

ESSER 3 LEA Plan of Use for Pembroke 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:

Esser 3 funds will be used to implement and prevent mitigation strategies by purchasing masks to have one hand and available for any students or staff who may be feeling a little under the weather and want to prevent the spread of germs. We have purchased hand sanitizer for all of our classrooms and main meeting areas to keep hands clean and sanitized and to also help prevent the spread of germs. We utilize disinfecting wipes and other cleaning supplies for all over cleanliness, and our Aramark staff wipes down high touch points throughout the building, such as doorknobs and light switches, twice a day, once in the a.m. and once in the p.m. We also have students seated in the cafeteria, all facing one direction to prevent cross air from being exchanged and have placed sanitizer and cleaning supplies within our lunchroom as well. Additionally, we purchased HVAC filters to improve air quality and to prevent the spread of Covid.

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:

Here at Pembroke Academy we have used ESSER 3 funds to address the academic impact of lost instructional time due to the pandemic by implementing the following intervention and after school programs: after-school tutoring including tutoring coordinator as well as teachers and paraprofessionals is offered to students who are below grade level in reading and math, with a strong and intentional focus on math specifically due to the large gap in the area of mathematics for Pembroke Academy – In 2022 our math proficiency for Pembroke Academy was at 40% After-school tutoring program is staffed with tutors and coordinators. We also hired an At Risk Math teacher to focus on closing the gap and combat learning loss due to the pandemic. With an intentional focus on math for after school tutoring, we saw an increase in proficiency from 40% to 61% proficient and are continuing to close this gap.

We have also implemented a summer learning program, which includes teachers, paraprofessionals, as well as a coordinator that also had an intentional focus of mathematics, helping to boost our overall proficiency in math results as well. We employee summer learning and tutoring staff as well as a tutoring and summer learning coordinator to help decrease the learning loss and reinforce specific, targeted skills in both the areas of mathematics and reading. Both of our tutoring and summer learning programs are in-person learning. Summer learning program is staff with coordinators, teachers, and paraprofessionals. Summer learning materials will be purchased and include workbooks, educational games, and consumable materials.

Additionally, we hired an educational technology coordinator to help with Chromebook distribution and any repairs needed so we can have an efficient system to keep Chromebooks in the hands of our students for extra academic reinforcement, both in-school and at-home.

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

We will spend our remaining ARP ESSER funds by providing bonuses for our instructional and support staff to help with both new staff recruitment and with current staff retention. This will help to decrease teacher turnover. Additionally, we used these bonus dollars to recruit talent as well to strengthen overall staffing. We also used funds to purchase one-to-one Chromebooks for our students so they will be able to utilize our technology intervention programs, specifically DreamBox. Other digital subscriptions are Edtie, Classkick, Sora, GoGuardian, Typing Club, EasyTech, Goalbook, iReady and STEMscopes. Additional funds were utilized for single audit fees, staff technology (printer/poster maker), professional development (Dr. Beaman's School Climate and Culture, The Orchard Life How to Reach Exceptional Learners, Step-Up to Writing, and Team Development Books)., and intervention materials (consumable materials, student books, and Support Coach books).

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.

Interventions are in place for all students to address the academic impact of lost instructional time. Those interventions are also implemented to ensure the social, emotional, and mental health needs for all student while focusing on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. We then specifically identify any students who are below grade level and well-below grade level for additional intervention support. We hard schedule times for interventionists to work with students on building foundational skills using the intervention pieces from our curricular tools to help close the gap. We also strategically invite students who are below and well-below grade level to attend our after-school tutoring and summer learning program. We have interventionists with a specific focus on both math and reading to work with students who are below and well below grade level. Students are not

taken out of core instruction for this additional reinforcement. We not only utilize intervention pieces of our curricular tools, but also tech programs such as DreamBox and Lexia. Dibels is a progress monitoring tool we also utilize which groups students and creates mini-lessons for teachers to implement. NWEA also provides additional data and resources to help identify the areas of growth for each student and outlines each students' areas of growth. Additionally, as mentioned above, we offer both after school tutoring & summer learning programs for our scholars. Additionally, we've hired achievement behavior support specialist to help support decreases in suspensions but to also help decrease chronic absenteeism as well. Please see the charts below.

