

ESSER 3 LEA Plan of Use for Plymouth Scholars 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:

Plymouth Scholars utilized several mitigation and prevention strategies to safely reopen school. These ideas were consistent with the CDC guidelines and feedback from stakeholders.

- Universal masking, masks provided to all staff/students.
- Hand sanitizer stations throughout the school building.
- Gloves provided when needed.
- 6 feet distancing in classrooms and hallways.
- Utilized a “sick” room for students who had COVID-19 symptoms.
- Multiple cleanings per room per day by Aramark. All touchpoints were cleaned three times per day.
- HVAC filters replacements bought to maintain healthy air flow in the school.

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:

Plymouth Scholars Charter Academy will use ESSER 3 funds to address the academic impact of loss in instructional time through after school tutoring and summer learning. This was determined through surveys from stakeholders (both parents and staff).

After school tutoring:

- Students receive after school English Language Arts tutoring through Sylvan Learning.
- At-risk students were identified in each grade level. These students were identified because they performed below ELA proficiency (50th percentile) on a standardized test.
- 3rd-8th grade students were identified through the NWEA test. K-2 students were identified through aimswebPlus benchmarking.
- Eight students were invited to tutoring from each grade level.
- We focused on ELA because our Interim Common Assessment scores showed that 30% of our students were not proficient in ELA. These are the students who were invited to tutoring. In addition, due to the 3rd Grade Reading Law, PSCA believes that students would benefit from more ELA instruction.
- Students are given one hour of instruction per week, for 26 weeks.

Summer Learning:

- We hired a summer learning coordinator to plan the program, organize logistics and coach summer learning teachers.
- We hired eight summer learning teachers to teach the students identified.

- Ten students per grade level, incoming 1st graders through 8th graders, were identified as needing more support with ELA and math.
- The students were identified because they scored below the 50% in NWEA in both reading and math (3rd-8th grade). K-2 students were identified because they scored below the 50% in aimswebPlus and numeracy assessment tests.
- The students identified receive two hours per week of summer learning instruction (both ELA and math) from certified teachers.
- All PSCA students also receive online resources, Dream Box and Lexia, to utilize throughout the summer to limit learning loss.
- Purchased summer learning supplies to support the program (ex: whiteboards, markers, books).

English Language Arts Paraprofessionals:

- Hired two ELA paraprofessionals to support students below grade level in English Language Arts.
- They support at-risk students two times per week in small group instruction.
- The paraprofessionals look at data to determine student weaknesses and then reteach them skills based on that data collection.

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

Plymouth Scholars will use the remaining funds the following ways, based on feedback from the stakeholder surveys and data collected:

- Mailed supplies, texts, etc. to students during remote learning to students. Utilized funds for postage.
- Online tools to support students when they are at home or on a school break. These tools support students at their level and will continue to help support learning loss.
 - Google licenses to support remote learning through Google Classroom, Google Slides, etc.
 - GoGuardian subscription purchased to support student access on Chromebooks.
 - Learning.com subscription purchased to support technology curriculum.
 - Sora subscription purchased to provide students with electronic texts.
 - Typing club was purchased to support keyboarding skills.
 - Classkick Digital Subscription to support online student assignments.
 - EdCite subscription purchased to allow students to take online tests.
 - Inquiry Journeys Social Studies subscription purchased to support our students with online SS content.
- Science equipment to support one-on-one usage of science materials to reduce cross contamination amongst students.
- Social Emotional materials and tools to support the well-being of all the scholars.
- Goalbook toolkit subscription purchased to support the Resource Room staff with Special Education students' goals.
- Bridges Math kits are used to support math Intervention.
- Funding an achievement behavior support specialist due to the increase in student behaviors.
- Professional development for staff (Capturing Kids Hearts and Thought Design) to ensure staff know how to build relationships with students. This will allow for more learning in the classroom.
- Additional Chromebooks to support one-on-one technology for students in the classroom and at home. This will provide all access to our digital online tools.

- Educational technology coordinator hired to support Chromebook distribution, usage, and repairs.
- Additional funds to retain and recruit staff members to increase engagement at the school. ESSER 3 funds were used to provide stipends to compensate staff for the additional duties they took on related to COVID.

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.

Plymouth Scholars Charter Academy will ensure that the interventions implemented will address the academic impact of lost instructional time through several ways.

First, PSCA will frequently collect data. This data will come from Common Assessments, aimswebPLUS progress monitoring tools and Corrective Reading progression. In addition, deans will observe Intervention instructional time. Deans will ensure that interventions are occurring weekly through these observations and give feedback to the teachers on how to implement various instructional strategies. Lastly, there will be frequent collaboration between the Intervention departments and the general education departments. This will happen once per month during general education teachers' prep. During this time, students receiving interventions will be discussed and ideas for next steps with those students will be generated and implemented. Next steps are determined through observing students in class and looking at data to see if the student met their goal. If they meet their goal, the team will determine a new goal based on their area of weakness. If the student did not meet their goal, the team will decide how to alter instruction to help the student meet their goal.

The Intervention Team (the team who services are students from low-income families, students of color, students that are in foster care, homeless students, and English Learners) meets every six weeks to examine progress of students, specifically in the minority subgroups. The progress is examined by looking at aimswebPLUS progress monitoring results and creating action plans for each student based on their instructional weakness.

In addition, our Special Education Team works with children with disabilities to ensure they receive instruction at their level and meet their IEP goals. These goals are based off their areas of weaknesses, as determined by the IEP team. This team meets every week to discuss student progress. The instruction provided is based off their IEP goals. Special Education teachers meet with their students 2-5 times per week and target their area of weakness. They service students that struggle with ELA and/or Math concepts. Deans will ensure that interventions are occurring weekly through observations and give feedback to the teachers on how to implement various instructional strategies.

Plymouth Scholars ensures that students from low-income households are serviced through our Intervention Program. We have four at-risk teachers/paraprofessionals that teach students below grade level proficiency 2-3 times per week in a small group setting (4-6 students per group). Our students with disabilities work with our Special Education department on academic goals and also focus on social-

emotional learning materials. They use the Next Step program to plan the lessons and assess if students are ready for the next lesson.

By focusing on these minority subgroups, we are responding to the needs of all of the students at Plymouth Scholars.