




## ESSER 3 LEA Plan of Use for South Pointe Scholars

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:

- Hand sanitizer, masks, cleaning wipes, and HVAC Air Filters were purchased for the school. To optimize ventilation in the classrooms and throughout the building, we allocated funding for HVAC air filters. The pleated MERV-13 filters have proven to be more efficient and are regularly replaced with new filters.
- Each classroom, office, or workspace is provided with hand sanitizer, and cleaning wipes throughout the school year. This allows staff to clean the surfaces regularly to help prevent the spread of infections. Regularly cleaning the surfaces helps to prevent the spread of germs. Ensuring staff have access to cleaning wipes is essential.
- Alcohol based hand sanitizer that contains at least 60% alcohol is available for all classrooms and workplaces at the school. Students are encouraged to use hand sanitizer if soap and water is not readily available.

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:

- An in person targeted Summer School program for approximately 90 Kinder through 7<sup>th</sup> grade students was established to address learning loss with the use of ESSER Funds. The focus of the Summer program was students in the 25<sup>th</sup>-50<sup>th</sup> percentile in NWEA. Summer programming included focus on Math and ELA key skills/objectives. ELA instruction will include phonics, comprehension, reading fluency, and independent online reading practice. Summer positions include coordinators, educational technology coordinators, paraprofessionals, teachers, and office administrators. See information below for the Summer Programming.
- At Risk Teachers are utilized to work with students performing below grade level in Reading and/or math utilizing our Intervention Program to target specific skills that students are lacking. They have a set schedule and pull students and push into the classrooms to work with a set group of students per grade level daily.
- The Achievement Behavior Support Specialist works with students who are demonstrating behavior issues. They teach them coping skills and de-escalation skills so they can stay on task so they can continue with their learning in class.
- Our Educational Technology Specialists assist students who are struggling with tech issues so they can get back to utilizing Chromebooks to continue their learning.

<b>K-2</b>				
	<b>Instruction</b>			
K-2 Summer Learning will consist of the following blocks of instruction:				
<table border="1" style="margin: auto;"><tr><td style="background-color: #00AEEF; color: white; padding: 2px;">15 min Heggerty</td></tr><tr><td style="background-color: #FF8C00; color: white; padding: 2px;">45 min Phonics (2 lessons of Reading Mastery OR From Phonics to Reading)</td></tr><tr><td style="background-color: #76C73A; color: white; padding: 2px;">30 min Lexia</td></tr></table>		15 min Heggerty	45 min Phonics (2 lessons of Reading Mastery OR From Phonics to Reading)	30 min Lexia
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 Guidance for schools using <a href="#">Reading Mastery</a> Guidance for schools using <a href="#">From Phonics to Reading</a>				
	<b>Assessment</b>			
<b>The anchor assessments for K-2 will be focused on phonics and fluency.</b>				
<ul style="list-style-type: none"><li>• Monitor Reading Mastery progress by administering Mastery Tests and Reading Checkouts and recording results in the NEW myNHA app, <a href="#">RM &amp; CR Assessments</a>. Directions for using the app can be found <a href="#">here</a>.</li><li>• Monitor From Phonics to Reading progress by administering cumulative <a href="#">assessments</a>.</li></ul>				

## 3-8 Pathway 1

Students **below** the 35th%ile on ORF benchmarking  
Students who **already** receive Corrective Reading instruction  
Students who **place into** Corrective Reading via spring placement testing



### Instruction

For students who are following this pathway, 3-8 Summer Learning will consist of the following block of instruction:

20 min Lexia

45 min Corrective Reading

25 min Fluency Practice



Click [here](#) for guidance on using Lexia PDF lessons for small group instruction.  
Click [here](#) for guidance on determining the appropriate Corrective Reading grouping.  
Click [here](#) for the framework for fluency practice.



### Assessment

The anchor assessments for 3-8 pathway 1 will be focused on fluency.

- Monitor Corrective Reading progress by administering Mastery Tests and Reading Checkouts and recording results in the NEW myNHA app, [RM & CR Assessments](#).

## K-2



### Instruction

K-2 Summer Learning will consist of the following block of instruction

20 min Math Stories

30 min Bridges Intervention

20 min Practice

Each classroom will be able to create a customized scope and sequence based on the needs of their students.



[Click here to create your scope and sequence.](#)



[Find Summer Learning reports here](#) - Then go to Summer Learning Report Hub



### Assessment

**The anchor assessment for K-2 will be the Spring Numeracy Assessment.**

- Midway through summer learning, students will take the Numeracy Check-up 2. This assessment will identify student performance within the critical content.
- At the end of the summer students will take the Spring Numeracy Assessment to measure student growth and proficiency as a result of summer learning.

3-5



## Instruction

3-5 Summer Learning will consist of the following block of instruction

25 min **Math Stories**

45 min **Bridges**

20 min **Practice**

Each classroom will be able to create a customized scope and sequence based on the needs of their students.



[Click here to create your scope and sequence.](#)



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## Assessment

**Assessments will be provided for each unit of study selected by the teacher**

- Check point assessments will be recommended each week to help gauge students' progress and growth within the critical content.
- Unit assessments should be given at the completion of each unit of study.
- At the end of the summer teachers can analyze the data from the unit assessments given to measure students' growth and proficiency as a result of summer learning.

6-8



## Instruction

6-8 Summer Learning will consist of the following block of instruction

60 min **Illustrative Math Lesson**

30 min **Practice**

Each classroom will be able to create a customized scope and sequence based on the needs of their students.



[Click here to create your scope and sequence.](#)



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## Assessment

**Assessments will be provided for each unit of study selected by the teacher**

- Quizzes will be recommended each week to gauge progress on standards.
- Unit assessments should be given at the completion of each unit of study.
- At the end of the summer teachers can analyze the data from the unit assessment given to measure students' growth as a result of summer learning.

- In addition, Summer Bridge books and Power Packs were purchased for students to work at home during summer utilizing non-digital materials.
- ESSER 3 funds provided targeted off-site tutoring through a third party (Sylvan Learning) for students to target learning loss. The Sylvan Learning Program serviced 50 mostly 3<sup>rd</sup> through 4<sup>th</sup> grade students in reading for the spring and summer. See Information below:

## Areas of focus

Here are the focus areas we tailor to your child:

- **Phonics and phonemic awareness:** If your child needs support in sounding out new words or in the foundational skills in decoding, we provide clear instruction in skills such as letter-sound correspondence, vowel patterns and decoding multisyllabic words.
- **Vocabulary:** Students learn the vocabulary words they need to understand to complete their reading assignments at each level. They also learn strategies for how to define new words — such as using context clues and breaking words into affixes and roots.
- **Fluency:** To learn how to apply decoding skills, students read out loud under the coaching and guidance of our expert teachers. Fluency is the key to building reading comprehension and being able to read at a good pace.
- **Comprehension:** Our ultimate goal is reading for comprehension! Our teachers help students build the comprehension skills that are needed most for school (and beyond). For example, we ask them to summarize both fiction and nonfiction texts to show basic understanding. They also practice critical thinking skills, such as how to analyze a text's structure and how to evaluate an author's reasoning or persuasive techniques.

## How it works

Our Reading Program follows a very intentional order of learning. It's based on an empirically-validated learning progression — which means it's proven to work. Our students begin with foundational skills, then move to basic comprehension skills, and then gain confidence in more complex, higher-order thinking skills.

Here are the skills your child will progress through depending on his or her age and ability.

Skill	Examples
Phonics and decoding (if needed)	Long vowel patterns, consonant blends
Vocabulary strategies and word meaning	Synonyms and antonyms, multiple meaning words, context clues
Constructing meaning from text	Identifying facts and details, distinguishing fact from opinion, identifying sequence
Analyzing literary text	Literary forms, figurative language, story structure
Understanding an author's craft	Author's purpose, tone, text structure
Evaluating text	Analyzing persuasive techniques, evaluating an author's reasoning

- A virtual tutoring program was also utilized to provide additional tutoring support (FEV).
- On-site tutoring will focus on kindergarten through 8<sup>th</sup> grade. K- 3 (See Chart below) will focus on students in the Tier 3 for aimswebPlus. These are students that are below the 10<sup>th</sup> percentile.

		Tier 3 (0-10th Percentile)	Tier 2 (11-24th Percentile)	Tier 1 (25th Percentile or Above)
Fall	K-2	33%	22%	45%
	3-8	43%	21%	35%

- Tutoring for 4th-8<sup>th</sup> grade will focus on students on the proficiency bubble in state testing. This will include students who lost or gained proficiency. This is intentional so we can bring them back to proficiency or keep them at proficiency. Tutoring will be two days a week with the focus on math and reading. By focusing on these students, we can address their learning loss since the students that are below this bubble are receiving daily intervention services during the school day. (See Chart below) Tutoring positions include paraprofessionals, and teacher tutors.

21-22 Grade	22-23 Grade	N	Proficiency of 2022-23 Returning Students (YoY Difference)	Proficiency Gained	Proficiency Lost	Net Proficiency Change
3	4	52	29% (-4%)	+3	-5	-2
4	5	54	28% (-4%)	+1	-3	-2
5	6	50	28% (+0%)	+3	-3	+0
6	7	37	22% (+14%)	+6	-1	+5
7	8	38	37% (-11%)	+2	-6	-4
All Grades			29% (-1%)	+15	-18	-3

- Chromebooks were purchased to provide each student opportunities to address learning loss through the use of digital curriculum such as Dream Box, eSora, GoGuardian, Google licenses, NewsELA, Edcite, Everyday Speech, Leaps for Schools, Learning.com, Typing Club, and Enome. This allowed students the opportunity to access learning at school at home to address learning loss.
- The Curriculum Specialists and Instructional Coach provided support to the teachers by providing guidance in improving their instruction and analysis of data to inform instruction.

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

- Funding will be utilized for at risk teachers who will work specifically with students who are below grade level in math and reading. They will be assigned specific groups of students in different grade levels to provide intervention on a daily basis each week. The focus is on learning loss to bridge the learning gap for these students.
- Curriculum specialists will work directly with teachers to provide additional coaching in their instructional delivery for students. They will also assist in analyzing and utilizing assessment and progress monitoring data to help drive instruction.
- The instructional coach will focus on new teachers to provide coaching on classroom management and instruction
- Retention and recruitment bonuses will be utilized to retain staff. This is necessary due to the staff shortage and limited applicants. Consistency in instruction for students is an important strategy to reduce learning loss.
- Non-Digital materials are necessary also to address learning loss. High interest books are utilized to reinforce and support instruction. Reading Mastery is utilized for students needing reading intervention due to learning loss. The Atlas Program is utilized in Middle School Social Studies to help students in social studies skills due to learning loss. Eighth-Grade Literature Seminar replacement kits were needed to provide the resource for teachers to provide the necessary instruction for students in reading.
- Professional Development was provided for staff to continue building skills in their instructional and behavioral strategies. The Art of Coaching offered resources in foundational skills and the necessary tools for coaching teachers. The resources provide intentional and immediate actionable strategies to coach new and novice teachers. Additional professional development will be contracted for Focus on Classroom Management and Effective Instruction.
- Single audit fees
- Student technology: headsets, charging adapters, mice, protective cases, and calculators.
- School uniforms

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.

- We closely examine and analyze data in our student progress to provide the necessary support. Students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students have their academic progress compared to the whole school students to determine the areas they may be performing at a lower academic progress. We utilize these results to determine the support necessary including support from the social worker, academic behavior support specialist, and at-risk teachers. Their progress is monitored closely to adjust as needed.
- Each kinder classroom has a paraprofessional to assist students with their educational gaps. They utilize the programs, Reading Mastery and Corrective Reading to improve student academic areas in reading including English learners and children with disabilities. Reading

intervention focuses on phonics and fluency. Students are benchmarked in the beginning of the school year to set goals for improvement. They are monitored weekly to track their progress and adjust their intervention. Students also are provided numeracy support in number recognition, number sequencing, and other basic math skills.

- First through eighth grade have additional paraprofessional and at-risk teachers support for intervention. These staff are assigned to specific grade level ranges to focus on specific students who are below the 25<sup>th</sup> percentile in NWEA. Each student is benchmarked in aimswebPlus to start the year. Students who test below their grade level are assigned an interventionist or teacher as part of the intervention program. They receive fluency instruction and support and are assessed weekly and tracked. When the student surpasses their goal, they receive a new goal until they surpass their current grade level. These students receive at least 30 minutes of daily intervention support.
- The at-risk teachers provide Math intervention as an additional support for students. They work specifically with the Intervention staff or with the classroom teacher daily in workshops. Manipulatives are utilized to address the learning gap in numeracy.
- Our academic behavior support specialist supports our students in a Tier 2 approach. Students work either individually with the specialist or they work in groups depending on their needs and goals. Daily check ins are provided to students and positive incentives are utilized to enforce positive behavior expectations.
- Social workers provide tier 3 support for students including students from low-income families, students of color, students with disabilities, students experiencing homelessness, foster care, and migratory students. They have specific caseloads of students and have specific goals to work with students. They utilize Social Emotional tools/materials when working with the students. They meet with teachers and administrators to help adjust programming for the students. Parental/guardian input is a part of this process also to ensure wrap-around services are available. These strategies increase time in the classroom for students while working on their social emotional needs.
- The Student-Family Liaison works with students and families who are identified as having truancy and chronic absenteeism concerns. This includes students who have demonstrated behavior concerns as it relates to the impact due to absences.