

### ESSER 3 LEA Plan of Use for Regent Park Scholars 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:

In an effort, to continue to open and operate the school for in-person learning, the school has invested in the following personal protection equipment for staff and students:

- Masks
- HVAC filters
- Building cleaning

All students and staff were asked to wear masks in classrooms, hallways and other common areas. Students and staff were able to remove masks during lunch and snack time. Masks were used as a tool to increase the safety of the school community. In addition to masks, cleanliness of the school is also a measure that we used to increase parent and staff comfort and safety while in person. Our cleaning process involved utilization of frequent sanitization of high touch areas, increased cleaning measures several times throughout the day, and air purification through the use of high efficiency heating, ventilation and air conditioning filters.

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:

The school will utilize the at-risk teachers, paraprofessionals, summer school tutors and paraprofessionals, to support the academic, social, and emotional needs of all students. Other summer learning staff includes office administrators, student family liaison, achievement behavior support specialists, social worker, and coordinators. In person and remote summer school programs, supplies and staff, focusing on students who are at risk of retention for reading and math. The Remote program is targeted at reducing summer learning loss for students at grade level. Summer camp and staff and supplies for kindergarten readiness programs. Literacy and Math camp staff and supplies to help reduce summer learning loss.

The school will provide in-school intervention and tutoring using paraprofessionals and at-risk teachers in reading and math. Other tutoring staff includes coordinators, teachers, and a social worker.

The Communities in Schools partnership will help provide wraparound services for students in need. Students will be assessed early and monitored weekly to ensure growth and proficiency. We utilize our, at risk teachers, and paraprofessionals to provide small group and 1 to 1 instruction in the standards where kids are not proficient. Students also have access to books through book fairs and take home book packs and we provide book bags to support all students with containing and carrying the books. There is a high need for social and emotional support of students and therefore resources to address these student needs have been considered.

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 utilize data from district and state assessments to provide targeted interventions. These targeted interventions will:

- Ensure education technology is up to date and available for all students to use technology software programs
- Student field experiences, school supplies, uniforms, backpacks, and software licenses
- Bonuses for retaining and recruiting staff to ensure we are able to provide high quality instruction for all students in our school community.

We will invest in these tools based on stakeholder collaboration and feedback to support the academic growth and achievement of our scholars:

- Single Audit Fees
- Tutoring program supplies and materials that takes place afterschool with highly qualified teachers
- Consumable materials
  - Rekenrek sets to support Math intervention and growth
  - Notebooks for Math notes to help sustain retention and mastery of standards

The Instructional Support team that we will use to support growth and development of students

- Academic and Behavior Support Specialists
- Attendance liaison
- Educational Technology Coordinator
- Curriculum specialists
- Professional Development:
- New and Novice Teacher Development is necessary to support small group instruction and interventions, as well as the effective implementation of tutoring programs and instruction.

Enrichment Programs:

- Afterschool enrichment staff stipends
- Contracted mentoring programs for boys and girls
- Enrichment program supplies and materials
- Enrichment programs, staff and supplies to support students at grade level with non-traditional academic activities not limited to but including robotics, art, music, model building, etc.

Student Technology

- Chromebooks, charging carts, cases, headphones

Digital Curriculum

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.

- The school intervenes for students impacted by learning loss through individual and small group instruction. Those students who have social, emotional, and mental health needs are evaluated by the school social worker in collaboration with the intervention and classroom teachers. The attendance liaison ensures support to all students, but especially students experiencing homelessness, or in foster care and or migratory due to the high stakes circumstances of their temporary situation. All intervention teachers address the specific needs of all students experiencing low academic growth and proficiency, especially our English learners. Personalized instruction, and social and emotional support using the social worker and achievement and behavior support specialist ensure wraparound services for our most challenging students - is addressed daily. Baseline data is obtained from all students by Intervention and classroom teachers. This data is used to determine specific academic needs in reading and math using digital curriculum. Teachers used this information to create individual student learning plans, including additional support services for students of color, and English learners in low income, foster care and/or experiencing homelessness. Students who have disabilities are supported by intervention teachers during class as well as in afterschool programs under the monitoring of the special education teachers. Weekly assessment, monitoring of progress, and adjustment of support – especially for our highest needs subgroups: low income, children of color, and homeless students is required to make on -the-spot decisions regarding progress. Intervention and classroom teachers assess students to also determine afterschool supports through tutoring and/or enrichment. Mental health supports are determined by the school social worker and implemented during small group support during the instructional day, as well as, in afterschool programming. Boys and girls mentoring is also an intervention to support the social and emotional needs of students who have experienced a change in their home environment or family dynamic. We create small group and individual instructional plans, based on standards students have not mastered. We do this by scaffolding instructional skills to the grade level the student is currently functioning. We then teach, assess, review, and either repeat or move to the next skill or standard a student needs to grow. We involve the academic specialist, at risk teachers, paraprofessionals, social worker, achievement and behavior specialist, and the Dean to make sure all needs – social, emotional, and academic- are met. These plans are fluid and change often based on student growth and need. The analysis of data is a critical step in making instructional decisions for the best interest of the student. We use software programs such as eSora, GoGuardian, Typing Club, Classkick, DreamBox, EasyTech, Edcite, and Second Step to ensure students are engaged in learning in a fun and interactive way. These interventions and supports are intended to support a well-rounded student who is prepared to grow academically, socially and morally despite their uncontrollable circumstances.