

ESSER 3 LEA Plan of Use for Taylor 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:

Masks were purchased for the school for staff and student use throughout the day. Masks are available for students to obtain in the office throughout the day if a student would like one. Hand sanitizer, not ESSER 3 funded, is also available in all classrooms and common areas of the building. Our cleaning staff not ESSER 3 funded, wipes down all high contact surfaces daily. Additionally, we communicate to staff, students, and parents if they are not feeling well, to stay home.

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 our ESSER 3 funds through our credit recovery and summer learning programs. Students struggled maintaining both attendance and their grades during the Covid pandemic. For this reason, we started a credit recovery program (summer program is staffed with facilitators, paraprofessionals, and teachers and school year program is staffed by teachers and coordinators who will be paid via stipends in addition to the tutoring credit recovery facilitator) and a summer learning program (staffed with coordinators, paraprofessionals, social workers, teachers, and monitors) to allow students to recover credits they didn't receive as a result of the pandemic. Summer learning program supplies and materials, which include educational incentives and general supplies, will be purchased. Under the guidance of our facilitator 52 students participated in our summer learning program last year earning them the credits necessary to catch up to where they are supposed to be. Our online facilitator supports students in the virtual setting. They provide academic supports through regular check-ins, communication, and systems during with scholars during academic work time. Funds are used to address the socio-emotional needs of students through the services provided by our social worker. These social and emotional needs were also met through the supplies and materials, including Core Project, funded through ESSER 3. Additionally, we added academic specialists in math & ELA classrooms to ensure that students could get one on one instruction in those areas. The academic specialists provide interventions to who are struggling to understand the content. Summer Tiger Camp is our program for incoming freshman to acclimate them to the high school environment. They are provided with further growth opportunities through the use of our summer learning field experiences (admission and transportation).

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

The majority of those remaining funds have gone to attract school staff through retention and recruitment bonuses in order to help support our students academically. Additionally, our curriculum specialists and instructional coach have worked with our teachers to ensure that instruction is scaffolded in a way where students can understand the material and get the resources they need to help our students to be successful. We are also using ESSER 3 funds to support family engagement events that specifically focus on parents getting help getting their students to proficiency. We will also be utilizing ESSER 3 funds to purchase technology resources which include Chromebooks, hotspots, and calculators for students and headphones and laptops for staff, and programs which include GoGuardian, IXL, Meet the Teacher Conferencing Platform, and EdCite.

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.

We recognize that the Covid learning loss can disproportionately impact students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. As a result of this, Taylor Prep's intervention program is a multi-tiered level of support for our at-risk student population based on their individual needs. We have Academic Specialists that have caseloads of the aforementioned students and focus on their specific learning needs and deficits. They meet with students daily one on one and in small groups to ensure that students are not lost or falling further behind. Our school social worker provides additional supports to our at-risk students. Our academic specialists work with students in the areas of ELA & math to teach mini lessons based on their deficit skills and track student progress. Additionally, our school social worker assists students in taking care of their socio-emotional needs. In addition to our school social worker, we also have 2 Academic Behavior Support Specialists and 1 Student Family Liaison who work with both our students and families to give them the tools necessary to succeed in our school environment. Our Student Family Liaison coordinates both fun family events and learning opportunities for our families as they get back into the swing of traditional schooling. The learning events are all focused on how to help their students academically, socially, and emotionally.

Our Instructional Coach works specifically with brand new teachers to give them the tools and best practices to help new teachers scaffold instruction to avoid further learning loss. Additionally, our Instructional Coach provides culturally relevant professional development for all new teachers to ensure our teachers are able to meet the needs of our at-risk student population.