

ARP-ESSER III Plan

1. Uses of funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

We have purchased new cleaning equipment to better sanitize our school sites to prevent the spread of disease. We hired nurses to help us quickly identify students with COVID as well as assist with contact tracing to cut down on the spread.

2. Uses of funds it reserved (20%) to address the academic impact of lost instructional time through the implementation of evidence-based intervention, such as summer learning or summer enrichment, extended day, comprehension after school programs, or extended school year.

Teachers to lower class sizes, math teacher to address learning loss, teacher to work with students struggling with credit deficiencies. Really Great Reading program to address reading loss. Program to assist with credit recovery.

There will be 9 teachers funded from this program. 1. One will be an elementary teacher at Central Elem. This teacher will allow us to reduce our class sizes from 20 to 16 in kindergarten. Having the student/teacher ratio smaller will help us to better serve the students who are struggling in early concepts due to the time that was missed because of COVID. 2. Another will be an elementary teacher at Northwest Elem. This teacher will allow us to reduce our class sizes from 24 to 18. Research shows that first grade is a vital year in learning to read. Having the student/teacher ratio smaller will help us to better serve students who are struggling in early concepts due to the time that was missed because of COVID. 3. Another will be an elementary teacher at Southside Elem. This teacher will be working with a class of 1st grade students who were identified the previous year as below level in reading. Currently there are 16 students in this class. Having the student/teacher ratio smaller will help us to better serve students who are struggling in early concepts due to the time that was missed because of COVID. 4. & 5. These are teachers that are teaching an academic achievement class at our 4-6 grade centers. In this class they help remediate students in reading and math. All students will go to this class, but they will also identify students previously identified to be behind grade level to monitor more closely. 6. Another teacher will be utilized at our junior high school. They will assist students with gaining concepts to be a successful student. Items such as good study habits, how to research items, how to utilize google and be a good digital citizen will be taught. This teacher will also provide additional assistance or tutoring to students who are struggling due to COVID learning loss. 7. An additional math specialist will be hired to lower class sizes in 9th

grade to better teach the concepts needed to be successful in higher level math classes. We have noticed a big drop off in grades and test scores in the 8th grade level so this will be vital to ensure that the students that missed so much time due to COVID can make up the needed skills in Math to be successful. 8. We will also hire an additional teacher to work with students at the high school level for credit recovery by using a program designed to assist students in gaining the concepts they have yet to master. Last year while students were learning virtually due to COVID we had numerous high school students that failed classes and now are behind in credits. This additional teacher will be able to assist these students in their credit recovery. We will also be hiring an additional teacher to teach an elective class so that we can do a better job of lowering these class sizes from 25-30 to 20 or less. This will help to slow the spread of COVID due to less students being in close proximity.

3. Uses of remaining ARP ESSER funds consistent with the uses authorized.

The remaining ARP ESSER funds will be used to address the academic impact of lost instructional time. As stated above, additional teachers were hired to lower class sizes, math teacher to address learning loss, teacher to work with students struggling with credit deficiencies.

4. How will we ensure that the interventions we implement, including but not limited to those implemented under the 20% rule, will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

We will continually review student data to ensure that all students are progressing in academic areas and look for any deficiencies that can be improved upon. This will be done annually. We will specifically look at the new interventions we are implementing. We will also monitor for any SEL needs that our students may have. We will look specifically at students who may have been disproportionately impacted from COVID with job loss, homelessness, emotional issues, loss of family members, etc. This could also be students who have not been in school over an extended period of time.