

**ARP-ESSER Grant Application
Narrative Responses**

School Name	Lamad Academy Charter School		
Section 1: Intent to Apply			
Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.			
	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Alfred Cockfield	al@lamadacademy.org	09/10/2021
LEA Board President	Rubain Durancy	Rubain1029@gmail.com	09/10/2021
Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
Section 2 – Plan Development and Dissemination			
Narrative Response 1: Please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.			
<p>LACS believe it is the responsibility of all stakeholders i.e. teachers, school leaders, board of trustees, community, students and parents to know how students are performing on specific standards and assessments. Teachers will use students’ daily work products, weekly quizzes, and interim assessment data to determine the appropriate tools and resources to use each week for core instruction, supplemental instruction in small groups and personalized instruction during individual work time. Students will be taught to continuously analyze and reflect on their own progress towards goals, which is a critical part of them developing ownership of their learning and improvements. Leaders will also engage in data- based conversations linked to the school goals and implement changes to address gaps on a weekly basis.</p>			

Narrative Response 2: Please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

A website to inform the community about LACS. The website, www.lamadacademy.org, is updated regularly to provide updated information on the progress of the school including notices about public forums and informational meetings at houses of worship, youth programs, and other organizations that serve families with children who would be eligible to attend LACS when it opens. It also serves as a warehouse for LACS marketing documents, which people can access, download and disseminate.

Narrative Response 3: 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.

Guidelines and modifications will be implemented to ensure an individualized and productive working environment for all students. Instruction will be provided in-person, with a remote option for students unable to attend in person. We will follow CDC, DOH, and NYCDOE guidelines with regard to wearing masks, temperature checks, and hand sanitation.

Prior to school occupancy, all spaces (including permanent and portable spaces) will be cleaned and sanitized. All frequently touched surfaces to be treated with an anti-microbial coating capable of killing virus for up to 90 days. Frequently touched surfaces would include door handles, sink handles, playground equipment, drinking fountains, desktops, reception countertops and other surfaces as needed. Filters will be replaced in Mechanical HVAC systems.

Narrative Response 4: Please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

LACS will support its teachers in the data-driven aspect of instruction through the school's commitment to implementing a progress monitoring system. Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. At LACS, the School's "Progress Monitoring Process" provides the framework for instructional leaders and teachers to monitor the

progress of students on an individual, aggregate and disaggregated basis and make informed adjustments and/or changes to curriculum, instruction and professional development priorities.

LACS will use a variety of instructional best practices to differentiate instruction in both homogeneous and heterogeneous groupings of students to deliver the school's rigorous, standards-based curriculum. Instructional methods will include, but not be limited to, the gradual release of responsibility model, teacher-directed instruction, student-directed instruction, project-based instruction, inquiry-based instruction, collaborative-team teaching, sheltered instruction, computer-assisted instruction and push-in/pull-out with support of instructional specialists. While the instructional models will vary according to content area as well as student needs, all teachers will utilize an overarching framework in how the lesson is structured. The framework is a data-driven one and involves continual assessment and reflection.

Narrative Response 5: Please describe how the LEA will use the funds it reserves under section 2001(e)(1) -the required reserve of 20% of funds - 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.

LACS will offer both extended day and extended year programming to provide students with the time on task, which we believe will be necessary to overcome academic deficits and to develop better habits for success. With a school day operating from 7:30 to 5:00 on Monday-Friday, students will attend school for 190 days (exclusive of the Summer Bridge Program and Saturday Academy programs described below).

All incoming 6th graders (and students entering LACS for the first time in the upper grades), will participate in a 4-week Summer Bridge Program beginning in July to assess students' achievement in math and English, give them a head start on the first year's curriculum, and allow them to acclimate to the school's culture, values and expectations. Saturday Academy, like afternoon Academic Intervention, will be mandatory for all students regardless of achievement level and will run from 10 a.m.-1 p.m. on the first and second Saturday of each month during the school year beginning in November.

Narrative Response 6: Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

Given the impact of Covid19 and remote instruction on student academics, LACS will devote resources toward mitigating as much learning deficits as possible. To this end, any available and applicable funds will committed to acquiring resources including, but not limited, to equipment purchases, software acquisition and deployment, professional aid from experts, training and development resources for the staff, and socio-emotional leaning learning platforms with the capabilities most suited for the communities we serve.

Narrative Response 7: 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) - the required reserve of 20% of funds - 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.

A Child Study Team (CST) will provide the school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community.

The CST has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance; (2) Brainstorm solutions; (3) Make recommendations; and (4) Monitor/review results of the recommendations. A referral to the CSD Committee for Special Education should be considered when it is clearly demonstrated and documented that interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs. Other community interventions, such as connecting the student and family with outside services, such as family counseling, may also be recommended.

The school will hire a range of instructional support specialists to support at-risk and struggling students, including:

- **Reading and Math Specialists who will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs through academic intervention services;**
- **Special education teachers who are devoted to meeting the needs of struggling students who are also classified as special education students through our inclusion model with a designated CTT classroom at each grade level;**
- **An ESL Teacher who is devoted to meeting the needs of struggling students who are also classified as ELLs through sheltered instructional strategies; and**
- **A Social Worker who will provide counseling support to students and families where personal and family issues may impact student academic achievement.**

Finally, the mandatory daily academic intervention period from 4:00-5:00 at the end of the day along with the three-hour Saturday Academy twice a month for all students, will provide opportunities for students to receive more individualized instruction from teachers as well as college and peer tutors.

Return to In-Person Instruction

Narrative Response 1: Please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

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Narrative Response 2: An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) its plan for in-person instruction, including a description of how public comment will be collected.

LACS will host informational outreach with our stakeholders at the beginning of each school year. Materials distributed at these venues will provide as much information as needed for parents to learn about the programs LACS will offer. It will also provide information on the school's website, information to contact the school with questions and any upcoming School Open Houses or local information sessions to attend.

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs (IF APPLICABLE)

Response 2. Please describe the planned construction activities and costs.

LACS will be expanding to another floor in the building within the coming academic year. Hence, funds will be allocated to the upcoming expansion project for enhanced social distancing and adequate space management. We have deemed this essential for social and academic growth of our student population.

Response 3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?

No.