

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

Agency: Lincoln-King Adams-Young Academy

2020 - 2021

Recipient Code: 82773

- 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 has engaged stakeholders in meaningful consultation regarding the use of funds with respect to the implementation of prevention and mitigation strategies that allow for the continuous and safe operation of schools for in-person learning. The District will utilize funds to hire hall monitors who will be responsible for maintaining a healthy, safe, and sanitized environment. The monitors will monitor and ensure the correct use of personal protective equipment and social distancing takes place in compliance with CDC guidance. The District will hire Coordinators who are tasked with Improving Student Outcomes. The Coordinators will lead the design and implementation of mitigation and prevention strategies, policies, and procedures to maintain in-person learning continuously and safely for students. The District will use ARP ESSER funds to implement strategies related to preventing and reducing the transmission of infectious diseases, including COVID-19, including the following: 1) the correct use of masks and other personal protective equipment; 2) physical distancing; and 3) cleaning and maintaining District facilities which include the costs of sanitizing/disinfecting buildings and the supplies and equipment needed to maintain high levels of cleanliness throughout the buildings.

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:

The District plans to use funds to address the academic impact of lost instructional time based on the District's data review and meaningful consultation with stakeholders. In order to address and mitigate lost instructional time, the District will offer additional instructional time to help students in all grades improve test scores and meet State academic standards. A summer school learning program will be offered that focuses on lost learning in the areas of Phonemic Awareness, Phonics, Comprehension, and Math for elementary pupils. Moreover, teachers at the Secondary level will focus instruction on essential standards in ELA and Math identified by the district. The District will also offer an after school tutoring program. Further, the District will hire a Literacy Advocate who will provide an intensive early literacy program. Finally, the District will purchase additional media center materials to support student literacy.

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

The District will spend the funds consistent with Section 2001(e)(2). After meaningful consultation with stakeholders, the District will use funds to recruit and retain staff that will assist with the delivery of in-person instruction, which is what many stakeholders requested. Moreover, the District will employ Academic Deans and Principals for instructional leadership needs. To maintain daily office operations and timely communication with families regarding aspects of daily operations in a pandemic environment, we will hire secretaries. Further, the District will also purchase additional technology needed to ensure continuity of instruction and to also address learning loss for all K-12 students, both in-person and/or remotely. Such purchases will include devices needed for individual instruction, software subscriptions, and other needed supplies such as scientific

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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, 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 ensure the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students. The District will complete this through the collection of data that measures individual student progress on an ongoing basis. District Students are tested at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The District will also collect data for staff and students participating in the school's summer school program and tutoring programs in order to measure student progress and proficiency.

The District will also complete the following: 1) Provide technology on a 1:1 basis to our students for equitable access to education; 2) Hire additional teachers and provide research-based interventions; 3) Hire a Dean of Students to support students and staff in their daily activities and to improve class engagement and increase the efficiency of our ISSN (Intensive Student Support Network), and to improve climate and culture and communication with families; 4) Provide summer interventions to students who have been disproportionately impacted by learning loss, including special education students; 5) Provide research-based interventions for all qualified students during the school day such as purchasing new curriculum; 6) Provide staff training on classroom success strategies and macro-curriculum development; 7) Utilize data analysis meetings to monitor academic impact and drive instruction.