ESSER 3 LEA Plan of Use for Triumph Academy

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:

Triumph Academy is committed to providing a safe and conducive environment for in-person learning, and to achieve this goal, we are leveraging the Elementary and Secondary School Emergency Relief (ESSER) 3 funds. These funds will be strategically utilized to implement robust mitigation strategies aligned with the latest CDC guidance on reopening schools.

Our comprehensive approach includes engaging Aramark Cleaning Services to maintain a pristine and sanitized learning environment. Additionally, we will conduct air duct cleaning to ensure optimal indoor air quality. ESSER 3 funds will be directed towards the replacement of air filters in HVAC systems and the installation of air purifiers, contributing to enhanced ventilation and filtration measures.

Recognizing the importance of personal protective equipment (PPE), Triumph Academy will invest in masks, face shields, gloves, and hand sanitizers for students, teachers, and staff. These measures aim to create a secure space where learning can thrive while prioritizing the health and well-being of our school community.

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:

In response to the academic challenges posed by the pandemic-induced instructional disruptions, Triumph Academy is implementing a multifaceted approach to address learning loss, focusing on students falling within Tier II in both Reading and Math. The intervention process is dynamic, with adjustments made as students progress beyond the threshold, accommodating new students for targeted support.

To structure and develop intervention groups, we utilize assessment tools such as AimsWeb Plus, Numberacy (K-2) (funded by non-COVID grant funding sources), and Interims. In adherence to the ESSER III guidelines requiring 20% of funds to address learning loss, we have carefully chosen and implemented various programs.

1. **Summer Learning Program:**

 - This initiative extends additional learning time to Tier II students in both Reading and Math, with a particular emphasis on those prone to summer learning loss. Program costs include achievement behavior support specialists, office administrators, coordinators, paraprofessionals, and teachers. Summer learning supplies and materials (academic incentives, program supplies and materials, student workbook, science kits, and general supplies) will also be purchased. Students will also participate in summer learning field experiences (admission and transportation costs).

2. **Corrective Reading and Reading Mastery:**

   - Triumph Academy is introducing this new program to address reading deficiencies in both K-2 and 3-8. Our intervention team including paras funded through ESSER 3, utilizes this during workshop time throughout the school day. Digital and non-digital Corrective Reading and Reading Mastery will be funded by ESSER 3.

3. **FEV Tutoring:**

   - Specifically targeting grade levels with lower scores in reading and math, this program provides one-on-one tutoring during intervention times. It primarily focuses on middle school students and offers flexibility for independent facilitation.

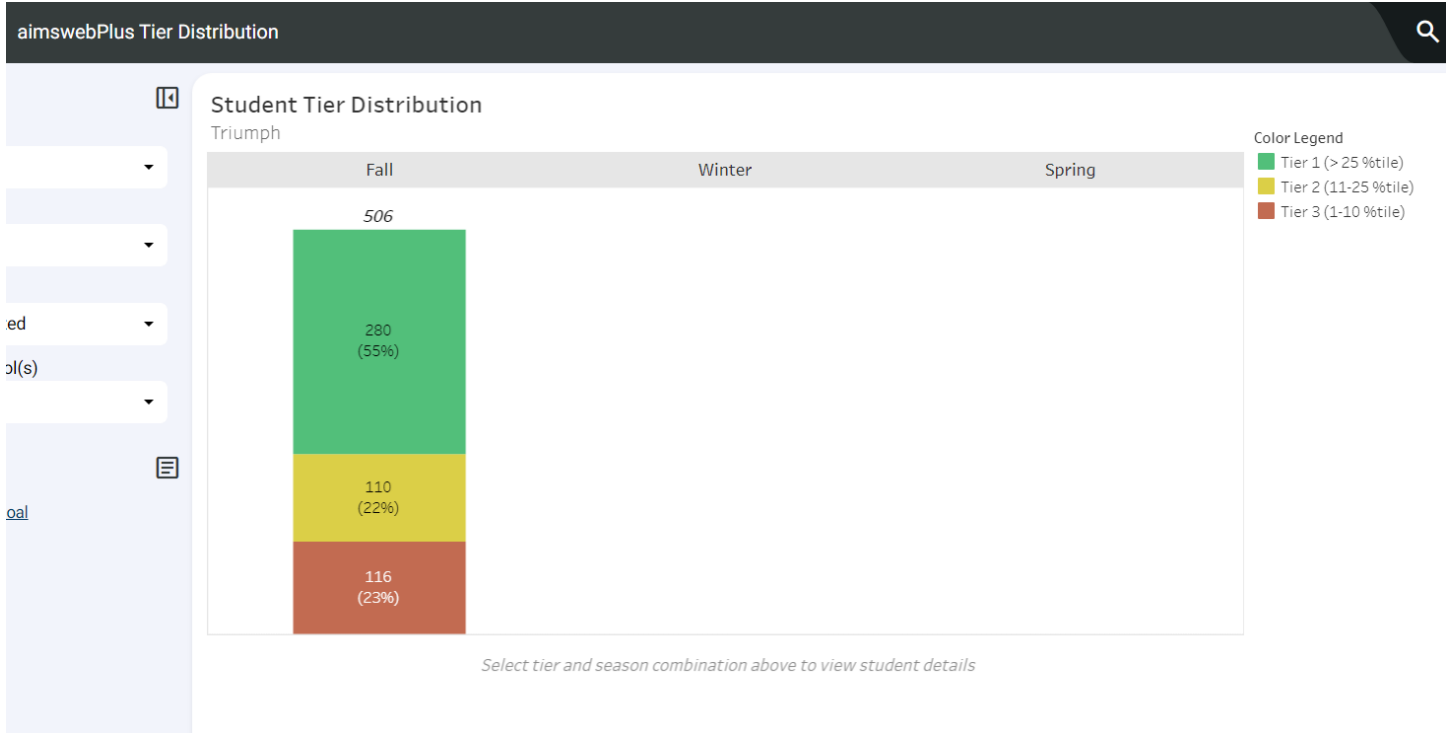4. **After School Tutoring:**

   - After school hours are utilized to provide additional learning time for students in Tier II for both Reading and Math, extending support beyond regular school hours. Program costs include tutors and paraprofessionals.

5. **KinderCamp:**

   - Geared towards supporting younger students transitioning to the learning environment, KinderCamp prepares them for the school year ahead, fostering an early start to their educational journey. Program costs include paraprofessionals and teachers.

These programs collectively form Triumph Academy's comprehensive strategy to utilize ESSER III funds effectively, addressing learning loss and ensuring that all students receive targeted support tailored to their specific academic needs.

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aimswebPlus Tier Distribution

Student Tier Distribution
Triumph

	Fall	Winter	Spring

506

- 280 (55%) — Tier 1 (> 25 %tile)
- 110 (22%) — Tier 2 (11-25 %tile)
- 116 (23%) — Tier 3 (1-10 %tile)

Color Legend
- Tier 1 (> 25 %tile)
- Tier 2 (11-25 %tile)
- Tier 3 (1-10 %tile)

Select tier and season combination above to view student details

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2023-2024 K-2 Numeracy Fall Numeracy Assessment - Triumph Academy
Updated: 11/14/2023 8:33:55 AM

Proficiency	Distribution by Grade

Percent At or Above 3.0 (Total N Count)

Grade	Fall Numeracy
K	88% (82)
1	52% (83)
2	60% (89)
All	66% (254)

Scaled Score Distribution

Grade	0.5	1	1.5	2	2.5	3	3.5	4
K	1%		4%		7%	29%	45%	13%
1	1%		13%	14%	19%	25%	20%	6%
2		1%	16%	9%	15%	28%	25%	7%
All	1%	0%	11%	8%	14%	28%	30%	9%

Distribution by Tier (Percent Correct)

Grade	Assessment Count				
K	82	4%	7%		88%
1	83		13%	34%	52%
2	89		16%	24%	60%

Legend: 0% - <26% | 26% - <51% | 51% - <76% | 76% - 100%

Triumph N-Counts: Interim 1

Total Tests	Overall Goal	High Confidence Tests	Distance From Goal	Bubble Students
941	55% n=518	366	-152	191

Confidence Level of State Test Proficiency Using Avg. Scaled Score

39% (366)	20% (191)	41% (384)
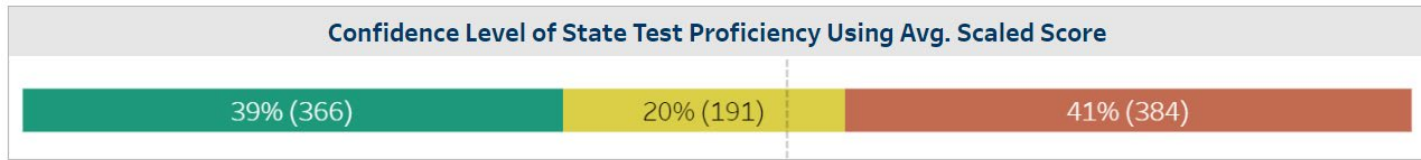
	ELA ⓘ			Math ⓘ		
3	30% (23)	34% (26)	36% (28)	51% (40)	30% (24)	19% (15)
4	45% (38)	23% (19)	32% (27)	24% (18)	17% (13)	59% (45)
5	51% (45)	11% (10)	38% (33)	34% (30)	16% (14)	49% (43)
6	30% (25)	28% (23)	42% (35)	23% (19)	19% (16)	58% (49)
7	58% (42)	14% (10)	29% (21)	41% (31)	13% (10)	45% (34)
8	46% (31)	31% (21)	24% (16)	36% (24)		57% (38)
3-8	43% (204)	23% (109)	34% (160)	35% (162)	18% (82)	48% (224)

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

- Bonuses for retaining and recruiting educators and support personnel
- Educational technology coordinators to support staff, students, and families with effective use of technology
- Addition of the Attendance Liaison position to help monitor attendance and support families by helping to eliminate any barriers preventing them from getting to school
- Providing devices (laptops, tablets, headphones, iPad cases, Chromebooks) for students for virtual and in-person learning and digital resources
- Providing instructional resources (non-digital) for staff and students (STEM Materials, Classroom supplies, student books)
- Additional Paraprofessional to support intervention program
- COVID Safety Aide to track exposure a communicate with families
- Curriculum Specialist to support teacher coaching and curriculum implementation
- Educational presenters to highlight important topics and motivate students
- Parent and Family engagement events
- Social Emotional learning and sensory materials to help support negative affects of COVID
- At-risk supplies and materials including student books
- Providing software, subscriptions, licenses to staff, students, and families; Improving virtual curriculum and digital content (GoGuardian, Sora, Learning.com, Typing Club, DreamBox, Edcite, Goalbook, Leadworthy)
- Professional development events for staff: Capturing Kids Hearts and Safer Schools Together
- Student assemblies – Lion Heart Experience
- Single audit fees
- School year field experiences (admissions and transportation)

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.

<u>Triumph Academy Response to Intervention (RTI)</u>

<u>Definition</u>

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. *(National Center on Response to Intervention – http://www.rti4sucess.org)*

The 4 major components of RTI include;

- A **school-wide**, **multi-level** instructional system for preventing student failure
- A **data-based** screening process
- **Progress Monitoring** and **documentation** of student intervention and progress
- **Data and evidence-based decision making** for instruction, intervention, movement within levels, and the IAT process

Levels, Tiers, and Interventions

All students will fall within a level of RTI prevention:
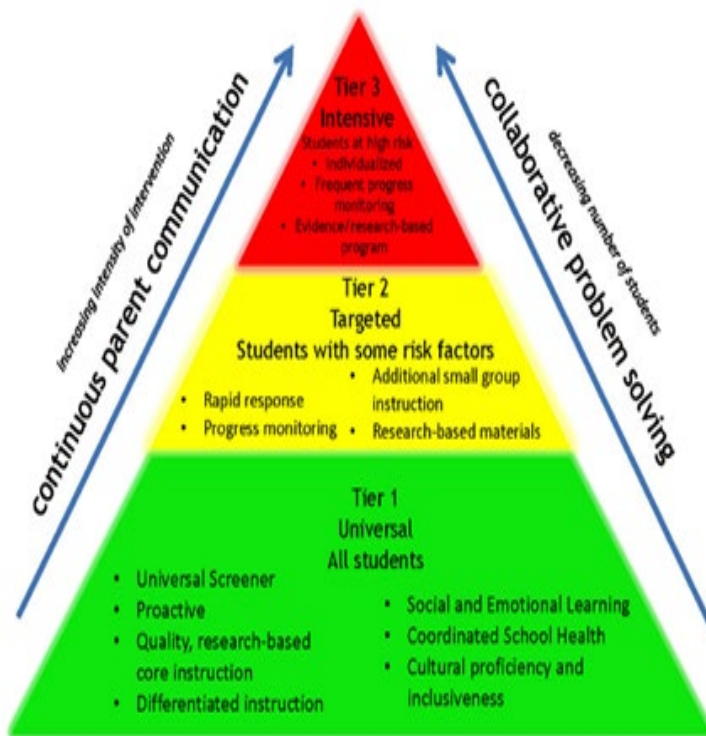
Tertiary Prevention: Individualized interventions of increased intensity for students who show minimal response to secondary prevention. * Daily small group interventions are implemented and documented.

Secondary Prevention: Evidence-based interventions of moderate intensity that addresses the learning challenges of most at-risk students. *Daily small group interventions are implemented and documented.

Primary prevention: High quality core instruction that meets the needs of most students. *Instruction should be structured around formative assessment process including times for enhancement and adjustment

Professional Culture of Excellence for Systematic Academic Intervention

Key Practice 1: Schedule Intentionally

Intervention workshop is hard scheduled into the master schedule. Caseloads are determined by M-STEP, NWEA, AimsWeb, interim assessments, formative assessments, and teacher observations. The students with the most need are our highest priority. The schedule ensures that each child receives the support he or she needs without missing core, grade level instruction.

Key Practice 2: Create a Collaborative Team

- Intervention teachers meet with classroom teachers to discuss student progress.
- Intervention teachers meet with an administrator to discuss student progress and lesson plans.
- Intervention teachers meet every 4-6 weeks with classroom teachers, administrator, specialists, and the special education teacher to discuss current and past intervention students (update student plans), assessment data, and progress monitoring results.
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Key Practice 3: Identify Students

Intervention students are identified based on: M-STEP, NWEA, AimsWeb, interim assessments, formative assessments, and teacher observations.

Key Practice 4: Develop Student Plans

- Students are identified based on data (M-STEP, NWEA, AimsWeb, interim assessments, formative assessments, and teacher observations).
- All K-3 students will be benchmarked three times a year.
- Tier 2/3 students in grades 4-8 will be benchmarked three times a year.
- Tier 2 students will be progress monitored bi-monthly.
- Tier 3 students will be progress monitored weekly.
- Interventionists, classroom teachers, and deans will work together to develop a written plan based on the needs of each individual student.
- Students will also be discussed during bi-monthly O3's and every 4-6 weeks at Tier 2/3 meetings to determine progress and update written plans.

Key Practice 5: Monitor Progress

- Tier 2 students will be progress monitored bi-monthly.
- Tier 3 students will be progress monitored weekly.

Key Practice 6: Provide Professional Development

- One-on-one's are scheduled with dean which include Instructional Coaching sessions
- Dean administers observations
- Interventionists are provided training on any new curricular tools implemented

The Process

All students will be assessed through a **Universal Screener**. AimsWeb will be the screener for K-3rd grade. NWEA will be the screener for 4th-8th grade.

Students who fall below the designated "at risk" threshold, 26th percentile and below, will undergo additional **diagnostic testing** to triangulate data and determine the level of intervention they will receive. Triumph will use AimsWeb for their diagnostic testing.

All test results are analyzed by the **Tier 2/3 team** (members include classroom teachers, hallway dean, and intervention team members) to place students at the Tier 1, Tier 2, or Tier 3 level.
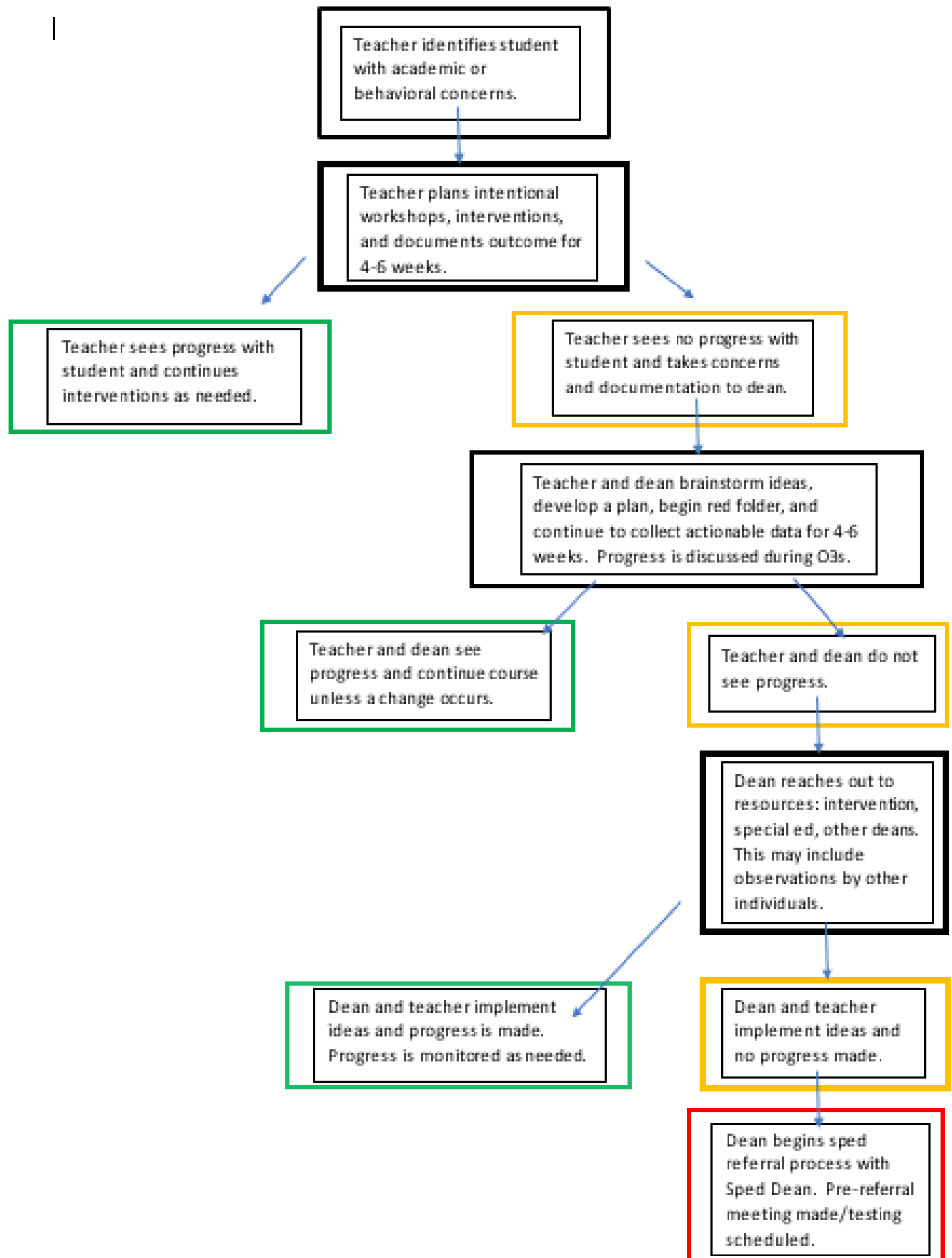
Tier 1: Classroom teachers will provide high quality core instruction, based on grade level standards. Teachers will use formative assessment to provide adjustment and enhancement opportunities to all students. Effectiveness of Tier 1 instruction will include opportunities for teachers to utilize common planning, analyze formative and interim assessments, make informed decisions about instruction, and create collective ownership of all students.

Tier 2:   Classroom teachers will use formative assessments and diagnostic testing results to plan high quality Tier 2 interventions. Tier 2 interventions may focus on **Pre-grade level** objectives targeted to move students toward grade level mastery. Tier 2 interventions will occur during intervention workshop. Documentation of skills, research-based instructional strategies, and progress monitoring will occur using the **Intervention Action Plan**. The Tier 2/3 team will meet every 4-6 weeks during common instructional planning times to discuss Tier 2/3 student progress, the development of RTI action plans, and movement of students to a different tier.

Tier 3: Students, who are determined to be Tier 3 by the Tier 2/3 team, will receive high quality interventions at a higher intensity level with a smaller teacher-to-student ratio during intervention workshop. Interventionists will document skills, research-based instructional strategies, and progress monitoring using the **Intervention Action Plan**. Students will primarily be working on objectives at the **Foundational Skill** level. The **Tier 2/3 team** (classroom teachers, hallway dean, special education team member, and intervention team member) will meet every 4-6 weeks to review student progress at the Tier 3 level.
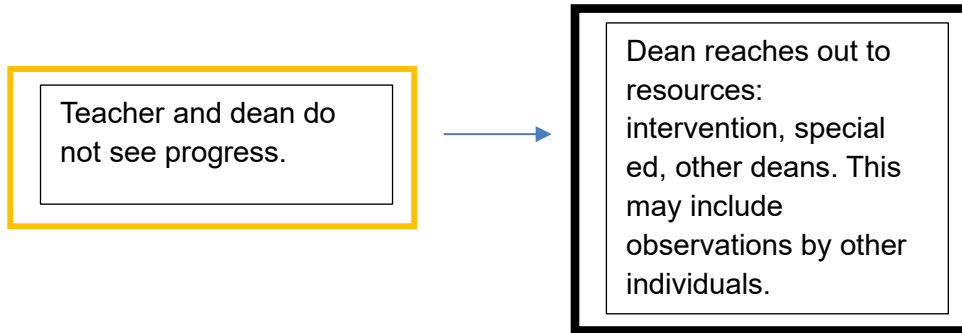
Special Education Referral: The Tier 2/3 team, along with the administration team, will review the data and progress of Tier 3 students and determine if they need further diagnostic testing in order to delineate whether the student may qualify for special education services. The Tier 2/3 team will compose a letter recommending the student for a special education evaluation. Along with the special education referral letter, the team will include a folder consisting of the following data: documented student interventions, student progress, work samples, and benchmark/progress monitoring results. The RTI process, when completed as explained above, fulfills the federal **Child Find** requirements of a school district looking for and addressing the potential special education needs of its student population, allowing for this process to take the place of our previous Tier 2/3 Meeting.

Intervention Flow Chart

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┌─────────────────────────────┐
│ Teacher identifies student   │
│ with academic or             │
│ behavioral concerns.         │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Teacher plans intentional    │
│ workshops, interventions,    │
│ and documents outcome for    │
│ 4-6 weeks.                   │
└─────────────────────────────┘
       │                    │
       ▼                    ▼
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Teacher sees progress with student and continues interventions as needed.

Teacher sees no progress with student and takes concerns and documentation to dean.

Teacher and dean brainstorm ideas, develop a plan, begin red folder, and continue to collect actionable data for 4-6 weeks. Progress is discussed during O3s.

Teacher and dean see progress and continue course unless a change occurs.

Teacher and dean do not see progress.

Dean reaches out to resources: intervention, special ed, other deans. This may include observations by other individuals.

Dean and teacher implement ideas and progress is made. Progress is monitored as needed.

Dean and teacher implement ideas and no progress made.

Dean begins sped referral process with Sped Dean. Pre-referral meeting made/testing scheduled.

- **Evidence of tiered lessons attempting to meet student's ability at increasing levels of intensity**
- **Work with the interventionists to provide extra support**
- **Communicate and provide ways for parents to help at home**
- **Work with the student in a small group or individual setting during workshop or independent time**
- **Begin red folder process with dean (work samples, copy of intervention tracking sheet, Child Background Questionnaire, Teacher referral form)**

Teacher and dean do not see progress. → Dean reaches out to resources: intervention, special ed, other deans. This may include observations by other individuals.

Step 3: **Still no progress. I've collected sufficient and consistent documentation, work samples, and discussed concerns with dean and parents. Now what?**
- **Intervention, special education, classroom teachers, and dean meet to discuss additional interventions.**
- **Additional interventions are implemented, progress monitored, and documented.**
- **Observations for additional data will occur if applicable**

Dean begins sped referral process with Sped Dean. Pre-referral meeting made/testing scheduled.

Step 4:
- **Administration team will review data. If special education referral is needed, the administration will submit paperwork and letter to Dean of Special Education.**
- **What happens now? Based on the provided information, the special education team will review the information and determine next steps.**

Intervention Workshop Expectations

Intervention workshop will occur separate from core, whole group instruction based on the master schedule. Students will be working in achievement groups on targeted, differentiated activities that will reinforce skills each student needs to progress toward mastery of the grade level standards. During this time, the classroom teacher and interventionists will work with small groups or individuals to provide targeted instruction on pre-grade level objectives. Tier 2/3 middle school students will be placed in an academic elective with a highly-qualified teacher. Intervention workshop is a time for students to receive both extensions and interventions. Intervention workshop should be an extremely focused time designed to intensively promote student growth and development. No new information should be taught to the whole class during this time.

School Year 2022-2023 COVID-19 Response: Policy on Recruitment and Retention Bonuses Following School Disruptions and Closures

Background

Large scale disruptions caused by COVID-19, to the school as well as school staff and students, have created significant new challenges in attracting and retaining our school staff. These disruptions have become more pronounced as the pandemic continues to create talent shortages in multiple sectors of the economy across the United States.

Using Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) program funds made available under the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplement Appropriations (CRRSA) Act, and American Rescue (ARP) Act, the school is able to award bonuses to help attract new talent and retain talent where needed. In determining the need for such bonuses, considerations included the impact of the pandemic on the following:

- Recruitment and retention of school staff, as indicated by vacancies, turnover rates, and other related data; and
- Changes in working conditions, including the need to return to in-person work with COVID-19 still prevalent in our communities.

Staff positions eligible for any COVID-19 Response Bonus, as well as bonus amounts, are determined based on the impact the pandemic has had on recruitment and retention rates, as well as on the availability of funding. A list of eligible positions and corresponding bonus amounts for the current school year are included within this policy.

Policy

Subject to the criteria established below, there are two types of school support bonuses authorized by this policy:

1. Retention Bonuses – for eligible staff employed in an eligible position; and
2. Recruitment Bonuses -- for eligible individuals hired into an eligible position.

This policy will remain in effect only as long as Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) funding is available to the school and any bonus paid under it is related to disruptions or closures caused by COVID-19, subject to eligible use restrictions and guidance published by the Federal or state government.

So long as it is in effect, this policy supersedes any other policy providing for the distribution of premium pay/incentive compensation, or recruitment and retention bonuses.

1. Retention Bonuses – for eligible staff employed in an eligible position; and
2. Recruitment Bonuses -- for eligible individuals hired into an eligible position.

Recruitment Bonus eligibility requires:

- Employment by the school in a position identified as eligible for Recruitment Bonuses for the school year in which the bonus is to be paid;
- Continuous employment by the school for a minimum of 60 days; and

- Employment by the school in the bonus-eligible position at the time the bonus is awarded.

Retention Bonus eligibility requires:

- Completed employment in the prior school year in a position identified as eligible for Retention Bonuses;
- Continued employment by the school in a position identified as eligible for Retention Bonuses during the current school year;
- Staff member has a satisfactory performance evaluation; and
- Employment by the school in the bonus-eligible position at the time the bonus is awarded.

Bonuses will be awarded at least once per school year.

An individual who qualifies for and receives a Recruitment Bonus may qualify for and receive a Retention Bonus in a subsequent year, subject to the availability of funding, employment in a position determined bonus-eligible for the given school year, and establishment of eligibility.

Eligible School Staff Positions and Bonus Amounts

Based on site-specific data indicating recruitment and retention challenges related to COVID-related school closures and disruptions, as well as changes in working conditions and duties encountered by some staff, the following staff positions are eligible for recruitment and retention bonuses, pursuant to the policy, during the 2022-2023 school year, this list will be updated for each subsequent school year, as long as federal COVID-19 relief funding is available to the school to improve staff recruitment and retention.

Under this policy, a full-time employee works 30 hours or more per week and a part-time employee works less than 30 hours per week. Full-time employees are eligible to receive the full bonus amount and part-time employees will have their bonus pro-rated based on their full time equivalent (FTE). Positions with a .01 FTE will not be eligible for recruitment and retention bonuses and the .01 FTE will not be included in the proration calculation.

Examples:

- Employee has two eligible positions that total .50 FTE (20 hours per week). This employee is considered part-time and is eligible to receive 50% of the bonus amount of $8,000.00.
- Employee has one eligible position for .30 FTE (12 hours per week). This employee is considered part-time and is eligible to receive 30% of the bonus amount of $8,000.00.
- Employee has two eligible positions that total .75 FTE (30 hours per week). This employee is considered full-time and is eligible to receive 100% of the bonus amount of $8,000.00.

Position Type	Recruitment Bonus Amount for Eligible Staff	Retention Bonus Amount for Eligible Staff
Certified Instructional Positions [1]	$8,000.00	$8,000.00
Non-Certified Instructional Positions [2]	$4,000.00	$4,000.00
Certified Non-Instructional Positions [3]	$4,000.00	$4,000.00

Non-Certified Non-Instructional Positions [4]	$4,000.00	$4,000.00
Academic Intervention Coach, Assistant Principal, and Deans	$8,000.00	$8,000.00

Certified Instructional Positions [1]:

Academic Specialist, Accelerated Learning Teacher, American Sign Language Teacher Special Education, Art Teacher, At Risk English Language Arts Teacher, At Risk Language Arts Teacher, At Risk Math Teacher, At Risk Reading Teacher, At Risk Teacher, Computer Science Teacher, CTE Teacher, Dance Teacher, Drama Teacher, Early College Achieving Career and Educational Success, Elective Teacher, English Language Academic Specialist, English Language Arts Academic Specialist, English Language Teacher, French Teacher, General Education Teacher, Geography Teacher, Government Teacher, Health Teacher, Library Technology Specialist, Mandarin Teacher, Math Academic Specialist, Moral Focus Teacher, Music Teacher, Physical Education Teacher, Physics Teacher, Psychology Teacher, Reading Academic Specialist, Software Facilitator, Spanish Teacher, Special Education Teacher, Specials Teacher, Supplemental Co-Teacher, Teacher in Residence, and Technology Teacher/Coordinator

Non-Certified Instructional Positions [2]:

English Language Paraprofessional, Facilitator Recapture, Grant Paraprofessional, Homebound Paraprofessional, Homebound Tutor Special Education, Instructional Aide, Instructional Paraprofessional, Library Technology Aide, Online Mentor, Onsite Facilitator, School Support Paraprofessional, Special Education Paraprofessional, Student Teacher, and Technology Aide

Certified Non-Instructional Positions [3]:

At Risk Social Worker, College and Career Readiness Counselor, Counselor Special Education, Counselor, Occupational Therapist Special Education, Occupational Therapist, Psychologist Special Education, Psychologist, School Nurse, Sign Language Interpreter Social Worker Special Education, Social Worker, Speech Language Pathologist Special Education, and Speech Language Pathologist

Non-Certified Non-Instructional Positions [4]:

Achievement and Behavior Support Specialist, Admissions Translator, At Risk Coordinator, Athletic Director, Attendance Liaison, Bus Liaison, College and Career Readiness Coordinator, Content Leader, COVID Safety Aide, Crossing Guard, Education to Career/Pro Success Coach, Educational Technology Coordinator, Enrollment Registrar, High School Registrar, High School Secretary, Instructional Coach, Literacy Coach, Material Logistics Assistant, MTSS Coordinator, Non-Instructional Aide/Paraprofessional Special Education, Non-Instructional Aide/Paraprofessional, Office Administrator – Supervisor, Recess Aide, Regional Registrar, Registrar, Scheduling Registrar, School Ambassador, School Bus Monitor Special Education, School Bus Monitor, School Facilities Coordinator, School Lead Office Administrator, School Office Administrator, School Office Assistant, School Regional Test Specialist, School Secretary, School Technology Admin, Special Education Coordinator, Student Family Liaison Aide, Student Family Liaison, Success Coach, Test Proctor, Testing Coordinator and Translator