

HAMMOND CSD

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State Budget Reporting Survey - Budget Reporting

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

1a. Please provide a summary of those changes and the need informing those changes.

Decrease funding for purchase of educational technology (iPads and Tablets) in Code 450 (- \$19,000) and CAD printer (- \$38,000) to support purchase of 10 additional Promethian/Cleartouch Activ Boards (+\$57,000). This will allow for the integration of technology into curriculum and instruction.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

Based on public survey, the top three 1st priority results are the following: 31.8% Academic supports and interventions, 31% Curriculum-aligned enrichment activities, and 9.5% After school programming. The top three 2nd priority results are: 26.2% Academic supports and interventions, 19% Social-emotional supports and services, and 16.7% for both Curriculum-aligned enrichment activities and Summer enrichment. The top three 3rd priority results are: 21.4% Curriculum-aligned enrichment activities, 19% Academic supports and interventions, and 16.7% Social-emotional supports and services. Further analysis averaging the categories for the top three priorities are 27.8% Academic supports and interventions, 23% Curriculum-aligned enrichment activities, and 10.2% Social-emotional supports and services. Other averaged categories are: 9.5% After school programming, 8.7% Summer enrichment, 5.6% purchasing educational technology, 7.9% Improving indoor air quality reducing virus transmission, and 4% Improving building and grounds infrastructure, including safety measures. Comments and recommendations focused primarily on providing enrichment opportunities and expanding programming, such as STEAM/STEM, farming, home economics, career exploration and internships, Spanish in elementary grades, student leadership opportunities, leaders of their own learning, accelerated programming, additional sports programming, and student-centered activities with staff involvement. Other suggestions included academic interventions such as tutoring, after school, expanding AIS services, regional offerings, SEL, and attendance strategies.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
Goal- Safely returning students to in-person instruction: <ul style="list-style-type: none"> • Classroom seating- adjustable student desks and chairs • Cafeteria tables • Air purifiers • Refillable water fountains • PPE- masks, sanitizers, gloves, cleaning supplies 	1:15
Goal- Maximizing in-person instruction time: <ul style="list-style-type: none"> • Teacher Assistant to work with small groups for differentiation to address learning loss. 	1:8
Goal- Purchasing educational technology and provide professional development on use: <ul style="list-style-type: none"> • Staff will receive PD (summer and during school year) on use of technology to integrate technology and software into curriculum and instruction with Instructional Tech Coach. • Purchase ACTIV/Cleartouch panels • Purchase Chromebooks for student use • Purchase graphing calculators • Purchase student tablets 	1:15
Goal- Operate schools and meet needs of students: <ul style="list-style-type: none"> • Purchase teacher desks • Purchase banquet tables and chairs • Purchase cafeteria and kitchen appliances (Refrigerator, oven, slicer, mixer, griddle and stove) 	1:15

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Program Goals	Per Pupil Teacher Ratios (# : #)
Goal- Address impact of pandemic, including interrupted instruction and learning loss: <ul style="list-style-type: none"> • Inclusive Schooling (Julie Causten) professional development for special education programming- co-teaching and instructional strategies. • Therapeutic Crisis Intervention Staff training on behavioral supports from Cornell University • Student assessments- WIAT and Brigance student assessments to determine learning loss • Tutoring, as needed for students who have had interrupted learning and learning loss • Math manipulatives to promote hands-on tactile and visual learning • Stage risers for music and band to promote interest in and student enrichment opportunities within school day • Art Kiln to promote student interest in and enrichment opportunities within the school day 	1:15
Goal- Implement evidence-based strategies to meet students' social, emotional, mental health, and academic needs: <ul style="list-style-type: none"> • Counselor- to support SEL and home school communication • PLC's Curriculum- Teachers will work on curriculum, student assessments, to prioritize instruction assessing learning loss • Rich Johns Presentation- student presentation to promote leadership, student connectedness and resiliency • Instructional Tech Coach- to provide PD to staff on use of technology and software applications • Fitness Equipment- Provide students fitness equipment to maintain and promote physical and mental health 	1:15
Goal- Offer evidence-based summer, afterschool, and other extended learning and enrichment opportunities: <ul style="list-style-type: none"> • After school program- staff stipends and supplies to promote after school activities and clubs for student enrichment and academic support • Summer school opportunities- staff stipends and supplies to promote summer activities for student enrichment 	1:15

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Evidence-based strategies for social, emotional, mental health and academic needs- The district hired an additional school counselor to support social emotional learning and home school connection.	49,420
Maximizing in-person instruction time- Teacher Assistant was hired, so teacher-student ratio would be smaller to allow for increased access to instruction, small group learning, and differentiation. This will address learning loss.	30,753

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5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	30,785	96,400	35,715
Maximizing in-person instruction time.	30,753	37,123	37,124
Operating schools and meeting the needs of students.	0	37,572	0
Purchasing educational technology.	101,150	64,048	80,850
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.			