

### ESSER 3 LEA Plan of Use for East Arbor Charter Academy

1. 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:

East Arbor is using ESSER 3 funds to purchase cleaning materials such as HVAC filters, sanitizer for sanitizing stations, and PPE.

Additionally, students were required to walk 6 feet apart while transitioning in the hallway. We purchased sticker feet for the hallway floors to ensure students could see how far apart they were to walk. Desks were positioned six feet apart to ensure social distancing in the classrooms. Students were designated different entrances to enter to help reduce the traffic into the school to assist with maintaining social distancing/

We used electronic thermometers to test before entering the building as a precaution to ensure students did not enter the building with a fever. Additionally, we designated one room for students who displayed symptoms of COVID to stay until their parents picked them up. Students were told to stay home if they were exhibiting signs of COVID.

Students were remained with the same cohort throughout the day to assist with the accuracy of contact tracing.

We purchased and used plexiglass dividers to provide separation for teachers from the students. High touch points were cleaned in the building multiple times per day.

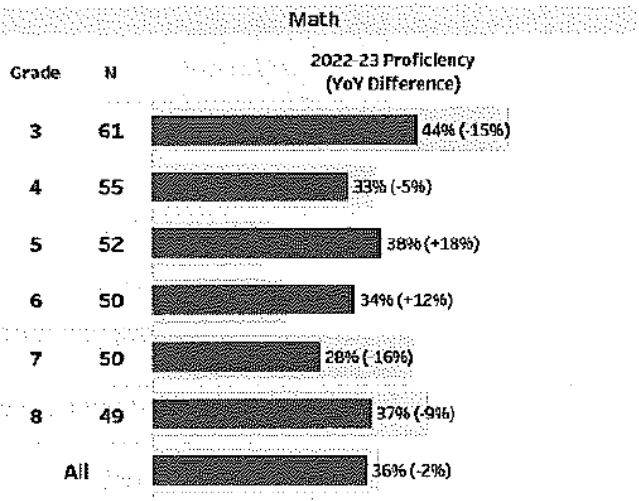
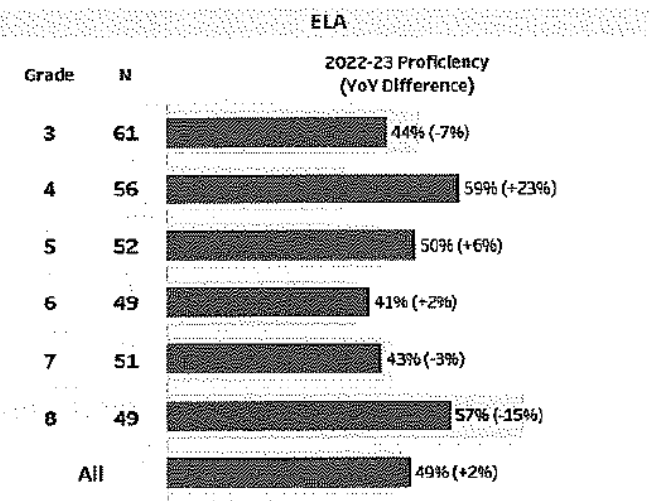
2. Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year

East Arbor will use a variety of strategies to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, East Arbor has decided to implement the following strategies using ESSER 3 funds:

- *After-school tutoring – this program, that includes tutor and a tutoring program coordinator, will serve Title I/31a eligible students who are performing at or below the 30<sup>th</sup> percentile as measured by NWEA and aimswebPlus. Math and ELA will be a focus.*
- *Summer school: this program will serve Title I/31a eligible students who are performing at or below the 30<sup>th</sup> percentile as measured by NWEA and aimswebPlus. Math and ELA will be a focus. Positions will include achievement behavior support specialist, coordinator, paraprofessionals, social worker, teachers, and educational technology coordinator.*
- *Targeted intervention support (embedded in the school day): Students will receive additional small group instruction by at-risk teachers, paraprofessionals.*

East Arbor Charter Academy  
2022-23 State Test Root Cause Report

All Students      New Students      Returning Students

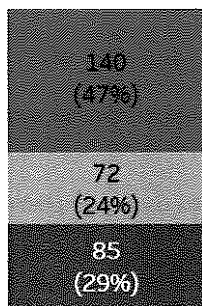


Student Tier Distribution

East Arbor

Fall

297



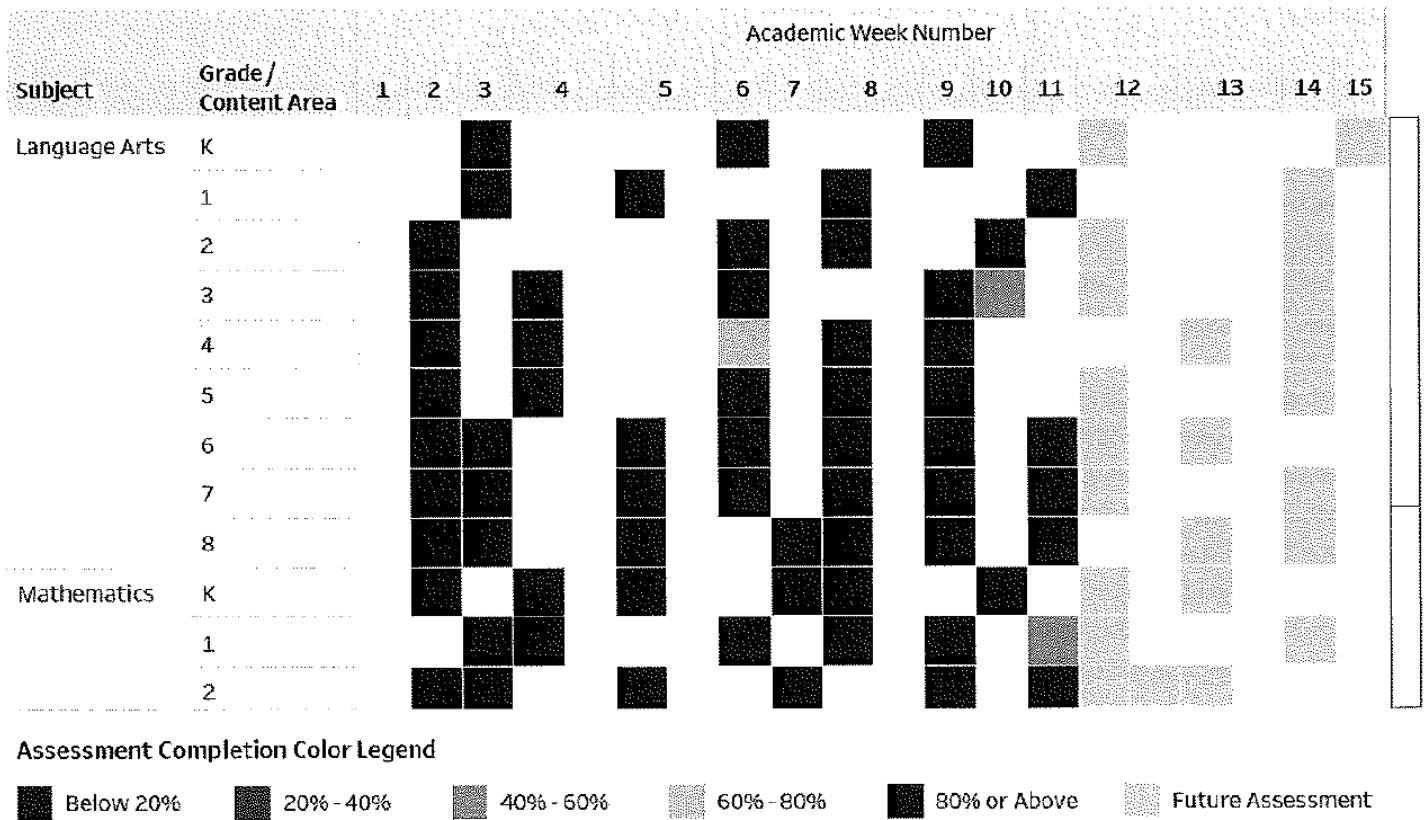
Color Legend

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

Class Interim State Comparison

Toggle All	21-22 State Test		22-23 Interim 1		22-23 Interim 2		22-23 Interim 3		22-23 Interim 4
	Avg Score	Proficient	Avg Score	Proficient	Avg Score	Proficient	Avg Score	Proficient	Average
Total	-	86 / 232 37.07%	2.61	225 / 481 46.81%	2.66	235 / 489 50.11%	2.47	205 / 433 47.34%	2.56
East Arbor (N=11)	-	86 / 232 37.07%	2.61	225 / 481 46.81%	2.66	235 / 489 50.11%	2.47	205 / 433 47.34%	2.56
Kindergarten	-	-	2.89	31 / 50 62.00%	3.08	34 / 48 70.83%	3.35	41 / 49 83.67%	3.04
First Grade	-	-	2.60	27 / 53 50.94%	2.94	35 / 55 63.64%	3.02	37 / 53 69.81%	2.83
Second Grade	-	-	2.80	32 / 57 56.14%	2.74	35 / 57 61.40%	2.86	37 / 59 62.71%	2.77
Third Grade	-	-	2.98	39 / 57 68.42%	2.82	41 / 60 68.33%	2.81	32 / 51 62.75%	2.77
Fourth Grade	1305	31 / 53 58.49%	2.48	22 / 55 40.00%	2.54	22 / 58 39.29%	2.24	15 / 49 30.61%	2.39
Fifth Grade	1391	18 / 49 36.73%	3.08	34 / 50 68.00%	2.96	34 / 52 65.38%	2.51	22 / 51 43.14%	2.83
Sixth Grade	1475	8 / 43 18.60%	1.84	5 / 50 10.00%	2.10	11 / 50 22.00%	1.58	5 / 48 10.42%	1.75
Seventh Grade	1579	10 / 45 22.22%	2.23	14 / 49 28.57%	2.28	10 / 50 20.00%	1.32	4 / 47 8.51%	1.98
Eighth Grade	1891	19 / 42 45.24%	2.68	21 / 40 52.50%	2.40	13 / 41 31.71%	2.67	12 / 28 42.86%	2.54

## 2023-24 Common Assessment Fidelity Tracking: East Arbor



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

*Our school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act*

- a. Bonuses for retaining and recruiting educators and support personnel: Bonuses were given for highly effective educators whose data demonstrates successful instructional practices supporting students below grade level, and staff members who support multiple grade levels through MTSS.*
- b. Educational technology coordinators to support staff, students, and families with effective use of technology*
- c. Providing software, subscriptions, licenses*
- d. Digital Curriculum (Sora, Typing Club, BrainPOP, Classkick, DreamBox, Edcite, Goalbook, Inquiry)*
- e. School Supplies for Students in need*
- f. School Uniforms*
- g. Student Technology (HOM/ cables, Chromebooks, Chromebook cases, Chromebook power supplies, headphones)*
- h. Additional personnel*
  - o Curriculum Specialist*
- i. ESSER 3 Single Audit Fees*
- j. Student Books and Classroom Supplies ( trade books, crayons, pencils, colored pencils, daily language review books, dry erase markers, scissors, bulletin board materials, backpack, fidgets)*
- k. Parent University*
- l. Tutoring Supplies (pencils, paper, white boards)*
- m. Social-emotional tools (Inner Explorer, The Core Project, Way out Mentoring)*

4. Please describe how your school will ensure that the interventions it implements, including but not limited to the interventions implemented under ESSER 3 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.

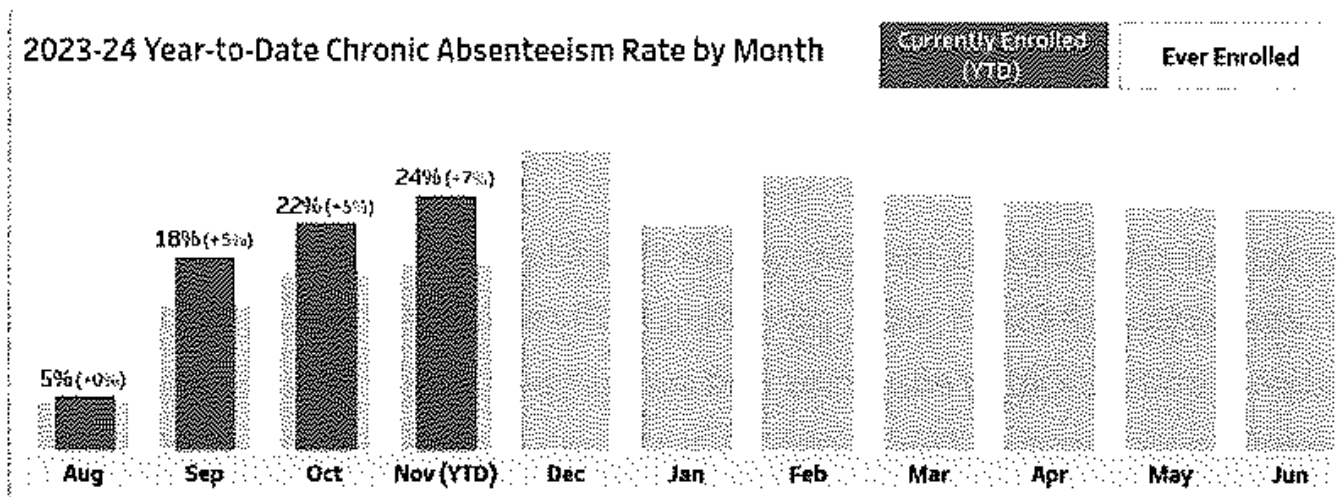
East Arbor uses Title I and Section 31a funds to provide additional instructional and social-emotional staff, professional development for staff, after school tutoring, supplemental instruction, materials and online programs, and summer learning programs. It is also used to provide instructional assistants (academic specialist and paraprofessionals) who support students with supplemental instruction in basic skills and provided individual and small group instruction. These assistants are provided with on-going, regular training in effective practices for at-risk students and are an integral part of the support services for identified students. They are also members of collaborative teams that include classroom teachers and other program staff. Students are invited to participate because the teacher thinks additional support could help them grow academically, to meet proficiency expectations, or because a student's score on a state test or NWEA test shows the need for extra help to accelerate student learning.

Intervention is included in core instruction in our kinder- 2<sup>nd</sup> grade classes. All students are taught Reading Mastery and Heggerty Phonics as part of our balanced literacy model. 3<sup>rd</sup>-8<sup>th</sup> grade students are pulled out during dedicated intervention time and are taught Corrective Reading. Both are direct Instruction programs that delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers.

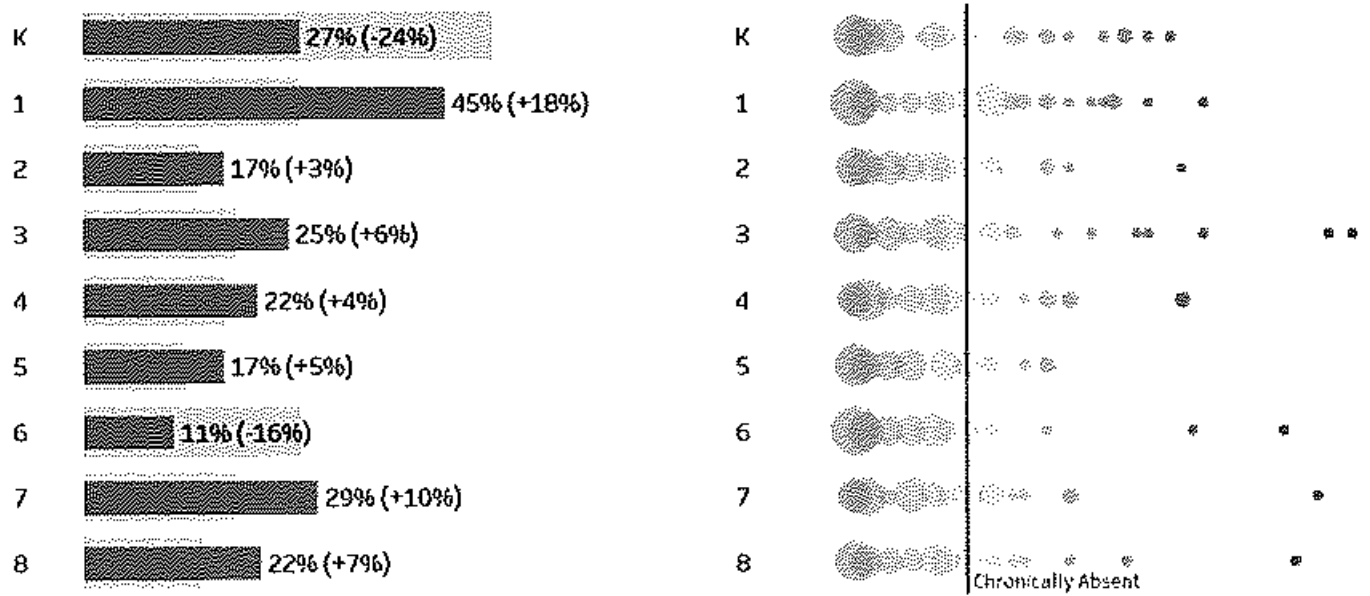
We utilize social emotional learning programs, such as Inner Explorer and The Core Project to support to positively affect students' success in school. These programs Studies show how that social-emotional skills-such as problem-solving, self-regulation, impulse control, and empathy-help improve academics, reduce negative social behaviors like bullying, and create positive classroom climates.

East Arbor will evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Learner students, migratory students, students with disabilities, students of color. We will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups.

Data is reviewed during PLC meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.



### 2023-24 Year-to-Date Chronic Absenteeism Rate by Grade (Currently Enrolled)



### 2023-24 Behavior Events Compared to 2022-23 (YTD) | Total Behavior Count\*

\*Level 4 Behavior Events are not included in totals

