

ESSER 3 LEA Plan of Use for Westfield Charter 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:

In order to address COVID 19, the following items were purchased – gowns, masks with lanyards, Plexi glass to provide a barrier between teacher and students, dividers to prevent spreading student to student, carrels to prevent student-to-student interaction, social distancing markers to provide a visual for our students when walking through the hallways and entering the building, Covid tests, cleaning supplies, and sanitizer for all classrooms and common areas. In addition, HVAC filters were purchased. PPE was ordered for staff and students. Additional janitorial services were provided to increase the frequency in which they cleaned high touch point areas.

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:

According to aimswebPlus (reading Fluency assessment) for 21-22, 52% of 1st grade were in Tier 3, 39% of 2nd grade and 34% of 3rd grade. According to our 20-21 MSTEP data, 20% of our 3-6 students were proficient on the ELA MSTEP and in 21-22, 19% were proficient. Math proficiency in 20-21 was 15% and in 21-22 was 17%.

To raise student achievement, the following interventions were/are provided: targeted half day summer school (bottom 25%ile), after school tutoring including a partnership with Sylvan Learning with a focus on reading, we provided intervention time with Sylvan tutors during the school day.

Our summer school program was robust including a coordinator, summer paraprofessionals, summer teachers and a summer social worker. We purchased supplies, summer reading backpacks and workbooks to assist the staff in filling academic holes. Additionally, our summer school students were able to participate in field experiences such as the Detroit Zoo.

To add support to our intervention program, we added academic specialists and at-risk teachers to provide targeted small group intervention using research-based curriculum such as Reading Mastery and/or Corrective Reading throughout the day for students that are below grade level in Reading Fluency. Additionally, the interventionists used various hands-on manipulatives and supplies to help support intervention such as additional high interest books, Scholastic magazines, games, and iReady workbooks.

In order to meet the needs of virtual learning/hybrid environments, the following digital curriculum was purchased: Sora Overdrive, GoGuardian, Learning.com, Typing Club, DreamBox. Additionally student Chromebooks were purchased so that every student had access to these resources both from school and home.

We also hired a curriculum specialist and an Instructional Coach to assist staff in implementing the instructional tools. They provided support and coaching to staff in order to insure high quality instruction.

Knowing the deficits in reading were significant, we provided a staff professional development on “The Right to Read” which addressed the Science of Reading and the urgency in which we need to support students in phonics instruction early on. This professional development aligned with our school’s curriculum.

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

We will use the remaining ESSER 3 funds to address academic as well as social emotional needs. To address our student’s social emotional and basic living needs in addition to improving student attendance we will partner with Communities in Schools. Additionally we hired Achievement and Behavior Specialists to assist with both behavioral and academic needs of students. We also hired a Student and Family Liaison to address the chronic attendance issues we encountered due to the pandemic.

Due to being remote/hybrid, we needed an assessment platform for students. This also allowed us to get students familiar with the digital assessment platform that they would see for the state test. EdCite was purchased and continues to be utilized for all common assessments.

Goalbook was purchased for our special education team to create IEPs, provide support and other goals. This helps to address the specific needs of our special education population.

Funds will be invested in bonuses to attract and retain qualified teachers in response to the teacher shortage. High quality differentiated instruction is the key to filling the gaps in learning.

Students who experienced hardship due to the pandemic were offered free student uniforms. This purchase allowed us to keep uniforms in house to provide for students in need.

To ensure all students and staff have access to digital curriculum whether in school or at home all students will be provided with Chromebook. An educational technology coordinator will be hired to manage the devices and provide support to staff, students and families. Connectivity to internet (hot spots, Wi-Fi, etc.) will be provided to families that report they do not have access. In addition to purchasing digital resources which are , DreamBox (math) and Sora (books online), GoGuardian, Learning.com, Typing Club, Edicite, and Goalbook, non-digital books and workbooks will be purchased to be used in small group targeted intervention. These books consist of i-Ready math and ELA workbooks, and other student instructional supplies and materials, Scholastic magazine, and educational games.

Single audit fees were purchased to ensure compliance with all mandates.

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.

A significant impact of the COVID 19 pandemic was increased chronic absenteeism. In 21-22, 83% of students had 8 or more absences. To respond to this, we added a student family liaison and an additional social worker to partner with families and students to remove barriers to attend school. The social worker also provides direct support to our students and their families who are experiencing homelessness or are in foster care through McKinney-Vento.

Another result of the pandemic was on student behavior. Students came to school a year to two years behind not only academically, but socially and emotionally as well. Due to our school opening in year 19-20, we do not have pre-pandemic data, we did have significant behaviors occur in year 21-22 that we needed to respond to. In the year 21-22, our boys received a total of 2517 referrals and girls received 1126. The pandemic had an even greater impact on our special education population, who already have increased behavioral and/or academic challenges. In response to this we hired additional staff which consisted of an at-risk social worker, achievement and behavior support specialists and a student family liaison. We also purchased SEL curriculum consisting of Everyday Speech and Second Step.

All K-2 students have a dedicated paraprofessional to provide small group targeted intervention for reading and for math. These programs include research-based curriculum such as Reading Mastery, Bridges Math/Bridges Intervention, leveled readers and digital programs consisting of Sora, Lexia and DreamBox. In addition to paraprofessionals, we also have a dedicated academic specialist and At-risk teacher to service K-2 students. Students are benchmarked and progress monitored to track how students are responding to intervention.

For grades 3-6, there is intervention push in support during small group differentiated time. Paraprofessionals, at-risk teachers and academic specialists are all utilized in both ELA and math. Additionally, there is a dedicated intervention block at the end of the day to support ELA.

We have an EL specialist that supports with both push in and pull out support for our identified English learners.

For low income families that are not proficient, they are invited to after-school tutoring and push-in pull out support. 85% of our school qualifies for free and reduced lunch. 95% of our students are students of color – both subgroups that were significantly impacted by the COVID 19 pandemic.

