

## **Central High School**

### **ARP ESSER III**

#### **Use of Funds Plan**

Central Community High School plans to utilize ARP ESSER III funds to prepare, prevent, and respond to the COVID-19 impact on our school district. With guidance from the most recent CDC recommendations, the committee, which is comprised of representatives from the student body, teachers, principals, district administration, staff, and community stakeholders has recommended the following areas that will be addressed with the ESSER III funds to ensure safety for the students and staff. These actions will not only help to close the learning gaps that students have experienced, but will help our school to open safely, and operate continuously for in-person learning

Funds that are reserved (a minimum of 20%) under section 2001(e) (1) of the SRP Act will be used to address the academic impact of lost instructional time through the following ways. The committee agrees that the most important area where learning could have been lost was in the areas of reading and math and that this learning loss is seen to a greater extent with students who have special needs.

Learning in other areas of the school curriculum are greatly enhanced and furthered with better reading and math skills. Lost time, instruction, and practice in these two areas are crucial to the learning process. These gaps will need to be addressed during the regular school day and also in extra programs that provide additional time and learning opportunities. Benchmark test will be given at the beginning of the school year 2021-2022. These will be compared to scores from the previous two years so that leaning gaps can be determined that may have developed during the time of school closures due to COVID-19.

Once these gaps have been determined, three methods of providing additional support will be used to close those gaps. The first is an afterschool program of instruction in math in reading. Student data will determine which students would benefit most from this program. The funds would be used to purchase any additional learning materials for the students and to supplement the salary of the teachers who are teaching this extra time after their normal contract hours. Benchmark testing will be done periodically throughout the year to determine the effectiveness of the afterschool program. The final benchmark testing and inclusion in the economically disadvantaged group for the regular school year will help to determine and the need for the second program to address gaps in learning caused by COVID-19. The second method will involve the addition of special education teacher staff. This additional staff will not only reduce class sizes (thus limiting the potential spread of the virus) it will also allow students to receive more individualized attention. The third program would be a summer learning academy for students who continue to be behind where they should be according to benchmark testing. These students will be given the opportunity to attend a Summer Academy where they will receive additional instruction by certified teachers. ESSER III funds will be used for student's supplies, transportation, and teacher/staff salaries at this Summer Academy. It is the hope and goal of the committee that students who are provided with these three additional learning opportunities will have reached the level of learning that they would have achieved if COVID-19 closures had not occurred.

The Central Community High School planning committee also recommends budgeting funds in the following areas: **1)** Asbestos removal and air quality improvements, and **2)** Remodel of classroom lab space to increase overall square footage of science labs. These projects will limit the impact of COVID-19 by allowing students to maintain greater social distance and also by reducing our indoor air pollution.

Central Community High School will use the ESSER III funds to respond to the academic, social, emotional and mental health needs of students that have been 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. The LEA will ensure that the interventions will benefit the aforementioned students by establishing an oversight committee that will monitor and report to the school superintendent on a monthly basis about the effectiveness of the programs and provide insight in how their effectiveness could be improved as well as reporting their successes not only to the supervisor, but to the community of stakeholders at Central Community High School.

The committee realizes that this plan is a dynamic document meaning that it will continually be edited and updated as the needs of the students change and adjustments are made to best meet those needs through the use of the ARP ESSER III Funds.

Please see the “ESSER III Budget Detail” page for an exact breakdown of how we plan to use our allocated American Rescue Plan ESSER III funds.