

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

Agency: Oakland International Academy

2020 - 2021

Recipient Code: 63912

- 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:**

The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2021-2023 school years that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:

- o COVID-19 Cases or Positive COVID-19 tests
- o Hospitalizations due to COVID-19
- o Number of deaths resulting from COVID-19 over a 14-day period
- o COVID-19 cases for each day for each 1 million individuals
- o The percentage of positive COVID-19 tests over a 4-week period
- o Health capacity strength
- o Testing, tracing, and containment infrastructure with regard to COVID-19

**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 Academy is committed to assessing and evaluating the readiness levels of all the students in light of the Covid-19 closures. The Academy has been collecting data on what was taught fully and what was left out from the previous year's curriculum due to Spring closing and its shortcomings from CLP teaching initiatives. The skill-gap analysis will be essential to recover any loss of learning that may have occurred. The Academy faces the difficult challenge of recovering the skill gaps and still continue with the grade-level standards. To overcome this challenge, the Academy will incorporate the use of PowerStandards based approach to compacting the curriculum. PowerStandards are standards that are essential to students' success in the future grade level. These standards were selected based on their endurance, leverage and readiness of the students. Teachers have worked in PLCs to determine Powerstandards and essential objectives to help the students succeed in the Michigan Academic Standards. Finally, the Academy will continue to monitor students with interim assessments using local tools and standardized instruments such as Fountas and Pinnell, EasyCBM, common assessments and unit/chapter tests. The Academy has structured PLCs this year where teachers are coming together to have more conversations around data and monitoring practices to ensure students' mastery in the respective skills.

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section**

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### **2001(e)(2) of the ARP Act.**

Consistent with section 2001(e)(2) of the ARP Act, the academy will utilize its ESSER III funding for activities designed to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities. In addition, the academy will plan and implement activities related to supplemental afterschool programs. Funds will be budgeted for school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs. Other activities that are necessary to maintain the operation and continuity of services will be funded and funds will be earmarked to ensure the continued employment of highly qualified staff.

**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 is committed to providing equitable access to all educational programming whether in-person or remote. Here are some things that the Academy has done to ensure equitable access:

1. Parent surveys were conducted to determine the "needs" for devices and internet accessibility.
2. Ipads and Chromebooks were ordered from the CARES Grant.
3. Students who needed a device were loaned a device from the school.
4. Wifi routers were installed in the school parking lot that covers a quarter mile radius.
5. Low-cost and free internet options were shared with the parents.
6. School staff has been helping parents learn to use basic features of the Ipads/Chromebooks to help their children at home. Translators have been supporting parents remotely and one-one in the buildings on things related to internet and technology questions.
7. The Academy has created self-help Arabic tutorial for parents and students to access from home. The Bangla translated videos are in development.

The academy will continue to provide ELL services for the LEP students. ESL coaches and Paraeducators will continue to support students through push-in and pull-out services using remote platforms such as Zoom and phone conferences for remote learners and in-person for hybrid and face-to-face learners. Teachers will be using PearDeck in their lesson plans and embedding translation features using audio recordings from translators and/or Google translate/Slido platforms.