



Applicant: 15 1590 FRANKLIN TOWNSHIP - Gloucester
Application: American Rescue Plan - ESSER - 00-
Cycle: Original Application

Project Period: 3/13/2020 - 9/30/2024

Application Sections American Rescue Plan Consolidated

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LEA Plan for Use Of Funds

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1. The extent to which and how the funds will 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; ([count] of 2000 maximum characters used)

CDC guidelines and weekly updates from our state health department are continuously referred to in order to make the best decisions possible for our staff and students. If further PPE needs to be purchased we will use the funds to do so. Cleaning protocols will be revised, if necessary, according to CDC guidelines.

2. How the LEA will 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 afterschool programs, or extended school year; ([count] of 2000 maximum characters used)

Increasing the number of intervention teachers
Increasing the number of instructional coaches in the district
Providing tutoring 1:1 and small group before and after school
Providing summer school that is open to all students

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

The LEA will use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. The LEA will utilize the LEA Plan for Safe Return to In-Person Instruction and Continuity of Services as a guide for protocols and procedures to be updated, if necessary.

4. How the LEA will 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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage 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. ([count] of 2000 maximum characters used)

We are utilizing the tiered system of support approach for academics and social/emotional learning. Data reviews and adjustments to interventions based on data is embedded throughout all components of MTSS. Formal data reviews, progress monitoring, adjustments to interventions and tiers based on data, individual student intervention plans, implementation of math intervention classrooms will all be monitored through our Intervention Manager system.

5. Additionally, an LEA must engage 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. ([count] of 2000 maximum characters used)

Student data is monitored through a variety of sources - Reading levels, i-Ready, DIBELS, Quick Phonics and Spelling Assessment, Math Interviews, Math Reasoning Inventory, Progress Monitoring, Common District Assessments, teacher anecdotal notes and performance levels with standards-based grading. Data reviews are held bi-monthly throughout the year with district instructional coaches, Title I teachers and the Reading Specialists in order to analyze student achievement and make decisions about student support services. The administrative team along with the District Leadership Committee (DLC) and School Leadership Committees (SLCs) analyze data in order to make programming decisions. The student achievement data is also reported out to the BOE and posted on our district website. Also, this year we will be in our 3rd year collaborating with our Rutgers coach through the NJTSS-ER grant in order to analyze data from a DIBELS and our diagnostic assessment - QPA and QSA to support a tiered system of support.