

**Southland College Prep Charter HS  
American Rescue Plan  
2021-2024**

# Foreword

**The American Rescue Plans (ARP)** was signed in law on March 11, 2021, In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation awarded grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

Grant funds in the amount of **\$955,397 has been allocated for Southland College Prep Charter High School** to implement the District's plan for the safe return of students for in-person instruction and describes in detail the new initiatives essential for all students to be successful in their studies.

This report template complies with all reporting requirements of the ARP Act (Public Law 117-2), the ESSER III grant terms, conditions, and assurances (CFDA Number 84.425U, and the interim final rule established by the United States Department of Education, 86 FR 21195.

**Southland will provide the opportunity for input from all stakeholders that will be incorporated into this plan.**

# Introduction

Southland College Prep High School is implementing full in-person learning for the 2021-2022 school year. Preparation for the reopening of our schools for the 2021-2022 school year began in June, 2021 with the development of our In-Person Summer School Program. Prior to the opening of the Summer School Program the district administrators, principals and teachers developed the key components and new initiatives for a successful summer program. The components and initiatives are outlined in detail in this document. At the outset of developing plans for the Summer School Program the district administration believed that a successful summer school program would be essential in planning for an effective reopening of our schools for the 2021-2022 school year.

New District Initiatives were also developed to ensure that the transition to in-person learning for the 2021-2022 school year was safe, seamless and aligned to the Illinois State Board of Education's Reopening of Schools Guidelines for the 2021-2022 School Year and the CDC's Action Plans.

The Initiatives that were developed are:

- A Summer School Program focused on Student Achievement & In-Person Learning
- The Development of the 2021-2022 School Reopening Plan
- Capital Improvements to Improve the Learning Environment
- Additional Staff & Specialists to Support Student Instruction
- Analysis of PSAT & SAT assessment data for the Development of Student Learning Plans
- Targeted Instruction to Support Individual Student Academic Needs
- Progress Monitoring to Address Learning Loss
- Interventions & Supports for Students with Disabilities
- Health and Safety Protocols for Students and Staff
- Social/Emotional Supports for Students
- Programs for Gifted and Talented Students
- Professional Development Workshops for Staff Focused on Student Learning Plans, Data Analysis and Effective Strategies for a Smooth Return to In person Learning

## Overview of Proposed Projects

<b>Project</b>	<b>ESSER Priority</b>	<b>Portion</b>
Hire additional staff & specialists for direct student instruction	Address student learning loss	65%
Summer Programs & Credit Recovery	Address student learning loss	10%
Support for interventions for high-risk populations	Address student learning loss	10%
Purchase Chromebook devices	Devices for remote learning	7%
Protective equipment	Reduce health hazards	5%
Social-Emotional Support for students	Mental health support	3%

## **Reduce Health Hazards with Facility Improvements**

Capital improvements at Southland are to improve the learning environment and make the schools safer for students and staff.

The improvements will include:

- Installation of upgraded water fountains with bottle refill stations at all schools
- Purchase personal protective equipment for students and staff

ESSER III and the American Rescue Plan allow school districts to identify and address significant health hazards that may exist in their schools.

# **Additional Staff & Specialists to Support Student Instruction**

## **Cadre Substitute Teachers**

- Provide consistent support for all classrooms
- Develop rapport with teachers and students within the school community

## **Academic Support Specialists**

- Accelerate learning for students who have the largest achievement gaps and address learning loss across grade levels
- Provide daily small group instruction and/or individual instruction to students in all subjects

# Address Student Learning Loss - Summer Programs

## Summer School / Credit Recovery:

The focus of Summer School / Credit Recovery is:

- A smooth return of students to school with their teachers and peers;
- A face-to-face environment so students can receive more direct, personalized learning experiences;
- To Focus on student academic skill gaps in core content areas
- To provide more one-to-one attention and personalized academic coaching.

Research shows that when students are in classrooms their teachers can better connect with each individual student and provide them with an instructional program that target the essential skills in mathematics and reading that students learn at their grade level.

Prior to the opening of our Summer school Program the staff need to determine the priority skills and standards that needed to be addressed in the Summer School Program. Classes will be small in size and focused on small group instruction and individual student academic needs.

# Closely Monitor Student Academic Progress

Academic success at Southland is defined as “ensuring achievement for every student.” To reach this goal, we will continually evaluate student progress. Student assessment data will enable staff to identify the priority standards at their grade level and target instruction to determine student achievement in core content subjects, particularly reading and math, in order to ensure student progress.

- Provide professional development experiences for staff focused on instructional strategies and methodologies for addressing individual student achievement gaps. The learning loss during the pandemic requires teachers to develop differentiated instructional plans that focus on each of their students’ achievement deficits in math and reading
- Provide after-school tutoring focused on the essential skills in reading and math that students need to learn in order to be successful at their current grade level.



# Interventions to Address Learning Loss

## Recommendations

- Articulate the most critical instructional content priorities and benchmarks for grade level success and focus instruction
- Provide targeted in-school and after school tutoring using proven instructional practices
- Employ periodic formative assessments to identify missing skills or content knowledge so that gaps can be addressed

## Implementation

1. Provide effective Tiers I, II and III tutoring during the day and after school:
  - a. Sustain strong relationships between student and tutor
  - b. Close monitoring of student knowledge and skills
  - c. Alignment with approved curriculum
  - d. Oversight of tutors to assure quality interactions
3. Core content focused for students needing additional curriculum review or regular support in coursework. Support staff leading interventions must have a content background in the subject area in which they are assigned.
4. During the summer, provide access to tutoring in core subjects.

# Expanded Mental-Health Supports

As Southland returns in-person learning, our primary goal is to focus not only on the learning gaps that students have experienced during the pandemic but to also re-establish school as a space that is both physically, socially and emotionally safe..

## Social/Emotional Supports for Students and Staff

We recognize that living through a global pandemic has taken an emotional toll on our students and our staff. Schools will play a vital role in helping students process their experiences and deal with issues that the pandemic may have caused. As we return to full-time in-person instruction, we will:

- Implement evidence based SEL programs;
- Provide social/emotional/behavioral support to students by way of counselors and social workers;
- Provide professional development for teachers in the area of social/emotional learning.

# Interventions for Students with Disabilities

Teaching students with special needs comes with unique responsibilities. WPS60 will provide modifications, accommodations and interventions when necessary. Modifications to both physical classrooms and teaching styles are often necessary to accommodate the educational needs of students that have been identified as students with disabilities. Modifications mean change while making accommodations means adapting to those things you can't change—existing circumstances. Interventions involve skill-building strategies that are designed to move special students to more advanced academic levels.

Southland provides interventions to supplement research based core instruction when students are struggling academically or behaviorally. Problem Solving Teams regularly review student progress and assist in connecting students to appropriate academic or behavioral interventions. While a student receives an intervention, the student's progress is monitored and this information is used by the Problem Solving Team to make decisions about whether or not the current intervention is working, to inform decision making about attempting different or additional intervention(s), or to request a referral for additional testing to determine if a student not previously identified as a student with disability may qualify for special education services.

The process of providing students struggling academically or behaviorally with interventions to supplement the core curriculum and then monitoring the impact of the interventions in making decisions about a student is the foundation of Response to Intervention (RtI). Each school district in Illinois is required to utilize RtI when making special education eligibility decisions for students when a Specific Learning Disability is suspected. The District provides the following support:

- Provide appropriate interventions for students who need support beyond Tier 1 instruction
- Implement culturally responsive instruction
- Offer extended instructional time over and above the regular school day, such as summer programs or after school, small group tutoring
- Engage in targeted interventions
- Ensure all students can participate in class, rigorous instruction by scaffolding.
- Keep struggling students together with their general education classmates as much as possible, even as their specific learning challenges are also being addressed in small group settings or pull-outs.

# Support for English Learners

Support for English Learners includes computer-based intervention programs, tutoring support, graphic organizers, utilization of alternative text formats, after school programs and summer enrichment programs.

It is our goal that supports for English Learners are implemented systematically and that all English Learners experience appropriate interventions.

The following will be done to support English learners:

- Provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas
- Instruction in the student's primary language as needed
- Vocabulary is taught in all content areas
- Additional support for students who need support beyond Tier 1 instruction is provided for students. Targeted interventions are provided for all EL student
- Culturally responsive instruction is provided for all students
- Extended instructional experiences are provided during the summer for students as needed.

# Health And Safety

Health and safety of our students and staff continues to be a top priority. Southland has implemented and will continue to follow local, state and federal requirements to comply with the provisions of the American Rescue Plan. The District is following all Illinois Department of Public Health and Illinois State Board of Education Health Guidance for K-12 Schools.

## **Modifying facilities to allow for and support physical distancing**

- Signs throughout the school buildings indicating space requirements for all entrances, hallways, and classrooms
- During lunch there are signs in the cafeteria specifying social distancing and seating locations
- A minimum of 3 foot distance is maintained in classrooms to the extent practicable and still maintain in-person learning

## **Handwashing, Mask Mandate and Temperature Monitoring**

- All students, staff and visitors must have their temperatures taken upon entering all schools and the District Office
- Masks are mandated for all students, staff and visitors to the schools during regular school day, at school activities and on school buses
- PPE is available for students, staff and visitors to all schools and the District Office

## **Cleaning and maintenance of healthy facilities, including improving ventilation**

- Ionic air filtering systems have been installed in all schools and the district office to improve indoor air quality
- Sanitization of classrooms; heightened cleaning of schools to ensure a safer environment for students and staff

## **Contact tracing in combination with isolation and quarantine, in collaboration with the Illinois Department of Public Health**

- Conduct contact tracing efforts across the district – including tracking and notification of positive cases to LCHD, consultation with public health authorities regarding possible outbreaks and need for partial or full school closures
- Provide remote learning opportunities for students unable to be vaccinated and required to quarantine/isolate to continue access to learning during the period of absence

## **School Vaccination Clinic**

- The District has implemented an In-District Vaccination Clinic for students, staff, families and community members eligible to receive COVID vaccinations and antibody testing.