

ESSER 3 LEA Plan of Use for Flagship 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:

Flagship Charter Academy will safely return to in person learning by following the Center for Disease Control (CDC) guidelines of maintaining proper social/physical distancing, wearing mask, hand sanitizing stations, cleaning high touch point areas and proper ventilation. The use of ESSER III funds will be utilized to purchase air purifiers and filters for clean air ventilation. Flagship utilized various learning modes to reach all learners. Those modes are traditional in-person learning, remote learning and a hybrid model.

Aramark (janitorial) cleans the high touch point areas to reduce the germs on surfaces. Aramark provides deep cleaning in classrooms of students or staff that has COVID to mitigate the spread of the virus. The site coordinator disperses hand sanitizer, disinfecting spray and mask to those in need.

To reduce the spread of the virus, HVAC filters were changed and adjusted to bring clean air into the school. Air purifiers with an additional filter were placed into each classroom to ensure clean air quality.

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:

Flagship will utilize funds to address the impact of lost instructional time by providing intervention services during school and after-school tutoring focusing on M-STEP standards and NWEA Learning continuum. Intervention services will be provided in school by the use of curriculum specialist and at-risk teachers using a multi-tier system and online academic tools that will aid in closing the achievement gap. These assessments will align to state standards to measure content proficiency and growth. The online tools will consist of

- SORA: To provide reading books on a student level to help them become proficient readers
- GoGuardian: To ensure the integrity of student work
- Learning.com: To provide assignments that bridge the learning game
- Typing Club: To help students become proficient with keyboarding and to remove the barrier of not knowing how to use a Chromebook
- DreamBox: To help build math skills and address areas of concern
- Edcite: To administer assessments that can be graded electronically

- Classkick: To allow for electronic assignments to help reduce the spread of COVID on paper items
- EasyTech (Learning.com)
- Corrective Reading: To identify student reading level and deficiencies
- Student books: Learning loss books that help bridge the gap from the 19-20 school year.

Summer school will be used to address academic needs by providing small group instruction based on student individual needs determined by a data analysis and stakeholder input. The staff for summer school will consist of coordinators, teachers, paraprofessionals, office administrators, and the library technology specialist.

The coordinators will ensure students are at school every day, ensure meals are ready, create student schedules, monitor student learning and assessments to adjust, and manage behavior.

Teachers will provide direct instruction based on the data analysis to address learning standards and paraprofessionals will address foundational skills. At-risk teachers will help remediate missed standards in small groups. Sylvan Tutoring and school based tutoring (teachers, paraprofessionals, and coordinators) will be used to personalize tutoring to match students' individual needs. Sylvan's approach is unique to every child as to not create a one size fits all learning environment. Sylvan will work with students to help catch up on missed standards, hone in on new skills and extensions for those that mastered grade level skills.

School supplies will be provided to students to ease the financial burden on parents and to remove any excuses of not having supplies. Teachers will also be equipped with school supplies to ensure they have what is needed to effectively teach students. Some of those school supplies are:

- Summer school supplies order
 - Expo markers, cleaner, and erasers
 - Pencils
 - Notebooks
 - Crayons
 - Colored pencils
 - Paper
 - Constant Blends Flash Cards
 - Whiteboards & markers
 - Book bags and pencil pouch
 - General office supplies

For the students that aren't able to attend summer school in person, Summer Bridges Books will be provided to help build grade level skills. Summer Bridge books use state standards to enforce previous year skills and help mitigate summer learning loss. Students are incentivized to return the completed book.

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

The remaining ESSER 3 funds will be used to hire additional staff to help with technology control, academic and behavior intervention services.

Flagship will provide programs that target interventions to help improve achievement. Flagship provides an abundance of books to students based on their interest. To erase technology barriers for students at home, Flagship will purchase 1-1 Chromebooks and internet connection devices (hotspots) for those in need. Having online subscriptions for students, Flagship will also purchase training and licenses for teacher use. The additional staff are:

- Achievement behavior support specialists: To help with social emotional learning and to help transition back to in-person learning.
- Curriculum specialists: To help alternative teachers, quickly, learn skill and build stamina to run an effective classroom. The curriculum specialist will also help teachers dissect standards to teach in chunks.
- Educational technology coordinator will inventory, repair/replace technology as needed.

Flagship will utilize Communities in Schools to help with community outreach, daily attendance and parental support. To combat staffing difficulties, Flagship will provide retention and recruitment bonuses.

Teachers will attend a two day professional development, Capturing Kids Hearts, that will be equip teachers to implement transformational processes focused on social-emotional well-being, while building a relationship-driven school culture and student connectedness.

Teaches will also attend a Kagan Cooperative Learning professional development to learn engagement strategies that are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.

New and Novice Teacher Development: will be created and implemented to provide additional onboarding opportunities to new and novice teachers in the COVID and post-COVID environment to address the learning loss created by the pandemic. The development system will support teachers in providing effective instruction for in-person, hybrid, and virtual instruction, and is above and beyond the state requirement for new teacher mentoring. The additional development and support for new and novice teachers will improve the quality of instruction provided to students and decrease the academic time loss created by teacher turnover.

New teacher coach stipends will be provided to 5 teachers that go above and beyond the state and district requirements to coach and mentor new teachers to support their growth and success of new staff.

To help retain teachers and attract new teachers, in a climate of a teacher shortage, Flagship will offer retention bonuses and recruitment bonuses.

Single audit fees for the required single audit because our school receives more than \$750,000 in federal funds. Costs will be proportionately applied.

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.

Flagship will provide interventions that meet the needs of low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students based on the needs identified within MICIP, M-STEP school target analysis report and common assessment data as well as receiving feedback from stakeholder surveys. Flagship will utilize PLCs to determine which standards have been mastered and which needs to be a focus on small group intervention. Students will be benchmarked in the fall, winter and spring to identify needs and measure growth. Students that are identified that need additional academic support will participate in our after-school and summer school programs. Each student will have an individualized learning plan that will focus on the standards that have not been met during the school year. Not only will student academic needs get addressed, their social/emotional needs will also be addressed through the use of a school social worker, Academic Behavior Support specialist and a Communities in Schools representative.

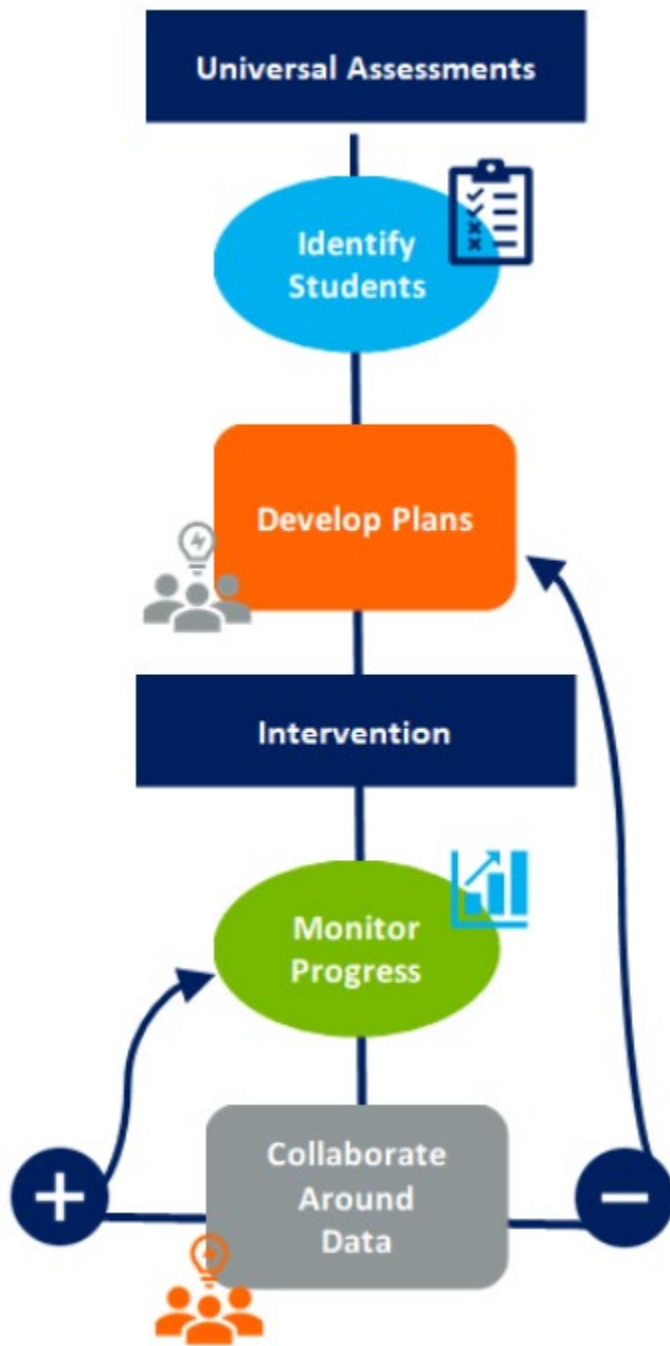
Flagship has paraprofessionals that work with our students to bridge the academic gap in their learning. Intentionally planned small groups are created based on data points to ensure students are being met at their educational level. The skills are aligned to our core curriculum using the intervention components of the curriculum such as reading comprehension kits, phonics kits, and Bridges Intervention for math.

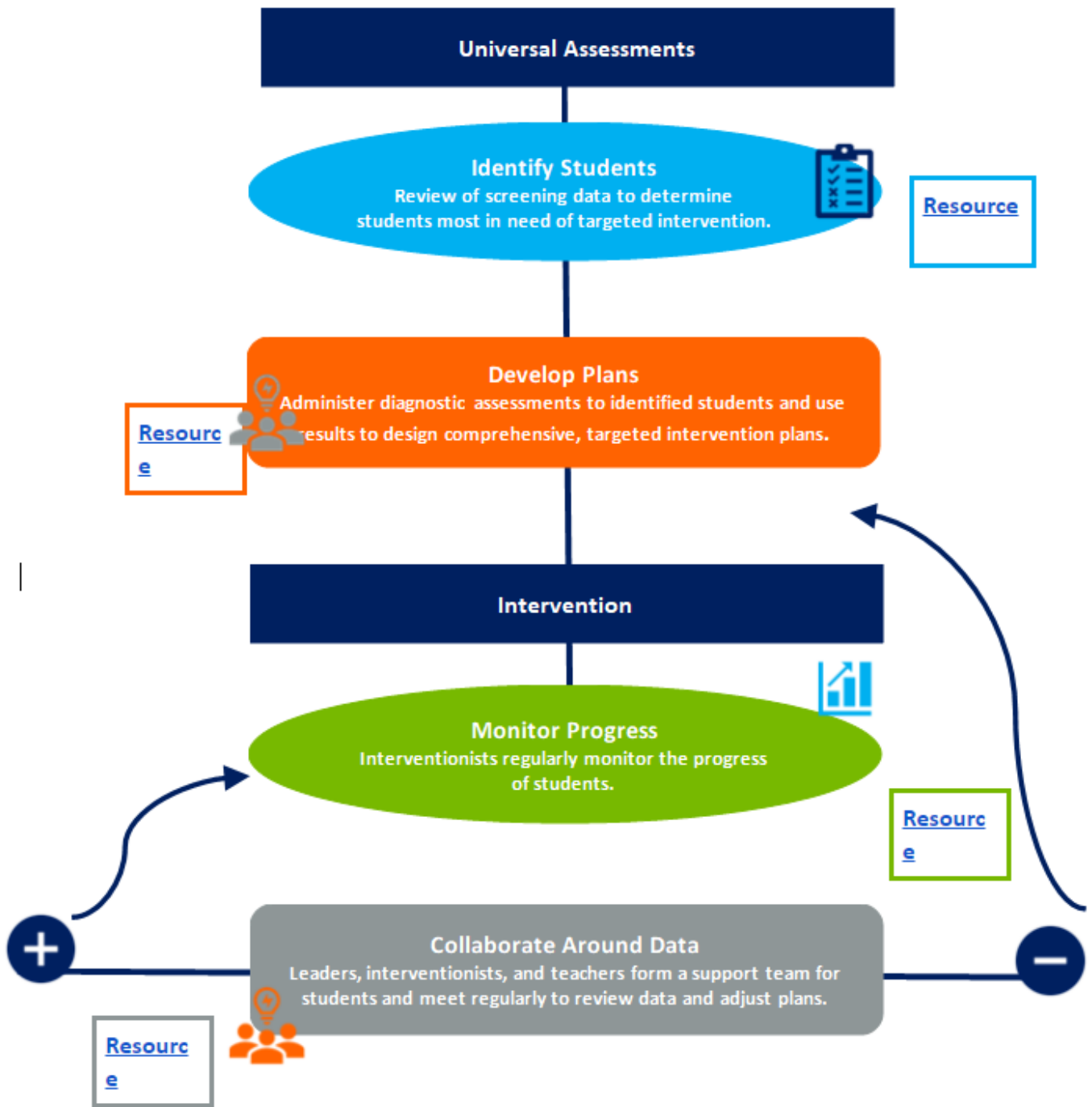
Wrap-around services will be provided to students with disabilities for both academic and social needs. Students with disabilities receive inclusion assignments from their general education classroom teacher. They also work with the resource room teachers to address their IEP goals. Additional support will be given to students with disabilities according to their academic level by an at-risk teacher. This is two-fold: to either pre-teach a standards to ensure the student understands what the general education teacher is teaching or to reteach a standard the student did not understand.

Students experiencing homelessness will also receive wrap around services from the general education teacher, the social worker and Community in Schools (CIS)

representative. The social worker and CIS will work with the family to ensure basic needs are met and to provide social emotional support. The general education teacher will ensure assignments and homework are done at school.

Because Flagship has a high number of students that qualify for free and reduced lunch (FRL), intervention services are provided to all students. Flagship's intervention program consists of developing Student Plans, Monitoring Progress, and Collaborating around Data for K-5 math and K-8 ELA.





After administering Universal Assessments, review screening data to determine students most in need of targeted intervention.

K-5 Math Identify Students

Administer Universal Screener

1

1st & 2nd Grade: Fall Numeracy Assessment
3rd week of school

3rd - 5th Grade: Fall NWEA
2nd - 3rd full week of school

Kindergarten: Fall Numeracy Assessment
5th week of school

Analyze Results

1st & 2nd Grade Criteria for Identification

0-24% = Intensive

- Tier 3 intervention with interventionist
- Go to: [Develop Student Plan](#)

25-49% = Strategic

- Monitor these students and follow up after review of Unit 1 Post Assessment data
- [Possible Tier 2](#)

50-74% = Approaching

- Tier 1 Interventions from classroom teacher

75-100% = Meeting

- Extended learning with classroom teacher

Kindergarten

- ★ No action required at beginning of year
- ★ Administer Fall Numeracy & identify students in the bottom quartile
- ★ Monitor those students throughout Unit 2 instruction
- ★ Analyze data from all three assessments: Fall Numeracy, Unit 1, and Unit 2

Criteria for Identification

0-24% on all 3 assessments = Intensive

- Tier 3 intervention with interventionist
- Go to: [Develop Student Plan](#)

0-24% on Fall Numeracy AND 0-49% on Unit 1 or Unit 2 assessments = Strategic

- Tier 2 intervention with interventionist
- Go to: [Develop Student Plan](#)

Resource: [Student Level Data File](#)

3rd - 5th Grade Criteria for Identification

0-24th%ile = Intensive

- Tier [3 intervention](#) with interventionist
- Go to: [Develop Student Plan](#)

25-39th%ile = Strategic

- Monitor these students and follow up after review of Unit 1 Post Assessment data
- [Possible Tier 2](#)

40-49th%ile = Approaching

- Tier 1 Interventions from classroom teacher

50th%ile and above = Meeting

- Extended learning with classroom teacher

Resource: [Student Level Data File](#)

2

K-8 ELA
Identify Students

Administer Universal Screener

Grade K-2

During the first four weeks of school, benchmark all students using one of the following assessment tools/measures:

aimswebPlus

- K: Letter Word Sound Fluency
- Grade 1-2: Oral Reading Fluency

DIBELS Acadience

- K: First Sound Fluency (fall), Nonsense Word Fluency (winter and spring)
- Grade 1: Nonsense Word Fluency (fall), Oral Reading Fluency (winter and spring)
- Grade 2: Oral Reading Fluency

DIBELS 8

- K: Nonsense Word Fluency
- Grade 1-2: Oral Reading Fluency

Resources

- [Benchmark Checklist](#) (*lists students who require benchmark assessment for a specified season. Click the tab in the top left of the report to select aimswebPlus or DIBELS.*)
- [aimswebPlus Benchmark Process Flowchart](#) (*outlines which students need which aimswebPlus benchmark assessment*)
- [DIBELS Benchmark Process Flowchart](#) (*outlines which students need which DIBELS benchmark assessment*)
- [Benchmarking in aimswebPlus Directions](#) (*instructions for administering benchmark assessments in aimswebPlus*)
- [Print Test Materials in aimswebPlus](#) (*instructions for printing test materials*)

Grades 3-8

Administer NWEA

Administer Additional Assessments (as needed)

aimswebPlus

- Survey Level Assessment

DIBELS

- Backtest

Resources

- [aimswebPlus Benchmark Process Flowchart](#) (outlines which students need which aimswebPlus Survey Level Assessment)
- [DIBELS Benchmark Process Flowchart](#) (outlines which students need which DIBELS benchmark assessment)
- [Administer an SLA in aimswebPlus](#) (instructions for administering a Survey Level Assessment in aimswebPlus)

Grades 3-8

Administer ORF Benchmark to bottom 25% of students in Fall NWEA

Resources

- [Benchmark Checklist](#) (lists students who require benchmark assessment for a specified season. Click the tab in the top left of the report to select aimswebPlus or DIBELS)
- [aimswebPlus Benchmark Process Flowchart](#) (outlines which students need which aimswebPlus benchmark assessment)
- [DIBELS Benchmark Process Flowchart](#) (outlines which students need which DIBELS benchmark assessment)