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Applicant: 80 6020 PRIDE
ACADEMY CHARTER
SCHOOL - Essex
American Rescue Plan - **Project Period:**
Application: ESSER - 00- 3/13/2020 -
Cycle: Original Application 9/30/2024

Application Sections

American Rescue Plan Consolidated

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LEA Plan for Use Of Funds

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; ([count] of 2000 maximum characters used)

Funds will be used to harden our purchase, implementation and continuity of supply of COVID-19 prevention and mitigation strategies that include maintaining a stock of PPE for staff and students, making improvements to the air quality in our building by attending to HVAC system installation in our school building, replacing or repairing the roof our original school building structure, and maintaining our supply of replacement filters for our air purifiers, embedding an air purifier add-on in our HVAC system, and sustaining our 1:1 student laptop initiative in both our classroom and students' family home settings that include replacement devices, upgrades, insurance, and laptop protector cases.

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; ([count] of 2000 maximum characters used)

Funds will be used to sustain and grow our Summer School Enrichment program supporting staff compensation, professional development, evidence based materials, and resources to sustain our existing ESY and Algebra programs, and new programs that include SEL and mental health support interventions, STEM components and classes, and extension of our Response to Intervention initiatives to support the preparation of our returning high

support needs scholars and all newly enrolled scholars starting their Pride Academy enrollment in the 5th grade and across other grades.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

Funds will be allocated to support our goals to identify and implement high quality, embedded professional development and coaching in the areas of response to intervention within co-taught and solo taught classrooms and sustain and expand our mental health supports and initiatives for our staff, students and families. Additionally, funds may be dedicated to supporting the hiring of either contracted or hired staff to support the delivery of our school wide response to intervention and maintain delivery of high quality instruction during extended quarantine absences of our existing teaching force due to COVID-19 related events and illness.

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. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

([count] of 2000 maximum characters used)

Pride Academy will evaluate and coordinate services to the various subgroups of students, staff, and parent populations by utilizing the procedures and processes outlined and supported with our I and RS and Child study process, ELL 3-Year Plan, McKinney-Vento plan with our responses to families and students experiencing homelessness, and policies focused on supporting students in foster care, and migratory students. Additionally, the continual reflection and evaluation steps of our data driven approach to gathering and analyzing academic and SEL data should support our need to deliver interventions that are relevant, timely and as much as possible, personalized based on individual strengths and growth goals. Other actions that would support this level of implementation, also include the following actions: reviewing and restructuring teacher/class assignments to ensure the most effective placements, mentoring of staff, parent involvement in strategy planning sessions to create learning action plans for their children, examining and regularly reviewing curriculum and instructional practices to maximize student success across all subgroups, and delivering professional development opportunities closely aligned with our curricular goals and geared towards helping all teachers teach and reinforce basic skills, reach a variety of learners, and meet individual student needs by using modifications and differentiation of instructions. Meaningful consultation will be facilitated through the use of publication of plans and data in hard copy and electronic forms and use of our School Website, scheduling of Zoom and in-person meetings and use of frequent google form surveys to provide all key stakeholders information, results, and opportunities to participate in Have Their Say opportunities in high stake decision making.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are

incarcerated, and other underserved students. ([count] of 2000 maximum characters used)

Pride Academy Charter School will provide services to the various subgroups of students, staff, and parent populations by implementing a research-based data driven instructional and assessment protocol that will allow staff to gather and analyze data from various sources to direct the delivery of assistance to eligible students in class and/or after school academic tutoring. Pride Academy use a process of timely information sharing to engage in meaningful consultation with stakeholders that represent the interests and needs of all of our children as outlined in our School Mission, and policies and procedures outlined in our handbooks, guidance manuals and Critical policies and procedures as outlined above.