

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

Agency: Cornerstone Jefferson-Douglass Academy

2020 - 2021

Recipient Code: 82760

- 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 district will hire hallway/lunch room monitors to assist with ensuring and maintaining a healthy, safe, sanitized environment by monitoring how social distancing recommendations, masking requirements for students, staff and guests, and other measures that would allow in-person instruction to occur without interruptions are followed. We will also hire an Improving Students Outcomes Coordinator, to lead the design and implementation of mitigation and prevention strategies, policies and procedures in order to continuously and safely maintain in-person learning for our students. Funds will be also used to purchase cleaning materials and sanitation equipment in order to maintain a high level of cleanliness throughout the building.

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:

To address the academic impact of lost instructional time due to the pandemic, we will offer additional instructional time to help students in grades K-8 improve to meet the challenging State academic standards. The summer school program that will be offered focuses on lost learning in the areas of Phonemic Awareness, Phonics, Comprehension, and Math for elementary students. Middle school teachers focus instruction on essential standards in ELA and Math identified by the district. Our 3rd grade students will benefit from a Saturday and after school literacy tutoring program. All students interested in accelerating their learning will benefit from a year long after school tutoring program. We will also offer an intensive early literacy program by hiring a Literacy Advocate and purchasing additional library materials to support the literacy program.

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

As Jefferson Douglass Academy struggles with hiring staff, plans on maintaining current, consistent staffing that will help the district deliver the in-person instruction so many of our stakeholders opted for, consequently we will hire building substitutes to ensure continuity of instruction, and we will continue to employ an Academic Dean and a Principal for instructional leadership needs. We will also provide oversized class compensation to teachers as i may apply. In order to maintain daily office operations and very importantly, timely communication with our families regarding aspects of daily operations in a pandemic environment, we will hire two secretaries. Maintaining the current staffing will also help the district implement multiple CDC layered prevention strategies needed to protect all stakeholders. We will purchase additional technology needed to ensure continuity of instruction and to also address learning loss for all k-8 students, both in-person and/or remotely as may be necessary, such as Chromebooks(to reach 1:1 ratio thus reducing risk of contamination and increasing preparedness in case of an outbreak) and scientific calculators.

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,

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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 district will use strategies to address learning loss, and socio-emotional loss in student subgroups as follows:

-Ensure technology is provided on a 1:1 basis to our students to ensure equitable access to education; Hire additional teachers and also to provide additional research-based interventions; Hire a Dean of Students to support students, staff in their daily activities, to encourage improved class engagement and increase the efficiency of our ISSN(Intensive Student Support Network) and to improve climate and culture and communication with families; Provide summer interventions and remediation to the students who have been disproportionately impacted by learning loss, including special education students; Provide research-based interventions for all qualified students during the school day such as purchasing a new science curriculum; Provide staff training on classroom success strategies; provide the opportunity for early students assessment for a timely determination of needed additional supports and interventions; Utilize the Monthly data analysis meetings model to provide data to monitor the academic impact on student subgroup performance and to provide data to drive and individualized instruction to address learning loss and promote academic achievement by training staff on macro-curriculum development.