charter Administrator Signature: 	Date: February 4, 2022
Local Board of Trustees, President's Printed Name: Bryan Taylor	
Local Board of Trustees, President's Signature: 	Date: February 4, 2022

Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov no later than October 1, 2021.