

ESSER 3 LEA Plan of Use for Eagle Crest 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 continue to safely operate our school for in-person learning, we have implemented different safety and health measures. We have hand sanitizer stations throughout the school that will allow staff, students, and visitors to mitigate the transfer of germs. These stations are in easy access locations throughout the building. As another mitigation strategy, we have face masks for students and staff to use as needed and requested.

To improve air quality and circulation, we have replaced HVAC filters and have placed air purifiers, which were funded by ESSER 2, in strategic locations in the building, and Aramark staff sanitize high use surfaces throughout the day.

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 for additional intervention groups, serving identified at-risk students
 - Subgroups: At-Risk students in the bottom quartile in NWEA in grades 3-8
 - Core Content: Reading
 - Using aimswebPlus benchmarking and NWEA results, students are identified for additional support in reading to close the gap in proficiency and grade level. These identified students receive an additional 2.5 hours of instruction per week.
- Summer School 2021-2022 5-week program (teachers, office administrators, paraprofessionals, and coordinators)
 - Subgroups: K-7 in person summer school for students identified through end of year fluency and numeracy scores in K-2 and M-Step scores in math and reading in 3-8. Students receive 4 hours of instruction 4 days per week for 5 weeks
 - Subgroups: K-7 all student virtual option for reading and math. Every Eagle Crest student had the opportunity to continue over the summer. Students had access to the digital resources DreamBox, Lexia, and SORA. The digital resources will be adjusted for each student's specific level in both reading and math. Students were given a self-paced goal of 230-330 minutes to spend weekly working on these resources."
 - Content Areas: Reading and Math
 - Identified students for in person learning worked through standards missed due to the pandemic.
- Summer School 2022-2023 5-week program, 4 hours per day, 4 days per week (teachers, office staff, paraprofessionals, and coordinators)
 - Subgroups: K-7 in person for bottom quartile students s identified through end of year fluency and numeracy scores in K-2 and M-Step scores math and reading in 3-8.
 - Content Areas: Reading and Math. Students received 4 hours of instruction 4 days per week for 5 weeks
 - Identified students worked through standards missed due to the pandemic.
- Summer School 2023-2024 5-week program, 4 hours per day, 4 days per week (teachers, office administrator, paraprofessionals, and coordinators)
 - Subgroups: K-7 in person for bottom quartile students s identified through end of year fluency and numeracy scores in K-2 and M-Step scores in math and reading in 3-8.
 - Content Areas: Reading and Math. Students received 4 hours of instruction 4 days per week for 5 weeks
 - Identified students worked through standards missed due to the pandemic.
- After School Tutoring 2021-2022 12 weeks, 6 teachers, 1 coordinator
 - 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
 - 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.
- After School Tutoring 2022-2023 12 weeks (teachers and coordinators)
 - 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

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 - Core Content – Reading and Math
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Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The following supplies and additional staffing were budgeted to meet both the academic and social emotional needs for students. The pandemic not only created a larger gap in proficiency levels, it had a financial impact that prevented students from having access to general supplies and resources for learning. Through our ESSER funding, we were able to provide supplies and services for all students regardless of income level.

- Retention and recruitment bonuses to keep highly effective staff members and attract high quality staff
- At Risk supplies and materials were purchased for students to build home libraries and have adequate supplies to participate in learning.
 - Student Books – Teacher Selected Book Fair
 - General office supplies
 - General classroom supplies
- Summer School Student Supplies 2022, 2023, 2024
 - General office supplies
 - General classroom supplies
 - Workbooks
 - Scholastic reading books
- Student Technology
 - Chromebooks – Eagle Crest was able to move to a 1-1 model for in-person and virtual learning.
 - Headphones – Eagle Crest was able to move to a 1-1 with headphones that allowed students to participate in digital curriculum at their own level and pace for both virtual and in-person learning.
 - Calculators
- Social Emotional Teaching: The Lion Heart Experience – 2 Events. These events teach mental-health awareness, substance abuse prevention, social-emotional learning, and anti-bullying. The pandemic has affected all students in many different ways. These experiences are geared toward empowering students to be themselves and make healthy decisions.
- Hotspots for students without internet to allow for use of technology and access to google classroom and digital materials.
- Digital Curriculum:
 - eSora Subscription - Additional reading passages for students in person and virtual
 - EasyTech Subscription – Digital literacy curriculum
 - GoGuardian Subscription - Provided teacher oversight to manage and engage students on Chromebooks
 - Typing Club – curriculum to assist students in learning to use Chromebooks for digital lessons and work.
 - Centervention (social emotional curriculum) to meet the needs of students (zones of regulation, anti-bullying, etc)
 - Classkick – provided interactive lessons for virtual and in person learning
 - DreamBox & upgrade - Math curricular tool for intervention and at home learning (additional learning time)
 - Edcite Subscription – Assessment tool for determining student intervention groups and standards
 - Inquiry Journeys Social Studies Subscription
 - Lexia Core 5/Power Up – Reading program that accelerates development of literacy skills.
 - Scholastic Scope Magazine – additional resource for science and social studies.
- ESSER Single Audit Fees
- Staff Professional Development:
 - Kagan PD – Cooperative Learning or Win-Win Discipline – helping to reacclimate students to cooperative learning and a large number of new teachers learn classroom management.
- Staff Professional Development & Leadership Coaching: Thought Design: Resilience Training - PD to assist staff in understanding their students and themselves post pandemic with the goal of building better relationships and initiating and facilitating healthy conversations.
- Educational technology coordinator

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.

Eagle Crest's Multi-Tier System of Support (MTSS) ensures that all students have equal access to core instruction and equal opportunity for success.

Our academic intervention is delivered in 3 tiers:

- Tier 1 – All students receive quality core instructions in all subject areas and have access to DreamBox, Lexia, digital literacy curriculum.
- Tier 2 – Students who fail to respond to core instruction (scoring in or below the 50th percentile) are referred to our intervention team for review of data, and an intervention is determined to be delivered by the classroom teacher, paraprofessional, at-risk teacher. Progress is monitored and intervention is reassessed every 4-6 weeks.
- Tier 3 – Students who are below the 10th percentile in reading or math receive intervention from our At Risk Teacher, Math Academic Specialist and/or Reading Specialist.

aimswebPlus, Delta Math, Interim Scores, M-STEP proficiency levels, common assessment data and NWEA – Map data is used to determine intervention level needs.

Digital resources such as DreamBox, Lexia, eSora are used within our intervention program along with non-digital resources such as Corrective Reading and Reading Mastery.

Intervention schedules are built around ELL intervention times to ensure that students pulled for ELL intervention are also able to receive additional intervention within the tiered support system. One day per week ELL teachers push into classrooms to support their targeted groups. Special Education services are also built around intervention times to allow for additional intervention where appropriate and needed.

Our low-income students are provided with breakfast, lunch and snacks along with clothing and hygiene products to ensure their basic needs are met and they are able to fully participate in the tiered intervention system. Students have also been provided with books for home libraries, backpacks, and school supplies to help them be successful.

Our school family liaison and social worker connect our families experiencing homelessness to needed resources including housing, transportation, and job opportunities. Our school family liaison also connects with our new families and minority families to assess needs and help us to provide appropriate support and services.

At this time, we do not have any identified migratory families.

Eagle Crest's behavior intervention is delivered in 3 tiers:

- Tier 1 Teachers with support from deans.
 - Universal strategies are used for all students with the use of a school wide behavior matrix, behavior expectation lessons, and positive reinforcement.
 - Positive environment - built in the classroom with calm corners, positive behavior system tracking and celebrations, excitement around learning and community
 - Routines in procedures that are clear and consistent
 - High Behavior expectations set in school -wide behavior matrix and classroom social contracts
 - Classroom lessons utilizing Centervention tool
- Tier 2 ABSS and Teachers with support from deans
 - For students who do not respond to universal strategies and supports, teachers consult with their dean and behavior support specialist to create a plan for additional supports (breaks, the use of sensory tools, calm areas within and outside the classroom, positive reinforcement, target behavior tracking, incentives, use of sensory path, etc.)
 - Individual and small groups work with ABSS with use of Centervention tool.
- Tier 3 - Intervention Team Referral

- Students who do not respond to Tier 2 behavior supports/strategies, are referred to the intervention team. Behavior data is collected, and a behavior support plan is created based upon the data collected.