

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

Agency: Keys Grace Academy

2020 - 2021

Recipient Code: 63938

PLANNED USE OF FUNDS UPDATED 5/12/22

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:

KGA has allocated funds in line with the CDC's guidance on increasing spacing and overall sanitation. KGA has also budgeted funds to improve inter-facility communications capacity. We have established funding that will allow us to relocate our band room to give us an additional class room on the 2nd level. We have budgeted money to provide greater hygiene equipment in the science lab and art room. Additional expenditures include improved building communication by upgrading our public address systems that will allow us to more efficiently contact trace, broadcast necessary communications as a whole and to individual classrooms, and maintain orderly visitation of school guests.

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:

KGA has committed more than \$700,000 towards learning loss mitigation strategies focused on increased time and intensity. Strategies and program enhancements include: 1.) After-school academic support program for Tier 2 and 3 students focusing primarily on evidence-based literacy instruction, 2.) Additional transportation for after-school academic support program, 3.) Summer school program for ALL students (as opposed to a targeted program), 4.) Transportation for the summer school program, and 5.) Funding that underwrites an additional ESL support staff for two years, 5). An additional lower elementary reading specialist, and 6). multiple paraprofessionals to work with tiered groups in classrooms.

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

There continues to be a KGA program needs assessment focused on challenges created due to the pandemic; an effort that began in March 2020. This work aligns with existing continuous improvement efforts allowing for a broader context related to specific needs and methods of addressing them related to the pandemic. Our evolving perspective has focused on two major areas for which strategy is developed and measured – 1.) Facility improvements that create better spacing and equipment, resulting in safer air flow, and 2.) Academic Program enhancements and revisions that better support the scaffolding needs for student learning and learning loss/delays as well as additional content and methods that addresses social/emotional needs. We continue to take a comprehensive look at every aspect related to the curriculum and delivery of the educational program from home-to-school and back. Our efforts to re-invent the academic program include a three-year commitment to re-articulating the K-8 curriculum under the guidance of a certified Understanding by Design consultant and investments in the arts, science, and physical education. Additionally, KGA will offset pandemic-related increases in operating costs for both virtual and in-person learning such as increased telecom fiber capacity, tech services, substitute teachers, school nurse, and added custodial help.

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

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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.

KGA has committed funding sufficient to underwrite for two years a Coordinator of Diversity, Equity, and Inclusion to assess ongoing needs, provide leadership to monitor and evaluate the effectiveness of strategies designed to mitigate learning loss and address S/E/MH needs of students disproportionately impacted by the pandemic, and help to coordinate efforts and funding that address the needs of our students and families; 50% of whom are in poverty, 99% qualify for free and reduced lunch, and 87% are English Language Learners. Consistent with existing continuous improvement efforts, the DEI Coordinator will help to develop strategy implementation plans, measures for monitoring said plans, and provide intermittent progress reporting to leadership for collaborative analysis and program adjustments. The DEI Coordinators focus on the needs inflicted by the pandemic and the strategies deployed to mitigate the pandemic's impact is an additional layer to KGA's existing continuous improvement efforts. KGA has committed funding to provide outreach and support to our most challenged families employing an additional social worker. Additionally, KGA will use ESSER III funds to underwrite a bi-lingual paraprofessional coordinator and several additional multi-lingual paraprofessionals to support our most challenged subgroup of English learners.