

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

Agency: Academy of Warren

2020 - 2021

Recipient Code: 50911

- 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:

The funds will be used to implement prevention and mitigate strategies that are to continuously and safely open and operate schools for in schools for in person learning. Academy of Warren believes in individualizing the learning process. Therefore, the funds will be used to create a hands-on learning tools and, assessments, implements and engages curriculum in a positive environment, and uses a multi-tiered systems of support in order to enhance the individualized learning process. Also, the funds will be used to create a learning environment with educators, interventionist, counselors, and social workers that are responsible for ensuring that they educate the whole child, both emotionally and academically. This will ensure that all needs are being met and promote a positive school climate with high levels of learning. Furthermore, the funds will provided an educational platform that will prepare and address learning loss of students in all academic areas.

In addition Academy of Warren, has implemented a safe return to in-person instruction plan that directly incorporates CDC recommended mitigation strategies for the safe reopening and operation of our schools. This includes the proper use of masks, supporting our student, teacher, school leader and family community to engage in hygiene practices such as frequent handwashing, and more.

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:

Working with key stakeholder groups, and guided by our educational priorities, we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based instruction and programming. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through Tier II small-group interventions.

Most of our instruction for reading and math is whole group, with the ability to modify for small group and individualized instruction. Teachers form their skill groups based on assessment data, such as NWEA/MAP assessments and classroom data. Our baseline assessment data has helped us determine the effects of "learning loss" since March 2020. We have seen a drop in ELA and math. Based on this data, intervention software will be utilized to assure math and reading/language skills are practiced during in-school academic time and after-school academic time. After-school tutoring student selections was based off of NWEA scores (below the 25th percentile), M-STEP, and students who have received IRIPs. Academy of Warren was strategic with their selection in order to close the achievement gap with students. Students will also receive small group instruction within the classroom and with interventionists outside of core subject time.

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

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring

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continuity of key positions, as well as safe and healthy school environments.

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.

The School recognizes that the pandemic has disproportionately impacted our students from traditionally underserved communities, leading to significant learning loss and increasing the need for social-emotional support. Our emphasis on utilizing small-group, differentiated instruction for every student in the classroom allows us to identify at-risk students most significantly impacted by the pandemic and target data-driven interventions to support their academic success. The data from frequent year-round assessments, classroom assessments and observations will empower our educators to implement evidence-based interventions in real-time to address any learning gaps throughout the school year.

Additional school counselors and Restorative Practices will be implemented to additionally support students and families with needs outside of academics (social emotional learning). The Academy is aware that the SEL needs must be met first, to ensure that academics are being mastered, which is why there will be a major focus on the well-being of our children and families that we support.

The School has established a crisis management plan, School Counselor, School Social Worker, School Leaders, Student Advocates, will be responsible for the communication with students and/or families, and offering school based-resources and/or community-based resources. The Mental Health Liaison will be the School Social Worker, working with the local public health dept. and community partners.