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WESTLAKE SCHOOLS LOCAL USE OF FUNDS PLAN

Below is the draft plan for the use of ARP ESSER funds provided to the Westlake City School District, which totaled \$3,318,403.81.

The plan makes an investment in students through the life of the grant, which must be expended by September 2024. Specifically, the two major expenditure items support students through an investment in staffing targeted towards students who have experienced learning loss due to the pandemic, and the purchase of materials, programs, professional development and our 1:1 initiative that will support high quality instruction for all students as the district emerges from the pandemic.

Below are the responses to eight questions that are part of the ARP ESSER Application.

Question 1: How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Answer: Fortunately for the Westlake Schools, three of our four school buildings are newer (8 years old or less) and significant upgrades occurred in the remaining building. We will continue to use our funds on sanitizing and cleaning equipment, PPE, children and adult size masks and filters for our HVAC equipment.

Question 2: How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act 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 after school programs, or extended school year?

Answer: A significant portion of our ARP ESSER Funds is being used to provide targeted interventions for students who displayed learning loss due to the pandemic. We are proposing additional staffing in the buildings and after school to help students with identified learning gaps as a result of the pandemic. Those positions under consideration include an English and Math support person at Westlake Elementary, an English and Math tutor on our Dover Campus (Grades 5-8) and a Math teacher hired specifically to work with students that have been identified as having a learning loss as measured by MAP.

In addition, ARP funds are being invested in a June extended learning program for students who are performing at below grade level expectations at the conclusion of the year. The first year of this program was funded using ESSER II dollars, and two additional years of this program will be funded

using ARP dollars. Overall we had nearly 1/3 of of entire school population participate in the Summer 2021 ELP.

Question 3: How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Answer: We are using the majority of our funds to address learning loss through the implementation of evidence-based interventions, implementing a 1:1 initiative and ensuring interventions respond to students' social, emotional, and academic needs and address the impact of COVID 19 on underrepresented student subgroups.

We will continue to use local data to progress monitor the implemented interventions. Additionally, we will continue to develop our instructional technology supports in case we need to return to remote instruction. This includes monitoring disengagement and attendance. We will provide additional academic support for students. We are concerned about the number of students needing math intervention. We have traditionally had a strong math program but the number of high school students that did not pass the EOC is concerning. We are providing additional support and offering free online credit recovery courses.

Question 4 How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act 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 and migratory students.

Answer: We are returning to our in-person instructional model this year. We created a tiered approach - tier 3 students are identified as the neediest (academically or social-emotional). We also provided online options for students this summer as well as enrichment opportunities. We had 1/3 of our students participate in our summer programming. We are continuing academic and mental health support before and after school. We hope to continue to close the gap for our students.

We have used a holistic approach to identify the most at-risk students using a tiered approach. The data collected analyzed academic and social emotional needs. We have identified and worked with families and students throughout the summer and will continue during the academic school year. The number of students not on track at the high school has increased and we have assigned staff to help students earn the necessary requirements. As a district we see a significant need to support students to develop stronger writing and math skills. This will be an academic focus this year. Of course, it will evolve as we collect more local data.

Finally, we have also added a school social worker that currently works out of our PK-6 building.

Question 5: Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

Answer: As stated earlier, we have elected to be in person this school year. ARP ESSER Funds are being used to purchase chromebooks for each student that can be used for remote and personalized

student learning should we need to go back to remote learning. Some students will take advantage of the Ohio On-line Learning Program to address needs.

Question 6: Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

Answer: A portion of the district ARP ESSER funds are being used to invest in Edmentum Learning Systems. We are using both Edmentum and Exact Path systems in grades 5-12. We used MAP to assess students' academic progress and will specifically be targeted to measuring academic growth and adjusting academic supports for students who are receiving additional intervention due to pandemic related learning loss. As previously stated, we have also implemented training and PD to help with writing gaps and formative assessment training in order to support good first instruction as we attempt to close the learning gaps.

Question 7: Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

Answer: We identified our most critical needs based off of MAP reporting, student engagement, Title I data, absence reporting, End of Course exam information as well as teacher and counselor feedback. Additionally, we are looking to continue to offer professional development for our staff so that staff can better identify learning gaps and provide solid first instruction. Additionally, we will continue to look at all of this information as we move through the school year and look to provide a robust summer plan that not only identifies gaps, but also helps with transitions between the grade levels.

Question 8: Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

Answer: At this time, the Westlake Schools will employ a Director to oversee the program. Additionally, we did add a gifted intervention specialist and a school nurse. We will also continue to use the funds to support a social worker to help students and families