

# **Building our Future Return to School Plan**

## **2021-2022**

### **EMS ISD Philosophy of Learning**

In EMS ISD, we believe that to foster a culture of excellence for every student, the brick-and-mortar building is the best place for learning. It is developmentally appropriate to have children in the face-to-face setting for hands-on learning with manipulatives, instructional equipment, and collaboration with peers.

In our elementary campuses, our students participate in LiINK which develops the whole child through physical, social, behavioral, and creative skills, decreasing obesity and focused time on task. In all physical classrooms, students develop their ability to watch, observe, join, and participate with others. This skill is a critical part in the early developmental stages and in the later grades to learn interactive skills for future career success.

In our secondary campuses, through collaboration, communication, creativity, and adaptability, students learn to share, self-regulate, compromise, problem solve, and think critically. These soft skills are critical to prepare students for success in the secondary environment, post-secondary institutions including universities and certification colleges, and into the chosen career field. The stimulation of the classroom engages students as they become aware of and learn social norms while navigating a variety of environments.

### **ESSER Funding**

The district applied for federal funds under the recently enacted American Rescue Plan Act (ARP) of 2021, ESSER III Federal Grant, the Coronavirus Response and Relief Support Appropriations (CRRSA) Act of 2021, and the ESSER II Federal Grant. These funds will provide support for the District in two major categories. One area addresses the student learning loss due to COVID-19, and the second area addresses the safe re-opening of the District sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The funds also address other areas related to COVID-19 issues such as retaining employees, operational needs of the school district specifically due to impact of COVID-19, and teacher support.

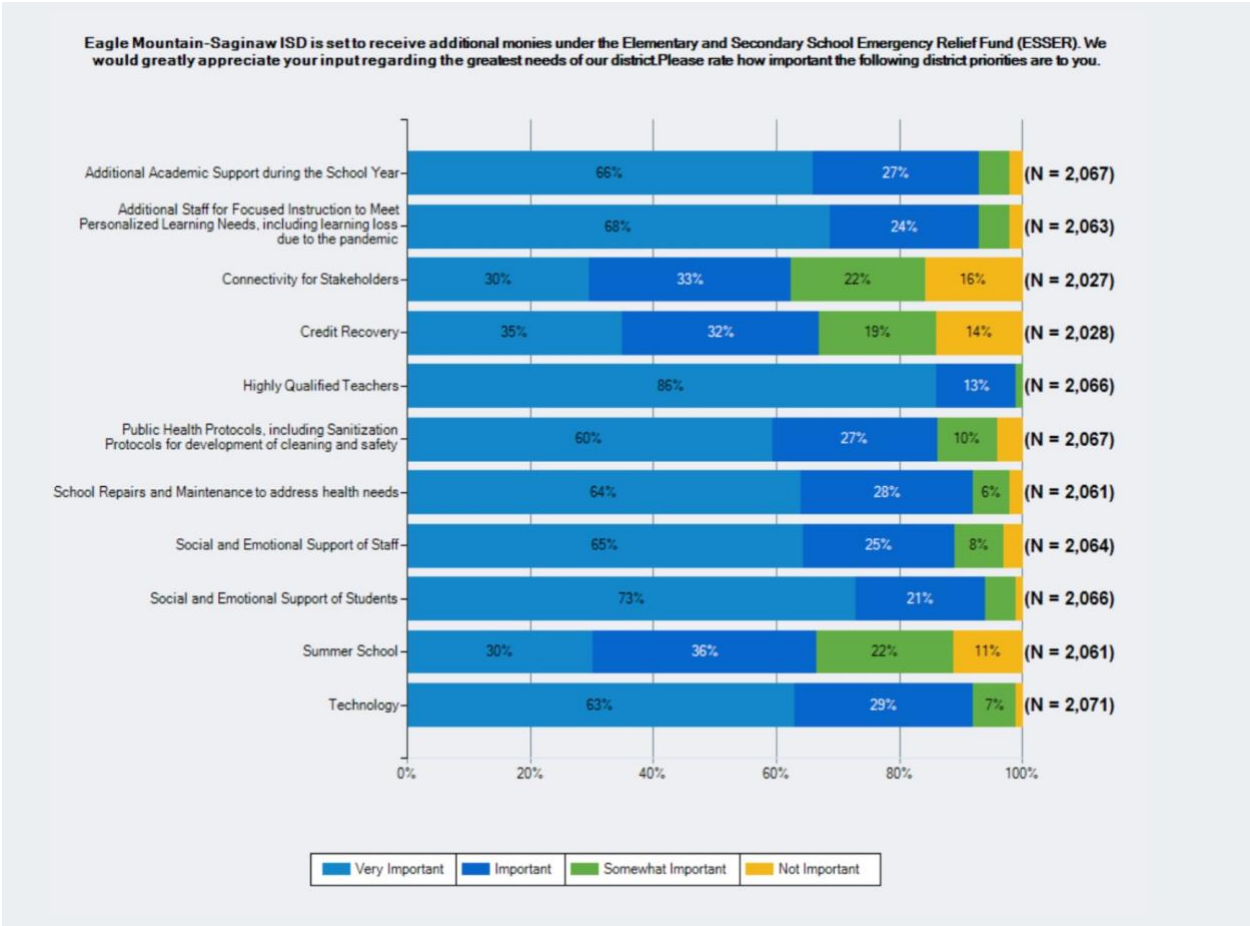
The intent and purpose of ARP Act of 2021, ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The intent and purpose of the CRRSA Act of 2021 and the ESSER II funding is to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.

ARP Act of 2021, ESSER III and CRRSA Act of 2021, ESSER II have provided significant financial support for addressing the needs of students and staff. A strategic approach for use of the funds is necessary and special care is required to ensure spending issues do not occur with the expiration of funds in September 2023.

### Stakeholder Survey Results

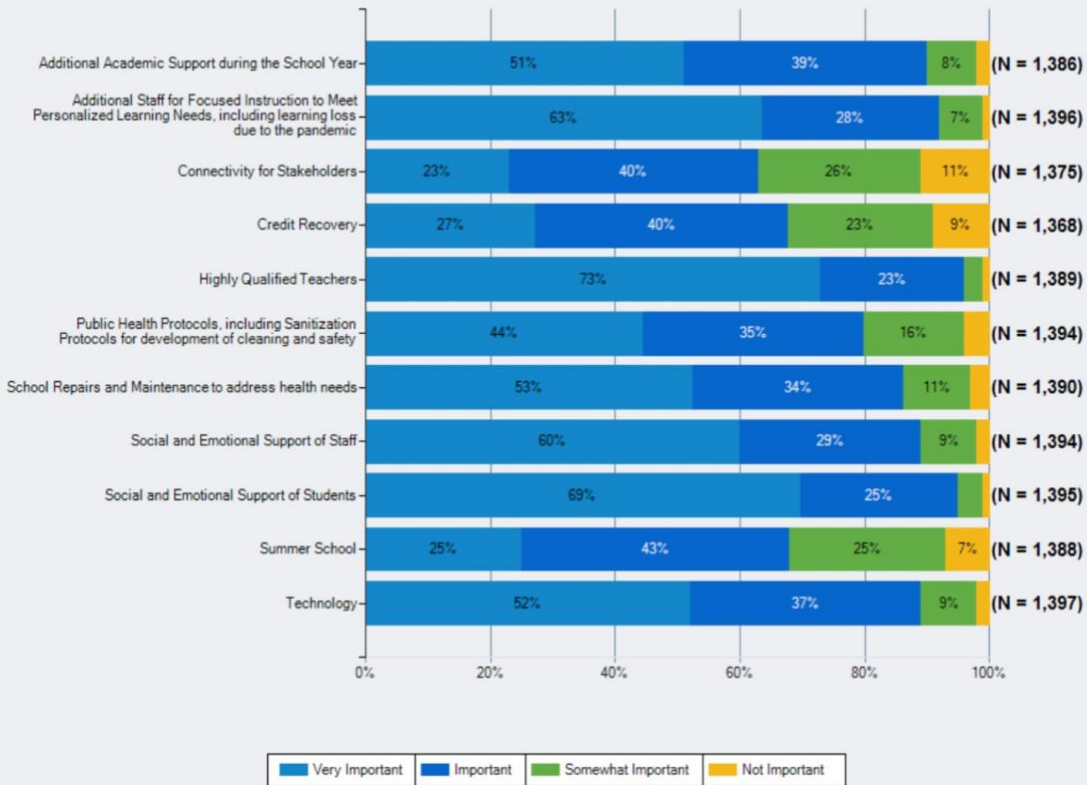
The mission of EMS ISD is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student. The success of this mission is through the collaboration and partnership with our students, parents, staff, and community. EMS ISD Received feedback from our stakeholders on their thoughts on the greatest needs for 2021-2022. The following are the survey results:

#### Parent Results



#### Staff Results

Eagle Mountain-Saginaw ISD is set to receive additional monies under the Elementary and Secondary School Emergency Relief Fund (ESSER). We would greatly appreciate your input regarding the greatest needs of our district. Please rate how important the following district priorities are to you.



EMS ISD had a public hearing on June 21, 2021 and January 24, 2022 to receive further feedback from our community. In addition, Stakeholders have the ability to engage EMS ISD by utilizing Let's Talk!.

## Use of Funds

EMS ISD remains committed to the health, safety of students, educators and other staff. As we return, EMS ISD will continue to observe health safety practices as documented on the District COVID-19 Information Center.

<https://www.emsisd.com/Page/48045>

For more information, please refer to the following links:

<https://www.emsisd.com/Page/47863>

<https://www.emsisd.com/Page/48051>

<https://www.emsisd.com/Page/47918>

<https://www.emsisd.com/Page/48394>

<https://www.emsisd.com/Page/48327>

Updated 01/18/2022

<https://www.smore.com/4rq0g>

Based on the survey results, EMS ISD will focus the American Rescue Plan Act (ARP) of 2021, ESSER III Federal Grant, the Coronavirus Response and Relief Support Appropriations (CRRSA) Act of 2021, and the ESSER II Federal Grant on the following needs:

- Hiring of tutors to assist with accelerated instruction in reading, writing, math, science and social studies (HB4545).
- Personalized Academic Support through additional highly qualified personnel (\$4.0 million) and resources (\$1.3 million)
  - Effective Instruction in Reading Language Arts, including Reading Academy Teacher Training, Content Facilitator Academy Teacher Training, Phonics Instruction, Foundational Skills that are systematically paced and spiraled in instructional guides in grades K-5 with daily explicit lesson supports in grades K-2, and additional supports for students with disabilities, English Learners, and Gifted and Talented students (Fountas and Pinnell, Units of Study). Additional teacher training in Workshop Model, TIER 1 and TIER 2 strategies through our Curriculum Learning Communities provided by Curriculum Coordinators will be utilized.
  - Utilization and development of pre-assessments in both reading and grammar to assess student's prerequisite skills as well as district common assessments to see if students mastered their learning.
  - Effective instruction in Math focusing on high impact tutoring in small group intervention and acceleration.
  - Utilization of pre-tests and District Common Assessments that inform instruction
  - Professional Learning on Math Model Workshop, Investigations, differentiation for ELL, enrichment for GT, and scaffolding strategies for our TIER 2 and 3 students.
- Social and Emotional Support of Students and Staff (\$1.4 million)
  - Provide support to families via TEAMS, phone conferences, and in-person for families in both remote and in-person settings
  - Organize virtual Super Saturday, College night, and mental health support events for our parents and students
  - Increased support at the Elementary level by hiring an additional Social Worker to support schools with growing needs
  - Provided student access to XELLO, digital college and career exploration platform to elementary and MS students
  - Increased its support at the middle schools by hiring 3 additional Intervention positions (Social Workers and LPCs)
  - Provide training for all elementary school counselors in the Zones of Regulation in support of teaching self-regulation strategies K-5
  - Trust Based Relational Intervention training for a core group of Counselors

- Provide specific training in character education and social emotional skills using Lions Quest, Renaissance, Positive Action and partner with TCU for SEL support and data analysis.
  - Hired 6 teachers for our Student Success Academy to assist students in a proactive manner when dealing with academic and emotional stress and anxiety.
- School Repairs, maintenance, and ventilation modifications, as appropriate to address health needs and to safely reopen schools (\$3.3 million)
- Technology (\$3.2 million)
  - Purchased student devices to be 1:1 district
  - Purchased IPADs and Promethean Boards for teachers to assist in the classrooms

# **Accessible**

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### **Parent Results**

Prompt: Eagle Mountain-Saginaw ISD is set to receive additional monies under the Elementary and Secondary School Emergency Relief Fund (ESSER). We would greatly appreciate your input regarding the greatest needs of our district. Please rate how important the following priorities are to you.

#### **Additional Academic Support During the School Year**

- Very important – 66%
- Important – 27%
- Somewhat Important – 5%
- Not Important – 2%

#### **Additional Staff for Focused instruction to Meet Personalized Learning Needs, including learning loss due to the pandemic**

- Very important – 68%
- Important – 24%
- Somewhat Important – 5%
- Not Important – 2%

#### **Connectivity for stakeholders**

- Very important – 30%
- Important – 33%
- Somewhat Important – 22%
- Not Important – 16%

#### **Credit recovery**

Updated 01/18/2022

- Very important – 35%
- Important – 32%
- Somewhat Important – 19%
- Not Important – 14%

#### Highly qualified teachers

- Very important – 86%
- Important – 13%
- Somewhat Important – 1%
- Not Important – 0%

#### Public health protocols, including sanitization protocols for development of cleaning and safety

- Very important – 60%
- Important – 27%
- Somewhat Important – 10%
- Not Important – 3%

#### School repairs and maintenance to address health needs

- Very important – 64%
- Important – 28%
- Somewhat Important – 6%
- Not Important – 2%

#### Social and emotional support of staff

- Very important – 65%
- Important – 25%
- Somewhat Important – 8%
- Not Important – 2%

#### Social and emotional support of students

- Very important – 73%
- Important – 21%
- Somewhat Important – 5%
- Not Important – 1%

#### Summer school

- Very important – 30%



- Important – 36%
- Somewhat Important – 22%
- Not Important – 11%

### Technology

- Very important – 63%
- Important – 29%
- Somewhat Important – 7%
- Not Important – 1%

### Staff Results

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#### Additional Academic Support During the School Year

- Very important – 51%
- Important – 39%
- Somewhat Important – 8%
- Not Important – 2%

#### Additional Staff for Focused instruction to Meet Personalized Learning Needs, including learning loss due to the pandemic

- Very important – 63%
- Important – 28%
- Somewhat Important – 7%
- Not Important – 2%

#### Connectivity for stakeholders

- Very important – 23%
- Important – 40%
- Somewhat Important – 26%
- Not Important – 11%

#### Credit recovery

- Very important – 27%

- Important – 40%
- Somewhat Important – 23%
- Not Important – 9%

#### Highly qualified teachers

- Very important – 73%
- Important – 23%
- Somewhat Important – 3%
- Not Important – 1%

#### Public health protocols, including sanitization protocols for development of cleaning and safety

- Very important – 44%
- Important – 35%
- Somewhat Important – 16%
- Not Important – 5%

#### School repairs and maintenance to address health needs

- Very important – 53%
- Important – 34%
- Somewhat Important – 11%
- Not Important – 2%

#### Social and emotional support of staff

- Very important – 60%
- Important – 29%
- Somewhat Important – 9%
- Not Important – 2%

#### Social and emotional support of students

- Very important – 69%
- Important – 25%
- Somewhat Important – 5%
- Not Important – 1%

#### Summer school

- Very important – 25%
- Important – 43%

- Somewhat Important – 25%
- Not Important – 7%

## Technology

- Very important – 52%
- Important – 37%
- Somewhat Important – 9%
- Not Important – 2%

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