



The American Rescue Plan (ARP) provides substantial federal financial resources to support states and local school districts. The following plan details how The Maritime Academy of Toledo plans to utilize these ARP funds:

1. How will ARP ESSER funds 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 to continuously and safely open and operate schools for in-person learning?

The Maritime Academy of Toledo will use ARP ESSER funds to implement guidance from the CDC and the Ohio Department of Health by purchasing masks, hand sanitizer, and other supplies to help mitigate the spread of coronavirus. The Maritime Academy plans for mitigation strategies also include policies related to universal and correct wearing of masks when recommended, physical distancing when recommended, handwashing and respiratory etiquette emphasized throughout the school day, use of hand sanitizer stations in each classroom and throughout the buildings, and cough and sneeze etiquette will be taught, monitored, and reinforced. We will also be cleaning and maintaining our facilities, including improvements to ventilation, and installation of the furnace filters within the school building (ESSER 2 Funds). We will also conduct contact tracing in combination with isolation and quarantine in collaboration with the Lucas County Public Health guidance for all highly infectious diseases and our school nurse has been trained in this process. We will continue to have diagnostic testing and screening supplies in the nurse office, and Maritime will strategically utilize test kits for COVID concerns, in order to, keep students safely in school. In addition, The Maritime Academy will continue to encourage faculty, staff, and students to be vaccinated. The school will also make the appropriate accommodations for children with disabilities with respect to our health and safety policies, including developing Health Care Plans to meet the unique health needs of students. This could include home instruction or further mitigation efforts in the school setting.

2. How will The Maritime Academy of Toledo 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?

The Maritime Academy of Toledo has set aside funds to purchase afterschool program services from community partners. The afterschool program will provide support to regular classroom instruction but be individualized for each student. The afterschool program will be conducted

by outside partners, in order to, provide an environment where teachers have a median of three preps and help reduce the "small school syndrome." In small schools teachers tend to have a greater amount of preps and with each additional prep rigor and academic achievement will start to slip because there is simply not enough time to plan for that quantity of preps. The after-school program will focus on social emotional learning, language arts and math to help students that have gaps in their skills with individualized curricula. All students have had or will have the opportunity to participate in after school learning opportunities through Sylvan Learning Center. With a budget of \$200,000 for the 21-22 and 22-23 school years. The tutoring will be conducted for ELA and Math on Monday-Thursday 3:30-5:30 with an individualized skills based program.

Students in grades 6-12 can participate in summer school to advance, regain credit or build academic skills.

Students in grades 6-12 can participate in our Summer Camps program which provide opportunities for students to engage with peers and teachers in a positive, interest-based summer camp experience. The summer camp sessions will be offered at no cost to families and

Students with disabilities will also be given the opportunity to not only participate in Summer Camps but to also participate in engaging extended school year learning opportunities.

In addition, as our ARP ESSER plan details we will also provide support beyond the regular classroom to students to increase academic achievement and "recover" from the pandemic. Many students have reading levels and basic math skills that are not consistent with their current grade level but we cannot decrease the rigor of the regular classroom. We have developed support into the school schedules and have hired teachers for this specific purpose. We are also working with the State Support Team Region 1 to continue implementing teacher clarity and develop a multi-tiered system of support.

3. How will The Maritime Academy of Toledo spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The premise of our ARP ESSER fund is health/safety and learning recovery. We intend to employ a security officer to help provide security to the school given the rise in violent crimes in Toledo. There has also been a shortage of bus drivers due to the pandemic and transportation has been extremely difficult to obtain. We plan to utilize some funds to purchase a passenger van for emergencies. Our current PA system is connected to the classroom phones which are hard to hear with a classroom of students and creates a situation where the Principal has difficulty making announcements of important information throughout the school day. We intend to upgrade our PA system to allow for more safety and the ability to communicate messages without being all in the same room.

4. How will The Maritime Academy of Toledo 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.

To determine the most important educational needs we utilized data from the 2020-2021 school year and previous years' data from the Ohio State Tests, STAR Benchmarking, the most prevalent credit recovery needs, and other qualitative data like teacher observations. We also had conducted the One Needs Assessment at the end of the 2020-2021 school year utilizing many stakeholders in the process.

Our Root Causes from the One Needs Assessment are as follows:

We did not have concrete plans in place to support struggling students.

We have not found the right avenue or attempted to use multiple means to contact parents and/or students either in person or virtually to attend the meetings about career pathways, student success plans and graduation plans.

We have not given teacher leaders the criteria for high quality professional development.

Any interventions that we use from any fund but especially the ARP ESSER will be analyzed based upon the What Works Clearinghouse and/or other evidence based research such as Hattie's effect size list. For example: Intelligent tutoring systems has an effect size of .48 while after school programs have an effect size of .40. Many of the other programs discussed in our Learning Recovery Plan, posted on our website, have an effect size of .40 or higher. A .40 effect size is statistically 1 year's growth.

Funds from ARP ESSER is also being set aside for group counseling sessions provided by our community partner "A Step beyond." These sessions will focus on various topics including dating violence, sexual harassment, mental health, LGBTQ+, etc.

5. Briefly describe the extent to which The Maritime Academy of Toledo intends to use ARP ESSER funds to promote remote learning.

The Maritime Academy of Toledo will be utilizing the funds to provide support for remote learning including partnering with Paper.com to provide 24/7 online individualized tutoring for students and purchasing more computers. We also will be planning and studying the feasibility of hiring a computer science teacher which would help conduct remote learning and provide support for teachers in incorporating educational technology in their remote curricula.

6. Describe The Maritime Academy of Toledo's plan for addressing learning loss by:

The Maritime Academy will develop a multi-tiered system of support with dedicated teachers for Tier 2 and Tier 3. Tier 2 will include a Language Arts teacher, a reading intervention teacher, and a math teacher. Their specific job description will be focused upon providing tier 2 instruction to "fill" gaps in skills.

Teachers of tier 3 students, including Intervention Specialists, will provide specialized instruction based upon either IEP goals or goals developed in conjunction with Tier 2 and Tier 3 teachers.

The Maritime Academy of Toledo has developed a schedule for the 2021-2022 school year that significantly increases the instructional time for students and incorporates "Summer School" into the school schedule. The school year is August 18th-June 17th for the 2021-2022 school year. Any student that meets certain criteria will have a last day of school on May 27th.

Students who need extra instructional support will have a last day of school on June 17th.

August 18th-May 27th: 1,124.5 Hours

August 18th-June 17th: 1,215.5 Hours

Baseline: 920 hours

The 2021-2022 school year will be a learning recovery year with a focus on diagnostic test data.

The Maritime Academy of Toledo will continue to develop plans to recover learning based upon the results of diagnostic tests and the needs of students.

The Ohio State Tests for the 2020 school year had displayed a wide discrepancy in math as opposed to other content areas. This is not an unusual occurrence and is valid data considering the average amount of time each student had spent on the test, which was 60 minutes. Utilizing these state tests as a guide we will benchmark students at the beginning of the school year and also research different benchmarking programs for higher level math. This is due to STAR having less validity in the upper level math classes.

Additional Information

Our timeline, for utilizing the ARP ESSER funds, will start immediately but continue throughout the September 2024 date and we will not retroactively use any funds for programs before July 1, 2021. The after school programs will begin after Labor Day and we also hired a school security officer to help provide security given the rise in violence in the Toledo area due to the pandemic. It is important to note, however, that the Security Officer will not discipline any students. We will continue to implement PBIS schoolwide and are utilizing these funds to help provide salary support for necessary personnel to implement this program with fidelity. For the 2021-2022 school we are utilizing ESSER 2 and ARP ESSER to implement a multi-tiered system of support to provide counseling, academic, and behavior support.