

ESSER 3 LEA Plan of Use for Canton 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 will be used to support the improvements to the ventilation systems with the purchase of HVAC filters, leading to improved air quality at Canton Charter Academy. Improvements include appropriate clean air and air flow into classrooms and monitoring of air quality.
- PPE provided to school to ensure gloves and masks are available to all students and staff to allow for school to safely open and operate for in-person learning.
- ESSER 3 funds will also be used to fund additional cleaning of the building.

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:

- ESSER 3 funds were set aside to meet the 20% set aside criteria to eliminate learning loss through the following programs serving students:
 - Summer learning targeting at-risk students in both reading and math. Students selected based on academic data using NWEA MAP assessment, school common assessments and MSTEP assessment data. Summer learning positions include teachers, and coordinators.
 - After School tutoring implemented using Sylvan Learning Center to target at-risk students during the school year in both reading and math. Students receiving intervention support are invited based on academic data including NWEA, DIBELS assessments, Numeracy Assessments, and common assessments. Tutoring positions include teachers, paraprofessionals, and coordinators.
 - At risk teachers and paraprofessionals support at risk students in both reading and math through 11t funds.
 - Subgroups being served include academically at-risk and special education students in both reading and math to support gaps in learning and students who fall below the 25%ile in reading and math.

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

- Remaining funds will be spent on the following areas:
 - Attendance liaison used to support families experiencing chronic absenteeism and identify resources to support regular attendance in school.
 - Educational Technology Coordinator to support the maintenance and replacement of 1:1 technology throughout the school.
 - Chromebook devices and cases to ensure 1:1 technology for all students across the school building for access to digital technology tools.
 - Learning subscriptions to ensure support of differentiated learning needs of all students. Subscriptions include Sora online library, GoGuardian, Learning.com, Typing Club, Classkick, Corrective Reading, Reading Mastery, Goalbook Toolkit, Edcite, and Inquiry Journeys.
 - Professional development for all school staff to support school culture and student engagement. Professional development events include Believe in You Varsity Brands and Thought Design.
 - Kindergarten camp to support onboarding of incoming kindergarten students. Positions include teachers.
 - At risk supplies for educational incentives to support positive behavior support programs and social and emotional learning needs of students.
 - Supplies for teachers of summer programs such as pencils, paper, markers, poster boards, and instructional materials.
 - Retention and Recruitment Bonuses
 - Contracted Tutoring Services (Sylvan)

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.

- The intervention program at Canton Charter Academy uses academic performance data, along with data from subgroups to determine supports provided that are necessary to the growth and development of all students. Targeted instructional strategies are provided during small group and workshop times aligned to the area of need of each individual student. The interventions under ESSER 3 provide support to utilize academic subscription tools and resources to support students in lost instructional time and close achievement gaps. Assessment data is analyzed during PLC meetings to ensure the effectiveness of intervention strategies and monitor progress of students in goal areas.

- Small groups are created based on Fall assessment data including NWEA data, K-2 Numeracy data, K-2 DIBELS data and common assessment data. Progress is monitored through DIBELS progress monitoring data, Corrective Reading progress data, DreamBox progress data, and common assessment data.
- Support is provided to staff through regularly scheduled team meetings. The intervention team collaborates with general education staff through data meetings every 8 weeks.
- Intervention staff including school paraprofessionals, at risk teachers, achievement behavior support specialist (ABSS) and school social workers create a schedule aligned to supporting and addressing the lost instructional time while meeting the needs of all students including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.