

## **ESSER 3 LEA Plan of Use for North Saginaw 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:

North Saginaw Charter Academy recognizes the critical role that investing in cleaning services and air filter upgrades plays in mitigating and preventing the spread of COVID-19 within our educational community. Here's how these investments contribute to safeguarding the health and well-being of our students, staff, and visitors

1. Investment in Aramark Cleaning Services
  - a. Thorough Disinfection: By allocating resources to regular and comprehensive cleaning services, we ensure that our school environments undergo thorough disinfection. High-touch surfaces, communal areas, and shared spaces will be prioritized to eliminate the presence of the SARS-CoV-2 virus, reducing the risk of surface transmission.
  - b. Scheduled Cleaning Protocols: North Saginaw Charter Academy is committed to implementing a frequent cleaning schedule to maintain a sanitized environment. This proactive approach will help minimize the potential for viral transmission through surface contact in classrooms, hallways, and shared areas.
2. Upgrading Air Filters in HVAC System
  - a. Enhanced Airborne Particle Filtration: Our investment in air filter upgrades for HVAC systems aims to improve the filtration efficiency of airborne particles, including viruses like SARS-CoV-2. This measure directly contributes to reducing the concentration of contaminants circulating within our school buildings.
  - b. Adoption of HEPA Filters: North Saginaw Charter Academy is embracing the implementation of High-Efficiency Particulate Air (HEPA) filters, which are designed to capture even the smallest particles with exceptional efficiency. This investment reflects our commitment to providing a safe and healthy indoor environment for all occupants.
3. Social Distancing Furniture and Support Materials
  - a. Desks were purchased to support initial requirements by the CDC and WHO recommending social distancing of at least 6 feet to decrease the possibility of transmission of the COVID-19 virus in classrooms. These replaced small group tables that inhibited classroom set-ups to create the social distancing minimums.

By strategically investing in these measures, North Saginaw Charter Academy aims to prioritize the health and safety of our school community, fostering an environment conducive to learning while minimizing the risk of COVID-19 transmission. Our investment strategy integrates cleaning services and air filter upgrades, creating a comprehensive defense against the spread of COVID-19. This two-fold approach addresses both surface and airborne transmission, aligning with best practices recommended by health authorities. This commitment underscores our dedication to providing a secure and supportive educational experience for all.

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:

- At least 20% of our ESSER 3 funds address learning loss by providing additional instructional time through comprehensive tutoring and summer learning programs, as well as training on instructional comprehensive tutoring and summer learning programs, as well as individualized digital curricular

programs are instrumental in supporting North Saginaw Charter Academy's efforts to address learning loss among students. In addition, ESSER 3 academic investments at North Saginaw focus around equipping teachers with the knowledge and tools aligned with the science of reading for evidence based core and intervention materials. Here's how these programs contribute to mitigating the impact of learning gaps.:

- Targeted Remediation:

1. Identifying Learning Gaps and Individualized instruction: Comprehensive tutoring programs allow for the identification of specific learning gaps and areas where students may have fallen behind. Through assessments and personalized evaluations, tutors can pinpoint areas that require additional attention and support. With a focus on individualized instruction, tutors can tailor their teaching methods to address each student's unique needs. This targeted approach ensures that students receive the support necessary to bridge specific gaps in their understanding of key concepts.
2. Tutoring: Stakeholder feedback came back strongly for additional learning opportunities, like tutoring or summer learning. Our tutoring programs target students performing below grade level expectations. A large number of staff were hired to ensure that the stakeholder recommended tutoring could and can continue take place. These positions include teachers, paraprofessionals, and coordinators.
  - a. In Kindergarten through 2<sup>nd</sup> grade reading - aimswebPlus fluency data and showed that significant learning loss was happening – associated with the requirement for masking and students not being able to see the oral manipulations to make specific sounds correctly, as well as inconsistencies. Students scoring below the 25<sup>th</sup> percentile or were not making adequate progress towards their end of year goals as identified by aimswebPlus were invited to participate and receive additional instruction in phonemic awareness, phonics, encoding and sight recognition through reading mastery, logic of English sounding out the sight words, and Heggerty programming.
  - b. In Kindergarten through 2<sup>nd</sup> grade math, NHA common assessment data is used to identify students who are performing below grade level expectations and not making adequate gains to close their learning gap. Student supplies were purchased to support this learning as well as supplies for teachers.
  - c. In 3<sup>rd</sup>-8<sup>th</sup> grade, students NHA common assessment and NWEA data was used to identify students between the 25<sup>th</sup>-50<sup>th</sup> percentile in those scores for both math and reading to provide and additional learning opportunity as a targeted intervention, which during the day is spent more generally on students performing well below grade level. This target program focused on mathematical foundational skill gaps that aligned with curriculum goals.
3. Extended Learning Opportunities:
  - a. Enhanced Summer Learning Programs target students in the bottom 10<sup>th</sup> percentile in aimswebPlus (K-2) or NHA common assessments or classroom teacher recommendation for math and reading. Students who did not show

adequate gains during the school year invited to extend their learning through a targeted summer program that included reading and math instruction on key grade level concepts using our Bridges Intervention, Reading Mastery (not ESSER 3 funded), Corrective Reading (not ESSER 3 funded) and specific encoding routines and patterns using logic of English sounding out the sight words guiding program. Summer learning staff included teachers, paraprofessionals, coordinators, achievement behavior support specialists, bussing liaisons, and office administrators.

- i. Additional content knowledge building programming was embedded through social studies units of study where students focused on knowledge building and vocabulary through hands on social studies instruction from core knowledge.
    - ii. Curricular tools for co-curricular subjects – music, art, technology and PE to extend core instructional learning in cross-curricular subjects and enhance learning opportunities.
    - iii. Transportation was provided to ensure scholars had access to summer learning as our schools location is not easily accessible to our student population.
  - b. Remote Summer Learning program access was provided to scholars through summer learning workbooks and book sets. These Scholastic summer learning packs included self-directed learning opportunities aligned with grade level expectations and high-quality reading materials with specific family questions. Our remote learning teachers worked with families as needed and provided instructional support or went into the community to ensure that all students had access to materials throughout the summer. Remote teachers called families to check on student progress and see if there were any needs or questions for support. Staff included teachers and coordinators.
4. Staffing –
  - a. Additional academic support staff directly impact student learning by providing additional support for closing the student learning loss gaps for individuals as well as addressing social emotional issues that exacerbate learning loss. This staff includes student family liaison, achievement and behavioral support specialists, at-risk teachers for math, and academic specialists in reading, and educational technology coordinator and curriculum specialists.
- o Intervention and Extension Materials and Professional Development Aligned with the Science of Reading
  1. Professional Development: LETRS stands for "Language Essentials for Teachers of Reading and Spelling." It is a professional development program designed to provide teachers and school leaders with the knowledge and skills necessary to effectively teach reading and spelling. LETRS training focuses on evidence-based practices and research in literacy instruction. Materials for the professional development and online courses aims to equip

teachers with a deep understanding of the foundational components of literacy, including phonology, phonics, fluency, vocabulary, and comprehension. The goal is to empower educators with the knowledge needed to teach these essential skills explicitly and systematically through a research-based approach.

2. Science of reading aligned curricular tools were purchased to bolster students' achievement in word recognition and language acquisition: as we serve a K-8 school the selected tools were varied to support intervention and extension learning at all levels. these tools: Heggerty Phonemic Awareness Curriculum Levels Pre-K through Primary, Logic of English's Sounding Out the Sight Words, Vocabulary Workshop A-D Student workbooks and teacher books, Flyleaf decodable readers, GEODES decodable readers, Tim Rasinski's - Megabook of Fluency Routines, Good Talking Words by Voyager Sopris, Core Knowledge Units for both science and social studies curriculum topics, and Socialstudies.com simulations for integrated learning in geography and reading.
  3. Digital tools addressed needs for remote learning instruction, as well as providing tools for students to have additional access to learning and reading including Classkick, eSora, DreamBox, Typing Club, Easy Tech, Goalbook, GoGuardian, student technology-Chromebooks, and staff technology.
- Enhanced Learning Opportunities: Enhanced learning opportunities support and extend student knowledge to improve reading comprehension and application of knowledge. A variety of curriculum enhancements are invested in to boost academic engagement and holistic development of students cognitive skills and cater to different learning styles. Background knowledge and vocabulary are core strands of reading comprehension. These enhanced learning opportunities close learning gaps and enhance all student learning by contributing to their academic and personal development. These enhanced learning opportunities include after school STEM Lego learning kits for math and science development and collaboration, field experiences (admission costs and transportation) that complement curricular objectives, cross curricular materials and subscriptions including Quaver to embed reading and math into music, art, technology and gym classes, and knowledge building units from Core Knowledge and Center for Learning that enhance vocabulary and support curricular learning with high quality instructional materials for extension and remediation on content specific topics. Music and Art curricular materials were purchased to enhance students cross curricular learning.
    1. Reading Materials: Classroom libraries were updated with the purchase of SEL book sets for each classroom. The funding request includes summer learning book sets, books, and workbooks from Scholastic for students to get over the summer to continue their learning.

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

- Retention and Recruitment of teachers –

- North Saginaw has benefitted from excellent teaching and retaining teachers, and the retention and recruitment of skilled educators is crucial for the success and overall effectiveness of our institution. Retention provides consistency and stability, allows for the building of strong relationships and established connections with students, contributes to the collective expertise of the school through their accumulated knowledges, supports school operations and sustains a positive school culture. Recruitment of highly qualified instructors elevates instructional quality, ensures academic growth, enhances the collaborative learning environment of professional development and student engagement.
- Parent Engagement Learning Resources and Support Staff
  - Parent involvement in a child's learning is crucial for various reasons, as it has a significant impact on the child's academic success, socio-emotional development, and overall well-being. North Saginaw is committed to engaging parents in a meaningful way for several key reasons including positive academic outcomes, enhanced cognitive development, and parents feeling more equipped to support their child's learning in and out of the school setting. To support parent engagement in learning, an additional student family liaison, attendance liaison and achievement behavior support specialist work collectively to support effective parent support for student success in school. As students come in with large learning gaps, effective support of parent knowledge in how to support their scholars has been critical – as such parent learning materials have been purchased to be able to provide parents with accessible materials to support and accelerate learning at home. These include Teach Your Child to Read 101 Easy Lessons books for parent learning, Core Knowledge Books for families, Watch D.O.G.S. programming, supplies and materials.
- Social Emotional Learning Professional development and materials:
  - North Saginaw recognizes the profound impact that Social-Emotional Learning (SEL) has on the overall well-being and academic success of our students. We are dedicated to fostering an environment that not only promotes academic excellence but also prioritizes the development of essential life skills, emotional intelligence, and positive interpersonal relationships. To do this, investments have been made in providing knowledge and skills to teachers through professional development from The Empowered Classroom, Zones of regulation Curriculum materials to support ISD provided Zones of Regulation training including zones aligned materials from Generation Mindful. Additional self-directed professional development learning from Conscious Discipline and Center for responsive schools provided teachers with actionable supports for creating trauma informed and responsive classrooms. SEL lesson materials were purchased including class sets of SEL cooperative games, books, theraputty, Conscious Discipline materials, self-regulation materials from Lakeshore, Generation Mindful's classroom toolkit and Center for Responsive Schools for hands on SEL learning opportunities. To support incoming students, Good Talking Words were purchased for our Young 5's and Kindergarten classrooms. This year we have focused staff development around Growth Mindset using the Growth Mindset Coach as a school wide book study. Additional book studies include MegaBok of Fluency and Teaching with Love and Logic.
- Student school supplies, technology, materials and uniform supports

- Non-PPE and learning loss set aside items include books, book bins, storage bins, student uniform, school supplies for students (backpacks, notebooks, binders, folders, organizing tabs, pencils, colored pencils, markers, paper, crayons etc.), social emotional and instructional games, parent learning materials, field experiences and student technology. Student supplies and materials play a crucial role in addressing learning loss by providing tangible resources that enhance and support educational experiences. Access to essential supplies such as textbooks, notebooks, and writing utensils ensures that students have the tools necessary to actively engage with the curriculum. Additionally, specialized materials, such as educational games, manipulatives, and technology devices, can cater to diverse learning styles and help reinforce key concepts. Instructional materials which included sounding out the sight words, paper materials, student supplies, and general office supplies were purchased for the summer and tutoring programs. By equipping students with the right supplies, our teachers can create an enriched learning environment that fosters participation, encourages exploration, and ultimately mitigates learning loss by promoting a more comprehensive understanding of academic content. These materials empower students to take ownership of their education, reinforcing their connection to the learning process and aiding in the recovery from any setbacks experienced during periods of disruption. Single audit fees were budgeted for.

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.

In response to the learning loss caused by the disruptions of COVID-19, North Saginaw has implemented a multifaceted approach to close educational gaps for its students. The district has strategically employed summer learning programming, tutoring, and academic interventions to address the specific needs of individual learners. Summer learning programs have been designed to be both engaging and instructional, offering a supportive environment for students to reinforce and catch up on essential skills. Tutoring initiatives provide personalized attention, allowing students to focus on areas where they may have fallen behind. Academic interventions are carefully crafted based on data-driven assessments, ensuring that targeted support is provided to those who need it most. By combining these elements, North Saginaw has not only mitigated the impact of learning loss but has also created a comprehensive framework for academic recovery, fostering a more resilient and empowered student body.

By using high quality instructional materials, adding additional staff to support social/emotional, academic and attendance need, and focusing all teacher and instructional staff professional development around key areas of learning loss in reading, math and SEL we have and are focusing on a strong foundation that has addressed learning loss for students. These instructional and behavioral focuses supported specific learning to address our school population; students from low-income families, students of color, ELL students, children with disabilities, those

experience homelessness and in foster care. In addition, our focus on teacher retention and our minimal teacher turnover since the pandemic has also provided a clear benefit to students by maintaining a well educated staff that knows our students and is adept at meeting the needs of the children we service, as high attrition means that we are consistently re-addressing this loss year after year with new students as well.

Our intervention model addresses early intervention methods in reading and math by providing an instructional paraprofessional in K-3 classrooms that focus on high impact strategies and high quality instructional materials – Reading Mastery, Corrective Reading and Bridges Intervention. Additional time is allocated for students in 4<sup>th</sup>-8<sup>th</sup> grade to receive intervention daily and the daily schedule allows for teachers to structure their intervention block and additional paraprofessional support is driven by data to address student needs.

North Saginaw's comprehensive approach to addressing learning loss due to the COVID-19 pandemic has been particularly effective in meeting the needs of all students, including those who were disproportionately impacted which make up a majority of the students at North Saginaw; specifically students living in poverty or from low income households and students of color, and additionally, our smaller populations of students with disabilities, those experiencing homelessness, being in foster care and English language learners. The district's commitment to targeted interventions and individualized support ensures that students with diverse learning needs receive tailored assistance. By implementing a combination of summer learning programming, tutoring, and academic interventions, North Saginaw has created a flexible and inclusive framework that accommodates varying levels of proficiency and learning styles. Special attention has been given to students who were disproportionately affected by the pandemic, such as those facing socioeconomic challenges or lacking access to resources. This proactive and equitable strategy not only narrows educational gaps but also promotes an inclusive learning environment, fostering the academic success and well-being of all students in the community.