



Olga Hugelmeyer
Superintendent of Schools
June 7, 2021

AMERICAN RESCUE PLAN STAKEHOLDER FORUMS

Central Office and Principal Forum | Zoom Invitation Monday, June 7, 2021, 10:00 a.m.

Parent Forums | Register Wednesday, June 9, 2021, 6:00 p.m.

Friday, June 11, 10:00 a.m.

EPS Team Members and their Unions Forum | Register (epsnj.org login required) Wednesday, June 9, 2021, 2:00 p.m. - 3:00 p.m.

Community Organization Forum |Zoom Invitation Monday, June 14, 2021, 10:00 a.m.

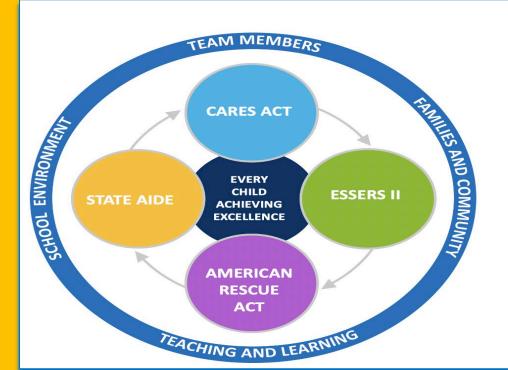
Student Government Forum | TEAMS Invitation (epsnj.org login required) Monday, June 14, 2021, 1:41p.m.- 2:14 p.m.

To register, please complete the Registration Form.

Student Government, EPS Team Member and their Unions, and

Central Office/Principal Forums will be closed to the public and login is required to sign up to participate.









AMERICAN RESCUE PLAN STAKEHOLDER FEEDBACK

The Elizabeth Public Schools is launching a comprehensive stakeholder engagement process to help determine how it should potentially spend additional federal dollars to address learning loss and COVID-19 recovery. We are asking stakeholders to review our American Rescue Plan and provide feedback to the survey below.

American Rescue Plan Elementary and Secondary Schools Emergency Relief Funds Stakeholder Survey 2020-2021

The survey is available in the following languages: English, Spanish, Haitian Creole, Portuguese and, Arabic.



OUR SCHOOL SYSTEM

ELIZABETH PUBLIC SCHOOLS



37 SCHOOLS

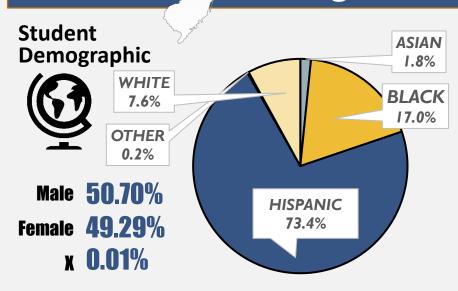
EARLY CHILDHOOD CENTERS

NEIGHBORHOOD SCHOOLS

6 MAGNET SCHOOLS

8 HIGH SCHOOLS

2nd Largest District in the State of New Jersey



2011-2012 School Year - 23,391 students 2020-2021 School Year - 28,148 students ♥ in 20-21



GRADUATION RATE – 81.6%

EPS record 1,622 students graduated as members of the Class of 2020



Student Profile

General **Education**

68.0% 20.0% 10.8%

ELL

Special **Education**

1.15% **Special Ed**

& ELL

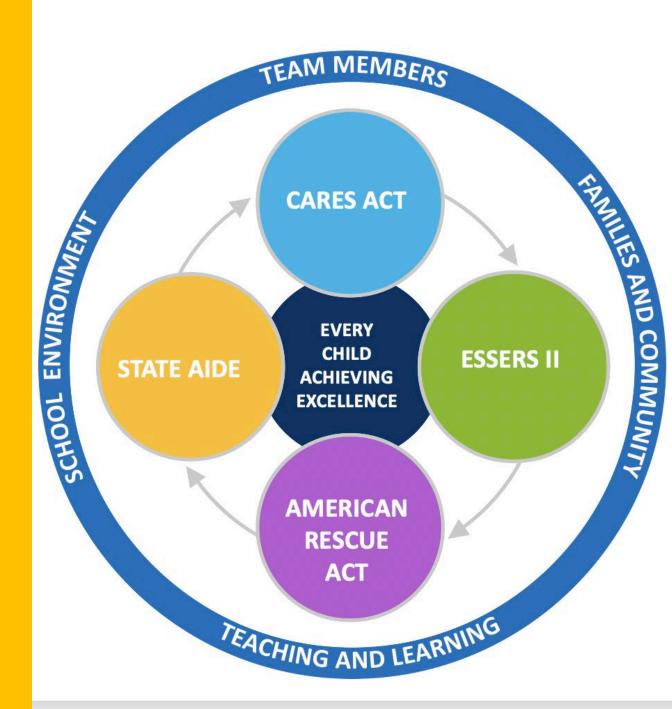
Homeless

.79%



2020-2021 School Year 4,074 team members





The Core Beliefs for Elizabeth Public Schools



Student

We believe ALL students can learn and achieve at high levels regardless of race, ethnicity, culture, neighborhood, household income or home language.

ALL Means ALL. We will narrow the achievement gaps of students by providing a high-quality education to ensure that ALL of our students are college and career ready.

Teacher

We believe teachers make a positive difference in student achievement. Teachers will prepare ALL students for success in college, career, and our technological global society.

We believe that teachers are central in a child's life. Having an effective teacher is the single most important factor in student success.

We believe that effective leaders demonstrate unwavering commitment to high levels of achievement for ALL students.

Leaders will exemplify and support practices that promote high levels of achievement for ALL students.

We believe that parents and caregivers are both valued partners and active participants in their children's learning. A shared sense of mutual responsibility for learning is the foundation for family involvement to ensure student success. We are committed to engaging parents and caregivers in their children's education. We will develop a coordinated strategy that enables parents and caregivers to play an active role in building and sustaining family support for their children's learning and academic success.

We believe that every member of the Elizabeth Public Schools team has a responsibility in producing and supporting high levels of achievement for ALL students.

Every member of the Elizabeth Public Schools team will make a measurable contribution to the success and achievement for ALL students by ensuring equitable distribution of resources throughout the organization.

End of High School STEPS to Consistent Attendance (95%) ELIZABETH PUBLIC SCHOOLS **SUCCESS** Earns a minimum of 120 credits as outlined in Policy 6146 Every Child, Achieving Excellence Completes 60+ hours of Community Service Take at least 1 AP course/Dual Enrollment course/earn vocational certificate Achieve a competitive score on the SAT (1050 or better) Ensuring that Participation in at least 2 extracurricular clubs/ athletics/community involvement Every Child Is College & End of Grade 9 -Career Ready Consistent Attendance (95%) Earn 30 credits GPA 3.0 or better and/or demonstrates consistent growth 80% Benchmark Score (Mathematics, English, Social Studies, Science) End of HIGH SCHOOL **End of Grade 8** Consistent Attendance (95%) Overall Grade of 80% or better and/or demonstrates consistent growth in all courses: - English Language Arts/Literacy 80% Benchmark Score or better End of Grade 9 - Algebra I 80% Benchmark Score or better **End of Grade 5** Consistent Attendance (95%) End of Grade Overall Grade of G or better and/or demonstrates consistent growth in: - English Language Arts/Literacy 80% Benchmark Score or better - DRA (Developmental Reading Assessment) Score of 50 - Mathematics 80% Benchmark Score or better End of Grade 5 End of Grade 3 --Consistent Attendance (95%) Overall Grade of G or better and/or demonstrates consistent growth in: End of Grade 3 - English Language Arts/Literacy 80% Benchmark Score or better - DRA (Developmental Reading Assessment) Score of 30 - Mathematics 80% Benchmark Score or better End of Pre-K 4 -End of Pre-K4 Consistent Attendance (95%) Score of a 5 on the Early Learning Scale (ELS), Oral Language Strand: Speaking and Storytelling Items

THE ELEMENTARY AND SECONDARY
SCHOOL EMERGENCY RELIEF (ESSER)
FUND AUTHORIZED UNDER THE
CORONAVIRUS AID, RELIEF, AND
ECONOMIC SECURITY

CARES ACT



ESSER FUND (CARES ACT) BACKGROUND INFORMATION

The purpose is to prevent, prepare and respond to COVID-19. Examples include developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with CDC guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators and other staff.

Period of availability is March 13, 2020 – September 30, 2022.

\$310,371,213 million was dedicated to K-12 education to New Jersey delivered to local school districts based on the Title I funding formula.

Elizabeth Public Schools received \$7,592,750.

ALLOWABLE USE OF FUNDS

☐ Coordinate emergency response	Professional development	
 □ Coordinate emergency response □ Ensure preparedness and coordination □ Purchase cleaning/sanitizing supplies □ Educational technology □ Mental health supports □ Supplemental learning □ Added needs of at-risk population □ Coordinate long-term closures □ Addressing needs of individual 	 □ ESSA □ IDEA (Special Education) □ Perkins (Career & Technical Education) □ McKinney-Vento Homeless Assistance Act □ Adult Education and Family Literacy Act □ Other activities for continuity of services 	
schools.		

USE OF \$7,592,750 CARES ACT FUNDS

Educational Technology

- □ Laptops for K and Grade 1 students, \$3,628,845 (\$200,000 Non-Public schools)
- ☐ Internet Connectivity \$360,000

Personal Protective Equipment (PPE)

☐ PPE Supplies - \$2,296,256 (\$9,607 — Non-public schools)

Stipends for Nurses administering COVID-19 Vaccines to the community

■ Nurse Stipends \$380,949

Professional Services

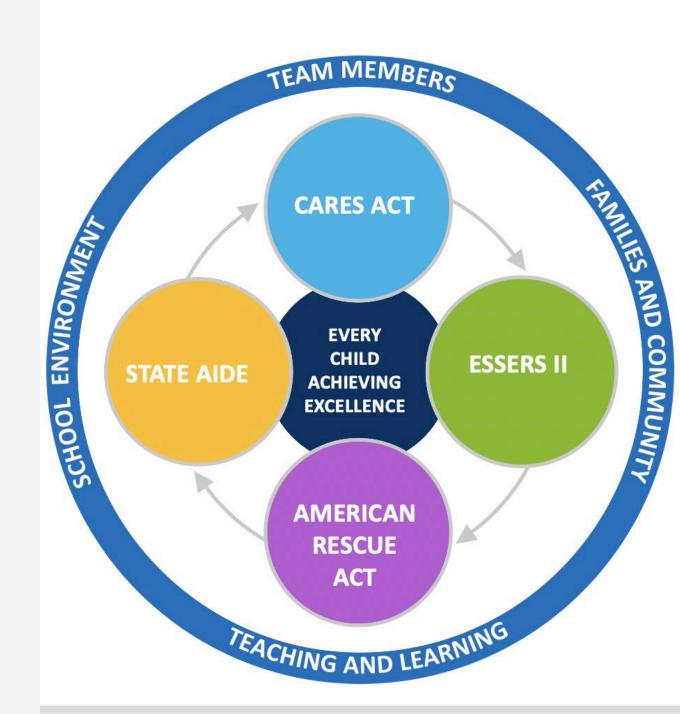
☐ Cleaning of schools and Technology services \$772,700

Non-Instructional Equipment

☐ Facial Recognition Temperature Readers \$154,000

THE ELEMENTARY AND SECONDARY
SCHOOL EMERGENCY RELIEF FUND
AUTHORIZED BY THE CORONAVIRUS
RESPONSE AND RELIEF SUPPLEMENTAL
APPROPRIATIONS (CRRSA) ACT

ESSERS II



ESSERS II BACKGROUND INFORMATION

The purpose is to support students, teachers, and schools during this historic pandemic.

Period of availability is March 13, 2020 to September 30, 2023.

\$ 1.2 billion will be dedicated to K-12 education to New Jersey delivered to local school districts based on the Title I funding formula.

Elizabeth Public Schools will receive \$28,568,451 ESSER II funds. In addition, \$1,833,378 Learning Acceleration and \$147,496 Mental Health Supports and Services.

ALLOWABLE USE OF FUNDS

☐ Coordinate emergency response		Professional development
☐ Ensure preparedness and coordinate	ation 🗖 🗎	ESSA
☐ Purchase cleaning supplies		IDEA (Special Education)
☐ Educational technology		Perkins (Career & Technical Education)
☐ Mental health supports		McKinney-Vento Homeless Assistance Act
☐ Supplemental learning		Adult Education and Family Literacy Act
☐ Added needs of at-risk population		Other activities for continuity of services
☐ Coordinate long-term closures		Address learning loss
☐ Addressing needs of individual	SEW D	School facility repairs and improvements
	*	Improving air quality
schools.		mproving an quanty

* The three new activities were previously allowable, but have been called out as separate uses.

HOW TO MAKE INDOOR SPACES SAFE?

CDC Update June 2, 2021

CDC recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. This approach includes using multiple mitigation strategies, including improvements to building ventilation, to reduce the spread of disease and lower the risk of exposure. In addition to ventilation improvements, the layered approach includes <u>physical distancing</u>, <u>wearing face masks</u>, <u>hand hygiene</u>, and vaccination.

Indoor Spaces can be made safe via two options:

1. Bringing in fresh air in all school buildings.

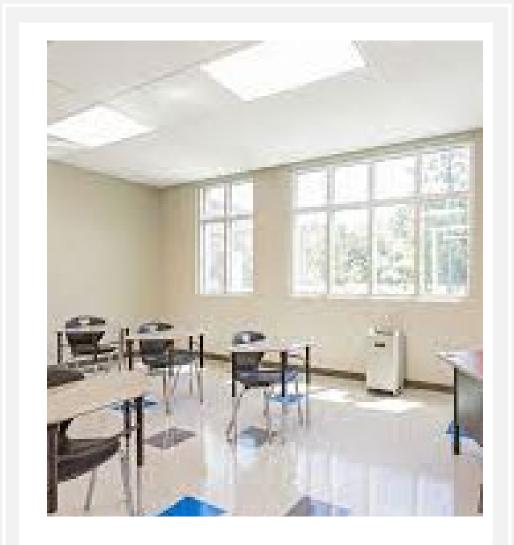
Outside air is pumped in through heating, ventilating and air-conditioning (HVAC) systems. Simply put, the more fresh, outside air inside a building, the better. The U.S. Environmental Protection Agency says bringing in this air dilutes any contaminant in a building, whether a virus or a something else, and reduces the exposure of students and staff members in a school.

2. Remove the virus from the air inside the school building.

The U.S. Environmental Protection Agency says if you are in a room that can't get enough outside air for dilution, consider an air cleaner, also commonly called air purifiers. These machines remove particles from the air, usually using high-efficiency particulate air filter (HEPA) made of tightly woven fibers. They can capture particles containing bacteria and viruses and can help reduce disease transmission.

EPS MITIGATION STRATEGIES

CDC recommends use of portable high-efficiency particulate air (HEPA) fan/filtration systems to enhance air cleaning (especially in higher risk areas such as a nurse's office or areas frequently inhabited by people with a higher likelihood of having COVID-19 and/or an increased risk of getting COVID-19).

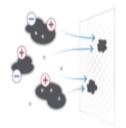


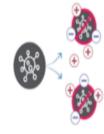
EPS MITIGATION STRATEGIES

- Bipolar ionization devices send positive and negative ions through the air ducts.
- The ions act like magnets, merging with air particles to make clumps that are easier for filters to catch.
- When viruses are present, the charged ions pull hydrogen away from their coats in the case of the coronavirus,
- The spikey outer shell is made up of proteins that need hydrogen to survive. Thus, the ions inactivate the virus.

How Noes it Work!

Needlepoint Bipolar Ionization









1

Airborne particles are charged by the ions causing them to cluster and captured by the filter. 2

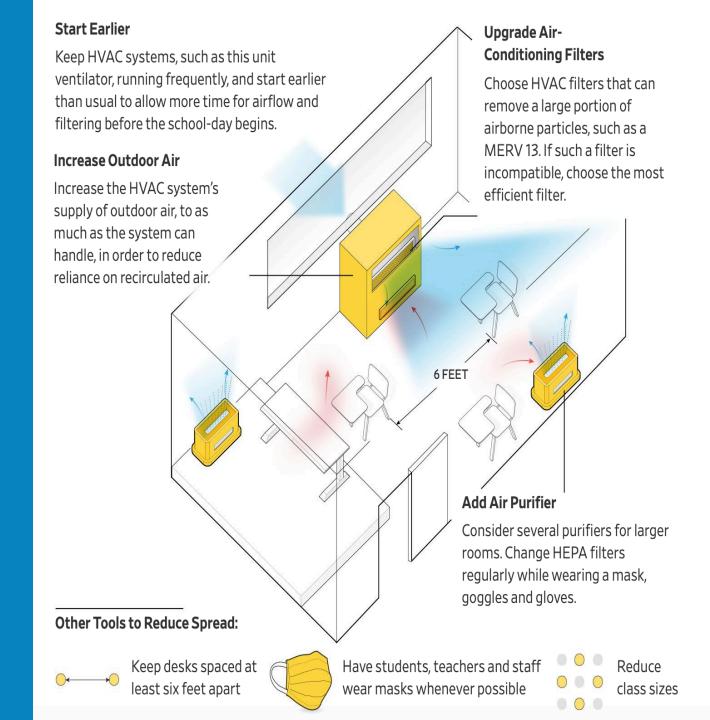
As they divide to reproduce, bacteria and virus cells are robbed of life-sustaining hydrogen and are destroyed. 3

Odorous gases and aerosols oxidize on contact with oxygen ions and are neutralized. 4

Oxygen ions cause a chemical reaction with volatile organic compounds and break down their molecular structure.

EPS MITIGATION STRATEGIES

- The CDC recommends ensuring ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.
- Rebalance or adjust HVAC systems to increase total airflow to occupied spaces when possible.
- Turn off any demand-controlled ventilation (DCV) controls that reduce air supply based on occupancy or temperature during occupied hours.
- Spaces such as a typical classroom should aim to have air replaced with clean air four to six times an hour, though recommendations can vary by room size and occupancy. That can be done by introducing more outdoor air and enhancing filtration.



Facility Improvements

- ☐ Portable Air Purifiers All Facilities (\$1,733,350)
- Bipolar Ionization Air Purifiers Gymnasium & Auditorium (\$300,000)
- Univentilator Replacement and Ventilation Upgrade
 - ☐ Toussaint L'Ouverture- Marquis de Lafayette School No. 6 (\$3,100,000)
 - ☐ Hamilton Preparatory Academy (\$3,300,000)
 - ☐ Thomas Edison Career & Technical Academy (\$3,300,000)
 - ☐ Mabel G. Holmes (\$350,000)

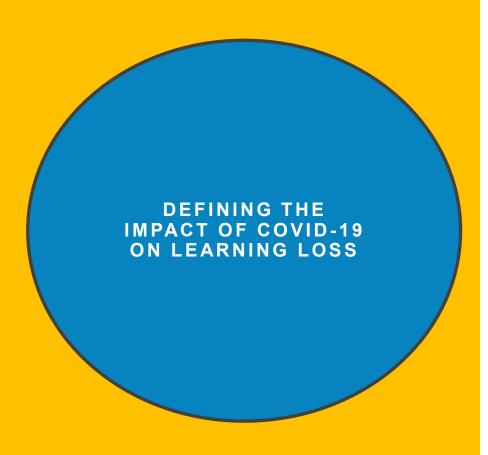
HOW TO SUPPORT EDUCATIONAL TECHNOLOGY FOR STUDENTS LONG TERM?

Activities that support distance education and promote long-term improvements in technology infrastructure and operations and their effective use.

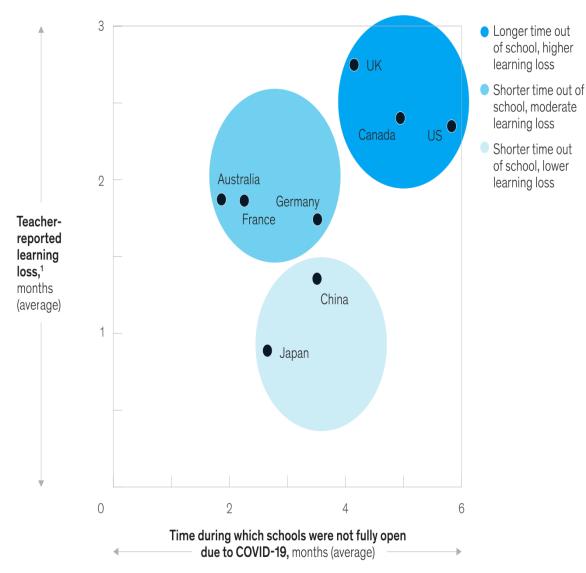
These activities include providing online learning to all students, including students with disabilities, English learners, students experiencing homelessness, and students in foster care; and training educators in the effective implementation of online learning.

Technology Resources

- ☐ Viewsonic Viewboards (\$3,626,631)
- ☐ HP Mini Desktop Computers (\$1,011,200)
- ☐ Wireless Keyboard and Mouse (\$40,448)
- ☐ Student Laptops (\$6,043,500)



Lost schooling compared with time spent learning remotely



¹Question: To what extent have your students lost learning due to COVID-19-related school closures?

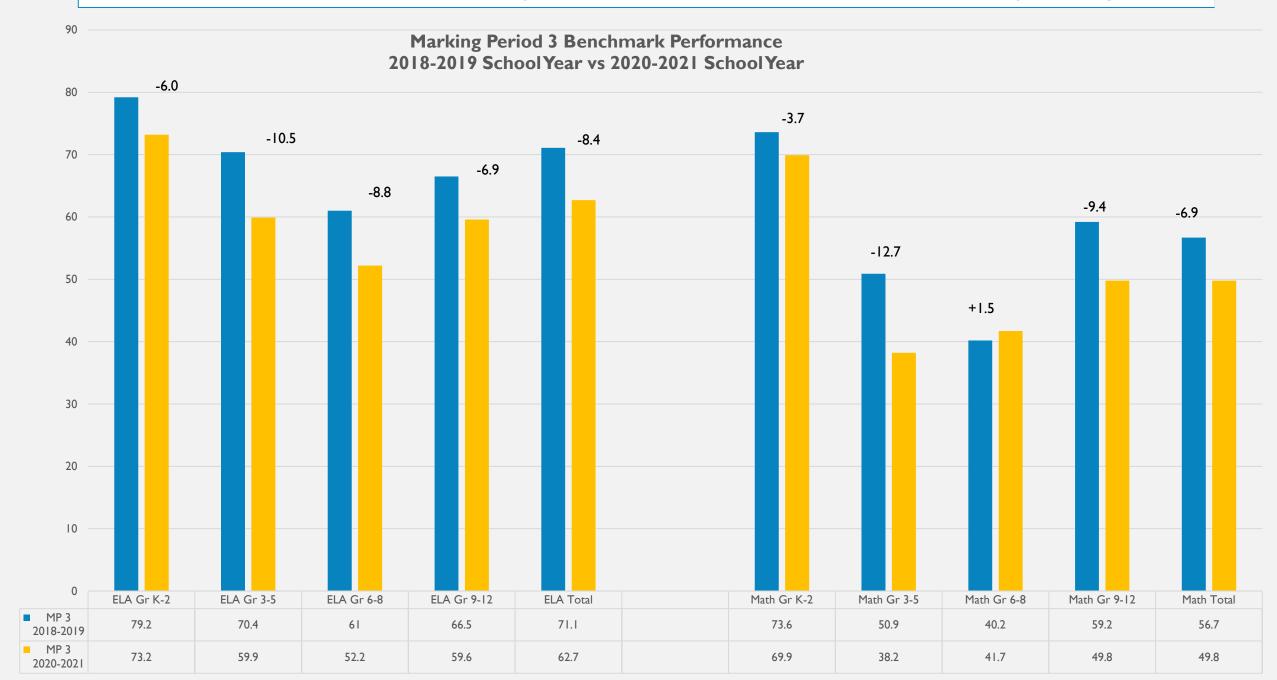
Source: McKinsey Teacher Sentiment Survey, carried out October 28 to November 17, 2020, of 2,549 teachers across Australia (146), Canada (350), China (350), France (278), Germany (274), Japan (350), United Kingdom (351), and United States (450); UNESCO school closures database



How will EPS will Address Learning Loss?

- Phase 1 June 2021: Initial plan for academic and student well-being recovery and acceleration strategies to be implemented for the summer and early fall of 2021.
- Phase 2 November 2021: Review and analyze student data from the implemented
 Phase 1 strategies/interventions for each student group identified. Reflect and build on
 learning. Adjust and begin longer-term planning of recovery and acceleration
 strategies/interventions for implementation over the winter and throughout the school year
 2021–22. Continue to collect data.
- Phase 3 April 2022: Continue improvement cycle for strategies/interventions
 implemented in Phases 1 and 2 by reviewing and analyzing the collected data to inform
 next steps and engage in long-term sustained strategies for the next school year and
 beyond (2022–23).

What data needs to be collected and synthesized to determine student needs caused by learning loss?



HOW DOES A SCHOOL DISTRICT CREATE A PATH FORWARD: CURB LEARNING LOSS AND ACCELERATE LEARNING?

The summer of 2021 and Fall 2021 presents a promising opportunity.

A recent RAND analysis of 43 summer programs suggests that 75 percent were effective in improving at least one outcome, especially in reading.

Promising examples include Acceleration Academies, which has helped students gain up to three months of learning through 25 hours of targeted instruction in a single subject (math or English-language arts).

A proven catalyst for accelerated learning is one-on-one support for students to provide tutoring and coaching.

Recent research from the New Teacher Project suggests that well-intentioned approaches that pull students out of grade-level instruction to "reteach" earlier-grade content can reinforce low expectations and create vicious cycles of underachievement. The better approach is for instructors to provide exposure to grade-level content, while scaffolding students with "just-in-time support" so they can access such content. This is a natural way of prioritizing the building-block content from previous grades that is required to progress.

Source: Covid-19 and Learning Loss — Disparities Grow and Students Need Help. McKinsely & Company.

<u>Academic/Enrichment/Intervention K-12 Programs - Summer and Afterschool</u>

- □ Rising Kindergarten Summer Readiness Program and Instructional Materials (\$457,407) Provide incoming kindergarten students with additional supports to target the foundational skills in the area of literacy. Students will be recommended by their Pk-4 Preschool teachers.
- ☐ Intensive Literacy Summer/Afterschool Program K-3 (\$813,584)
- Program for K-3 students. These are students identified by teacher tutors will participate in small group literacy instruction.
- ☐ Transition for ELLs K-1 Summer Program (\$312,286)
- The program will focus on supporting literacy for new entrant English Language Learners in self-contained bilingual classrooms. This program is for current kindergarten and Grade 1 students.

<u>Academic/Enrichment/Intervention K-12 Programs - Summer and Afterschool</u>

- ☐ Step up to Writing Program Summer/Afterschool Program K-5 (\$259,503)
- This program will support students in grades K-5 as an approach to teaching writing. This is a result of examining our current year's performance in literacy.
- ☐ Carnegie Learning Summer 1:1 Bootcamp 6-12 (\$1,080,000)
- This program will support struggling students by providing live virtual small-group and/or one-on-one tutoring with a certified Mathematics Carnegie Learning Tutor.
- ☐ Bilingual Achievement Strategies Afterschool Program Expansion for ELLs 9-12 (\$279,422)
- This afterschool program is designed for high school ELLs in need of literacy and math support who also have excessive absences. The purpose of the program is to increase literacy and math comprehension while keeping track of attendance requirements.
- ☐ Mentorship Program for Disaffected Youth Afterschool Program 9-12 (\$148,601)
- The Mentorship Program will intensify efforts to work with high school aged disaffected youth in order to provide them with academic, social emotional and employability skills so that may graduate and achieve gainful employment.

Academic/Enrichment/Intervention K-12 Programs - Saturday and Afterschool

- ☐ Social Skills Program (\$406,859)
 - □ K-8 Social Skills Saturday Program
 - □ 9-12 Social Skills Afterschool Program

The Social skills program has been developed to address the social and emotional development of our students with special needs. This program will allow our students the opportunity to interact with their peers and community.

- ☐ Supporting Academic Growth Program (\$626,189)
 - ☐ K-8 Supporting Academic Growth Saturday Program
 - 9-12 Supporting Academic Growth Afterschool Program

The Academic growth program will allow our students with special needs the opportunity to recoup skills that may have been impacted during the pandemic and virtual learning.

Both of these programs will be open to our special needs students that have an IEP.

Academic/Enrichment/Intervention K-12 Programs – Summer and Saturday

- ☐ Youth Athletics Summer Program 1-8 (\$515,766)
- Youth Athletics Saturday Program 1-8 (\$360,593)

The Youth Athletics Summer and school-year Saturday Program will focus on developing fundamental, as well as competitive skills in various sports for students in grades 1-8. A variety of sports will be available at different grade levels, they include:

- Basketball
- Baseball/softball
- Football
- Soccer
- Volleyball
- Track/Cross-country
- Cheerleading

- Wrestling
- Swimming
- Tennis
- Golf
- Yoga/Dance/Fitness
- Unified Sports (basketball, soccer, swimming)

Strategic Staffing for Additional Supports

□ Data Monitoring for ESSER Programs (\$57,369)

To properly evaluate the continuous improvement cycle, the District will be monitoring and supporting all programs proposed through ESSER funds.

<u>Literacy and Mathematics Professional Development and In-Person Classroom Support</u> <u>for Teachers</u>

□ Cultures & Literacies Through Art (CALTA) for the 21st Century Professional Development 9-12 (\$60,820)

This initiative focuses on teaching and learning literacy strategies through meaningful and engaging art experiences to support the development of the individual student voice.

Wellness Programs and Professional Development

☐ Mental Health and Support Services for Displaced Youth and Families (\$308,000)

Intensive support that includes therapy services supporting mental health for our displaced youth and their families.

Academic/Enrichment/Intervention K-12 Programs - Afterschool

- Work-based Learning Afterschool Program (\$52,011)
- ☐ CTE Tutoring Afterschool Program (\$24,912)

Both After school programs will focus on the recovery of skills needed for CTE students to obtain work-based proficiency in their chosen strand with goal of achieving industry certification.

CTE Tutoring will provide more time in the respective CTE program.

Academic/Enrichment/Intervention K-12 Programs - Afterschool

- □ STEM (\$1,031,275)
- □ STEM Enrichment After School Program K-12 (Academies for K-8 & Virtual Labs for 9-12) STEM Enrichment After School Program will provide STEM experiences for students in grades K-12. STEM Academies will be offered for grades K-8 to engage in hands-on projects through planning and carrying out engineering design. STEM virtual labs for grades 9-12 will supplement the daily instruction while promoting the process of investigations. This program is open to all students in K-12.
- ☐ Arts (\$343,759)
- Quaver Classroom Music Program K-8- Music and Social Emotional Skill Development K-8 students will have the opportunity to explore music, while enhancing all other subject-areas through Quaver, online music program. This program expands its content to emphasize cross-curricular connections in math, science, history, literacy, geography, physical education and SEL

Wellness Programs and Professional Development

- ☐ Learning Ecosystems- Student growth mindset (\$458,344)
 - ☐ Social-Emotional Learning Afterschool Program K-12
 - ☐ Professional Development for Counselors and Social Workers on Mindfulness and Play Therapy and Student Motivations

All schools will identify students through the efforts of guidance counselors and social workers in need of mental health supports and provide afterschool programming tailored to their individual needs.

Wellness Programs and Professional Development

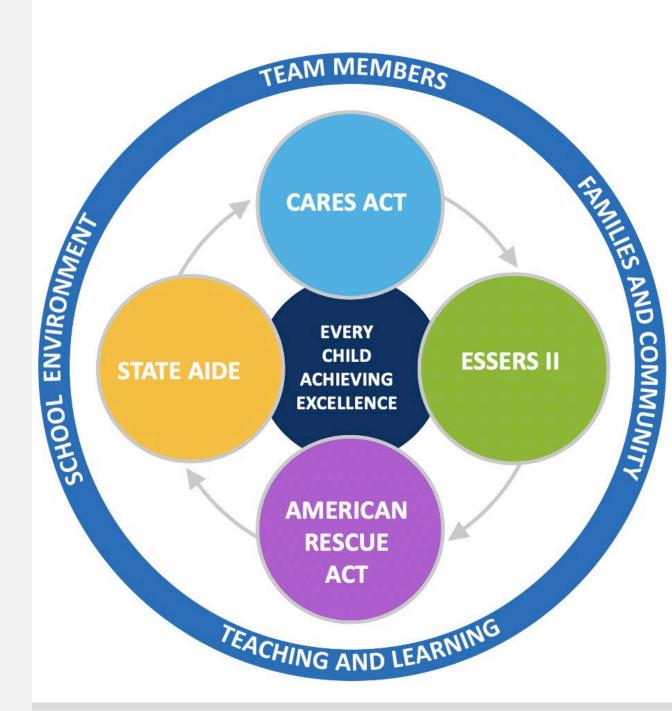
- ☐ Individual Counseling Afterschool/Before School/Lunchtime Sessions (\$132,746)
- □ Social Emotional Learning and Grief: Staff Professional Development and Parent workshops (\$14,750)

Individual Counseling Sessions will be provided for students before school/during lunchtime or after school to provide needed assistance for pandemic related stress issues.

Staff will also receive professional development in SEL strategies to work with struggling students and families.

THE AMERICAN RESCUE PLAN ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

APR ESSER



AMERICAN RESCUE PLAN

On January 14, 2021, President-Elect Biden announced a proposal for additional COVID relief.

His "American Rescue Plan" would provide \$122 billion for K-12 education to safely reopen, sustain safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students

AMERICAN RESCUE PLAN BACKGROUND INFORMATION

ARP ESSER funds are directed at the development of a safe return to in-person and at least 20% for learning loss activities that address social, emotional and academic needs. The remaining funds can be used on the same categories as ESSER I and II.

Period of availability is May 24, 2021 – September 30, 2024.

\$2,764,587,703 billion will be dedicated to New Jersey delivered to local school districts based on the Title I funding formula.

The Elizabeth Public Schools District received a consolidated total of \$64,160,682 defined as American Rescue Plan ESSER in \$42,773,788 and a reserve of \$21,386,894 to be determined by NJDOE pending approval of the State's plan by the USDOE.

ALLOWABLE USE OF FUNDS

□ Coordinate emergency response	Professional development	
☐ Ensure preparedness and coordination	□ ESSA	
☐ Purchase cleaning supplies	□ IDEA (Special Education)	
 □ Educational technology 	☐ Perkins (Career & Technical Education)	
 ■ Mental health supports 	☐ McKinney-Vento Homeless Assistance Act	
 ☐ Supplemental learning 	Adult Education and Family Literacy Act	
□ Added needs of at-risk population	☐ Other activities for continuity of services	
☐ Coordinate long-term closures	☐ Address learning loss	
☐ Addressing needs of individual	☐ School facility repairs and improvements	
	☐ Improving air quality	
schools.	<u> </u>	

Facility Improvements

Terence C. Reilly (\$1,000,000)

iPrep Academy (\$180,000)

Bipolar Ionization Air Purifiers — All Facilities (\$1,800,000) Univentilator Replacement and Ventilation Upgrade ☐ Elmora School No.12 (\$2,100,000) ☐ Robert Morris School No.18 (\$2,300,000) ■ Woodrow Wilson School No.19 (\$2,500,000) Admiral William F. Halsey, Jr. Annex (\$2,100,000) Thomas Edison Career & Technical 9th Grade @ Charles Harris Academy (\$600,000) ☐ Winfield Scott School No. 2 TCUs (\$120,000) Joseph Battin School No. 4 (\$900,000) Mabel G. Holmes (\$2,000,000)

Facility Improvements

Univentilator Replacement and Ventilation Upgrade (Continued) Benjamin Franklin No.13 (\$470,000) ☐ Abraham Lincoln School No. 14 Annex (\$80,000) Madison-Monroe School No. 16 TCUs (\$80,000) John Marshall School No. 20 (\$400,000) Sonia Sotomayor School No. 25 (\$70,000) Frances C. Smith Early Childhood Center School No. 50 (\$60,000) ☐ Alexander Hamilton Preparatory Academy Annex (\$70,000) ☐ J. Christian Bollwage Finance Academy (\$90,000) ☐ School No. 92 (\$300,000)

Academic/Enrichment/Interventions K-12 – Summer Programs

- ☐ World Language Summer Program 9-12 (\$82,534)
- This program will provide students an opportunity to develop a foreign language in order to become bilingual and obtain the New Jersey Seal of Biliteracy awarded to students graduating from high school.
- ☐ Arts Enrichment Summer Expansion K-11 (\$186,954)
- The Arts program will provide students the opportunity to participate in a variety of workshops through visual and performing arts (arts, musical theatre, dance and instrumental music).
- ☐ ESL Enrichment Summer Program Expansion K-12 (\$598,965)
- This program is designed to engage new entrant English Language Learners using enrichment activities through social studies, science and math to enhance English language.

<u>Academic/Enrichment/Interventions K-12 – Afterschool</u>

- □ Really Great Reading Afterschool Program K-3 (\$1,585,222)
 This program will support foundational-skills reading instruction through small group instruction for students in grades K-3. This program is open to all K-3 students.
- ☐ Academic Math Afterschool Tutoring Program K-5 (\$1,412,360)
- The program will focus on foundational skills to support the priority grade-level standards in a small-group setting. This program is open to all K-5 students
- ☐ Point of Entry Afterschool Program K-8 for ELLs Expansion (\$664,981)
- This afterschool program is designed for new entrant elementary ELLs. The purpose of the program is to provide students with leveled instruction in ELA, Math, Science and Social Studies via engaging activities. Social emotional support and activities is provided by our district bilingual psychologist.

Academic/Enrichment/Interventions K-12 - Afterschool

- ☐ AgileMind Academic Youth Development Afterschool Program 6-8 (\$1,517,574)

 AgileMind is currently the instructional program in grades 6-8, this program extends the daily instruction to provide students with mathematics activities on growth mindset, self management, and the culture of
- learning to support a positive learning environment. This program is open to all 6-8 students.
- ☐ Carnegie Learning Standard Virtual Mathematics Afterschool Program 9-12 (\$384,000) The program will support struggling students by providing live virtual small-group and/or one-on-one tutoring with a certified Mathematics Carnegie Learning Tutor. Students will be recommended by their math teachers.

<u>Academic/Enrichment/Intervention K-12 – Saturday</u>

☐ NJSLA Saturday Program 3-12 (\$1,929,862)

This is an intensification program designed to prepare students in mathematics and ELA for the standardized state assessments. Students will be recommended by their math and ELA teachers.

☐ Arts Enrichment Saturday 6-12 (\$422,464)

The program will provide students the opportunity to participate in a variety of workshops through visual and performing arts (arts, musical theatre, dance and instrumental music).

☐ AP Preparation Saturday Program 9-12 (\$109,492)

The program will support and prepare high school students for College Board AP testing in ELA and Mathematics. Students will be recommended by their math and ELA teachers.

☐ SAT Prep Saturday Program 9-12 (\$410,159)

The program will prepare students for College Board SAT assessment to support college admittance. Students will be recommended by their math and ELA teachers.

<u>Literacy and Mathematics Professional Development and In-Person Classroom Support</u> <u>for Teachers</u>

- ☐ Heggerty Professional Development and Program Materials K-3 (\$44,873)
 Heggerty PD will prepare teachers to provide instruction that will improve students' reading, spelling and writing.
 ☐ Step up to Writing Instructional Materials and Professional Development 3-5 (\$480,853)
 The program supports writing skills for students in grades 3-5 and provides training for teachers on specific skills to implement the program.
- ☐ Instructional Supplies and Platforms K-12 (Newsela, Flocabulary, MyAccess Expansion, Citesmart, SeeSaw, Nearpod) (\$1,071,393)
- Instructional Supplies and platforms will support the daily instruction for grades K-12 in ELA and Mathematics while providing for cross-content support.
- ☐ Carnegie Learning Professional Development Math Teacher Academies K-8 (\$401,000)

 This program will provide content support to teachers in preparation for teaching and learning.

<u>Literacy and Mathematics Professional Development and In-Person Classroom Support</u> <u>for Teachers</u>

Children's Literacy Initiative (CLI) currently serves K-3 classrooms in 15 schools by providing teachers with in-person classroom support in literacy. Through the proposal, the partnership would expand to the remaining 11 schools for grades K-3 and also will expand to grades 4 & 5 in all 26 schools. CLI Literacy Coaches work alongside teachers in the classrooms to model literacy skills.

CLI will support and further develop teachers, instructional coaches, school administrators and district leaders in implementing strategies and systems for continuous improvement of early literacy instruction. Supports include one on one teacher coaching, grade-level coaching, small group coaching sessions and leadership coaching.

- □ Children's Literacy Initiative Job-embedded Coaching and Professional Development General Education and Special Education ICS (\$5,040,703)
- □ Children's Literacy Initiative Job-embedded Coaching and Professional Development Bilingual Education & ESL (\$2,442,410)

Strategic Staffing for Additional Supports

Point of Entry Liaisons for Immigrant Students and Families Expansion (\$99,985)

Point of Entry Liaisons for Immigrant Students and Families Expansion- This initiative is designed to provide sufficient Liaisons who will guide and support for new ELLs and their families in our district. The purpose of this initiative is to welcome immigrant and refugee students as well as their families in learning and navigating the Elizabeth Public Schools and our community.

Strategic Staffing for Additional Supports

After being out of school for more than a year, our students will need more social and emotional supports than ever to address the major disruption to their lives. This is a unique opportunity for our district to fund school mental health professionals in supporting students and their families.

The District Psychologist will oversee the District's Crisis Team and the additional the Social Workers will provide support at the school level to meet the social emotional needs caused by the pandemic.

- ☐ 7 Social Workers (\$2,180,941)
- □ District Psychologist (\$358,297)

Strategic Staffing for Additional Supports

Opening two new schools and new classrooms throughout the district. Rise in parental requests for consultation on the issue of learning loss. Two CST teams are being proposed to serve 350 students in multiple schools.

- □ 1 (Child Study Team Learning Disability Teacher -Consultant, Social Worker, Psychologist, Speech – Language Pathologist (\$1,425,573)
- □ 1 (Child Study Team Learning Disability Teacher -Consultant, Social Worker, Psychologist, Speech – Language Pathologist (\$1,425,573)

Strategic Staffing for Additional Supports

The District currently employs 9 instructional coaches to support all 26 elementary schools and 8 instructional coaches in grades 9-12 in four high school academies. The additional 4 instructional coaches will serve an additional 200 classrooms.

The federal funding affords our district the opportunity to expand job-embedded coaching services for all newly hired teachers in both ELA and Mathematics.

- ☐ Job-embedded District Instructional Coaches for ELA and Mathematics
 - ☐ 2 ELA District Instructional Coaches (\$564,310)
 - ☐ 2 Mathematics District Instructional Coaches (\$564,310)

Provide Wellness Programs and Professional Development

☐ Professional Development for Displaced Youth and Families (\$10,000)

Professional development for our teachers to better service students affected by homelessness.

□ NJ Transportation Bus Passes for Displaced Youth Age 16+ (\$67,000)

The transportation proposal will enable students at the high school level to utilize public bussing free of charge beyond the school day.

☐ Essential Needs/Supplies (\$72,000)

Funding will cover necessary school supplies and other school related needs.

PRIORITIES	ACCELERATION AND MENTAL HEALTH FUNDS	ARP-ESSER FUNDS
Facility Improvements	\$12,083,350	\$17,220,000
Technology Resources	\$10,721,779	

Total

Academic/Enrichment/Intervention K-12

Wellness Program and Professional

Development

Support for teachers

Programs (Summer/Afterschool/Saturday)

Strategic Staffing for Additional Supports

Literacy and Mathematics Professional

Development and In-person Classroom

ECCED II I EADNING

\$6,712,167

\$913,840

\$57,369

\$60,820

\$30,549,325

\$9,304,567

\$149,000

\$6,618,989

\$9,481,232

\$42,773,788

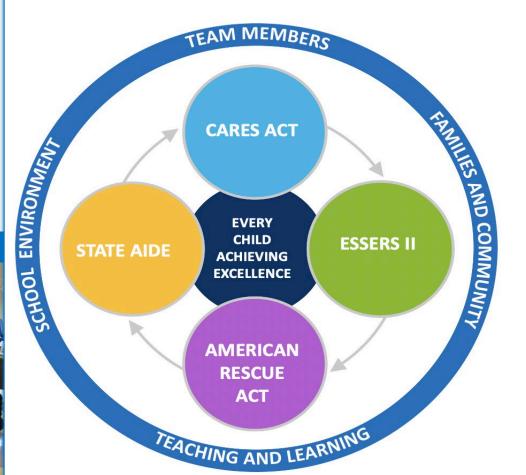
"We know from research and documented practice that all students regardless of zip code and related factors can rise to meet these demands but realizing the potential calls for consistently high-quality instructional leadership and high-quality instructional practice and support in every classroom, in every school, every day.

Dr. Larry Leverett

Equity • Expectations • Excellence









Olga Hugelmeyer
Superintendent of Schools
June 7, 2021