



Applicant: 41 0030
ALLAMUCHY
TOWNSHIP -
Warren

Application Sections

American Rescue Plan Consolidated

Application: - ESSER -
Cycle: 00-
Original
Application

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

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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)

The district plans to utilize the funds to increase air quality within our buildings, outfit outdoor learning spaces, and increase monitoring equipment. Improving our HVAC systems will allow for better air quality and a greater fresh air component to our educational spaces. In addition to our outdoor classrooms, we will also increase the ability for lunch, small group activities, and classes to move outside as an option. For this to occur, we will need to increase our structures to allow for additional coverage from the elements. We will also need all-weather seating and work spaces. In addition to the improvements to our indoor spaces and the increase of outdoor learning areas, it is important to be able to monitor student activity so that we can verify close contacts. In order for the district to open up safely and operational for in-person learning, we need to keep our students in school when possible.

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)

A study skills/basic skills group for specific grade levels/groups of students that seem to have been greatly impacted by the Covid-19 pandemic will be developed. This group will meet up to three times per week to address gaps in learning caused by the frequent fluctuations in teaching methods between online, hybrid, and in-person. Throughout this implementation, the district will assure that each students has working, educational technology and programs and we will replace outdated technology. This will be in addition to our expanded summer program called Close the Gap.

It has been determined that the best way to reach all of our students' needs and close the gap is to provide a summer program intended to assist students in mastering their grade-appropriate standards. The remodeling of the summer program is something that can continue in future years. It is important to maintain a program like this since it provides support for all student needs; special education, general education, 504, homeless, ESL, and all major racial/ethnic groups.

To determine the students' level of need, the following data will be placed onto a rubric to allow the district to determine academic levels. Report card grades, STAR Reading and Math, DIBELS scores, Raz Kids level, and LinkIt data were all compiled in addition to teacher observation of homework completion. The students' level of intervention and participation in remedial activities like homework club or our Jumpstart/Amp programs was also factor in to place students on one of three levels: Above grade level, on grade level, or below grade level. The rubric was intended to determine academic levels for all students regardless of student needs; special education, general education, 504, homeless, ESL, and all major racial/ethnic groups. If students need assistance, they will qualify for the program. In addition, students will be continually monitored as most of the data on the rubric can be updated quarterly.

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 remainder of the funds will be utilized to purchase materials and programs used to provide reading intervention. The district plans to purchase additional LLI (leveled literacy intervention) kits through Fountas and Pinnell. These will be used during afterschool intervention, school day intervention, and summer programming.

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)

Students are evaluated in a variety of ways throughout the school year. The district implements Star Reading and Math, LinkIt, Start Strong, and teacher-created assessments. In addition, data folders are completed and reviewed regular to monitor student reading progress. During PLC's staff members will work in grade-level teams to track student progress, create plans to adjust lessons, and begin the RTI process if necessary. This approach will ensure that all students regardless of the level of impacted caused by the pandemic, including students from low-income families, students of color, English learners, children who are homeless, students in foster care, and migrant students. Surveys will also be utilized to measure the effectiveness of these plans. Parents, students, and educators will provide input and recommendations for the programs offered to our students. The ScIP will also be charged with discussing the impact of the programs and ways to improve upon what is being offered.

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)

Data will be disaggregated so that we can analyze all the subgroups of Allamuchy. This can be accomplished easily though our LinkIt software that collects, compiles, and color codes data for each student. With this, we can knowledgably discuss the difference in the impact of covid amongst children with disabilities, English learners, children experiencing homelessness, children in foster care, and other underserved students in our community. In addition, the parents of the students in each group will be asked for input regarding our programs. We will be able to utilize the data from our assessments and compare it to parental opinions regarding their efficacy.