

ESSER 3 LEA Plan of Use for Prevail

Please describe 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:

Prevention and mitigation strategies used to continuously and safely open and operate Prevail for in-person learning continue today. We have optimized ventilation and maintain improvements to indoor air quality to reduce the risk of germs and contaminants spreading through the air. We use HVAC filters in conjunction with COVID cleaning completed by our Aramark team. This cleaning includes high touch points, daily cleaning of the entire building, and sanitation of all spaces. Messaging goes out weekly to parents to: stay up to date on vaccines, stay home when sick, updates on school ventilation, teaching proper hand sanitation, use classroom cleaning, optional masking opportunities, provide free testing kits, and teaching ways to not spread germs. Masks and disinfecting wipes were purchased and used for the safety of all staff and scholars.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

- Prevail used ESSER 3 funds to address the academic impact of instructional time through many avenues. Scholars were provided the opportunity for after school tutoring (coordinators, paraprofessionals, and teacher tutors), contracted tutoring, and summer learning (coordinators, paraprofessionals, teachers, office administrators, and achievement behavior support specialists). The tutoring focused on the subgroup during the year who were just below meeting grade level standards. In the summer learning program scholars who were identified in the bottom quartile of reading and math were provided the opportunity to close learning gaps. Both programs focused on standards (both ELA and math) that scholars were not proficient in. Both programs strategically used aimswebPlus data, classroom grades, and assessment standards to determine who and what needs were to be met by our instructors. Academic Specialists and paraprofessionals were strategically used to pull scholars for small group instruction. This daily strategy was used to combat learning loss for all scholars.
- Evidence-based interventions included remedial reading programs, small group instruction, and data collection to determine the next steps in the program. Using weekly assessments during tutoring and summer learning

provided additional data to determine what scholars learned and were still struggling with. At the conclusion of both programs, data was provided to the current teacher or the new teacher of the scholar for the following year. We used these programs and instructional strategies because we knew the instructors would hone in on gaps in learning and close those gaps most effectively by using standard-based instruction. These strategies are completed with support from our Intervention Team that includes Academic Specialists, Instructional Coach, and Academic Paraprofessionals.

Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

- The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives: Covering costs of specific activities, programs, retention and recruitment bonuses for retaining and recruiting educators and support personnel. Educational technology coordinators support staff, students, and families with effective use of technology by providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families. We will continue providing Chromebook devices for virtual and in-person learning and digital resources. We will continue providing instructional resources (non-digital) for staff and students, while providing software, subscriptions, licenses to staff, students, and families. Non-digital materials will be used during the summer and school year and include books, reading timers, white boards, dry erase boards, STEM project materials, word educational games, educational incentives, and workbooks. Digital subscriptions include Sora, GoGuardian, Typing Club, Classkick, DreamBox, Edcite, Learning.com, and Quaver.
- ESSER 3 funds will also be used for:
 - Curriculum specialist
 - Student club facilitator stipends
 - Backpacks for students in need
 - Parent University
 - Scholastic bookfairs
 - Student take home books
 - Imagine mentoring services
 - Single audit fees
 - Digital and Non-Digital supports

Please describe 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 (see below) 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 ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.
- Evidence-based interventions included remedial reading programs, small group instruction, and data collection to determine the next steps in the program. Using weekly assessments during tutoring and summer learning provided additional data to determine what scholars learned and were still struggling with. At the conclusion of both programs, data was provided to the current teacher or the new teacher of the scholar for the following year. We used these programs and instructional strategies because we knew the instructors would hone in on gaps in learning and close those gaps most effectively by using standard-based instruction. These strategies are completed with support from our Intervention Team that includes Academic Specialists, an Academic Intervention Coach, and Academic Paraprofessionals.