

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Concord Community Schools

2020 - 2021

Recipient Code: 38080

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

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:

We intended to use at least 40% of the currently allocated ESSER III funds for implementing mitigation strategies based on CDC recommendations for a safe return to school. Our mitigation strategies include hiring an additional custodian for nightly cleaning and purchasing cleaning products. We will focus on improved air quality by servicing our HVAC units, replacing air filters more often, and purchasing enough fans and high-powered air purifiers to ensure each room in the building has improved air circulation and quality. We also intend to provide more furniture to allow for increased spacing in the classrooms. Further, we are monitoring spacing and student safe behavior at the high school by making improvements to our camera system. Lastly, we will continue to replace our traditional drinking fountains with water bottle filling stations.

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:

We plan to offer summer learning opportunities for our K-8 students and credit recovery options for our 9-12 students using 23b grant funds. After reviewing our assessment data from 20-21 and the beginning of 21-22, we determined that reading was the subject area most impacted by the loss of instructional time. Therefore, we have hired two reading acceleration aides. One reading acceleration aide services elementary school students. The other reading acceleration aide services our middle school students. We plan to support our high school students by providing access to a reading acceleration software program. The program offers students the opportunity to read relevant and engaging text at their level. After reading the text, the students can monitor comprehension through answer a variety of questions. These investments would account for 15% of our currently allocated ESSER III funds.

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

Beyond providing interventions, we believe that improving tier one instruction and the overall learning experience for our K-12 students is critical to helping our students make up for lost learning time. Maximizing efficient and effective tier one instruction increases the likelihood that students will show more than a year's worth of academic growth. The overall learning experience including the integrations of social-emotional teaching and support makes school a place where students want to be which also helps make high-quality learning more likely. With the remaining 45% of ESSER III funds, we would place multiple supports into the learning environment. We would move to hire a K-8 assistant principal so students and teachers are provided with more support and structure each day. We also would seek to combine ESSER III funds with 31o grant funds to hire a K-12 nurse and social worker. We would further improve the learning environment by upgrading our K-12 sound systems to support instruction. Lastly, in order to improve the K-12 learning experience, we need to set aside a portion of the remaining funds to improve tier one instruction through professional development and updating the K-12 learning resources - a new K-5 instructional resource for ELA, k-12 instructional resources for science, and K-12 instructional resources for social studies.

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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.

Through providing interventions, improving tier one instruction, and improving the overall learning experience for our students, we are addressing the impact of lost instructional time both academically, socially, emotionally, and mentally. By targeting tier 1 instruction and the overall learning experience we are reaching all students. The supports and interventions we will put in place will ensure all of our students are making growth in all areas. Concord Community Schools does not discriminate against any student, on any basis. However, there are potential barriers to overcome for providing students equitable participation in the programs supported with federal grant funds, such as homeless students not having transportation, so the district homeless liaison partners with the transportation director to ensure they have a way to get to school. Translators would be procured through the Jackson County Migrant and English Learner Program to provide the Language Assistance Program to English Learners. The buildings are ADA accessible for students with disabilities. When students are identified for additional support and intervention services, it is based on achievement criteria, and those identified as the furthest away from reaching the state standards are provided service.