

Mulhall Orlando Public Schools

ARP ESSER III Plan

Part 1: Strategies for Addressing Learning Loss

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. At least 20% of the ARP ESSER III budget is required to be spent in this area.

| ESSER III Project | Strategy for Addressing Learning Loss |
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| Renaissance Learning Math & Star LEA subscription | Provides supplemental curriculum for students that need extra remediation |
| Evidence-Based Instructional Materials for Tutoring | Leveled instructional materials for mitigating learning gaps |
| Edgenuity | Credit recovery and full time secondary virtual students |
| Accelerate | Tutorial and elementary online learning |
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- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 24% of the ARP ESSER III Allocation

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Part 2: Other ARP ESSER III Expenditures

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act. Our district will provide extra transportation, so our students can spread out when they are being transported. We will also provide transportation for providing meals and for dropping off curriculum to students' homes during distance learning. Our district will also use funds to make sure we have our facilities covered with insurance and to communicate with educational leaders in our state.

| Expenditure | Allowable Use |
|---|---|
| Property and liability insurance | To make sure our district is covered with insurance and liability |

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Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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.

Our Commitment to the Continuity of Excellence

Setting the Table to Support All Students with Extra Measures for MVPs MVPs = Most Vulnerable Populations

| MVPs | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
|---------------------------------------|--|---|---|---|
| Students of Low-Socioeconomics | <p>Provide devices and connectivity for virtual learning as needed.</p> <p>Provide tutoring as needed.</p> <p>Summer and After-School programs</p> | <p>Assess food security and provide added nutrition as needed through donations.</p> <p>Engage families in the school's programs of academics and activities.</p> | <p>Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis.</p> | <p>Provide school counseling programs to meet emergent needs.</p> |
| MVPs | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
| Students of Color | <p>Implement evidence-based Tier 1 instruction.</p> | <p>Engage families in the school's programs of academics and</p> | <p>Implement a Cadre of Care – teachers who commit to intentionally follow</p> | <p>Provide school counseling programs to meet emergent needs.</p> |

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| | Provide tutoring as needed. Summer and After-School programs | activities. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected. | the MVPs to identify needs and times of possible crisis. | |
| English Learners | Provide tutoring as needed. Summer and After-School programs designed for Els | Engage families in the school's programs of academics and activities. Provide translation services for school's communications and documents through Apps, translators, and online services. Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected. | Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis. | Provide school counseling programs to meet emergent needs. |
| Students with Disabilities | Provide tutoring as needed. Summer and After-School programs | Engage families in the school's programs of academics and activities. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations. | Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis. | Provide school counseling programs to meet emergent needs. Refer to professional support through agencies. |
| MVPs | Academic Needs | Social Needs | Emotional Needs | Mental Health Needs |
| Students Experiencing Homelessness | Interventionist: Implement evidence-based Tier 1 instruction. Provide Tier 2 support for | Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs. | Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of | Added Counselor: Provide school counseling programs to meet emergent needs. Refer to |

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| | <p>unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools.</p> <p>Counselor: Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p> | <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for the inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p> | possible crisis. | professional support through agencies and the Chickasaw Nation. |
| Children in Foster Care | <p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> | <p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for expanded opportunities to MVPs.</p> | Added Counselor: Implement a Cadre of Care – teachers who commit to intentionally follow the MVPs to identify needs and times of possible crisis. | <p>Added Counselor: Provide school counseling programs to meet emergent needs.</p> <p>Refer to professional support through agencies and the Chickasaw Nation.</p> |
| Migratory Students | <p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p> | <p>Assess food security and provide added nutrition as needed through donations.</p> | Implement a Cadre of Care – teachers who commit to following the MVPs to identify needs and times of possible crisis. | <p>Provide school counseling programs to meet emergent needs.</p> <p>Refer to professional support.</p> |