

## American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: William C. Abney Academy

2020 - 2021

Recipient Code: 41917

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

**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 III funds will be used to implement the following prevention and mitigation strategies that are consistent with the most recent CDC guidance on safely reopening schools for in-person learning. The goal of the prevention and mitigation strategies noted below is to maintain a safe and healthy learning environment for students and staff in an effort to provide on-going, in-person learning on a consistent basis.

William C. Abney Academy will purchase Personal Protective Equipment (PPE) such as masks and gloves for staff and students and sanitizing products such as sprays and wipes .

In addition, the Academy will increase custodial personnel to ensure compliance , to the extent feasibly possible, with CDC cleaning, disinfecting and sanitizing guidance. The increased cleaning and sanitizing requirements and guidance impact the number of staffing required to meet the demands .

In addition, the Academy will upgrade the facilities and HVAC system. The HVAC system will be upgraded to improve air quality throughout the school to mitigate the spread of the virus throughout the school. The Academy will also renovate space that is currently unfit for staff and student use . The renovations will allow for cohorting and additional learning spaces that would increase the ability to provide small group instruction while social distancing to minimize virus spread and close contacts – enabling students to stay in school.

**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:**

William C. Abney Academy will use the funds reserved under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time in the following ways:

First and foremost, Abney has increased academic intervention staff by 27%. There are now 40 staff members providing literacy instruction and/or intervention with scholars. With 330 students, that means that Abney has reduced its Student to Instructional Staff Ratio to 8:1. Student to Instructional Staff Ratio for Grades 1-5 during Literacy block is 5.5:1. Therefore, the small group learning size will address loss of instructional time. In addition, Abney provided a robust 8-week summer school program for 220 (of 300 possible) during summer 2021, and we are planning to replicate the model for summer 2022 based on current need at the time. In addition, a Student Academic Strategist has been hired to eliminate and/or minimize social/emotional/mental health barriers standing in the way of learning to optimize academic growth for all students.

In addition to the direct student intervention, Abney is addressing lost instructional time by purchasing and ensuring equitable access to devices and internet access for remote learning to support continuity of learning, hiring instructional technology personnel, providing robust professional learning opportunities for staff through learning coaches and consultants and funding planning for staff to accurately plan for the impact of lost

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instructional time.

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

William C. Abney Academy will spend the remaining ARP ESSER funds to support overarching costs incurred to maintain operations and learning during a global pandemic. Costs associated here are consistent with section 2001(e)(2) of the ARP Act of 2021.

Given that Abney is a single-building district, and short on central office staff, the school will partner with external service providers to ensure the continuity of learning and services due to increased work-load on existing staff. The external support will ensure compliance with necessary plans and reporting, provide guidance, services and support in areas such as leadership, curriculum, school improvement, technology and operations.

In addition, the Academy will upgrade and/or replace technology devices and equipment for staff to navigate the additional reliance on technology.

Due to increased Business Office responsibilities, funds will also be used to offset Business Office expenses incurred due to COVID-19.

### **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 academy will ensure that the interventions respond to the academic, social, emotional and mental health needs of all students by using the existing process for evaluating effectiveness. 90+% of students are African American and qualify for F/R lunch. Therefore, "All students" includes those most impacted by COVID-19.

The academy gathers academic, demographic, perceptive and process data (aligns with the areas stated above) on a consistent basis. The data is analyzed to identify goals and objectives, which lay the way for determining the strategies and activities necessary to achieve the goals that are aligned to the need/data. Then the academy aligns funding sources to fund the strategies/activities necessary to meet the needs. Then, the updated data is monitored, analyzed and synthesized to determine strategy/initiative effectiveness and adjustments are made as needed.

Individual student data is used to determine targeted and strategic instruction and interventions (behavior and academic). This data is reviewed every 2-6 weeks depending on intensity of needs, and then - supports are modified and adjusted in real-time. Individual teacher effectiveness is monitored as well, and targeted and strategic support is provided on an individual basis through coaching and PLC time.

Schoolwide data is used to determine whole school professional development needs as well as whole school Tier 1 instruction and intervention (behavior and academic) needs.