

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

Agency: Atlanta Community Schools

2020 - 2021

Recipient Code: 60010

- 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 district was able to hire additional staff to avoid having split classes and provide smaller class sizes. ESSER funds have been used to purchase furniture to equip the new classrooms. Additional cafeteria tables were purchased in order to spread students out and create more distance between them.

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 district was able to hire a full-time school success worker to support students that are struggling with attendance and behavior. This program connects with the families to help remove any barriers they have in getting their student to school and works with the student on behavior issues. The district also hired a full-time reading teacher to identify and work with K-5 students that are behind in grade level reading and writing skills using research based interventions. All core 6th-12th grade teachers (8) will spend 30 minutes daily addressing learning loss through research-based interventions to remediate identified skill deficits in all students and to implement a social emotional curriculum.

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

The district will purchase technology that will allow access to for all students to updated curriculum and research based intervention programs. Purchase subscription for an online program that provides individualized instruction based on a screening assessment. Hire additional staff that will allow for smaller class sizes and teacher to student ratio and allow more individualized small group instruction in the K-5 classrooms.

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.

All students in K-8 are administered a baseline assessment three times a year. Students in K-5 are assessed and put into small group reading instruction that is progressed monitored every 4-6 weeks. K-8 students all have access to a math intervention program that is individualized based on need and is monitored by the title I math teacher and paraprofessional. All students have access to the school success program through self-referral, parent or teacher referral. The district has a full-time behavior specialist in the building that students have access to as well.