

ESSER 3 LEA Plan of Use for Reach 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:

Based on the established guidance in the indicated areas funds were used to purchase masks, HVAC filters, and Aramark cleaning staff services. Masks are available at arrival doors and main office. Aramark staff is composed of one day staff members and three afternoon staff members. A weekly building walk through is conducted every Tuesday to identify any damage or cleanliness that need to be addressed.

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:

Based on the stakeholder's suggestion and student's needs the school will utilize funds to personalize the utilization of digital academic materials such as Edcite, Learning.com, Everyday Speech, DreamBox and Lexia daily during workshop and/or intervention times. In addition, school support personnel, both at-risk teachers and paras will provide personalized intervention driven by classroom performance, Goalbook, aimswebPlus progress monitoring and NWEA testing. Based on students' progress the determination and/or list for summer school and after school tutoring is compiled. All the resources and strategies utilized to generate assessment data are used to support in sustaining and increasing student proficiency are listed below:

- Tutoring focusing on (ELA and Math)
 - Coordinators
 - Paraprofessionals
 - Teachers
- Summer Learning focusing on (ELA and Math)
 - Coordinators
 - Educational technology coordinator

- Office administrator
- Paraprofessionals
- Social workers
- Teachers
- Instructional paraprofessionals (ELA and Math)
- At-Risk teachers
- Sora
- DreamBox
- Lexia
- Xello
- Accelerated Reading
- Flocabulary
- Typing Club

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

The remaining ESSER 3 funds will be used to cover specific programs and resources to provide additional support for our students' academic, social, and emotional needs. Funds will be used for:

- Educational technology coordinator for technology support and upkeep
- Academic behavior support specialists to support and respond to students social and emotional needs
- Communities in Schools will provide supplies to minimize chronic absenteeism, such as backpacks, and hygiene items
- Staff PD (Capturing Kids Hearts) to build empathy and relationships between all stakeholders both emotionally and socially.
- Retention and recruitment bonuses (To retain returning teachers and new hires)
- Single audit fees
- Go Guardian (To monitor students' online usage for security purposes)
- Additional Chromebook chargers
- Chromebook cases
- Headphones
- Field experiences (admissions and transportation)
- Student uniforms
- Hotspots
- Curriculum specialists
- Summer learning supplies including backpacks and workbooks

- Tutoring supplies and materials
- Chromebooks
- Calculators
- BrainPOP
- Generation Genius
- ClassKick
- Mystery Science
- Really Great Reading
- Scholastic News
- Corrective Reading intervention curriculum
- Book fairs

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.

Support for subgroups will be determined through a range of investigations and the utilization of various strategies and resources. The school's instructional schedule is comprised of structured times for which students (those of color, low income, English language learners, at-risk, general ed, those experiencing homelessness/foster care, migratory students and those with disabilities) will receive systematic intervention from teachers and support staff on Monday, Wednesday, and Friday with a focus on grade level content. On Tuesdays and Thursdays, the focus will be on closing the learning gaps (digitally via Lexia and DreamBox or face to face in small groups) and providing the necessary building block needed to enhance/master grade level standards. Student grouping will be determined by weekly common assessments and interim exams. Teachers will identify the standards that students scored the lowest and those that will be assessed repeatedly. That information will be utilized to create mini lessons that are relevant to students' interest and cultural similarities and to drive systematic intervention. Our social workers will continue to pull at-risk (General ed.), and Special Ed. (Individual Educational Plan) subgroups for peer mediation groups and conflict resolution strategies to support students in and out of school. Students are pulled during lunch (small groups) and individually as needed to discuss

common trends, issues, and coping strategies. Achievement Behavior Support Specialist support specialist also pulls students daily to touch basic from a proactive approach at the beginning of the day and at the end. The selection of students is based on those identified as displaying high behavior needs/support (Behavior Support Plans) therefore the grouping is fluid. These daily check-ins are arranged to reduce repeated off-task behaviors and/or classroom disruptions. In addition, all staff members will be trained in Capturing Kids Hearts, parts I and II. Capturing Kids' Hearts® equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven school culture, and student connectedness. The school will evaluate the effectiveness of interventions by examining aimswebPlus benchmarking, progress monitoring, common assessment data, chronic absenteeism, and the behavior tracking app on an on-going basis during grade-level, wing-based, and stake-holder meetings. The school will maintain a fluid intervention structure for which adjustments can be made as progress is monitored along with continual collaboration with stakeholders to ensure the needs of all students are met.