

ESSER 3 LEA Plan of Use for Endeavor 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:

Endeavor will use ESSER 3 funds to purchase HVAC Filter replacements. The CDC guidance as to ventilation is as follows: "Schools and ECE programs can optimize ventilation and maintain improvements to indoor air quality to reduce the risk of germs and contaminants spreading through the air. Funds provided through the U.S. Department of Education's Elementary and Secondary Schools Emergency Relief (ESSER) Programs and the Governor's Emergency Education Relief (GEER) Programs and the Department of Health and Human Services' Head Start and Child Care American Rescue Plan can support improvements to ventilation; repairs, upgrades, and replacements in Heating, Ventilation, and Air Conditioning (HVAC) systems..." (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>)

Endeavor will use ESSER 3 funds to supply essential PPE items to staff members and students. These will minimize the spread of germs within the classroom environment and allow for safe disinfection of materials and shared surfaces. We are planning to provide masks, gowns, goggles, and gloves for student use as needed to prevent the spread of germs and to maintain a high level of cleanliness.

We will continue our contract with Aramark to ensure thorough cleaning and disinfecting of the school building. If CDC guidelines call for additional cleaning touchpoints or specific cleaning protocols, our world-class Aramark team is ready to implement immediately.

Endeavor will continue to use ESSER 3 funding for our COVID Safety Liaison. Our COVID safety liaison is responsible for all the data tracking and reporting for every COVID case impacting the building, as well as providing essential support and information to families that are experiencing COVID.

Our ESSER Parent surveys indicated that spending money on the spread of the COVID virus in the school environment wasn't as high of a priority area. As such, we are spending less in this area than in the other areas.

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:

Our ESSER parent surveys indicated that parents wanted the bulk of our ESSER funds to be spent on staffing, tutoring, and school supplies. Parents felt that the most important leverage point of ESSER funds was catching their kids up academically through the above-mentioned strategies. As such, we have the bulk of our ESSER 3 funds slated to fund these initiatives.

Endeavor serves a high-need community with over 85% of students qualifying for free or reduced-price lunch. 60% of our student body is at or below the 25th percentile for reading based on the aimswebPlus Early Literacy Assessment. Our state test data indicates that we have been improving academically from the 2020/21 school year through 2022/23. Our overall proficiency has grown from 21% to 25% and then 29%, respectively. However, we are still below the state average for proficiency. Due to the high percentage of kids below the 25th percentile for early literacy and the continued need for proficiency increases in grades 3rd – 8th on the MSTEP/PSAT 8, we will continue to strategically use ESSER funds to positively impact our student's academic proficiency.

We are leveraging ESSER 3 funds to push our student achievement in several specific ways:

- Personnel and Tutoring (regular school year tutoring AND summer tutoring): We are increasing our staffing to allow for strategic interventions with our students that comprise the bottom 25th percentile in ELA and math. Tutoring is specifically designed to increase student exposure to math and reading instruction (this includes before/after school tutoring as well as our summer tutoring program).

- Building Substitute Teacher – COVID severely impacted staff absenteeism. In the past 90 days alone, we have experienced 149 staff absences. This averages out to 3 absences every school day. When these absences occur, we are often unable to fill the vacancy. This requires that we have a trained team member ready to step into these vacancies so that instructional time is not lost. The building sub, as a staff member, would be fully trained in our curriculum so that the classrooms don't miss a beat when their regular teacher is out.
- Curriculum Specialist – the Curriculum Specialist helps us to increase our student achievement and lost learning during COVID by providing targeted coaching to school leaders and teachers, and by assisting with data analysis and curriculum planning.
- Educational Technology Coordinator – with our move to a 1:1 student to Chromebook ratio, we require an educational technology coordinator to ensure that our students always have a functioning device. With over 680 devices in circulation, this part-time employee ensures that everyone has the equipment that they need to keep their learning going both in the classroom and outside of the classroom.
- Paraprofessionals- our paraprofessional team provides small group, evidence-based reading instruction for every classroom. In grades K – 2nd, they teach Reading Mastery during group rotations. Additionally, they head up our individual progress monitoring of students so that we can track their progress using aimswebPlus and can adjust instruction accordingly. In 3rd – 8th grade, the paraprofessionals provide ELA direct instructions to students in those grades that are below the 25th percentile, based on the aimswebPlus assessment.
- At-Risk Teacher – the At-Risk teacher provide evidence-based direct instruction in mathematics using the Bridges Intervention curriculum to students in the 25th percentile based on our interim assessments.
- Regular School Year Tutors – provide reading and math instruction for both before and after school for the duration of the regular school year. This targeted program ensures that these students are receiving additional research-based instruction in the areas of math and reading during the regular school year before and/or after school hours. We currently have over 60 students that participate in this program and continue to grow the number of students that we serve.
- Regular School Year Paraprofessionals – provide small group instruction to targeted before and/or after school tutoring students and aid with the implementation of the research-based curricular tools. This program targets math and reading specifically. We currently have over 60 students that participate in this program and continue to grow the number of students that we serve.
- Regular School Year Tutoring Coordinator – The regular school year tutoring coordinator is the main point of contact and organizer of the regular school year tutoring program. This role entails advertising the program, creating rosters, tracking participation and regular attendance, parent outreach and tutoring support.
- Summer School Teachers – Summer School Teachers provide reading and math instruction for 5 weeks in the summer to students that fall into our bottom quartile for academics. This summer program served roughly 120 students and helps these students to maintain their math and ELA proficiency during the summer months when they would otherwise be out of the school environment. The summer school program specifically targets math and ELA instruction with the use of evidence-based curricular tools.
- Summer School Paraprofessionals – Summer School Paraprofessionals provide small groups, evidence-based, direct instruction in math and reading. They work in small group structures with 100% of summer school students.
- Summer Program Coordinator – The summer program coordinator is responsible for the operation of the summer school program. They are responsible for student attendance, student achievement, and teacher/paraprofessional coaching and support. The Summer Program Coordinator also provides direct support to families and students that need additional support or resources.
- Summer Office Administrator – the summer office administrator is accountable for all administrative tasks related to summer school – this includes maintaining and tracking attendance and meal counts, providing front office support to families, and maintaining the organizational resources needed for summer staff to complete the tasks related to their job.
- Summer Kindergarten Camp Coordinator – Our summer kindergarten camp coordinator is responsible for the organization and operation of our summer kindergarten camp program. The kindergarten camp program allows incoming kindergarten enrollees to engage in a one-week camp to get a head-start on the routines, procedures, and academic habits that will equip them to be successful

- kindergarten students. The kindergarten camp coordinator is also charged with completing diagnostic assessments on participants so that they are placed in the appropriate academic groups.
- Summer Kindergarten Camp Teacher - Summer Kindergarten Teachers lead the classroom instruction for summer kindergarten camp participants. The teachers ensure that the participants are equipped with the social and academic foundation that they need to start their kindergarten year off on the best foot.
 - Summer Kindergarten Camp Paraprofessionals – Summer Kindergarten Camp Paraprofessionals provide small groups, evidence-based, direct instruction in math and reading. They also assist with doing the math and ELA individual benchmarking assessments that allow the school to place them in the correct academic groups.
- Purchases:
 - Student Technology –
 - Chromebooks – Chromebooks are the gateway device for our students to access all our digital content and to complete their in-person classwork. Chromebooks are particularly powerful as they allow students to engage in academic activities outside of school, during school breaks and the summer.
 - iPads – we are leveraging iPads for our youngest students to engage in the most user-friendly phonics instruction. We must ensure that our kindergarten students finish the year on grade level so that they can remain on grade level and close the academic gap that many experienced during covid.
 - Headphones – Headphones allow students to engage in individualized computer-based instruction in the classroom environment. Without headphones, it would be distracting and difficult for a classroom or group of students to be fully engaged in their important computer-based content.
 - iPad Cases, Chargers, and accessories – These accessories ensure that our inventory of iPads remains in good order for students to use and can prevent damage.
 - Power Adapter/Chargers – to use our devices, they must be fully charged. When students misplace a charger, we need to have extras on hand so that they don't miss any instruction.
 - Surge Protectors (NewsEgg) – these surge protectors allow groups of students to be engaged on their Chromebook at the same time while keeping them charged.
 - Digital Curriculum - The pandemic required that we pivot and empower our kids to learn and participate in their education outside of the school building. We used ESSER money to ensure a 1:1 student to Chromebook ratio and the digital curriculum allows us to individualize instruction and enable families to work on student academics outside of the school day and during breaks in the school year and throughout the summer.
 - Sora Overdrive - Sora is an award-winning digital reading app that empowers K-12 students to discover age-appropriate eBooks, audiobooks and more from their school library.
 - GoGuardian – GoGuardian is an essential tool to ensure that teachers can monitor and support students while they are engaged in virtual curriculum. It allows teachers to guide students to specific websites that meet the educational needs of their students.
 - Typing Club – Computer literacy and typing skills are essential for our students as many of the assessments required for them are shifting online. Ensuring that our students can translate their thoughts into typed paragraphs will empower them to display their academic prowess.
 - Classkick Digital Subscription – Classkick Digital subscription is a powerful platform to allow teachers to teach their students virtually. This program is essential to ensure that teachers can meet their students' needs even if they are out of the classroom.
 - Dreambox – Dreambox is an adaptive math computer program that assesses a student's current math level and builds an individualized and interactive curriculum that adapts as the student progresses. This platform is also rich with performance data that teachers can use to shape their instruction to best support student learning.
 - Edcite – Edcite is a critical platform for assessing our students on the computer. Now that state assessments have moved to online platforms, it is critical that our assessments match that same format. This will ensure that our students are best prepared to display their academic proficiency on the state assessment. Edcite also closes the feedback loop for teachers as they can get results in real time and use those results to shape their instruction.

- Inner Explorer – Inner Explorer is a mindfulness platform that allows students and faculty to regulate their emotions and deal with the stress that has come from living through the pandemic.
- Learning.com – Learning.com is a powerful website for students to access to drive their interest and engagement in growing as a learner.
- Lexia Learning – Lexia is a powerful adaptive reading program that assesses a student’s current math level and builds an individualized and interactive curriculum that adapts as the student progresses. This platform is also rich with performance data that teachers can use to shape their instruction to best support student learning. Lexia also includes specific teaching materials that teachers can use to provide targeted lessons based on students’ current performance levels.
- Summer School Supplies
 - Loaded backpacks with all student supplies and classroom project supplies – the loaded backpacks come with all essential supplies for students to be fully prepared to complete their home-based summer schoolwork. Since our FRL is consistently at/above 85%, it is critical that we equip our students with the materials that they need to complete their work at home.
 - Summer Bridge Workbooks and summer take-home work packets – Summer bridge books and summer take-home work packets are essential to ensure that students are working on curriculum that will help to prevent the “summer slide” (a decrease in academic performance from the end of one year to the beginning of the next year. The summer bridge books, and summer work packets will be provided to ALL Endeavor students, even those that are not participating in our in-person summer program.
 - Educational student incentives – Educational student incentives are leveraged to help us maintain a high attendance and engagement rate during in-person summer school and to encourage families to complete the summer bridge and summer take-home work.
 - Staples supplies (pencils, notebooks, crayons, etc.) – The staples supplies will be used to ensure that our in-person summer program has all necessary items for students to complete the daily academic work.
- At Risk Student Supplies
 - Calming Corner Supplies – these supplies will equip each classroom in the school with the necessary items for students to use when they are escalated and need to cool down. Having each classroom equipped with this calming corner will help to ensure that students can regulate and remain in the classroom learning environment.
 - Second Step Kits (K – 2nd grade) – Second Step is a research-based SEL curriculum used to teach students social skills and emotional regulation. With COVID having a significant negative impact on student social skills, we need to teach these skills at school using a strong curriculum.
 - Social Emotional Learning Supplies (Sensory Path, Therapy Shop, Ventris Learning) – these SEL supplies are used by our at-risk social worker, Deans, ABSS, and Classroom teachers to ensure that students have the SEL supplies needed to regulate their emotions throughout the day, so that they can focus on instruction. The Sensory Path empowers the school to turn our hallways into an interactive sensory path so that students with sensory needs can leverage it when needed.
 - Student Folders – Student folders allow for consistent home-school communication and empower families to assist the schools in catching up with their students after the negative impacts of COVID on their academics.

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

Our ESSER parent surveys indicated that parents wanted the bulk of our ESSER funds to be spent on staffing, tutoring, and school supplies. Parents felt that the most important leverage point of ESSER funds was catching their kids up academically through the above-mentioned strategies. As such, we have the bulk of our ESSER 3 funds slated to fund these initiatives.

- Bonuses and Stipends: The COVID pandemic unfortunately coincides with a shortage of teachers. We are prioritizing decreasing staff attrition so that we can keep our effective teaching staff. We average less than one application for each teaching/paraprofessional vacancy. As such, the more teachers that we lose, we are

increasingly unable to fill the positions. There is also increased competition for available talent. This requires that we are competitive in attracting talent. We are planning to leverage recruitment bonuses to be competitive in attracting talent.

- Purchases:
 - Michael Bonner PD – How to connect with all your students. This PD will empower staff to build relationships and differentiate their support of their diverse groups of learners. This is increasingly important as teachers encounter students that have experienced trauma, are academically below grade level, have social and other types of anxiety, and a host of other individual needs.
 - Parent and Family Engagement Events – These events are targeted with two purposes: the first purpose is to equip parents with the knowledge and resources that they need to support their children academically. The second purpose is to rebuild our school community that was damaged during the pandemic when we were unable to gather as a full school community to have the essential discourse needed to support our students.
 - Reading Night – Reading Night empowers parents with the training and resources needed to assist their students with increasing their reading proficiency by implementing our research-based instructional strategies and materials at home.
 - Math Night - Math Night empowers parents with the training and resources needed to assist their students with increasing their reading proficiency by implementing our research-based instructional strategies and materials at home.
 - Black History Month Celebration – Black History Month Celebration is an important culture building event for the whole school community. We are a diverse school community (43% Black or African American, 37% White, 10% Hispanic, and 7% Asian).
 - Spring Carnival and Fall Drive in Movie Night – During COVID, our school community was unable to connect and fortify our relationships. These school community bonding events allow for us to connect and re-establish the relationships that were frayed because of COVID.
 - Parenting Classes – With the increased SEL needs and academic slides brought on by COVID, it is critical that we provide designated parenting classes so that parents know how to support their students outside of school by being the very best parents that they can be.
 - School Uniforms – As stated previously, our high FRL% (85%+ on average) necessitates that we assist our families with necessities such as clothing to wear to school. As a school with a uniform dress code, we can help our parents by bulk-purchasing uniform clothes and providing them free of cost. Often, we will hear that parents keep kids at home due to a lack of uniform clothing. We never want a student to miss school due to uniform issues and free uniforms help us to prevent this.
 - Staff Technology
 - Staff Laptops – all our instructional tools require a laptop for teachers to use to implement the curriculum. Additionally, with learning taking place outside of the classroom in the summers and the evenings, staff computers allow for increased access to teachers since students can reach out directly on their Chromebook.
 - Single Audit Fees – this ensures that we have a second set of eyes on our usage of ESSER funds and are taking all appropriate steps.

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.

Our main monitoring program is our Intervention Assistance Team program – “IAT.” IAT referral begins with the teacher taking the initial lead and talking to their Dean and the Academic Intervention Coach. If the Dean and Academic Intervention Coach agrees with the teacher paperwork to enter IAT is given to the teacher and the parent to fill out. The parent paperwork has questions about the child’s past and present in areas of academic, behavior, social, and medical. The teacher paperwork has questions about eh child’s present areas of academic, behavior, social, and minimal medical information. When the paperwork is returned the student will be placed on next month’s IAT agenda. The IAT meeting is hard scheduled for the first Thursday of every month. A Google spreadsheet is filled out by the teacher with an update in

areas of academic, behavior, and social information. The IAT team consists of the Academic Intervention Coach, Dean of Special Education, Psychologist, Social Worker, Speech Pathologist, and classroom teacher. The Dean of the student can also attend. The team discusses the concerns that the teacher brings, the parent input form, and what has taken place to help the student up until this date. Input from various staff members that the student works with is also considered. The team then brainstorms ideas and support for the child. This support could look like adding Social Work time, sending school support materials home, adding time with an interventionist, working with our Achievement Behavior Support Specialist, and more. The teacher tries the specific interventions for 6-8 weeks and the student is brought back to IAT bi-monthly to discuss the intervention and how it works. If the intervention is working the student stays in IAT to monitor for a few months. If the student is still showing growth the team can recommend dismissal from IAT. If a student is not making progress the team can continue to recommend interventions and the team could also recommend special education testing to be completed.

Students in the IAT process are discussed every 6-8 weeks unless there is an urgent need that requires them to be brought up sooner. Students who receive reading intervention are benchmarked using Aimsweb at least monthly. Students in Kindergarten through second grade are benchmarked bi-weekly. Students who receive math intervention are monitored using Bridges intervention tools. Our paraprofessionals and at-risk teacher take the lead on assisting the teacher with implementing the resulting intervention plan for each specific student. Paraprofessionals and at-risk teachers assist with small group targeted instruction in math and reading using evidence-based tools. They also aid with data collection and assessment so that we always know how students are progressing.

In addition to the IAT Program, the Endeavor Leadership Team review essential performance data as part of their weekly leadership team meeting. These high-impact data indicators include: Attrition (students leaving the school), Behavior (student behaviors that need extra support), Chronic Absenteeism (students that are at risk of missing 10% or more of the school year), Development (the degree to which teachers are progressing in their ability to execute our academic curriculum), and Engagement (the degree to which we are cultivating an inclusive and supportive school community). We look at whole-school, grade-level, and student-based data points in each area, each week, and leverage our resources to ensure that we are progressing in each area. For example, this year:

- Attrition has decreased for all students.
- Attendance has increased from 89% to above 92% average daily membership.
- Engagement scores have risen from 79% to 85% and our participation in the survey increased by 10 percentage points.
- We are still working to curb our instances of suspension. We are currently tracking slightly ahead of last year; however, we will leverage our investment in SEL curriculum and supplies to help to empower students to stay on track throughout the school day and learn strategies to deescalate.
