

PROGRAM DESCRIPTION

* How will the use of ESSER III Funds "prevent, prepare for, and respond to Coronavirus"?

0 to 500 words

Universal and Correct Wearing of Masks:

- We continue to require masking indoors for all students and staff working with students following universal CDC.
- Masks will be provided for all students and staff when needed.
 - We follow the universal and correct wearing of face coverings.

Physical Distancing, Quarantining & Isolating:

- Teachers are encouraged to use outdoor spaces for instruction as appropriate.

Handwashing & Respiratory Etiquette:

Building principal will continue to work with their staff to facilitate:

- Schedules to allow for increased handwashing opportunities.
- Building HVAC rates have been increased to introduce additional outside air for improved dilution ventilation.

Universal Cleaning and Maintaining Healthy Facilities:

- Continued efforts to increase sanitization practices consistent with CDC guidelines.
- Continuous cleaning of building and property.
- Continuous cleaning of all busses. Before and after each trip.

Self-Monitor and Hygiene Practices:

- Ask stakeholders to perform a daily symptoms checklist. If an individual is sick or demonstrating symptoms they will be asked to stay home.
- Continued education and practice of good hygiene and frequent hand washing consistent with CDC guidelines.
- Hand Sanitizer, hand washing stations and other supplies will be provided to staff and students.

Special Accommodations:

- If there is a medical reason a child(ren) cannot wear a face covering, parents will need to contact the Academy's front office for additional guidance. Appropriate accommodations will be made for children with disabilities with respect to health and safety.

* How will the use of ESSER III Funds promote equity?

0 to 500 words

The student selection criteria include Unit Core Assessments, KG-4 assessments, MEAP scores, NWEA, Teacher recommendations. All K-8 students are assessed within the first month of school using these assessments. Title I teacher assistants will be assigned to each classroom this upcoming school year.

Staff is selected by looking at the number of students they have access to on a daily basis that have been identified as priority to receive Title funded services. All staff will have an equal opportunity to participate in program planning, in areas of expertise and certification and opportunities to apply for leadership positions.

All parents are invited to the school's Title I meetings where the programs that are offered by the school are explained. Parents participate on the SIP Team and offer feedback to the programs offered. Throughout the year the schools provide Title I activities such as Literacy

Night. Families are invited. Parents are given surveys to evaluate the activities offered.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups: 0 to 500 words

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infant, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Act ("IDEA")),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

We follow a Blended Learning Program where teachers and paras will use an on-line platform along with in-person lesson delivery. Students have been given Chrome books and directions on how to receive free Internet access. Teachers will continue to use Curriculum Crafter to follow the Common Core Curriculum and will post instructional videos of lessons via Seesaw, Google Classroom, and Edu Creation. There will be weekly real time meetings to meet and discuss any student / parent questions/ concerns. Teachers will discuss what progress the class has made, and where they will move on to in the next week, or if there is a need to revisit a topic.

The programs that are currently being used (Lexia, Imagine Math, IXL Learning, AIMS Web, and NWEA) along with teacher instruction and para interventions. We use adaptive on-line learning platforms that cater to individual students' deficits and growth areas. The Special Education staff work with students with special needs and accommodations. The ESL Department works with migratory students and English Language Learners.

*Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following groups of students: 0 to 500 words

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Students from low-income families,
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
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- Students experiencing homelessness,
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We provide multiple ways that all pupils can access learning:

- Instructional Videos
- Instructional Activities
- Zoom Real Time Classroom
- Question/ Answer/ Discussion Forum
- Supplemental Learning Packets
- Teacher – Student communication via phone/ email/ message

IEP's and 504 plans will be delivered in a variety of ways, depending on the mode that is most beneficial and accessible to the student. These modes of delivery include via online platform (Zoom, Google Classroom, SeeSaw), instructional paper/pencil packets, video recordings, and/or by phone.

Multiple strategies are used to manage and monitor learning.

- Students will be required to submit weekly assignments by Friday of the week
- Students will be required to undertake quizzes and assessments as and when a teachers allots it through out the remaining semester
- Students can scan/take photos of the Learning Packets and email/ text it to the teachers
- Teachers will keep track of the student submitted data and submit a weekly report to the Principal
- The team will virtually discuss every week about class progress and teacher will then Individualize Learning Packets as per requirement.
- Students are encouraged at a minimum to contract their teachers weekly with concerns.

The Special Education teacher will be responsible for the management and monitoring of all IEP's and 504 plans on their caseload. This will be accomplished with weekly communication with classroom teachers, assuring all accommodations and modifications have been applied to remote assignments; weekly communication with support staff (speech, social work, etc.) to discuss schedules and student participation; student and family feedback; conducting formal and informal assessments; providing assistance and feedback on assignments; and connecting with students via a digital platform, recorded videos and instructions, instructional packets, and/or phone to provide instruction related to goals and objectives in each students individual learning plan.

* How will the user of ESSER III Funds support returning students to the classroom?

- Grant/Accounting Software

- 20% Targeted Instruction for Learning Loss
- Building Maintenance and Improvement
- Communication System
- PPE and Cleaning Supplies
- Classroom Furniture
- Interactive Boards
- Busses
- Outdoor Equipment/Playground
- Books and Supplies
- Professional Development/Conferences
- Technology Director Support
- Marketing

0 to 500 words