

ESSER 3 LEA Plan of Use for Vanderbilt 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:

ESSER 3 funds were not used for Vanderbilt's mitigation or prevention strategies. In order to continuously and safely open for in-person learning Vanderbilt:

- When feasible, desks are spaced three to six feet apart whenever possible.
- Hand sanitizing stations are available throughout the building.
- Each classroom has materials to disinfect commonly shared items such as computers and curricular tools.
- Handwashing posters instructing and reinforcing proper handwashing techniques are placed in bathrooms.
- Air filters were purchased and installed to provide better air quality in the building.
- Additional custodial support was provided by Aramark.

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:

- At Risk Teacher – 3.0 FTE At Risk Teacher for additional Intervention Groups
 - Subgroups – At-Risk students who fell below the 25thile in aimswebPlus Benchmarking for grades K-2 and NWEA Reading for grades 3-8
 - Core Content - Reading
 - Explanation: Vanderbilt benchmark assesses all K-8 students 3 times a year and adjusts intervention groups every 6 weeks. We use data triangulation document and intervention meetings to determine who and what each subgroups receives. These additional teachers provided 6+ hours of reading intervention support daily.
- 2021-2022 After School Tutoring Program (12 weeks – 4 hours per week)
 - Subgroups – Students in grades 3-8 who scored between an average of 2.0-2.7 on Interim 1 and 2 in both Reading and Math
 - Core Content – Reading and Math
 - Explanation: Close to proficient students were selected by their teachers for this additional intervention after school. These students worked on priority standards that were identified on assessment reports as holes.
- 2022-2023 After School Tutoring Program (12 weeks – 4 hours per week)
 - Subgroups – Students in grades 3-8 who scored between an average of 2.0-2.7 on Interim 1 and 2 in both Reading and Math
 - Core Content – Reading and Math
 - Explanation: Close to proficient students were selected by their teachers for this additional intervention after school. These students worked on priority standards that were identified on assessment reports as holes.
- 2023-2024 After School Tutoring Program (12 weeks – 4 hours per week)
 - Subgroups – Students in grades 3-8 who scored between an average of 2.0-2.7 on Interim 1 and 2 in both Reading and Math
 - Core Content – Reading and Math
 - Explanation: Close to proficient students were selected by their teachers for this additional intervention after school. These students worked on priority standards that were identified on assessment reports as holes.
- 2021 Summer School On-site and Virtual Options for ALL students (8 weeks – 16 hours per week)
 - Subgroups: ALL students participated in a Reading Program for the summer. Selected K-7 students based on End of Year Fluency reports for grades (K-2) and MSTEP reports for grades (3-8).
 - Core Content – Reading and Math
 - Explanation: Selected students worked through standards that were missed due to the pandemic.
- 2022 Summer School On-site for required students (5 weeks – 24 hours per week)
 - Subgroups: ALL students participated in a Reading Program for the summer. Selected K-7 students based on End of Year Fluency reports for grades (K-2) and MSTEP reports for grades (3-8).
 - Core Content – Reading and Math
 - Explanation: Selected students worked through standards that were missed due to the poor attendance/pandemic.
- 2023 Summer School On-site for required students (5 weeks – 24 hours per week)
 - Subgroups: ALL students participated in a Reading Program for the summer. Selected K-7 students based on End of Year Fluency reports for grades (K-2) and MSTEP reports for grades (3-8).
 - Core Content – Reading and Math

- Explanation: Selected students worked through standards that were missed due to the poor attendance/pandemic.
- 2024 Summer School On-site for required students (5 weeks – 24 hours per week)
 - Subgroups: ALL students participated in a Reading Program for the summer. Selected K-7 students based on End of Year Fluency reports for grades (K-2) and MSTEP reports for grades (3-8).
 - Core Content – Reading and Math
 - Explanation: Selected students worked through standards that were missed due to the poor attendance/pandemic.
 -

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

- Achievement and Behavior Support – 1.0 FTE Achievement Behavior Support Specialist
 - (1) Full time Achievement Behavior Support Specialist added to provide Social Emotional Support to students who returned from virtual learning to in-person learning. Provided Positive Behavior Support Plans to maximize learning time in class.
- Educational Technology Coordinator – 0.375 FTE Student/Parent Technology Support
 - Added a part-time Tech Coordinator to support virtual learning connections at home. Chromebook and App Support.
- 2022-2023 Recruitment and Retention Bonuses
 - Retaining and recruiting the best teachers in the area allowed Vanderbilt to continue to provide exceptional learning opportunities in the classroom along with consistent family connections. Experienced teachers and the best candidates allow the school to operate its systems for intervention and SEL.
- 2023-2024 Recruitment and Retention Bonuses
 - Retaining and recruiting the best teachers in the area allowed Vanderbilt to continue to provide exceptional learning opportunities in the classroom along with consistent family connections. Experienced teachers and the best candidates allow the school to operate its systems for intervention and SEL.
- Student Technology
 - Chromebooks – Vanderbilt was able to go 1-to-1 with Chromebooks for in-person and virtual options for students.
 - Chromebook Chargers – As students took Chromebooks home, chargers were lost /damaged and needed to be replaced.
 - Headphones – Vanderbilt was able to go 1-to-1 with headphones for in-person and virtual options for students.
- Digital Curriculum
 - Classkick Subscription – provided interactive lessons for virtual and in person learning
 - DreamBox Subscription – Math curricular tool for intervention and at home learning (additional learning time)
 - Edcite Subscription – Assessment tool for determining student intervention groups and standards
 - eSora Subscription – Additional reading passages for students in person and virtual
 - GoGuardian Subscription – Provided teacher oversight to manage and engage students on Chromebooks
 - Google Licenses – Allowed teachers to create Google Classrooms for instruction and organization of learning.
- ESSER 3 Single Audit Fees
- Student Instructional Materials Non-Digital
 - Corrective Reading – Reading curricular tool used for grades 5-8 for students below the 10% on reading benchmark by at-risk teachers during additional intervention times.

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.

- Vanderbilt's Academic Intervention Program ensures that ALL students have access to their primary mode of instructions. We differentiate our instruction in (3) Tiers of Intervention.
 - Tier 1 – ALL students receive excellent Core Instruction in all content areas from certified classroom teachers.
 - Tier 2 – Students below the 50%ile receive excellent Intervention instruction in Reading and Math from certified classroom teachers, paraprofessionals, at-risk teachers, and reading specialists.
 - Tier 3 – Students below the 10%ile receive excellent Response to Intervention instruction in Reading and Math from paraprofessionals, at-risk teachers, and reading specialists.
- Vanderbilt uses multiple data reports to triangulate and interpret the different Tiers of Intervention for specific students. Reports include:
 - aimswebPlus
 - Delta Math
 - Interim Data

- M-STEP
- Classroom Performance
- NWEA – Map
- Vanderbilt Behavior Intervention Program ensures that ALL students have access to their primary mode of instructions through behavior support. We differentiate our behavior support in (3) Tiers of Intervention.
 - Tier 1 - Teachers with support from Deans
 - Build Positive Relationships-creating a sense of belonging
 - Greeting at the door - Belonging - In-Groups
 - Positive Behavior Reports
 - 1-on-1 Restorative Conversations
 - Create an optimized Physical Environment - Creator - Choices
 - Student Breaks in classroom
 - Determining how to get students excited to work for the teacher
 - Positive reinforcements
 - Establish Effective Routines and Procedures - Minimize Disruptions
 - 4 Questions - Coach (Ask vs. Tell)
 - What are/were you doing?
 - What are/were you supposed to be doing?
 - Are/were you doing it?
 - What are you willing to do about it?
 - All student removals will require Restorative Planning Session
 - Teacher - Challenger - Solution Focused
 - CPI Team Member who responds- Scheduler
 - Dean
 - Establish High Behavior Expectations - Utilize Behavior System
 - Send Behavior Reports via myNHA - Email
 - Make parent connection for Level 3 - Phone Call
 - Tier 2 – ABSS and Teachers
 - ABSS/Case Manager will:
 - Observe student in class
 - Complete Behavior Motivation Analysis
 - Schedule a meeting with teacher(s) to create a BSP
 - Create a BSP that all impacted teachers agree to
 - Student Breaks out of classroom MUST be in BSP
 - Upload BSP to Behavior System (Level 4) and Google Folder
 - Observe BSP in progress (4-6 weeks)
 - Student accountability
 - Teacher implementation
 - Communicate BSPs with parents
 - Determine if revisions are needed - data collection
 - Teacher will:
 - Create BSP with ABSS/Case Manager
 - Ensure BSP is implemented with fidelity in classroom
 - Communicate with ABSS/Case Manager and parents around student success of BSP
 - Continue providing all Tier 1 behavior supports (see above)
 - All student removals will require CPI Debriefing Discussion (3:30)
 - Teacher
 - CPI Team Member who responds - Scheduler
 - ABSS/Case Manage
 - Tier 3 - Refer to Intervention Assistance Team (IAT): IAT to review collected intervention data to determine next steps.
- Vanderbilt Attendance Intervention Program ensures that ALL students have access to their primary mode of instructions through attendance support. We differentiate our attendance support in (3) Tiers of Intervention.

Tier 1 and 2 - Staff Member(s): Homeroom Teacher

- WHEN: Step 1 should be initiated when the Homeroom Teacher believes that attendance is an issue. Examples of Step 1 indicators are as follows:
 - Student is consistently missing more than one day every 2 weeks (10%)
 - Student misses multiple days in a row with no Excused Absent entered
 - Student is consistently tardy by more than 15 minutes
 - Poor parent communication
- ACTIONS
 - Homeroom Teacher contacts the parent to discuss the importance of attendance. Barriers to attendance should be discussed and solutions identified.

- FOLLOW-UP
 - Homeroom Teacher lets Office Staff know after Step 1 is initiated
- NEXT STEPS - No physical tracking required
 - If attendance does not improve within a reasonable amount of time (10 days as a reference), re-do the same process (Step 2)
 - If attendance does not improve within a reasonable amount of time (10 days as a reference), move on to Step 3 below

Tier 3 - Staff Member(s): Office Staff (Optional: Homeroom Teacher)

- WHEN: Step 3 should be initiated if attendance does not improve for 10 school days after Steps 2 is completed and/or students are identified as at-risk of being Chronically Absent bi-weekly (Jodi) At-Risk = 10% or more
- ACTIONS
 - Office staff contacts the parent to schedule an in-person Attendance Corrective Action Plan (ACAP) meeting. The following items will be discussed in detail and documented on the ACAP Form: attendance issue, steps already taken, factors contributing to issue, and what steps can be taken to improve attendance
- FOLLOW-UP
 - Office staff lets homeroom teacher know when ACAP is initiated (if desired, homeroom teacher may attend ACAP)
- NEXT STEP
 - If attendance does not improve within another 10 days, move on to Step 4 below