



THE LEONA GROUP

Improving Life Chances

District Name:	Discovery Academy
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The United States Department of Education established requirements for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund, under section 2001 of the American Rescue Plan (ARP) Act of 2021. These requirements are intended to promote accountability, transparency, and the effective use of funds by: ensuring that each State Educational Agency (SEA) meaningfully engages in stakeholder consultation and takes public input into account in the development of its ARP ESSER plan; ensuring that each Local Educational Agency (LEA) develops a plan for the use of its ARP ESSER funds and engages in meaningful consultation and seeks public input as it develops the LEA ARP ESSER plan; and clarifying how an LEA must meet the statutory requirement to develop a plan for the safe return to in-person instruction and continuity of services.

- 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.*
- 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.*
- Finally, under the requirement, each LEA's ARP ESSER plan must be: 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, provided in an alternative format accessible to that parent.*
- The LEA will periodically review, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023), and revise its plan as appropriate.*
- The LEA will seek public input and take such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan.*

Explain 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.

Discovery Academy (DA) will continue to work with the local health department and follow the guidance from the CDC to ensure the safety of all students and staff as we return to in person learning.

Prevention and mitigation strategies will be implemented including, but not limited to the following:

- Universal and correct wearing of masks
 - Providing masks as needed
 - Explicitly teaching proper use
 - Postings
- Physical distancing (e.g., including use of cohorts/podding)
 - Requiring social distancing to the extent possible in classrooms and other common areas
 - Postings, plastic barriers, floor markers
- Handwashing and respiratory etiquette
 - Providing hand soap and sanitizer
 - Explicitly teaching proper techniques
 - Postings
- Cleaning and maintaining healthy facilities, including improving ventilation
 - Providing sanitizing and disinfecting supplies (cleansers, tools, gloves)
 - Training staff on protocols
 - Maintaining air quality/ventilation
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial or tribal health departments
- Diagnostic and screening testing
- Efforts to provide vaccinations to educators, other staff and students, if eligible
- Appropriate accommodations for children with disabilities with respect to the health and safety policies

Explain 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 after school programs, or extended school year.

Discovery Academy will continue to provide established interventions through our Response to Intervention (RTI) program to include the following:

Tier I: High-yield, evidence-based strategies in academic/content vocabulary, formative assessment, and providing student feedback. Discovery is also implementing both a new core reading and math curriculum that supports blended learning.

Tier II: Prescriptive interventions two days per week in reading and math (fluency in reading and math concepts, comprehension, etc)

Tier III: Prescriptive interventions three days per week in reading and math (fluency in reading and math concepts, comprehension, etc)

Support for Students with Disabilities: Modifications and accommodations as prescribed by IEPs for individual

students; designed to support grade level content learning as well as gap closing in critical areas

Additionally, we will provide after-school tutoring through the Learning Club® for students (two sections; two days per week). Students will receive support in both reading and math through the trademarked instructional program based on individual learning paths for each student. The tutor:student ratio is designed to be 1:3.

Finally, our administrative and teacher teams will meet to review students' progress and determine whether further intervention is needed, including increasing the frequency or intensity of current practices, adding new supports, such as our Summer School program, or recommending retention if appropriate.

Summer School: Starting in mid-June and running through late-July, we will partner with The Learning Club of Toledo (same partnership for after-school tutoring) to run a six-week program for students grades 2 and up. Eligibility for this program will be determined based on NWEA scores, classroom grades, attendance, and potential retention. We would offer an additional program for grades K-1 (up to 30 students) that would either be run internally by Discovery teachers/paras, or by partnering with Partners in Education. Transportation and 1-2 meals would be provided for all students involved in the summer program.

In an effort to retain staff, we will look to add retention bonuses for all employees for the next 2-3 years. Given everything else we have to overcome, keeping quality staff intact is paramount to our ongoing success. We would like to have a set amount per job category (i.e. teacher, para, etc.) in which 50% would be paid out in September and 50% would be paid out in February to help ensure that we can keep our people in place year after year.

Planning meetings for proposed structural changes to be made in Fall 2021:

- Add two additional teachers and convert building sub to 3 RTI teachers
 - Pilot Program: Heggerty (Reading); recommended by Mary Heather; phonics-based program
 - More focus on bubble kids not in RTI yet
- Add Intervention Specialist for SPED students in the general education classrooms as well as one in the Autism Wing, reducing caseloads and allowing for additional minutes and supports to be given to students with disabilities
- Implement a grant-funded summer program for our students with autism, which includes extra time to provide student services and a summer day camp geared toward students with special needs
- Add transportation and expand after-school tutoring; adding transportation will allow more families to take advantage of this free resource, which would hopefully allow us to expand from two sections per week (28 students in each) to four sections per week
- Increase the number of Chromebook carts in the school to allow every classroom (currently every grade level) to have their own cart of 28 Chromebooks; this will allow additional intervention and instructional opportunities available to teachers on a daily basis
- In addition to adding Chromebooks to the classrooms, we would purchase additional loose Chromebooks that could be loaned to families for at home learning with intervention programs (IXL; iStation; etc); These families could be identified as one who need additional help outside of the school day, but may not be able to partake in the tutoring program, which is only for grades 2 and up

The school will implement and tweak plans made during Summer 2021 planning sessions. We will continue to use NWEA MAP testing and RTI benchmarking to adjust course.

Discovery will continue to provide established interventions through our Response to Intervention (RTI) program as described above with potential piloting of new programs (on top of existing research-based interventions) to supplement and gauge effectiveness.

Discovery Academy teachers and staff will continue to engage in professional development in the following areas: foundational reading instruction, cross-curricular best practices in instruction and assessment, and collective teacher efficacy. A new initiative beginning in the 2021-2022 school year is in the area of student/family/school engagement through the Ohio State Family Engagement Center.

Explain how the LEA will spend its remaining ARP ESSER funds consistent with section [2001\(e\)\(2\)](#) of the ARP Act.

- Any activity authorized by the [Elementary and Secondary Education Act of 1965](#).
- Any activity authorized by the [Individuals with Disabilities Education Act](#).
- Any activity authorized by the [Adult Education and Family Literacy Act](#).
- Any activity authorized by the [Carl D. Perkins Career and Technical Education Act of 2006](#).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting 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
 - tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Additional funds will be used for personnel, additional technology and technology training, building improvements, and professional development.

Explain 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.

In addition to the academic supports identified in the above sections, DA will provide the following Social Emotional & Mental Health supports:

This has been a challenging year for everyone, and our primary focus right now is ensuring that our students are surviving in every sense of the word. Many have lost family members due to this pandemic, and we are providing grief counseling and referrals to NYAP whenever we can. Our behavior team checks in weekly with students who are struggling to log-on to virtual classes, and we deliver food to families who do not have transportation to come to the building and pick it up. This year we are focusing on doing whatever we can to support our families and placing a premium on what they need of us to make it through these difficult times.

Two small group workshops will be held for Discovery parents. The first will be helping families return to normal after COVID. The goal is to encourage families to resolve any concerns regarding the pandemic and move forward. The second is transitioning back to school. The goal of this workshop is to help families begin the transition process from virtual/hybrid to full time school schedule.

Prior to the pandemic, Discovery had a robust Positive Behavior Intervention & Support (PBIS) program in place for our K-6 students. This includes, but is not limited to, Class Dojo, Restorative Practice training for staff and students, CPI training for staff, character education traits and education, and Zones of Regulation. This is in addition to the resources and support provided by our partnerships with NYAP and Changing Lives. With this year being so odd in the way we had to structure everything, many of our existing systems were placed on hold or altered to fit our current educational delivery system. For this reason, a big part of what needs to happen for the 2021-2022 school year will be re-introducing and reinforcing the expectations of these programs to both staff and students.

For the fall of 2021, we plan to add the Ron Clark Academy House System to our PBIS model. The goal is to build a sense of teamwork and culture within our building; to have students work for something bigger than themselves. Points for this house system would be earned for students displaying character and good citizenship; by putting others ahead of themselves. I don't think there is a greater skill we could teach to our children at this point in our history. The school will continue to monitor and adjust our PBIS RTI and SEL programs to best meet the needs of our staff and students.