

Northwest Ohio Classical Academy - ARP ESSER Plan Application

(Questions 1-8)

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?

Northwest Ohio Classical Academy (NOCA) will implement a full in-person learning model for the 2021/2022 School Year. Based on information collected during the 2020/2021 school year, from all stakeholders including, TBT, BLT, students, parents, board members, and community input the two main funding priorities are as follows:

- **Address Learning Loss and Improve Learning Opportunities**
Purchase school supplies and engage in added sanitation/cleaning of the building to reduce the possibility of virus transmission and exposure.
 - Expand literacy and math programs for all grade levels.
 - Plan and implement activities related to added learning and supplemental programs, including (but not limited to) additional programming, tutoring, and added classroom instruction.
 - Hire or retain instructional aides and/or school staff to maintain operation and continuity of services and address learning loss.
- **Prevent, Prepare, and Respond to the COVID-19 Pandemic**
 - Complete school facility repairs and improvements that will enable the safest operation of NOCA, reduce the risk of virus transmission and exposure to environmental health hazards, and support student's social, emotional, and academic needs.
 - Create/Renovate facilities for supplemental tutoring and remediation programs and social-distanced in-person learning.
 - Implement safety precautions by further distancing students, and continuing to require handwashing, mask wearing, sanitizing of the building, etc., as recommended by the Center for Disease Control.

It will be voluntary for individuals to wear a mask while in the school building; however, all unvaccinated individuals will be encouraged to wear a mask. Physical distancing will be promoted in all classrooms and common areas. Handwashing and respiratory etiquette will be required and signs will be posted in all restrooms, classrooms, and common areas stressing the importance of appropriate hygiene. The cleaning and maintenance of healthy facilities will be at the forefront of the custodial staff of the building with the cleaning of common areas and restrooms occurring at least every other hour, and classrooms at least two (2) times per day. Both teachers and students will disinfect desks and common supplies. Additionally, NOCA will provide appropriate accommodations for children with disabilities with respect to health and safety policies.

NOCA will continue to purchase cleaning and sanitizing supplies for deep cleaning and sanitizing the building. Additionally, NOCA will continue to purchase supplies necessary for social distancing, student and staff masks, if needed, and allow for separate school supplies for individual students.

NOCA will spend not less than twenty percent (20%) of the ARP ESSER funds to address the academic impact of lost instructional time to develop, implement and provide ongoing support for accelerating student learning. The remaining 75-80% will be spent on renovating and creating socially distancing facilities at the current site.

2. How will the LEA use the funds it reserved 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?

Since missed instructional time can have a large and negative impact on student learning progression, NOCA believes it to be critical that students who missed instruction time are promptly identified and appropriate interventions are implemented.

As required under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, NOCA will spend not less than twenty percent (20%) of the ARP ESSER funds to develop, implement and provide ongoing support for accelerating student learning. NOCA will utilize these funds to create and implement supportive processes and purchase materials for the faculty to identify, re-engage, and support students. Additionally, NOCA will continue to implement evidence based strategies to enhance the academic program at the school, while also strengthening the academic program with additional Tier 1, 2, and 3 evidence-based strategies and programs in both academic and behavioral initiatives. By incorporating the following activities and resources into technical assistance for the 2021/2022 school year, students who have experienced the impact of lost instructional time will gain access to additional support and instructional resources. Specifically, the School will:

- Revise, adapt and supplement the existing curriculum materials (to include training) to implement evidence-based interventions that specifically address accelerated learning in the context of COVID 19, including:
 - Using data to prioritize unfinished and incomplete learning;
 - Designing instructional experiences for all students;
 - Hiring instructional coaches to work with targeted students/groups;
 - Teaching grade-level academic standards while also embedding prioritized unfinished learning through the use of evidence based interventions; and,
 - Providing interventions during the regular school day and schedule additional learning time that match resources and needs.
- Open tutoring and/or wrap around services to students in all grades, beginning in August 2021 and continuing throughout the calendar year. In addition, space will be built to begin remediation by classroom teachers, as well as community vendors for standards based instruction centered upon remediation of learning gaps, as well as, for enriching the mastery content of NOCA's high achievers.

The TBT and BLT have spent a large portion of the FY21 researching and sampling Barney Charter School Initiative (BCSI) materials that are highly adaptive for Tier 1 to help support the model curriculum and instruction. The curriculum supports selected will encompass digital and student consumable materials. The materials selected have been specifically chosen for their inclusion of remedial, grade-level, and enrichment lessons that are included within each instructional lesson to help differentiate instruction to meet each child's specific learning needs.

Professional development for teachers and administration will be a large focus for the next three (3) years. Vendor training in the areas of data-driven instruction, data analysis, instructional delivery, foundational skills instruction and components of foundational literacy, and integrating cross curricular skills will be the main areas of professional development. These topics are aligned with the strategies that have been outlined in the One Plan, as well.

The TBT and BLT have determined that to make the largest impact in addressing the academic deficits that currently exist, the school must ensure the fidelity of Tier 2 and Tier 3 instruction and curriculum supports. This includes the creation of additional space for personnel, who will be responsible for delivering Tier 2 and Tier 3 instruction and supports, curriculum supports, professional development for remedial services and strategies, and assessments. Larger numbers of students struggling in basic reading skills will have pull-out spaces created, and Tier 3 resources will be implemented to address the gaps in reading fluency needed for 1:1 instruction for our most at-risk students.

In order to address the lack of academic progress, the Principal and Assistant Principal will engage in classroom walkthroughs on a routine basis for every classroom to support teachers by providing consistent communications in regards to the improvements and areas of instructional growth that needs to occur. This level of observation and feedback will permit the teachers to continue to refine their skills, analyze their teaching in correlation to student data, and make adjustments as needed.

As mentioned above, a large portion of the funds will be used to provide additional space for remediation, tutoring, larger-sized classrooms, and potentially summer programming to help close the academic gaps. Our families often do not have the means necessary to supply supplemental programs, therefore, to ensure that NOCA students are able to participate in these programs, additional space will be created and will be budgeted for creation of pull-out space.

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

NOCA will spend its remaining ARP ESSER funds consistent with the requirements of section 2001(e)(2), specifically:

- (I) Purchasing supplies and hiring contractors to sanitize and clean the facilities;
- (O) Piloting school facility repairs and improvements to enable healthy operation of the School and reduce the risk of virus transmission and exposure of environmental health hazards, and to support student health needs;
- (P) Conducting inspections, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality;

- (Q) Developing strategies and implementing public health protocols (including creating additional space to distance, and carry out the Center for Disease Control and Prevention recommendations of operating school facilities and effectively maintaining the health and safety of students, educators and other staff.

The school facility will be updated as needed to ensure safe spacing and sanitization, including upgrading wall structures, repairing HVAC and roofing, removing and replacing old flooring, creating sanitizing stations, and conducting other repairs and improvements that ensure the health, well-being, and safety of all persons who are in the building.

The creation of additional space for the students, family and community is another significant area NOCA will engage ARP funds. The new school area will be dedicated towards ensuring student success in academics, social-emotional learning, and behavior and it will be used for additional instruction and school programming. Organizing and arranging support systems and programs associated with student success will be the prime focus of these new/renovated facilities located on the school grounds.

The Principal and Assistant Principal will continue to conduct building walkthroughs to identify areas in the building that can be renovated to provide for proper air circulation, upgrade safety measures, and other facility issues that will ensure the environment is safe for all persons who are in the building.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under 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.

NOCA follows a strict process for progress monitoring all of its goals in the One Plan. The strategies in this plan enrich the One Plan with a more rigorous focus on closing academic gaps (including all subgroups), readdressing parent engagement, connecting with more community members, and ensuring a safe and healthy learning environment by addressing student and staff social and emotional health.

The TBT's are the first group to analyze the data to make real-time adjustments to their daily instruction if academic gaps are not being addressed. Using short-answer questions (administered throughout the week in reading and math), the teacher has the immediate flexibility to make needed changes after reviewing the student performance. Teachers use the data collected from the student performance on the short-cycle assessments to analyze whether the evidence based strategies that the TBT team chose to implement are providing to close the academic gaps for all or some subgroups. The team will continue to drill down to identify if certain subgroups, or certain students in subgroups, are still not mastering standards. The TBT will continue to use this data to make informed decisions about instructional strategies to utilize moving forward in the planning.

The BLT will continue to use the data provided by the individual TBT's to determine if goals and strategies are being met at a pace that is conducive for student mastery and attainment of grade-level standards by the end of each quarter. To get students on track and keep them on track, the BLT will ensure that a certain level of pacing is evidenced in the TBT's data output. The BLT will utilize the One Plan progress monitoring tools on the actual plan to determine if the action steps and strategies are being addressed and making progress. The BLT will use the data in Progressbooks to analyze school wide data to see the positive or negative trajectory of data for the school as a whole, to make necessary adjustments as needed (administrator support, additional walkthroughs and feedback, professional development, coaching plan, etc.)

Parent surveys will be administered twice per year to receive relative information from our parent stakeholders in terms of their opinions on the school's progress in meeting their child's needs to include academic, behavior, social and emotional.

NOCA will monitor the use of ARP ESSER funds and collect evidence of the effectiveness of the interventions employed. The BLT will frequently review the evidence based instructional activities, document strategies that are resulting in improvement, and those that need adjusted, and train/discuss in regular TBT meetings.

The BLT will monitor implementation of NOCA's selected strategies by periodically reviewing available data regarding student progress in the state's system and/or via individual test, grade and overall performance data. The BLT will also require teachers to report on implementation of evidence-based strategies in Progressbook to enable the evaluation of effectiveness of such strategies.

The BLT will assist teachers in determining what activities they should conduct (or plan to conduct) to identify, reengage, and support students most likely to have experienced the impact of lost instructional time by incorporating these activities into technical assistance provided to all teachers for the 2021/2022 school year. NOCA anticipates that these needs will differ across grades and individual teacher due to the variety of instructional delivery materials used previously. Regardless of the need, the supports for students will be built into the instructional supports described in prior answers and will be delivered school-wide.

As additional information regarding monitoring requirements becomes available, NOCA will review its current monitoring protocols and make revisions as necessary to align with the federal and state requirements.

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

Based on the most recent information available from the Ohio Department of Education website, Ohio's long-standing achievement gaps by race/ethnicity, socioeconomic status, disability, and English language learning status that existed prior to COVID-19 persist and appear to be widening. All student groups have lost overall progress toward proficiency in literacy and math.

The information available to NOCA is preliminary, and the school will continue to collect all available data and revise plans for the implementation of interventions to meet the needs of all students, including students with the most significant needs. Additional information that NOCA has reviewed and will continue to monitor includes: summative assessment data, universal screening data in literacy and math for each screening period, attendance/chronic absenteeism, and survey results.

In an initial survey to garner input from stakeholders at the end of the 2020/2021 school year, nearly half of the respondents indicated that they would like 'additional support' surrounding math and literacy and continue to have concerns regarding COVID-19 and safety.

Given the information available, NOCA determined the need in providing resources immediately that will meet the needs of all learners, including each student. Through our partnership with Hillsdale College and the BCSI initiative, NOCA will implement well curated resources. All selected interventions are/will be evidence-based, which will provide multiple options that will serve all students well, providing a significant effect size even before we have additional data available to target our efforts more precisely.

As review of progress and data continues and more detailed information becomes available, NOCA will target additional resources such as funds, training, and building level improvement projects to areas of need.

We anticipate multiple rounds of public input through 2023 to assess needs of students, families, and educators and also to obtain feedback from these groups about the effectiveness of the solutions that are being provided.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

NOCA intends to immediately begin utilizing funds starting in July of 2021 to support the curriculum, provide professional development, complete facility upgrades, build additional space, and conduct repairs for remediation/added programming and tutoring. The School plans on a steady timeline of implementation of the initiatives outlined in this plan to help support the students and staff at the building in a pace that is conducive to the programs that complement the school year.

Major facility upgrades and repairs will commence in July of 2021 and will continue until all facility upgrades are completed. Additional major repairs and upgrades will continue throughout the year.

Minor facility repairs and upgrades will commence in July of 2021 and will continue throughout the duration of the project as long as it doesn't interfere with student learning.

Teacher professional development will start as early as July of 2021 and will continue throughout the life of the funding as training will be tailored towards the needs to the building.

The purchasing of curriculum supports and training is currently in the researching phase and is ready to be purchased pending the review of the grant.

NOCA intends to expend all APR ESSER monies by September 30, 2023; and will spend all funds consistent with section 2001 (e)(2) of the ARP Act. NOCA will allocate ARP ESSER funds in an expedited and timely manner.

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

For the 2021/2022 school year; NOCA will be fully in-person with no remote option. The School intends to use the ARP ESSER funds to promote remote learning only in the event the state's Governor mandates remote learning. Funds will be used solely to continue our regular in-person learning on-site.

NOCA will continue to engage in implementing supplemental services to make up for learning loss. Additionally, the School will continue to administer and use high-quality assessment that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction.

Additionally, NOCA will continue to provide information and assistance to parents and families on how they can effectively support students, including providing resources that will make up for learning loss.

8. 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 student 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.

As previously mentioned; NOCA will be fully in person for the 2021/2022 school year. All evidence-based interventions selected have been approved by our Sponsor, Charter School Specialists (CSS) and are outlined in the charter contract. With the support of CSS and the Ohio Department of Education (ODE), NOCA will continue to implement the framework outlined in the charter, which prioritizes the needs of the whole child and integrates academic, behavioral, and social emotional support within a culturally responsive and sustaining framework. The School uses a multi-tiered system of supports and priorities interventions by establishing tiers of support. More information on these priorities can be found in the charter agreement.

In the Spring 2020, ODE cancelled state assessment requirements, which, along with locally available assessments, are a main source of data used to monitor student progress for educators. NOCA assessments were still administered to students attending school in the spring; however, student participation was significantly lower than expected testing patterns.

NOCA's assessment practices will continue to cross walk with other internal assessments identified in the charter. Focus on improving accountability and providing targeted support is an ongoing goal of the School.

In the 2021/2022 school year, NOCA will also examine how learning in hybrid and in-person environments affected outcomes including, but no limited to:

- Student academic achievement and academic growth on available assessment data;
- Attendance;
- English Language Proficiency gains;
- Credit accrual;
- Teacher turnover;
- Parent and family engagement; and,
- Fiscal equity.

NOCA has piloted and will continue to develop a robust data collection and reporting system that will be leveraged to provide parents/guardians, school and building leadership, and the public with available data on how students are achieving and progressing. This data system is not limited to test result data and includes detailed information on student enrollment, attendance, course completion, and progress toward graduation as well as school climate.

The School will continue to use a variety of short-term and long-term assessments to ensure that real-time data is being utilized to help drive immediate decisions. NOCA will also conduct long-term goal setting and progress monitoring. Additionally, constructed response activities/questions will be administered to students' multiple times throughout the week in reading and math. Short-cycle assessments will be administered in all content areas, and will continue to include the standards that were taught in the previous instruction. The review of the student data will be discussed in the TBT meetings, with interventions identified as well as discussion of strategies for implementation of Tier 1 and 2 interventions.

NWEA diagnostic assessments will continue to be administered to all students three times per school year. The results will be used to ensure student growth and to place students into proficiency rankings using their most recent RIT score. Using the short-cycle data, teachers and administrative staff will project goals for each student. Trends and patterns will be brought to the attention of the parent during parent-teacher conferences and parents will be given a narrative of their students results compared to the progress of the classroom and school. Parents will be given tips and evidence based strategies to utilize at home to help reinforce classroom practices while the student is completing homework and to help strengthen solid reading and study habits.

Ultimately, understanding the impact of the pandemic on those indicators for all student subgroups will inform both NOCA's short and long term deployment of supports, technical assistance, and fiscal resources based on the needs defined. Collection of these data elements will directly support efforts to better understand the pandemic's impact and identify appropriate actions to meet the academic, social, emotional, and physical health and safety needs of students.