



CLEVELAND PREPARATORY ACADEMY

Our school is seeking public comment on its use of ARP ESSER funds, related to the American Rescue Plan Elementary and Secondary School Emergency Relief Fund. You are invited to review the draft plan in this document below. Public comment on the plan will be accepted until 9/1/21 by email to: info@clevelandpreacademy.org

1. 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.

The Academy will use ARP ESSER funds to implement the following:

1. Universal and correct wearing of masks - as directed by the CDC - all applicable individuals will be provided with the necessary PPE (purchased through ARP ESSER) if they do not have their own.
2. Physical distancing - ARP ESSER funds will be used to maximize all instructional spaces on campus both indoors and outdoors through reasonable construction projects.
3. Handwashing and respiratory etiquette - ARP ESSER funds will be used to update any facilities needed to increase student and staff access to handwashing facilities.
4. Cleaning and maintaining healthy facilities, including improving ventilation - ARP ESSER funds will be used to update and maintain HVAC and ventilation systems to improve air quality and air flow in the school. Funds will also be used for increased cleaning around the school. The facilities will also be updated with surfaces throughout the building and outside that enable effective cleaning of high touch areas.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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.

A portion of the required 20% will be allocated to addressing the academic impact of lost instructional time through summer learning and enrichment as well as comprehensive after school programs that include both tutoring and enrichment. During the course of the school day, students will also receive small group instruction through a combination of intervention teachers from Title I and ESSER funds.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

The remaining ARP ESSER funds dedicated to academic intervention under the 20% set aside will be focused on intervention materials and staff. The Academy has purchased an online platform that includes iReady (diagnostic and data-driven instruction), Mastery Connect (short cycle assessments) as well as several intervention programs including ILX, BrainPOP, Raz-Kids and supplemental programs like

Kahoot!, Khan Academy, typing.com, Newsela, and Sora OverDrive. Supplemental staff will also be hired to allow for small group instruction.

4. 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 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 coordinate federal and state funds to address the needs of students who have been disproportionately impacted by the pandemic. The required 20% set aside of ARP ESSER funds will be dedicated to programs that will target students and families that meet this definition. The Academy will assess the needs of the students through diagnostic and observational methods and design interventions to meet their academic and social-emotional-mental health needs. Interventions include academic small group and individual instruction/tutoring, robust afterschool and summer school programs, and coordination of services (mental health) in the community for students and families. The Academy will also work to develop partnerships with community organizations that are helping families in the area.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

The Academy utilizes the i-Ready comprehensive assessment system for our students. This online assessment, given in the fall, winter and spring to all students, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the supports we provide students. Mastery Connect is used for short cycle assessments to determine student growth between i-Ready assessments.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff.

The Academy will implement the following timeline annually as it represents best practices. All stakeholders will be kept up-to-date on the overall plans of the Academy.

Summer:

- Staff will implement the most effective extended year/summer program for students based on prior year data.
- Building level teams will meet to analyze the prior year data (academic, social emotional and family needs) and discuss appropriate interventions for the upcoming school year.
- The BLT will utilize federal and state funds to draft budgets for the upcoming school year to fund the interventions determined based on the data available.

Fall:

- The fall implementation of the iReady assessment will occur to determine areas of need. Student academic interventions will be determined, and appropriate plans will be implemented by staff. Short cycle assessments will monitor growth between iReady assessments.
- Staff will refer students who need additional support academically and with social-emotional health. Interventions will be determined, and services will be coordinated through a combined effort of school and community support.

Winter:

- The winter implementation of iReady will occur and interventions will be adjusted as needed. Short cycle assessments will monitor growth between iReady assessments.
- The use of funds will be reported to the board of directors/community monthly.
- Student social-emotional health will continue to be assessed and addressed as appropriate. The Academy will seek additional community partners to meet the needs of the families.
- Spring:
- The final implementation of the iReady assessment will take place and will be used to support the summer intervention programs. Short cycle assessments will monitor growth between iReady assessments.
- Staff will organize summer programs and communicate their availability to families.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

As we are moving to a more traditional approach to learning, the pandemic has taught us all the need to sharpen the technology skills of students and to always be ready. The platform purchased for assessment, intervention and instruction also has the capability to allow students to learn remotely. Teachers direct instruction through this platform and allow students to continue to learn from wherever they are located. The Academy will continue to use this platform going forward for assessment, intervention, and instruction due to the richness of its content and ease of use.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

To address the learning loss of our students the Academy plans to do the following:

- Assessment - Students will be assessed using i-Ready 3x per year and with progress monitoring through short cycle assessments 1-2x per month.
- Academic interventions - Students will receive targeted instruction based on their needs through whole group, small group, and individual instruction. Teachers will have a variety of research-based intervention materials including online resources through the platform and research-based curriculum located in the school.

- Extended day and year programs - The Academy will leverage federal and state funds to provide after school and summer intervention and enrichment programs for students.
- Family and community outreach - The Academy will partner with local organizations to provide wrap around services for families to meet the ongoing needs of our community. Families will be provided with additional information on ways to support the academic and social emotional success of their children.
- Student attendance and engagement - The Academy will utilize PowerSchool and Canvas to monitor the attendance and engagement of students while they are participating in online learning.