

ESSER 3 LEA Plan of Use for Keystone 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:

Our goal is to have a traditional, in-school learning environment for our students, while keeping students and staff safe and healthy. To continuously and safely open and operate our school, funds were used to implement prevention strategies that were consistent with Center for Disease Control (CDC) guidance.

Keystone used ESSER 3 funds to implement the strategies in the plan:

- the use of personal protective equipment (masks)
- social/physical distancing (markers)
- handwashing and respiratory etiquette (universal touchless hand sanitizer)
- Aramark cleaning
- Maintaining healthy facilities (HVAC filters and wipes)

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:

We offered students in grades K-7 in-person summer school based on data that demonstrated an academic need in the area of reading and/or math. For students unable to participate in the in-person program, Keystone offered a remote summer learning plan where students utilized Summer Bridge Books along with digital tools (DreamBox and Sora). Our Summer Office Administrator helped support enrollment, arrival/dismissal, attendance, food and learning educational incentives. Our summer enrichment programs prepared students for the upcoming school year by reducing the current gaps in achievement. In order to address the academic impact of lost instructional time, Keystone implemented after school tutoring and summer school as interventions. We offered after school tutoring programs for the past two years using our staff and Sylvan contracted services. After school tutoring was offered to our lowest quartile Kindergarten through 3rd grade students according to our aimswebPlus data. Tutors worked to help secure early reading foundational skills to further develop students' fluency which research indicates will also support their comprehension. In addition, we offered after school tutoring to our 4-8 grade students who were below proficiency on M-STEP focusing on priority ELA and math standards. Each year, ESSER 3 funds are used to pay for summer and tutoring coordinators and teachers. A coordinator is necessary to run each plan by ensuring appropriate staffing and enrollment.

ESSER 3 funds are being used for a Math Curriculum and Instruction (C&I) Specialist, academic specialist and paraprofessional. Our C&I Math Specialist comes to the school twice a month to observe, model, and coach teachers. Our academic specialist and paraprofessional would work with K-6 students with deficiencies in reading and/or math foundational skills throughout the day in a small group setting.

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

We will also use our budget to provide retention and recruitment bonuses to staff. We know the impact that teacher retention has on student achievement. There is a direct correlation between positive student performance and experienced teachers.

The other remaining funds are for a single audit fee, math, reading, and science supplies from Learning Gizmos, and our Educational Technology Coordinator (ETC). The ETC role includes Chromebook distribution with protective Chromebook cases, updates and repairs. Chromebooks are utilized by students daily in all classrooms. Digital curriculum such as Sora Overdrive, Typing Club, Learning.com, and Classkick reinforces

the academics impacted by loss of instructional time. To ensure that students are using the technology appropriately, we have purchased GoGuardian for teachers to monitor students' appropriate use of technology.

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.

Teachers, administrators, paraprofessionals, and instructional support personnel monitor student progress based on various indicators including aimswebPlus (kindergarten through third grade) and DIBELS (fourth through eighth grade) fluency passages. Staff meet as a collaborative team to review recent data and identify students with the highest need for intervention services for ELA and/or math. M-STEP, NWEA, interims, ESGI and numeracy data are also indicators for identifying students for intervention services. Once students are identified, the teacher notifies parents of the services their child will be receiving. Fluency data is collected and tracked monthly.

Each grade level follows a schoolwide workshop time on the master schedule which allows all students to receive services without missing core academic content. Workshop takes place for reading and math and offers classroom teachers and intervention staff the opportunity to work with students on specific needs without missing out on grade level standards. The academic specialists and paraprofessionals utilize a non-digital instructional material (Inquiry Journeys books, & student books), Reading Mastery, during their small group instruction. Kindergarten through third grade students focus on fluency using the Reading Mastery program. Fourth through eighth grade receive instruction based on high priority standards. Kindergarten through sixth grade students receive math instruction using the Bridges Interventions curriculum.

Staff ensure categorically eligible students are included based on a student eligibility form that staff complete when students are added to interventions groups. Indicators include but are not limited to migrants, EL, housing and academic statuses. Students that are not making progress are referred to the IAT (Interventions Assistance Team) for further support and additional interventions. If students have 3 or more intervention meetings without significant progress, they are considered for further evaluation through the special education department.

Our intervention program allows students most at risk to receive additional help in core academic subjects simultaneously allowing students opportunities to build meaningful relationships with adults and small groups of students. Staff work with students to create and reach goals while embedding moral focus virtues into their small group time to reinforce positive behaviors and correct negative behavior. Students classified as English learners, homelessness and foster care are prioritized to receive services if needed. The school has funding set aside for a full time ABSS (Achievement Behavior Support Specialist) as well as a part time at risk social worker to support identified students. This intervention program keeps the whole child in mind ensuring that needs are met socially, academically and emotionally. The school offers two learning nights for families where supplies were purchased to support math, reading and science learning nights from places such as Learning Gizmos.

School Year 2022-2023 COVID-19 Response: Policy on Recruitment and Retention Bonuses
Following School Disruptions and Closures

Background

Large scale disruptions caused by COVID-19, to the school as well as school staff and students, have created significant new challenges in attracting and retaining our school staff. These disruptions have become more pronounced as the pandemic continues to create talent shortages in multiple sectors of the economy across the United States.

Using Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) program funds made available under the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplement Appropriations (CRRSA) Act, and American Rescue (ARP) Act, the school is able to award bonuses to help attract new talent and retain talent where needed. In determining the need for such bonuses, considerations included the impact of the pandemic on the following:

- Recruitment and retention of school staff, as indicated by vacancies, turnover rates, and other related data; and
- Changes in working conditions, including the need to return to in-person work with COVID-19 still prevalent in our communities.

Staff positions eligible for any COVID-19 Response Bonus, as well as bonus amounts, are determined based on the impact the pandemic has had on recruitment and retention rates, as well as on the availability of funding. A list of eligible positions and corresponding bonus amounts for the current school year are included within this policy.

Policy

Subject to the criteria established below, there are two types of school support bonuses authorized by this policy:

1. Retention Bonuses – for eligible staff employed in an eligible position; and
2. Recruitment Bonuses -- for eligible individuals hired into an eligible position.

This policy will remain in effect only as long as Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) funding is available to the school and any bonus paid under it is related to disruptions or closures caused by COVID-19, subject to eligible use restrictions and guidance published by the Federal or state government.

So long as it is in effect, this policy supersedes any other policy providing for the distribution of premium pay/incentive compensation, or recruitment and retention bonuses.

1. Retention Bonuses – for eligible staff employed in an eligible position; and
2. Recruitment Bonuses -- for eligible individuals hired into an eligible position.

Recruitment Bonus eligibility requires:

- Employment by the school in a position identified as eligible for Recruitment Bonuses for the school year in which the bonus is to be paid;
- Continuous employment by the school for a minimum of 60 days; and

- Employment by the school in the bonus-eligible position at the time the bonus is awarded.

Retention Bonus eligibility requires:

- Completed employment in the prior school year in a position identified as eligible for Retention Bonuses;
- Continued employment by the school in a position identified as eligible for Retention Bonuses during the current school year;
- Staff member has a satisfactory performance evaluation; and
- Employment by the school in the bonus-eligible position at the time the bonus is awarded.

Bonuses will be awarded at least once per school year.

An individual who qualifies for and receives a Recruitment Bonus may qualify for and receive a Retention Bonus in a subsequent year, subject to the availability of funding, employment in a position determined bonus-eligible for the given school year, and establishment of eligibility.

Eligible School Staff Positions and Bonus Amounts

Based on site-specific data indicating recruitment and retention challenges related to COVID-related school closures and disruptions, as well as changes in working conditions and duties encountered by some staff, the following staff positions are eligible for recruitment and retention bonuses, pursuant to the policy, during the 2022-2023 school year, this list will be updated for each subsequent school year, as long as federal COVID-19 relief funding is available to the school to improve staff recruitment and retention.

Under this policy, a full-time employee works 30 hours or more per week and a part-time employee works less than 30 hours per week. Full-time employees are eligible to receive the full bonus amount and part-time employees will have their bonus pro-rated based on their full time equivalent (FTE). Positions with a .01 FTE will not be eligible for recruitment and retention bonuses and the .01 FTE will not be included in the proration calculation.

Examples:

- Employee has two eligible positions that total .50 FTE (20 hours per week). This employee is considered part-time and is eligible to receive 50% of the bonus amount of \$8,000.00.
- Employee has one eligible position for .30 FTE (12 hours per week). This employee is considered part-time and is eligible to receive 30% of the bonus amount of \$8,000.00.
- Employee has two eligible positions that total .75 FTE (30 hours per week). This employee is considered full-time and is eligible to receive 100% of the bonus amount of \$8,000.00.

<u>Position Type</u>	<u>Recruitment Bonus Amount for Eligible Staff</u>	<u>Retention Bonus Amount for Eligible Staff</u>
Certified Instructional Positions ¹	\$2,500.00	\$2,500.00
Non-Certified Instructional Positions ²	\$1,000.00	\$1,000.00
Certified Non-Instructional Positions ³	\$1,000.00	\$1,000.00

Non-Certified Non-Instructional Positions ⁴	\$1,000.00	\$1,000.00
Academic Intervention Coach, Assistant Principal, and Deans	\$2,500.00	\$2,500.00

Certified Instructional Positions ¹:

Academic Specialist, Accelerated Learning Teacher, American Sign Language Teacher Special Education, Art Teacher, At Risk English Language Arts Teacher, At Risk Language Arts Teacher, At Risk Math Teacher, At Risk Reading Teacher, At Risk Teacher, Computer Science Teacher, CTE Teacher, Dance Teacher, Drama Teacher, Early College Achieving Career and Educational Success, Elective Teacher, English Language Academic Specialist, English Language Arts Academic Specialist, English Language Teacher, French Teacher, General Education Teacher, Geography Teacher, Government Teacher, Health Teacher, Library Technology Specialist, Mandarin Teacher, Math Academic Specialist, Moral Focus Teacher, Music Teacher, Physical Education Teacher, Physics Teacher, Psychology Teacher, Reading Academic Specialist, Software Facilitator, Spanish Teacher, Special Education Teacher, Specials Teacher, Supplemental Co-Teacher, Teacher in Residence, and Technology Teacher/Coordinator

Non-Certified Instructional Positions ²:

English Language Paraprofessional, Facilitator Recapture, Grant Paraprofessional, Homebound Paraprofessional, Homebound Tutor Special Education, Instructional Aide, Instructional Paraprofessional, Library Technology Aide, Online Mentor, Onsite Facilitator, School Support Paraprofessional, Special Education Paraprofessional, Student Teacher, and Technology Aide

Certified Non-Instructional Positions ³:

At Risk Social Worker, College and Career Readiness Counselor, Counselor Special Education, Counselor, Occupational Therapist Special Education, Occupational Therapist, Psychologist Special Education, Psychologist, School Nurse, Sign Language Interpreter Social Worker Special Education, Social Worker, Speech Language Pathologist Special Education, and Speech Language Pathologist

Non-Certified Non-Instructional Positions ⁴:

Achievement and Behavior Support Specialist, Admissions Translator, At Risk Coordinator, Athletic Director, Attendance Liaison, Bus Liaison, College and Career Readiness Coordinator, Content Leader, COVID Safety Aide, Crossing Guard, Education to Career/Pro Success Coach, Educational Technology Coordinator, Enrollment Registrar, High School Registrar, High School Secretary, Instructional Coach, Literacy Coach, Material Logistics Assistant, MTSS Coordinator, Non-Instructional Aide/Paraprofessional Special Education, Non-Instructional Aide/Paraprofessional, Office Administrator – Supervisor, Recess Aide, Regional Registrar, Registrar, Scheduling Registrar, School Ambassador, School Bus Monitor Special Education, School Bus Monitor, School Facilities Coordinator, School Lead Office Administrator, School Office Administrator, School Office Assistant, School Regional Test Specialist, School Secretary, School Technology Admin, Special Education Coordinator, Student Family Liaison Aide, Student Family Liaison, Success Coach, Test Proctor, Testing Coordinator and Translator

