

ESSER 3 LEA Plan of Use for Westfield Preparatory High School

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:

- PPE (gloves, masks, hand sanitizer, and disinfecting wipes) was ordered for staff and students.
- Additional janitorial services were provided in order to increase the frequency they cleaned high touch point areas. This was not funded by ESSER 3 and was part of our prevention and mitigation strategies.
- ESSER 3 funds were applied to reduce and prevent COVID 19 transmission. These strategies include:
 - Universal and correct use of masks
 - Physical distancing
 - Cleaning and maintaining healthy facilities (including costs related to sanitizing and disinfecting buildings, equipment and supplies) were funded by non- ESSER 3 funding sources.

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:

- Learning loss was addressed through the use of ESSER 3 funds by supporting our summer school program. This support included supplies, field trips (admissions and transportation), teachers, paraprofessionals, and summer coordinators.
- Returning from the Covid-19 shutdown we had numerous students who did not achieve credit or were behind in subject areas. Any student who had not received credit in one or more classes were invited to attend summer school in order to make up the credit. Students who transferred to us but were also credit deficient were allowed to enroll in the summer school program. We did not target any specific subgroup, as all students who were credit deficient were invited and encouraged to attend.
- Westfield Prep was also able to start a summer program for grades seven and eight. We had roughly 20 students participate in our junior high summer enrichment with a focus on math and ELA due to low scores. Our instructors had students complete course work provided by NHA.
- We added multiple staff positions to combat the learning loss and increase the urgency needed to get students on track academically. These positions include academic specialists, paraprofessionals and instructional coaches.

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

- We have dedicated ESSER 3 funds for teacher recruitment and retention bonuses. We have numerous teachers that continue to push our students toward pre-COVID academic levels. We understand that a strong staff is essential to stability and creating a culture that supports academic and emotional growth. Therefore, we have made a commitment to supporting the efforts of our staff in reaching school goals.
- ESSER 3 funds will be spent on personnel and materials to help our students get back on track and fight COVID-19 learning loss. We will be using the following positions to help support students' academic, behavioral and social emotional needs throughout the day.
 - Achievement and Behavior Support Specialist (ABSS)
 - Student Family Liaison (SFL)
 - Attendance Liaison
 - Curriculum Specialist
 - Online Facilitators

We will also be using ESSER funds to purchase digital curriculum equipment including DreamBox, Edcite, GoGuardian, and Lexia as well as technology equipment including Chromebooks.

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.

1. implemented under ESSER 3 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.

English learners 1

Children with disabilities 1

- Our intervention system is a multi-tiered level of support for our students based on their individual needs. We have academic specialists who have caseloads of students and focus on their academic needs. The academic specialists have meetings with students who struggle academically bi-weekly to offer support in classes, help with organization and study skills, and schedule tutoring with classroom teachers. Additionally, we have an intervention team who works alongside our English language learning students and those with disabilities by working with them in small pull-out groups.
- Our ABSS focuses on students who need behavioral support. The ABSS meets with students to check-in on behavior and support students who have different social needs to be successful in their classes. The ABSS works with students who have different out-of-school needs and those who return from discipline infractions to ensure they are successful in their classes. The ABSS team utilizes restorative practices and their established relationships in redirecting student behavior. This is an alternative to discipline to support our student population, which consists mostly of students of color, who have historically experienced higher suspension rates. The ABSS also works with families to address needs and concerns to help better support students.
- Our school social worker assists with the many mental health needs of our students and supports the wellbeing of learners in our community. The social worker attends to the caseload and students that need immediate assistance, including homeless students, migratory students and students in foster care. Low-income students are supported as well by helping families fill needs such as food, clothing, and transportation.