

ESSER 3 LEA Plan of Use for Knapp Charter Academy

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:

Use of materials to maintain a safe environment with the use of face masks, portable air cleaners, continuous cleaning by the Aramark staff of high-touch areas in the school with use of approved cleaning solutions and materials. During the school year, HVAC filters will be used to ensure that clean and filtered air circulates through rooms within the school where students and staff will be. Face masks will be available for all students, parents, and staff due to exposure or exhibiting symptoms of a positive or possible Covid-19 case, as a precaution.

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:

Knapp will use the ESSER 3 funds to address the academic impact of lost instructional time through use of math intervention and paraprofessionals. Math intervention will consist of intensive, sustained direct instruction to address deficiencies in basic skills and concept development to address learning loss in addition to intervention programs accessed through chrome books. The purpose of the program is to increase students' decoding skills, to increase ability to read with improvement of fluency and comprehension. The ESSER 3 funds will be used for evidence-based interventions implemented during summer school and after school tutoring that will have additional support with paraprofessionals. Also using the ESSER 3 funds for the summer school learning program that will focus on reading interventions utilizing online intervention tools, Lexia Learning. Summer staff will include achievement behavior support specialists, paraprofessionals, teachers, and coordinators. In addition to using math intervention using DreamBox and math skills workbooks, and math manipulatives for grades K-8. Based on Knapp's current school data students who are scoring in tier 3 in ELA and math, students who have been realigned to a lower grade level from the Placement Model, and students with disabilities who are not showing progress. The Placement Model is a process where scholars are assessed to identify specific learning gaps that can be addressed by placing a student in the grade level most appropriate for their learning needs. ELA and math are the core content areas due to the low academic achievement in math on state assessment and the accountability of ELA and math on state testing grades on M-STEP and P-SAT. Students will have access to DreamBox (math) online tools that are designed for individualized learning, and students will be assessed weekly using Edcite quizzes and

tests. During the implementation of the interventions, teachers and staff will have access to GoGuardian to monitor technology-based lessons and activities.

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

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives; Single audit fees; Retaining and recruiting teachers /staff by implementing a bonus policy; Social emotional wrap around services; Communities in Schools support. Use of technology through support of online learning tools access of SORA Reading, IXL (reading, math, science, and social studies), Learning.com, Typing Club, and Classkick. In addition to support with inventory and repairs led by the Educational Technology Coordinator, to provide additional learning opportunities; Chromebooks, headphones, and chargers for classrooms and library. The staff technology will used to enhance the support of the learning programs that the students use to cover individualized academic skills.

The Achievement Behavior Support Specialists will continue to provide proactive activities through social emotional learning supplies and academic programs to students who are within tier 2 and tier 3 behavior. In addition, the social worker will provide services to students to enhance productivity with skill sets that include coping, belonging, social engagement, and more aligned with the students and existing family's needs.

The use of the instructional coach provides ongoing support to teachers with instructional practices that are effective in leading to student academic success. This is through use of professional learning communities, data analysis meetings, leading school-based needs through professional development, and one on one support for new teachers to help with mentoring and onboarding. For the new and novice teachers, professional developments will be provided throughout the academic year, covering instructional practices, classroom management, student engagement, assessing and monitoring, the Protect Young Eyes professional development, and the Art of Coaching professional development .

The additional support of the curriculum and instruction specialist will support the school with implementation of curriculum and its tools and monitor pacing to align with test administering windows. In addition to student enrichment supplies, which are workbooks, educational games, and online curriculum tools, and student instructional materials, that will be required to provide to students and improve the goal of closing the learning gap, by ensuring that each student have their individual student books and materials to be prepared.

Summer school supplies and materials, includes reproducible workbooks, online activities, educational games, and school supplies. These will be used to engage scholars in reading, writing, and math activities. Tutoring supplies will also be provided to allow students to engage in activities and skills to reinforce skill application. In addition, weekly field experiences that align with academics and enhance social emotional awareness.

Parents of enrolled students and students will have the opportunity to participate in the Protect Young Eyes presentation, focused on internet safety and awareness of media influences. In addition to the Lion Heart Experience that is focused on social emotional awareness and belonging.

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.

Addressing the academic impact of lost instructional time will be held through implementation of Reading Mastery, Lexia, and DreamBox. Students will receive personalized instruction based on academics needs and use of after school tutoring and summer school to continue addressing the English Language Arts and mathematics learning loss through use of math manipulatives and field experiences that will be accessible for all students. The inclusion of contracted curriculum and instructional specialists will be used to provide additional support to the teachers and staff to monitor and enhance the implementation of the interventions.

The school will also implement the use of social emotional activities and guest speakers throughout the school year to use as resources and tools to improve social emotional awareness. The inclusion of a Communities in Schools representative to support with providing resources, and a school family liaison would be implemented to address the mental health needs of students impacted by the COVID-19 pandemic as well as students from low-income families and those students who experience homelessness, foster care, or have learning disabilities. The school will implement programs such as the Lionheart Experience and Capturing Kids Hearts, which address social, emotional, and mental health awareness frequently. To address the ongoing social, emotional, and mental health needs of all students, Knapp will continue to implement the support of the Communities in Schools partnership, achievement behavior specialists, at-risk and special education social workers, to provide community resources, social emotional supplies, and curriculum activities to enhance preventative and restorative practices for all students of different socio-economic and educations needs and backgrounds at Knapp.