

ESSER 3 LEA Plan of Use for Canton 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, disinfectant wipes, hand sanitizer, gloves, PPE signs, and thermometers 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 wants them. Disinfectant wipes are in classrooms. Teachers can access wipes to clean common surfaces in rooms. Hand sanitizer is also available in all classrooms as well as common areas.

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.
- 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. Esser 3 funds were used to support teachers, paraprofessionals, and coordinators for the summer program.
- The past two summers we invited roughly 70 students per year to participate in our summer school program who were credit deficient and off track to graduate.
- Canton 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.
- Curriculum Specialist are working to support teachers and strengthen rigor to help encourage student growth.

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

- Some of our ESSER 3 money will also go to staff retention and recruitment bonuses. We have numerous staff 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 funds will be spent on personnel and materials to help our students get back on track and fight COVID-19 learning loss. We also have a school achievement behavior support specialist (ABSS) who works with student emotional needs, as well as student academic support, behavior support and attendance.
- We will also be using ESSER 3 funds to purchase technology equipment and support programs such as GoGuardian, Edcite, Google, and Lexia.
- We will also be using ESSER 3 funds to purchase summer supplies (books) and student uniforms.

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.

- Our intervention system is a multi-tiered level of support for our students based on their individual needs. The planned interventions help to support students by meeting them where they are. Our digital subscriptions help to provide targeted learning and provide access to our low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
- Students have access to the materials online. This gives them the ability to engage with the learning during and after school while attending one of our many tutoring classes.
- Instructional coaches will support teachers to ensure students are receiving quality instruction and that the retention bonus was a meaningful investment.
- We have academic specialists who have caseloads of students and focus on their academic needs. The academic specialist has meetings with students who struggle academically to offer support in classes, help with organization and study skills, and schedule tutoring with classroom teachers.

- 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 in order to be successful in their classes. The ABSS works with students who have different out-of-school needs as well as students who return from discipline infractions to make sure they are successful in their classes. The ABSS also works with families to address needs and concerns to help better support students.