

## ESSER 3 LEA Plan of Use for Ridge Park 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:

Ridge Park Charter Academy serves an urban population of low-income students (89% qualify for free or reduced lunch as of October 2024.) While our parents choose to bring their students to Ridge Park for our strong academic focus, they are cautious about the spread of COVID and are willing and expect the school to implement the strategies recommended by the CDC to help safely reopen and maintain a safe learning environment as outlined in our Continuity of Learning Plan including: Masking, increased cleaning of high-touch surfaces, increased/improved ventilation (both through the HVAC system and within classrooms using air filters,) and strong precautions for students that are symptomatic or diagnosed with illness.

### Purchases

- Aramark Cleaning contract—increased cleaning for disease prevention
- HVAC filters
- Air purifiers for all instructional spaces and offices
- Air purifier replacement filters
- Face masks
- Microban cleaner

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:

Ridge Park's student population was heavily impacted by the COVID pandemic as evidenced by many data points including a historic increase in student absenteeism (Percent students missing less than 10% of the school year) that dropped from 57% pre-pandemic to 66% in '20-'21. In talking with our school community there was a strong push for increased additional, supplemental, and flexible learning opportunities including virtual/hybrid learning during the '20-'21 school year, yearly summer learning, yearly after-school tutoring, and increased small group and individual intervention in both reading and math.

These supports especially targeted English Language Learners (A subgroup that saw achievement drop to a low of 18% proficient on MSTEP compared to 33% for all students,) and new students (students with less than 3 years at Ridge Park, a subgroup who saw an achievement level of 19% proficient, 14% less than all students.)

### Personnel:

- Tutoring coordinator
- Tutoring teachers
- Tutoring paraprofessionals
- Summer coordinator
- Summer Educational Technology Coordinator
- Summer paraprofessionals
- Summer teachers
- At risk teacher
- Paraprofessionals

### Purchases:

- Tutoring supplies: Books for tutoring support—Macklin
- Tutoring supplies: Classroom supplies: Staples
- Summer school supplies (books and materials) and academic incentives.

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

Personnel:

- Support Achievement & Behavior Support Specialist positions
- Educational Technology Coordinator
- At-risk Social Worker
- Student and Family Liaison

Professional Development

- Staff professional development: Thought Design: Drama Empowerment Triangle onsite
- Staff professional development: Thought Design: Radical Ownership onsite

Technology:

- Sora Overdrive
- GoGuardian
- Learning.com renewals
- Typing Club
- Classkick Digital Subscription
- Dreambox upgrade
- Edcite renewal
- Goalbook
- Chromebook refresh—replace old computers.
- Calculators
- New staff laptops for ESSER 3 positions
- Staff projector & wall mounts
- Staff projector installation
- OWL camera for virtual meetings

Bonus/Stipends:

- Recruitment bonuses to attract high-quality new staff.
- Retention bonuses to retain high-performing staff.

Purchases

- (2) Book fairs for student to shop and keep books.
- Funds for additional classroom books.
- Funds to expand selection of library books available in the library.
- Camp Roger Outdoor Field Experience for all grades
- Camp Roger Transportation
- All school student assembly: Lion Heart Experience
- Parent and Family engagement: Thought Design: Empowered Family and Path to Resilience Courses
- Student Uniforms (3 x student)—Image Builders
- Contracted Curriculum & Instruction specialists

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.

Ridge Park has student population that is 89% students that qualify for free or reduced lunch, 90% students of color, 21% who are English language learners, and 12% who have special education services. All students benefit from our core instructional program, and we focus our support staff to target those students not showing success in tier 1.

Academic intervention identifies and supports students by:

- Primary assessments for intervention groups - corrective reading placement test; reading mastery placement tests; K-2 aims benchmarking
- Every new student reads with an at-risk teacher to determine immediate intervention needs using the corrective reading placement test or the reading mastery placement test dependent on grade level.
- Monitoring & data collection: aimswebPlus, fluency check outs and mastery tests within the programs tracked in logs and within the NHA Corrective Reading and Reading Mastery assessment app
- Overall growth tracked with program mastery tests and NWEA scores.
- Progress is checked and evaluated by at-risk staff biweekly.
- Math intervention placement is determined by NWEA scores and classroom assessments; monitored within the Bridges intervention program with every modules progress monitoring test with the data collected and evaluated by an at-risk teacher for grouping/growth/reteach
- Fluid grouping as students progress or show they need more intensive intervention.
- Communication with parents through report card notes, attendance at parent-teacher conferences, and with/through the classroom teacher
- Intervention Assistance Team meetings to collaborate and determine students who may need to move to evaluation.
- Achievement/Behavioral/Social Emotional intervention identifies and supports students by working with students that have been identified for additional support as a result of low grades, cumulative behavioral events, or parent/ teacher referrals.

Personnel:

- Support Achievement & Behavior Support Specialist positions
- Add At-Risk Teacher
- Paraprofessionals
- Social Worker

Technology:

- Sora Overdrive
- GoGuardian
- Learning.com
- Typing Club
- Classkick Digital Subscription
- DreamBox upgrade
- Edcite renewal
- Goalbook