

MARK HUDSON
Superintendent of Schools
918-756-3388

CASSIE SHARP
Elementary Principal
918-756-3638



SCOTT MCCULLAH
High School Principal
918-756-8636

PRESTON PUBLIC SCHOOLS

10061 Old Hwy 75
Post Office Box 40 918/756-3388
PRESTON, OKLAHOMA 74456
FAX 918/756-2122

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Use of Funds Plan

1. 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 order to continuously and safely open and operate schools for in-person learning; Preston Public Schools plans to utilize ARP ESSER III funds to Prepare, Prevent, and/or Respond to the Covid 19 impact on our district. The consultation committee recommends following CDC guidelines concerning prevention strategies to ensure safety for students and staff. Students benefit from in-person learning, and safely returning to in-person instruction is a priority.

The consultation committee recommends the school continues working with the local public health officials to determine the appropriate prevention strategies to ensure a safe school environment. The school will implement layered prevention strategies that will include components of the Preston School's Safe Return Plan. These components include physical distancing, contact tracing, hand washing and respiratory etiquette, masks, improving ventilation, and cleaning and maintaining healthy facilities. These CDC recommended COVID-19 prevention strategies remain critical to protect our school environment. Therefore; Preston Public Schools will use ESSER III funding to ensure these strategies are well implemented.

2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] 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;

These funds will be utilized to address learning loss and individual learning gaps due to Covid 19. The committee recommends evidence-based interventions to address learning loss. High-Dosage tutoring during the school day; as well as, afterschool that provides students with targeted, small-group or individual instruction will be used to remediate learning loss and accelerate student learning. In order to facilitate this, the committee recommends the following expenditures.

2023-2024 School Year

1. Continued Salary and benefits for four new paraprofessionals for more 1-1 assistance and tutoring to students that are not on grade level and have learning loss because of Covid-19
2. Renaissance Learning STAR program for benchmarks and remediation at the Elementary level.
3. Imagine Learning Edgenuity Courseware to provide curriculum to virtual students at the Elementary and Secondary level.
4. IXL curriculum to remediate reading and math at the Elementary level.
5. Go Guardian software for administration and instructors to monitor student engagement levels and appropriate screen usage at the Elementary and Secondary level.
6. Safari Montage to remediate in all subject areas and use for virtual learning at the Elementary level.
7. Salary and benefits for Reading Specialist to provide additional reading support to classroom teachers to address learning loss due to COVID-19
8. Salary and benefits for IT specialist to ensure all technology, including on-line assessments and curricular resources, are accessible to students and teachers at all hours of operations, thereby ensuring better ability to close the learning gap caused by Covid.

3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

The committee recommends spending the ARP ESSER III funds in the following ways:

2023-2024 School Year

1. Salary and benefits for additional high school science/ACT Prep teacher to sustain operations and give students more choices of classes to decrease class sizes in response to Covid.
2. Salary and benefits for additional elementary P.E. teacher to sustain operations and give students more physical education classes to decrease class sizes in response to Covid.
3. Salary and benefits for additional custodial/maintenance to prevent the spread of Covid.

4)How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students

Preston is a small rural community in Okmulgee County. Many of our students are from underrepresented groups; 42% Native American, 22% African American, and 4% Hispanic. The school is currently at a 56% free and reduced lunch rate; this reflects the large number of disadvantaged youth. There are 15% of students on IEP's or 504 plans.

According to our most recent needs assessment, we have identified a performance gap in (K-4th) grade reading program with our economically disadvantaged students. Our second performance gap is in our (5th-8th) grade math program with our economically disadvantaged students.

The committee recommends the following to address learning loss in student subgroups:

1. Staff will attend refresher course in the use of Renaissance Reading Programs to assess and monitor progress. Staff will attend training on Trauma Informed Instruction and Foundational strategies of culturally responsive teaching.
2. Develop a data wall and meet once a month to monitor students' progress and have PLC meetings. Instructional strategies will be monitored and improved at PLC meetings.
3. Communicate to parents the availability of online parent resources to help students with reading by having a family literacy night.
4. Maintain full-day pre-kindergarten and extended day kindergarten program to better ensure a solid foundation for all students before entering first grade. Provide high quality, research-based curriculum.
5. Hire new teacher assistants to provide high dosage tutoring during the school day and afterschool to our economically disadvantaged students in K-4th grades reading and 5th – 8th grade math.
6. Summer academies will be offered for 3 weeks during the summer.
7. Teachers will receive ongoing professional development in the areas of: trauma informed instruction, culturally responsive teaching, recognizing the warning signs of emotional distress in students, and how to respond to emotional distress among students.
8. Preston School District is also responding to students' social/ emotional needs by partnering with CREOKS, Anne Moroney Youth Services, and Muscogee Nation Behavioral Health to provide counseling services. The school counselors will work as liaisons between agencies, teachers, and families to ensure students have wrap around resources.
9. The part time elementary counselor/teacher has been taken out of teaching and made a full-time counselor to devote all of her time to meeting the increased emotional needs of our elementary students.

At risk students are identified through a variety of methods, including referrals, test scores, grades, attendance records. Small group and individual tutoring throughout the school day and after school are used for intervention. Counseling services are also provided to ensure classroom success.