



## ESSER 3 LEA Plan of Use

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:

Metro will continue to remain open safely with strategies for everyday operations aligned with the Center for Disease Control (CD) which include:

- Provide information about vaccination.
- Staying home when sick
- Hand hygiene and respiratory
- Cleaning
- Masking
- Testing
- Responding to Outbreaks

Additionally, Metro updates a Safe Return and Continuity of Learning Plan to ensure the environment is safe for all school staff and students which includes the strategies above.

Metro Charter Academy is using ESSER 3 funds to implement the following strategies related to preventing and reducing the transmission of COVID-19:

### Strategies:

- Universal and correct use of masks
- Physical distancing
- Cleaning
- Maintaining healthy facilities (including costs related to sanitizing/disinfecting)

### Investments:

- PPE
  - Aramark PPE
    - Cleaning
    - Maintaining healthy facilities (including sanitizing/disinfecting building, equipment, and supplies)
    - Masks
    - Wipes
    - Hand Sanitizer
- HVAC air filters to improve air quality and prevent the spread of COVID-19
- Building
  - Aramark Cleaning Contract
    - Cleaning
    - Maintaining health facilities
  - HVAC Filters
- COVID Safety Aide



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:

Metro Charter Academy will utilize ESSER 3 funds to address the academic impact of lost instructional time through the implementation of several evidence-based interventions. Students identified to be in Tier 3, needing the highest level of intensive support, will be eligible to participate in summer enrichment programming and after school tutoring intentionally targeting reading and mathematics. Students identified to be in Tier 2 will also be eligible for both programs. The students chosen reflect the highest needs student groups in the school and are based on student data, achievement, and performance. The core content areas of reading and mathematics were chosen based on school data suggesting these to be the areas requiring the most remediation of skills. Both programs are run by highly qualified teachers and staff, ensuring that students receive quality instruction to achieve growth.

ESSER 3 monies will be used to purchase and/or fund several key areas to address lost instructional time. One-to-one technology is implemented so that each student has a Chromebook on which to access intervention programs DreamBox (math). Students also have access to Generation Genius (science), Sora Reading, Learning.com (Technology), and Typing Club. Key personnel, including academic specialists and instructional paraprofessionals, are utilized to run targeted intervention groups focused on building literacy and math skills. Curriculum specialists support teacher development and growth in delivering high quality instruction. Tutoring is offered during the school year in both literacy and math for select students who are struggling in these areas. Tutoring positions include coordinators, tutors, and paraprofessionals. Tutoring supplies include school supplies and educational incentives. See data below.



## AimsWeb Reading Data (Metro)

### Student Tier Distribution

Metro

Color Legend

- Tier 1 (> 25 %tile)
- Tier 2 (11-25 %tile)
- Tier 3 (1-10 %tile)



		Tier 3 (0-10th Percentile)	Tier 2 (11-24th Percentile)	Tier 1 (25th Percentile or Above)
Fall	K-2	34%	26%	39%
	3-8	28%	14%	57%
Winter	K-2			
	3-8			
Spring	K-2			
	3-8			

## ELA Interim 1 Data

Class Interim State Comparison				
	22-23 State Test		23-24 Interim 1	
<input type="button" value="Toggle All"/>	Avg Score	Proficient	Avg Score	Proficient
<input checked="" type="checkbox"/> Total	--	74 / 195 37.95%	2.22	85 / 276 30.80%

## Math Interim 1 Data

Class Interim State Comparison				
	22-23 State Test		23-24 Interim 1	
<input type="button" value="Toggle All"/>	Avg Score	Proficient	Avg Score	Proficient
<input checked="" type="checkbox"/> Total	--	53 / 195 27.18%	2.17	89 / 273 32.60%



## M-STEP Data (2022-2023)

Metro Charter Academy

2022-23 State Test Root Cause Report

All Students

New Students

Returning Students

ELA		
Grade	N	2022-23 Proficiency (YoY Difference)
3	65	23% (-22%)
4	49	57% (+32%)
5	59	36% (-3%)
6	51	43% (+4%)
7	44	36% (+5%)
8	51	49% (-4%)
All		40% (+2%)

Math		
Grade	N	2022-23 Proficiency (YoY Difference)
3	65	25% (-27%)
4	49	49% (+26%)
5	59	14% (-1%)
6	51	20% (-2%)
7	44	25% (+9%)
8	51	12% (-21%)
All		24% (-3%)

Through Metro's data analysis and the consultation with stakeholders, Metro has decided to implement the following strategies using the ARP ESSER funds:

- November 10, 2023, Survey Feedback –
  - Summer Learning
  - Attracting and Recruiting Staff
  - Academics/materials
  - Social Emotional Learning

To address the top priorities identified by school stakeholders, the team recommends investing in the following:

### Summer Learning -

- Hire staff for summer tutoring. Positions include coordinators, teachers, paraprofessionals, and achievement behavior support specialist.
- Provide school supplies and student workbooks
- Increased compensation for summer learning staff

### Academics Subscriptions –

- DreamBox
- Generation Genius
- Sora Reading
- Learning.com
- Typing Club
- myHeggerty

### SEL –

- Partner with outside SEL wraparound services to support students.
- SEL curriculum for students, staff, and parents to access.



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

- Metro Charter Academy will spend its remaining ARP ESSER funds on the following initiatives:
  - Digital Curriculum
    - myHeggerty
    - GoGuardian
    - Classkick
    - Edcite
  - At-Risk Supplies and Intervention Materials
    - Social Emotional Curriculum, Supplies, and Educational Games
  - Student Technology
    - Calculators
    - Chromebook Cases
  - Student Purchases
    - Uniforms
    - Backpacks
    - School Supplies
    - Student books
  - Administrative
    - Single audit fee
  - Staff Technology
    - Laptops
    - iPads
    - Computer monitors
    - Headsets
    - Speakerphones
    - Microphones
    - Document cameras
    - Tablets
    - Charging cords
    - Charging stations
    - OWL cameras
    - Extension cords/surge protectors
    - Web cameras with tripod
  - Recruitment and retention bonuses for educators and support personnel
  - Educational Technology Coordinator to support staff, students, and families with effective use of technology.
  - Parent and Family Engagement Events
    - Back-to-School Bonanza
    - Pastries with the Principal
    - Fall Harvest Festival
    - Pasta w/Principal 2



- Donuts w/Dads
- Winter Wonderland
  
- Attracting and Recruiting Staff –
  - Provide additional opportunities for PD both for general and specialized content.
    - Kagan PD
    - Emotional Resilience PD
    - Restorative Practices and Using Circles
    - Responsive Classroom
    - Five Dysfunctions of a Team

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.

- Metro Charter Academy will respond to academic, social, emotional, and mental health needs of all students through the collection of progress monitoring on an ongoing basis and through student benchmarking data. We use AimsWeb Plus benchmarking for all grades levels. Students are benchmarked at the beginning of the school year and then that data will determine how often they will be benchmarked, either weekly or bi-weekly to measure achievement.
- Within each K-3 classroom, we have an interventionist to support student learning to address the impact of lost instructional time. The interventionist supports students with additional instruction with fluency and other interventions. In addition, we have interventionists and specialists to support our students in grades 3-8 in both ELA and math to address the academic impact of lost instructional time.
- Metro is also collecting data for our summer learning program and monitors student progress throughout this learning. We evaluate implementation fidelity and effectiveness of interventions continuously for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English Language Learners, Migratory students, students with disabilities, and students of color.
- Metro will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans of sufficient student progress is not met for all subgroups.
- Metro reviews our data during grade level team meetings, school improvement meetings, dean and leadership meetings, classroom observations, school quality support meetings, and during family and community meetings.
- Additionally, Metro will continue to ensure that all stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.

### **ESSER 3 Investments**

- Intervention Materials
  - Reading Mastery
  - Corrective Reading
  - Heggerty Bridge the Gap
  - Bridges Intervention
- SEL Professional Development Supplies and Materials



- Emotional Intelligence
- Personnel
  - Instructional Paraprofessional (4)
  - At-Risk Academic Teacher (2)
- Student Technology
  - Chromebooks
  - Calculators
  - Chromebook Cases
- At-Risk Supplies and Intervention Materials
  - Social Emotional Curriculum, Supplies, and Educational Games
- Summer Learning
  - Staff
    - Coordinators
    - Teachers
    - Paraprofessionals
    - Achievement and Behavior Support Specialist