

ESSER 3 LEA Plan of Use for Windemere Park Charter Academy

Drafted on October 23, 2023

1. Please describe the extent to which and how ESSER 3 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, to continuously and safely open and operate schools for in-person learning:
 - At Windemere Park Charter Academy, we will be using ESSER 3 to help with sanitation of the building through the purchase of cleaning supplies. We will also purchase disinfecting wipes for classrooms and throughout the school with non-ESSER 3 funds to support our mitigation and prevention strategies
 - As well, we will be purchasing hand sanitizer for classrooms and main offices with frequent/ high traffic with non-ESSER 3 funds
 - Each classroom will be given air filters for their air purifiers to help with ventilation purchased from ESSER 1 funds.
 - At Windemere Park, we have used ESSER 3 funds towards our HVAC filters.
 - We also have masks on hand for students/staff/stakeholders who may be in need of one.
 - As needed, we will use COVID funds to support COVID building cleaning in high frequency areas to reduce the spreading of germs.

2. Please describe how your school ESSER 3 funds 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:
 - We have a team of paraprofessionals who are involved in a coteaching model with classroom teachers. The role of the paraprofessionals is to help close the gaps in student learning. Students work in small groups that rotate between the teacher, the co-teacher, and an independent practice.
 - To address learning loss, our school will implement Sylvan tutoring along with tutoring provided by school staff, which includes tutors and coordinators. Along with this, we will also have a summer learning program, which includes our summer learning paraprofessionals, summer learning tutors/teachers, and our summer learning coordinator, that focuses on addressing student need and learning loss.
 - Tutoring focuses on math and ELA with 8-12 staff members supporting the groups in 3 separate sessions. Sessions allow for multiple students to be targeted based on needs of families (such as schedule conflicts, timing offered, etc.)
 - Groups are 3-10 students based on grade level and participation rates.
 - Groups serviced:
 - Tier I and Tier II
 - Based on classroom assessments and previous spring M-STEP
 - This group is our group of scholars who were proficient or close to proficient.
 - With the extra supports of tutoring, learning loss can be addressed and corrected to boost to proficiency.
 - Sylvan tutoring offered to 50 students based on Tier II intervention data.
 - Groups serviced:
 - Tier II
 - Based on previous year MSTEP
 - With the extra supports of tutoring, learning loss can be addressed and corrected to boost to proficiency.
 - After school tutoring will be offered to students with similar criteria to Sylvan. We will look to target Tier I and Tier II students as we push towards proficiency and closing the gap in learning loss.
 - For each of our intervention supports, we will need supplies to support the teachers and paraprofessionals. These include chart paper, markers, educational incentives, and student books, and other intervention materials.
 - Digital Curriculum will also be an important part of addressing the learning loss. Programs like Sora will help with reading skills, DreamBox to help with math, GoGuardian, Learning.com, Typing Club, Classkick, Edcite, and Goalbook will also allow staff and students to address learning loss and track goals and progress towards goals.
 - Intervention curriculum will be ordered with our funds to address the needs of our program including Reading Mastery, Corrective Reading, Bridges Math, Heggerty Materials, Inquiry Journey books, and student literature seminar books.
 - Tutoring supplies, including paper, pencils, markers, whiteboards will be ordered through ESSER 3 to support the learning in the classrooms during tutoring time.
 - Summer supplies, including educational incentives, consumable materials, snacks, and Summer Bridge Books, will be ordered through ESSER 3 to support the learning in the summer learning program.
 - As well, we will have similar items for our summer learning program as we address the learning loss and push students towards proficiency.
 - Data used to support tutoring and summer school:
 - Interim data

- Common assessments
- State testing
- With the extra support of tutoring, learning loss can be addressed and corrected to boost proficiency.

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

- We will be using the funds for extra support staff. This includes a student family liaison to help scholars who need extra support such as emotional support. We will also use the funds for an instructional coach who will support the deans and our first-year teachers/ alternative certified teachers.
- Funds will also be used for technological needs. This includes an extra educational technology coordinator to help support technology needs. Also, we will provide mice and headphones to each scholar to ensure one to one needs are met.
- To better understand the culture and protocols of the grade levels, we will host a Kinder camp for new Kindergarteners along with a Middle School camp aimed at all middle schoolers, in particular new families.
- To continue to push our academic achievements, along with filling the gaps from learning loss, we will use some of the ESSER 3 to offer retention and recruiting bonuses.
- Some of the money will be used to cover single audit fees.
- Our staff will engage in multiple professional developments that will help us understand meeting the social emotional needs of our students. Professional development events will be Lion Heart, emotional resilience (Disc Training and building resilience) and Restorative Practices.
- Social-Emotional learning games will be purchased to help address student needs in small groups and intervention time.
- Students who qualify for Free/Reduced Lunch will be eligible to pick up a school uniform shirt along with school supplies (backpack, pencils, and notebooks) during our summer events.
- We will host a Scholastic book fair where students will come in and receive 4-5 books of their choice at their reading level to encourage reading at home and building fluency and comprehension skills lost due to the pandemic.
- Staff technology will be supported through ESSER 3 funds providing laptops to staff who will support in their intervention and small group planning to target learning loss.
- Student technology will support the needs of students as we navigate through classrooms that are based around technology. Mice, headphones, Chromebooks, calculators, and Chromebook cases will be ordered to address these needs.

4. Please describe how your school will ensure that the interventions it implements, including but not limited to the interventions implemented under ESSER 3 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 intervention program, including our paraprofessionals as the co-teacher in the classroom along with our academic specialists who support students in grades K-8 in ELA and Math, is built into the schedule daily based on student needs, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students, in ELA and math. We focus on grouping students after an assessment is given. At the beginning of the year, we assess students on NWEA for ELA and math. From there, we also benchmark students through aimswebPlus for their needs on fluency.
- NWEA data allows us to create intervention groups for ELA and math in grades K-6. In 7-8, teachers use the data to know how to utilize small groups in the classroom, which allow us to target student needs such as students with disabilities, English learners, students from low-income families, and students of color.
- Our intervention program is a co-teacher model. This means students are grouped based on ability. In grades K-2, all nine classrooms have a classroom teacher and an intervention co-teacher. In grades 3-5, there are 2/3 of the classes that have a classroom teacher and an intervention co-teacher. The other 1/3 of classrooms are proficient classes and utilize small groups with the classroom teacher. In grades 6-8, teachers utilize small groups based on the data.
- We also offer students emotional and behavioral support through our achievement behavior support specialists, social worker, and student family liaison. These students receive this support through behavior data and needs in the classroom. Students utilize items such as the learning that staff gained through professional development along with the social emotional games purchased to address these needs of the students.

School Year 2022-2023 COVID-19 Response: Policy on Recruitment and Retention Bonuses
Following School Disruptions and Closures

Background

Large scale disruptions caused by COVID-19, to the school as well as school staff and students, have created significant new challenges in attracting and retaining our school staff. These disruptions have become more pronounced as the pandemic continues to create talent shortages in multiple sectors of the economy across the United States.

Using Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) program funds made available under the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplement Appropriations (CRRSA) Act, and American Rescue (ARP) Act, the school is able to award bonuses to help attract new talent and retain talent where needed. In determining the need for such bonuses, considerations included the impact of the pandemic on the following:

- Recruitment and retention of school staff, as indicated by vacancies, turnover rates, and other related data; and
- Changes in working conditions, including the need to return to in-person work with COVID-19 still prevalent in our communities.

Staff positions eligible for any COVID-19 Response Bonus, as well as bonus amounts, are determined based on the impact the pandemic has had on recruitment and retention rates, as well as on the availability of funding. A list of eligible positions and corresponding bonus amounts for the current school year are included within this policy.

Policy

Subject to the criteria established below, there are two types of school support bonuses authorized by this policy:

1. Retention Bonuses – for eligible staff employed in an eligible position; and
2. Recruitment Bonuses -- for eligible individuals hired into an eligible position.

This policy will remain in effect only as long as Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) funding is available to the school and any bonus paid under it is related to disruptions or closures caused by COVID-19, subject to eligible use restrictions and guidance published by the Federal or state government.

So long as it is in effect, this policy supersedes any other policy providing for the distribution of premium pay/incentive compensation, or recruitment and retention bonuses.

1. Retention Bonuses – for eligible staff employed in an eligible position; and
2. Recruitment Bonuses -- for eligible individuals hired into an eligible position.

Recruitment Bonus eligibility requires:

- Employment by the school in a position identified as eligible for Recruitment Bonuses for the school year in which the bonus is to be paid;
- Continuous employment by the school for a minimum of 60 days; and
- Employment by the school in the bonus-eligible position at the time the bonus is awarded.

Retention Bonus eligibility requires:

- Completed employment in the prior school year in a position identified as eligible for Retention Bonuses;
- Continued employment by the school in a position identified as eligible for Retention Bonuses during the current school year;
- Staff member has a satisfactory performance evaluation; and

- Employment by the school in the bonus-eligible position at the time the bonus is awarded.

Bonuses will be awarded at least once per school year.

An individual who qualifies for and receives a Recruitment Bonus may qualify for and receive a Retention Bonus in a subsequent year, subject to the availability of funding, employment in a position determined bonus-eligible for the given school year, and establishment of eligibility.

Eligible School Staff Positions and Bonus Amounts

Based on site-specific data indicating recruitment and retention challenges related to COVID-related school closures and disruptions, as well as changes in working conditions and duties encountered by some staff, the following staff positions are eligible for recruitment and retention bonuses, pursuant to the policy, during the 2022-2023 school year, this list will be updated for each subsequent school year, as long as federal COVID-19 relief funding is available to the school to improve staff recruitment and retention.

Under this policy, a full-time employee works 30 hours or more per week and a part-time employee works less than 30 hours per week. Full-time employees are eligible to receive the full bonus amount and part-time employees will have their bonus pro-rated based on their full time equivalent (FTE). Positions with a .01 FTE will not be eligible for recruitment and retention bonuses and the .01 FTE will not be included in the proration calculation.

Examples:

- Employee has two eligible positions that total .50 FTE (20 hours per week). This employee is considered part-time and is eligible to receive 50% of the bonus amount of \$8,000.00.
- Employee has one eligible position for .30 FTE (12 hours per week). This employee is considered part-time and is eligible to receive 30% of the bonus amount of \$8,000.00.
- Employee has two eligible positions that total .75 FTE (30 hours per week). This employee is considered full-time and is eligible to receive 100% of the bonus amount of \$8,000.00.

<u>Position Type</u>	<u>Recruitment Bonus Amount for Eligible Staff</u>	<u>Retention Bonus Amount for Eligible Staff</u>
Certified Instructional Positions ¹	\$8,000.00	\$8,000.00
Non-Certified Instructional Positions ²	\$4,000.00	\$4,000.00
Certified Non-Instructional Positions ³	\$4,000.00	\$4,000.00
Non-Certified Non-Instructional Positions ⁴	\$4,000.00	\$4,000.00
Academic Intervention Coach, Assistant Principal, and Deans	\$8,000.00	\$8,000.00

Certified Instructional Positions ¹:

Academic Specialist, Accelerated Learning Teacher, American Sign Language Teacher Special Education, Art Teacher, At Risk English Language Arts Teacher, At Risk Language Arts Teacher, At Risk Math Teacher, At Risk Reading Teacher, At Risk Teacher, Computer Science Teacher, CTE Teacher, Dance Teacher, Drama Teacher, Early College Achieving Career and Educational Success, Elective Teacher, English Language Academic Specialist, English Language Arts Academic Specialist, English Language Teacher, French Teacher, General Education Teacher, Geography Teacher, Government Teacher, Health Teacher, Library Technology Specialist, Mandarin Teacher, Math Academic Specialist, Moral Focus Teacher, Music Teacher, Physical Education Teacher, Physics Teacher, Psychology Teacher, Reading Academic Specialist, Software Facilitator, Spanish Teacher, Special Education Teacher, Specials Teacher, Supplemental Co-Teacher, Teacher in Residence, and Technology Teacher/Coordinator

Non-Certified Instructional Positions ²:

English Language Paraprofessional, Facilitator Recapture, Grant Paraprofessional, Homebound Paraprofessional, Homebound Tutor Special Education, Instructional Aide, Instructional Paraprofessional, Library Technology Aide, Online Mentor, Onsite Facilitator, School Support Paraprofessional, Special Education Paraprofessional, Student Teacher, and Technology Aide

Certified Non-Instructional Positions ³:

At Risk Social Worker, College and Career Readiness Counselor, Counselor Special Education, Counselor, Occupational Therapist Special Education, Occupational Therapist, Psychologist Special Education, Psychologist, School Nurse, Sign Language Interpreter Social Worker Special Education, Social Worker, Speech Language Pathologist Special Education, and Speech Language Pathologist

Non-Certified Non-Instructional Positions ⁴:

Achievement and Behavior Support Specialist, Admissions Translator, At Risk Coordinator, Athletic Director, Attendance Liaison, Bus Liaison, College and Career Readiness Coordinator, Content Leader, COVID Safety Aide, Crossing Guard, Education to Career/Pro Success Coach, Educational Technology Coordinator, Enrollment Registrar, High School Registrar, High School Secretary, Instructional Coach, Literacy Coach, Material Logistics Assistant, MTSS Coordinator, Non-Instructional Aide/Paraprofessional Special Education, Non-Instructional Aide/Paraprofessional, Office Administrator – Supervisor, Recess Aide, Regional Registrar, Registrar, Scheduling Registrar, School Ambassador, School Bus Monitor Special Education, School Bus Monitor, School Facilities Coordinator, School Lead Office Administrator, School Office Administrator, School Office Assistant, School Regional Test Specialist, School Secretary, School Technology Admin, Special Education Coordinator, Student Family Liaison Aide, Student Family Liaison, Success Coach, Test Proctor, Testing Coordinator and Translator