

ESSER 3 LEA Plan of Use for Arbor Prep 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:

- Immediately after the pandemic, once we were able to focus on in-person learning Arbor Prep adopted numerous mitigation strategies such as a hybrid model where students had partial week schedules, social distancing, surface cleaning after each class, one way traffic flow in the building and contact tracing.
- Masks were purchased for the school for staff and students use throughout the day. Masks are available for students to obtain in the office throughout the day if a student wants them. PPE signs were also placed throughout the building to indicate where materials could be found. Although not funded by ESSER 3, hand sanitizer is also available in all classrooms as well as common areas.

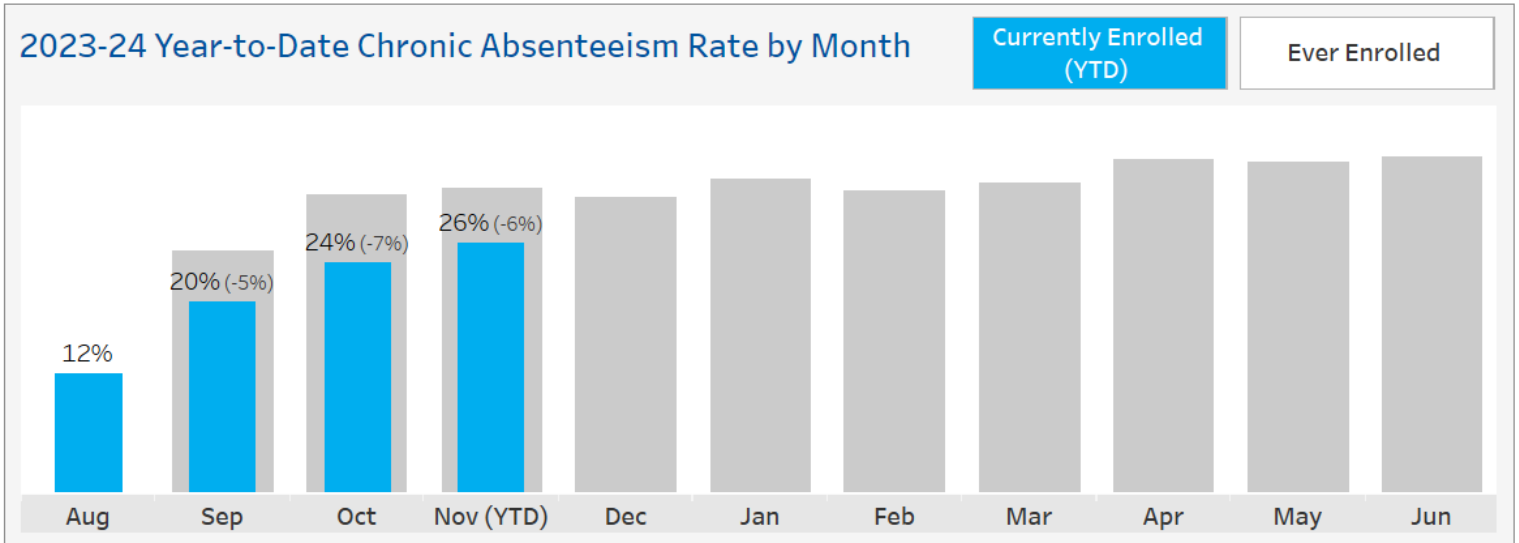
Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive 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 of their core classes or language 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.
- The past two summers we invited roughly 75 students per year to participate in our summer school program who were credit deficient and off track to graduate. During these two summer learning sessions we had approximately 60 percent of the students invited take part in the program. During the two summer learning sessions we had students recover roughly 150 credits to put them back on track for their intended graduation date.
- We used/will continue to use ESSER 3 funds to pay our summer school staff, including the coordinator, teachers and paraprofessionals to make sure we address students who have suffered learning loss and assist them in making up credits they may have missed and getting them caught up to grade level.

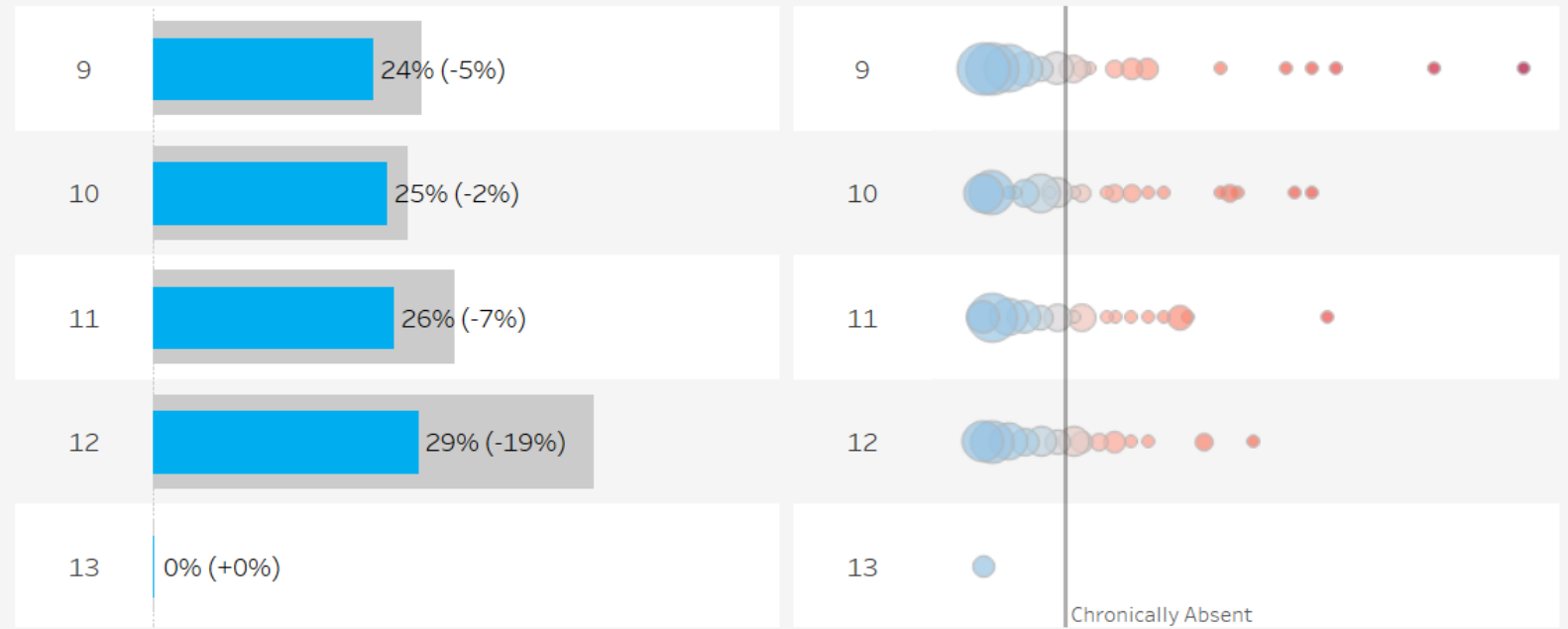
Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

- The remainder of our ESSER 3 funds will be spent on personnel and materials to help our students get back on track and fight Covid learning loss. We will be using most of our funds on personnel.
- We have a school social worker that helps support students social emotional needs throughout the school day. The social worker has a caseload of students who are checked in with weekly, bi-weekly or monthly. They are responsible for providing emotional and social support to students who may be struggling at school or home, and also to provide resources for students who may need additional help.
- We also have multiple achievement behavior support specialists (ABSS) who work with student emotional needs, as well as student academic support, behavior support and attendance. The purpose of this role is to ensure that students have proper supports in their areas of need throughout the school day. The ABSS will assist students wherever they need it in order to ensure their success at Arbor Prep.
- Some of our ESSER 3 money will also go to staff recruitment/retention bonuses. We have numerous, highly effective teachers, that continue to push our students toward pre-covid academic levels that will receive bonuses for staying at Arbor Prep during and after the pandemic. We also want to attract highly qualified, highly effective staff to Arbor Prep and use the ESSER 3 funds to ensure we get candidates who fit the needs of our building.

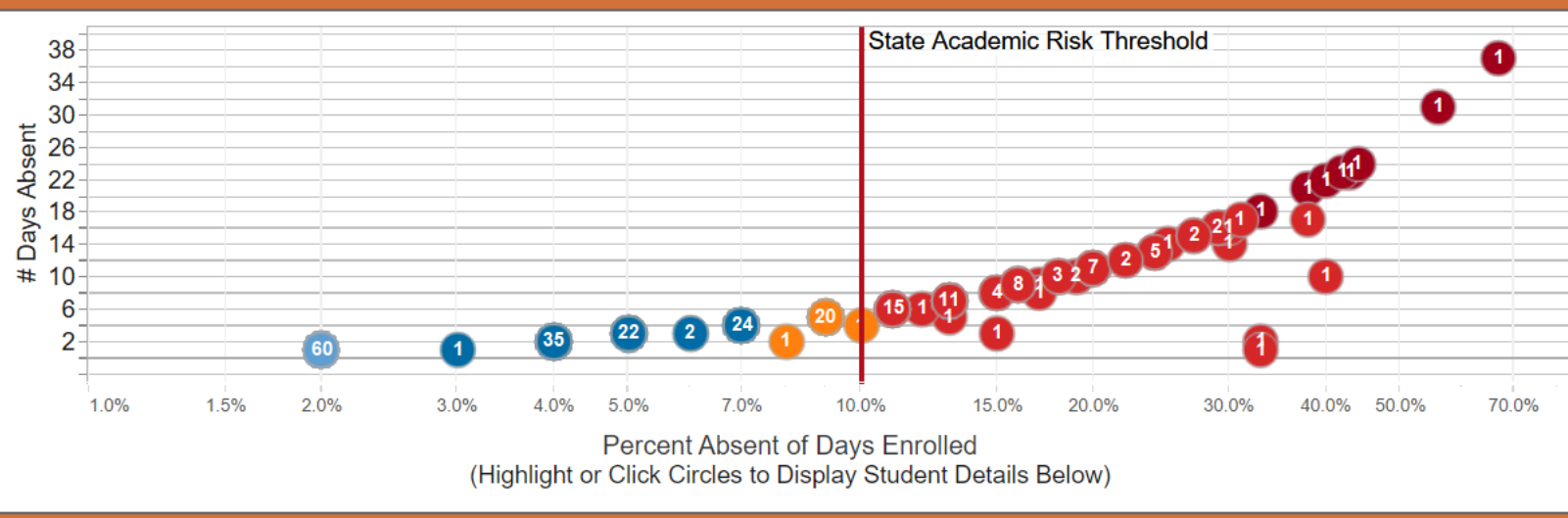
- We will also be using ESSER 3 funds to purchase technology support for students such as Chromebooks, GoGuardian, Lexia and Edcite.
- We will use some of our ESSER 3 funds to have an online facilitator to support students in our online course offerings. This position is primarily responsible for monitoring progress for students who are enrolled in our classes with NHA teachers who are off site. This position is required to complete weekly check-ins and make sure students are not struggling and keeping up to date.
- We had a student Family liaison who had numerous responsibilities at Arbor Prep. The role was responsible for communicating regularly with families throughout the pandemic. The primary responsibilities of this role were monitoring attendance, contact tracing, assisting with necessary paperwork for families, and school communication.
- Curriculum specialists were used to update our curriculum and make the curriculum more accessible to all students, and especially students working remotely due to absences or illness.
- Chromebooks were purchased and or updated with ESSER funds to ensure that students had access to the curriculum when we reopened from the pandemic in a hybrid schedule.



2023-24 Year-to-Date Chronic Absenteeism Rate by Grade (Currently Enrolled)



Attendance Goal	% of Students Chronically Absent YTD*	Low Risk	Moderate Risk	High Risk	Chronic Risk	18+ Days
< 26.4%	28.0%	105	84	22	74	8



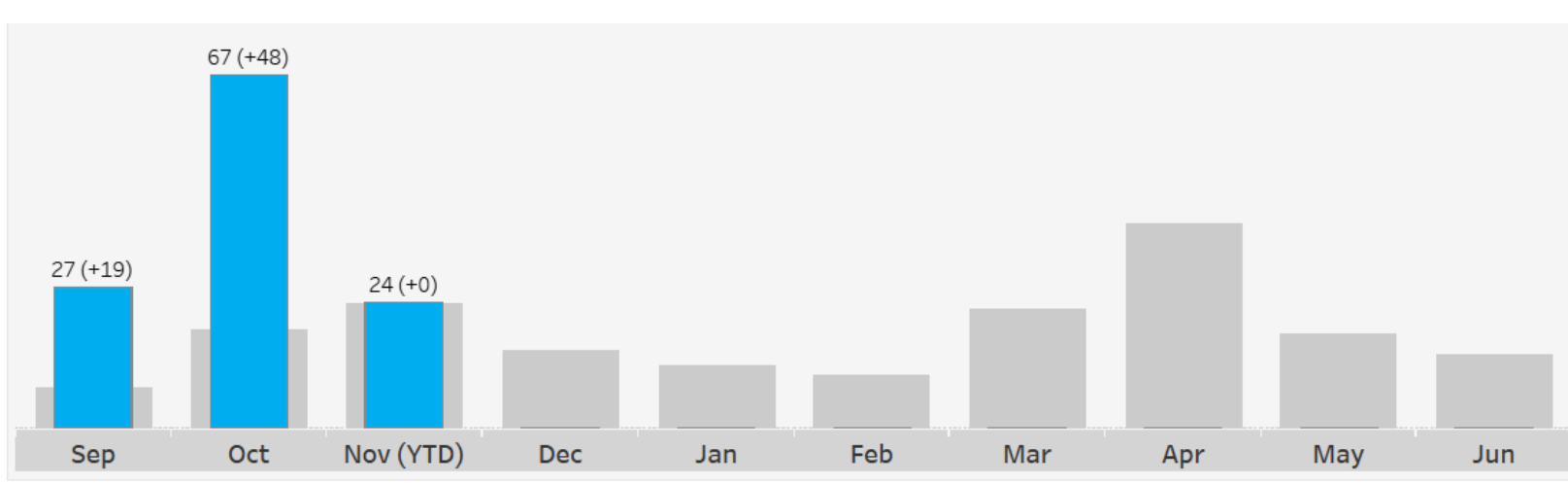
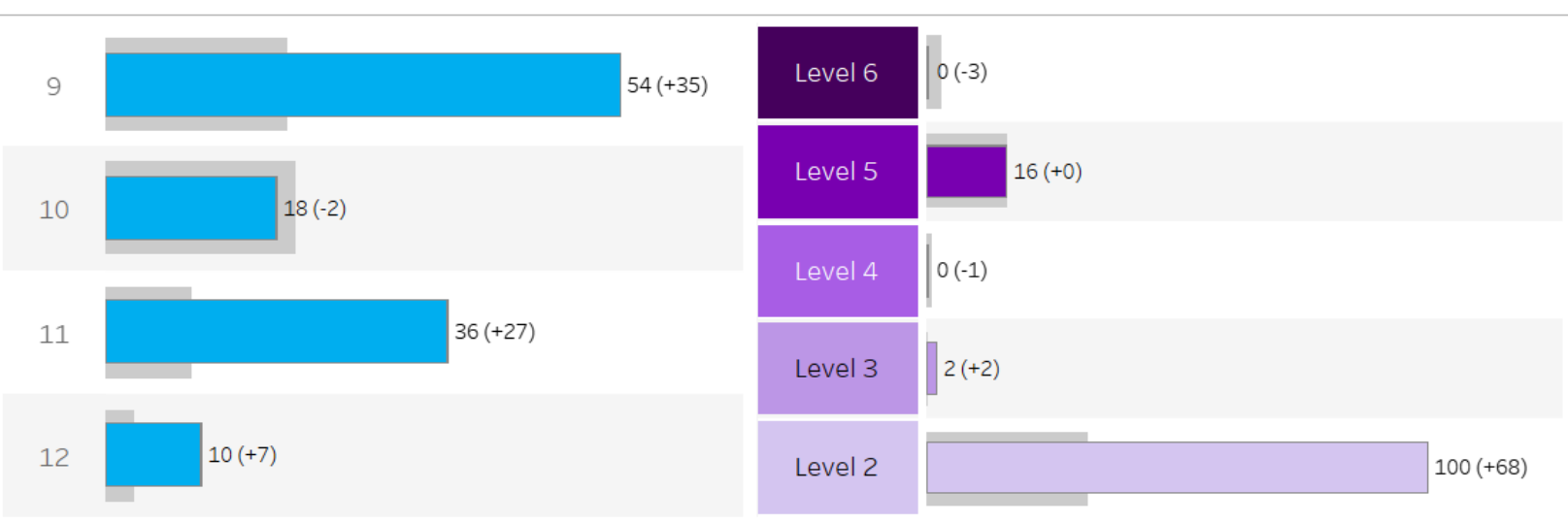
Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and 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.

Arbor Prep is a very diverse school. We have many different groups of students in our population. Our support specialists focus on all these groups, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students., as well as being over 55% free and reduced lunch.

- Our intervention system is a multi-tiered level of support for our students based on their individual needs. We have academic specialists that have caseloads of students and focus on their academic needs. The academic specialist has 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.
- Our achievement behavior support specialists (ABSS) focus on students who need behavioral support along with academic 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 such as poverty, homelessness, social emotional needs as well as students who return from discipline infractions to make sure they are successful in their classes.
- The school counselor position is designed to help in many different aspects of student life at Arbor. Our counselor helps with academic support, behavioral needs and attendance. The counselor role will assist students who need support in any area and is also our homeless liaison.
- Our school social worker plays a vital part in our intervention process, helping students work through their social and emotional needs that have resulted from the pandemic,
- Instructional coaches at Arbor are responsible for working with our staff to make sure they are providing the highest level of education to all of our students. They primarily focus on increasing student engagement levels in class and differentiated instruction.
- We currently have 166 students who are failing at least one measurement or learning target in their classes. These students are placed on our academic specialist and ABSS caseloads in order to provide them support in their classes and help them achieve a passing grade.
- Our ABSS and academic specialists help us fight student attrition as well with their check-ins. If we maintain students for four years we know they will be successful and prepared for college.
- We had a student family liaison who had numerous responsibilities at Arbor Prep. The role was responsible for communicating regularly with families throughout the pandemic. The primary responsibilities of this role were monitoring attendance, contact tracing, assisting with necessary paperwork for families, and school communication.

2023-24 Behavior Events Compared to 2022-23 (YTD) | Total Behavior Count*

*Level 4 Behavior Events are not included in totals

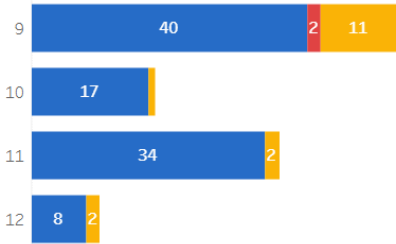


Level 2 Level 3 Level 5

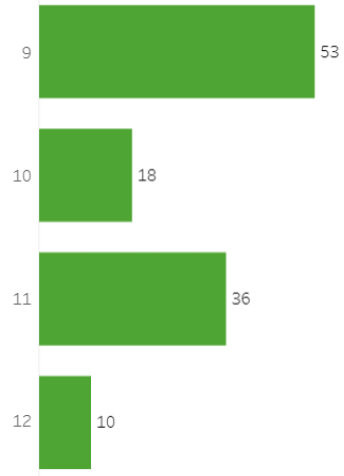
Levels



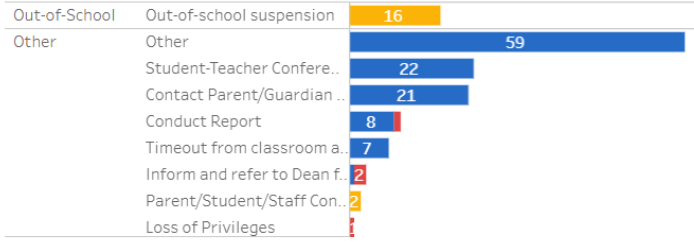
Levels by Wing



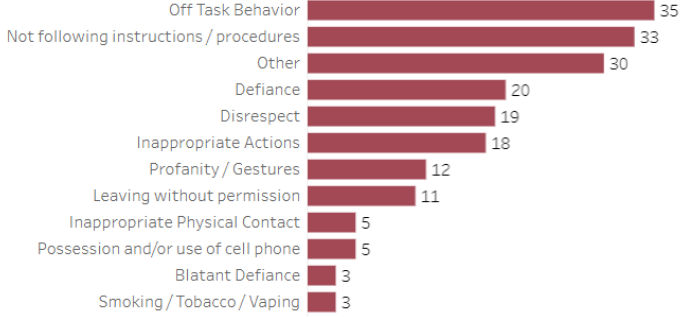
Events by Grade Level (Levels 2-6)



Actions (action counts)



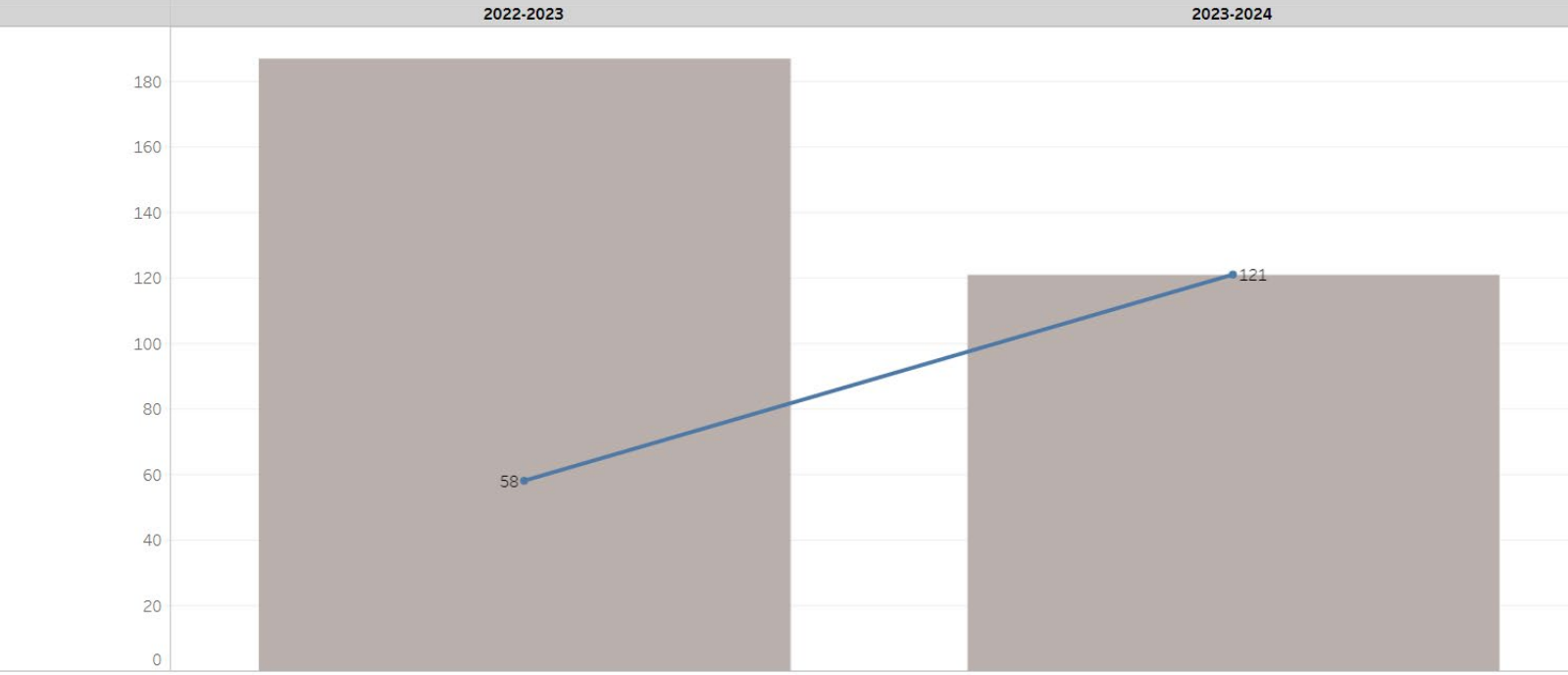
Behaviors (student counts)





7 AM 8 AM 9 AM 10 AM 11 AM 12 PM 1 PM 2 PM 3 PM

Monday Tuesday Wednesday Thursday Friday

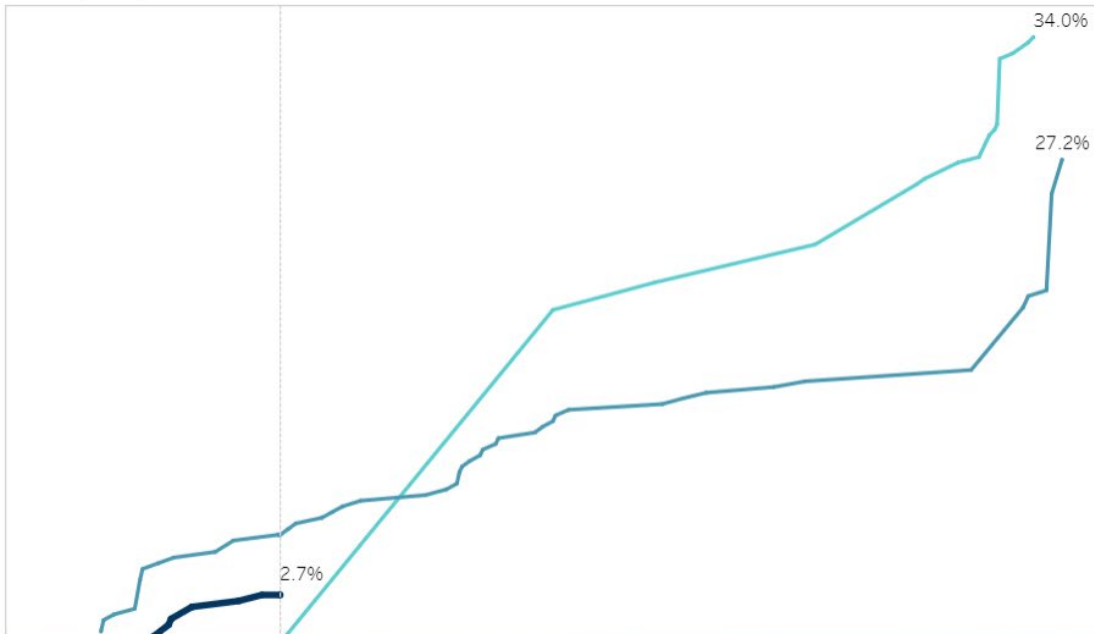
September October November



2021-22	2022-23	2023-24
0.0%	6.1% 	2.7% 

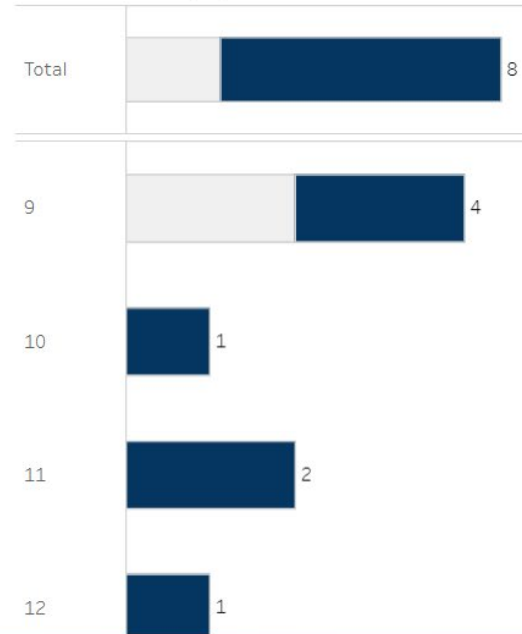
Attrition Running Total

Click a specific point on the chart below to filter dashboard YTD totals



2023-24 Withdrawal Totals by Grade

Grade totals as of 11/15/2023



Year-to-Date Attrition %

Year-to-date totals as of 11/16 of relative academic year

School	Student Tenure	2021-22	2022-23	2023-24
Arbor Prep	All Students	0.0%	6.3% 	2.7% 
	New Students	0.0%	6.5% 	9.5% 