



American Rescue Plan ESSER III Plan

1. The extent to which and how the funds will 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, in order to continuously and safely open and operate schools for in-person learning.

The funds are being used to repair/replace HVAC and add UV light to kill viruses; remove carpeting and replace with flooring that is able to be sanitized on a daily basis. Masks and sanitizing products will also be purchased with these funds. The school will also use funds to increase adequate air flow by repair/replace HVAC system to include UV light to kill viruses.

2. How the LEA will 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.

Funds will be used to support software licenses and online learning programs which can be accessed from home; thereby extending the learning day for students. After-school and summer programs will be provided along with intensive schoolwide success block time (intervention time). Instruction will focus on high-yield strategies to address academic growth.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act;

The school will spend its remaining funds to address needs of the whole child including social/emotional Needs. Students will be closely monitored by the support services coordinator. Attendance and academic growth data will be analyzed to determine needs of students.

4. How the LEA will 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.

The school will focus efforts on instruction for students and social-emotional needs. Teachers will focus on student and parent engagement to increase attendance and involve parents in their students' education.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

The school determined its most important education needs based on data from assessments in March-May of 2021, when students returned to school. We also had opportunities for staff and parents to express identified needs of students.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff.

The school began making improvements to the facility this summer. More facility work will continue through summer of 22. School begins the week of the 16th of August and some instructional materials have already been ordered. We plan on working on finalizing contracts and purchase orders for this school year in October of 21 and in February of 22. New positions should be filled by the end of October 21. We will be hiring teachers/tutors, paraprofessionals, custodial staff and family liaisons with these funds.

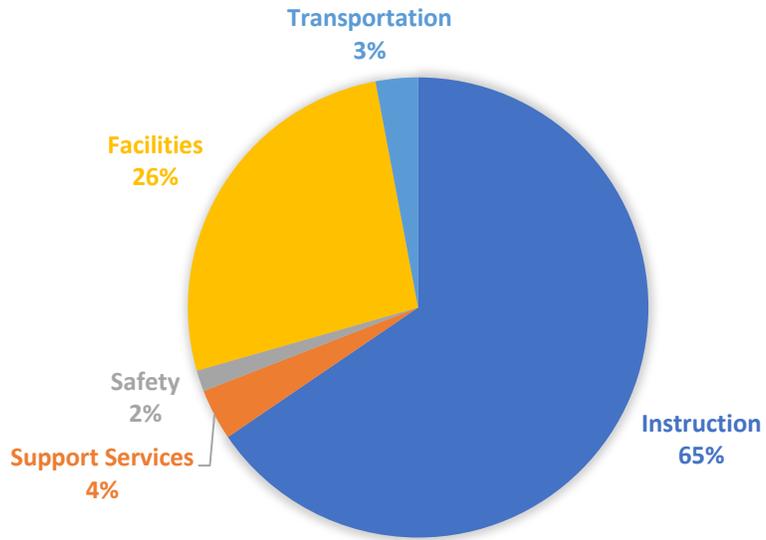
7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

The school will continue to maintain 1:1 for students and computers to ensure that should the school close again due to the spread of the virus. The programs we purchased provide access as home.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

The school will administer high-quality assessments at the start of the school year. Student data will be compared to OLS and a plan to address learning loss will be written. Parent Nights will be held to assist parents with distance learning, and strategies to assist their students at home. Parent Liaison will work with contacting families whose students have missed school.

FUNDS



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