

ESSER 3 LEA Plan of Use for Center Line Preparatory Academy

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:

- Decisions for utilization of funds were made based on guidance from the Center for Disease Control for school operation in the areas of ventilation, cleaning, hand hygiene, and masking. Based on guidance in the indicated areas, funds were used to purchase gloves, masks, PPE, and sanitizer.
- Aramark cleaning staff were used to optimize and maintain cleaning routines and procedures within all restrooms and classrooms to reduce the risk of germs and contaminants spreading through the air and surface areas. This included but was not limited to HVAC filters, masks, cleaning products, wipes, and daily sanitation processes in each classroom and workspace.

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:

- State Testing Proficiency:
 - ELA: 79% of students are not proficient
 - Math: 94% of students are not proficient
- Below are the ways we will address learning loss:
 - Summer School Learning targeting our students in the bottom 25th percentile in ELA and Math in order grow them out of Tier 3. We used summer workbooks, supplies, and materials to implement a successful program. Summer School Learning staff were paraprofessionals, teachers, coordinators, and summer educational technology coordinators.
 - Math and Reading Academic Specialists work with our partially proficient students during math and reading intervention to work on skills in an effort to grow those scholars to proficient

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

- Remaining ESSER 3 funds will be invested to provide additional support and resources to respond to academic, social, and emotional students. Funds will be used to purchase hotspots, calculators, Chromebooks. Chromebook cases, and chargers for students as school stakeholders identified use of technology to provide additional learning opportunities as an area to prioritize to respond to the impact of COVID-19. Using the Chromebooks purchased, scholars will be able to access the digital curriculum purchased (Classkick, DreamBox, Edcite, Goalbook, GoGuardian, Google licenses, Inquiry Journey, Learning.com, Lexia Learning, and Typing Club) to supplement core curriculum to help supplement learning loss. In addition, an investment in an Educational Technology Coordinator will support the function and upkeep of student Chromebooks.
- Funds will also be invested in student books that will be used to supplement the curriculum, improve reading engagement, and combat learning loss.

- Our use of funds for Achievement & Behavior Support Specialists will respond to the social and emotional needs of students. Our Student Family Liaison will coordinate outreach efforts to parents of Title I students improve parent involvement in their Title I student's education (i.e. home visits, calls, etc.) and remove barriers to academic success.
- Additionally, Curriculum Specialists will be hired to improve our curriculum implementation practices through lesson planning, modeling, and providing professional development to teachers and interventionists.
- We provided retention and recruitment bonuses to highly qualified staff. Retention bonuses were provided to returning staff to ensure continuity of high-quality instruction, while recruitment bonuses allowed Center Line to hire highly qualified staff to join our team.
- Bridges Math Kits Bridges Intervention: Interventionists will deliver Bridges Intervention (Math) lessons, practice, and assessments to scholars that score in the bottom 25th percentile on our Fall NWEA assessments. Additionally, scholars that score in the bottom 25th percentile on Bridges unit assessments will receive Bridges Intervention lessons by Academic Specialists and Paraprofessionals. Students will be assessed weekly and progress will be monitored to track student growth. Bridges math kits are used to implement and facilitate these lessons.
- Single Audit Fees

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.

- In addition to our academic programs, we have a host of staff members that help target our students' social, emotional, and mental health needs. With our school having a large population of low-income families and students of color, our entire staff body (teachers, interventionists, and support staff) supports student needs by completing daily check-ins with scholars upon entry into our building and classrooms. For students with disabilities, we go an additional step by servicing their needs through our Special Education teachers who provide service hours to those scholars based on their IEP. Students experiencing homelessness or who are in foster care receive additional support and resources from our School Social Worker. Our Parent and Family Liaison supports English learners and migrant students to ensure that they have the resources they need to perform at the same levels as their peers.
- Reading Mastery: Interventionists will deliver Reading Mastery (Kindergarten – 2nd grade) and Corrective Reading (3rd – 8th grade) lessons to scholars that score in the bottom 10th percentile for Aimsweb Oral Fluency Benchmarking in the Fall. Reading Mastery lessons will be taught daily by Paraprofessionals and homeroom teachers daily. Progress will be monitored either weekly or bi-weekly to track student growth and progress towards their grade-level goals.

- Corrective Reading: Interventionists will deliver Corrective Reading (3rd – 8th grade) lessons to scholars that score in the bottom 25th percentile on NWEA in the Fall. Corrective Reading lessons will be taught daily by Paraprofessionals and homeroom teachers daily. Progress will be monitored either weekly or bi-weekly to track student growth and progress towards their grade-level goals.
- Bridges Intervention: Interventionists will deliver Bridges Intervention (Math) lessons, practice, and assessments to scholars that score in the bottom 25th percentile on our Fall NWEA assessments. Additionally, scholars that score in the bottom 25th percentile on Bridges unit assessments will receive Bridges Intervention lessons by Academic Specialists and Paraprofessionals. Students will be assessed weekly and progress will be monitored to track student growth. Bridges math kits are used to implement and facilitate these lessons.