

ESSER III LEA Plan of Use for Warrendale

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:

The purpose of this plan is to outline how Warrendale Charter Academy intends to allocate ESSER III funds to support the academic, social, and emotional needs of our students, enhance school safety, and address any learning loss due to the COVID-19 pandemic. This plan is designed to ensure equitable distribution of funds and promote student success.

Before allocating ESSER III funds, we conducted a thorough needs assessment to identify the most critical areas requiring attention:

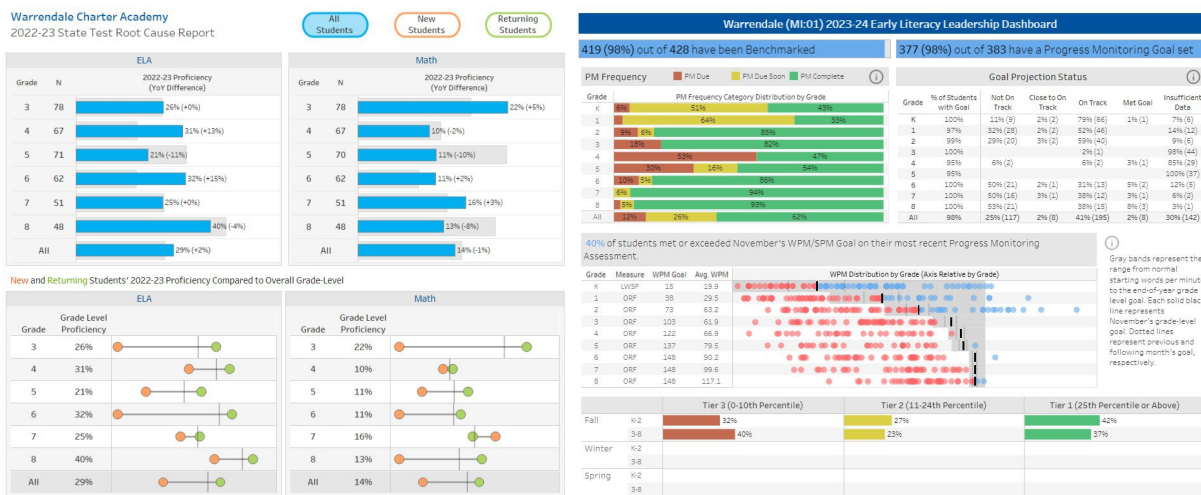
1. **Student Learning Loss:** Analyzing data to pinpoint academic areas where students are struggling due to the pandemic.
2. **Student and Staff Well-being:** Assessing the social and emotional needs of students and staff affected by the pandemic.
3. **Technology Infrastructure:** Evaluating the state of technology infrastructure for remote and hybrid learning.
4. **Safety Measures:** Ensuring that schools are safe and healthy environments for both students and staff.
5. **Special Populations:** Identifying the needs of vulnerable and underserved student populations, such as students with disabilities, English learners, and low-income students.

In order for us to open school safely and fully in-person, we have spent ESSER III funds as indicated with the CDC most recent guidance. We provided the staff and students with a healthy, safe, ventilated working and learning environment. High quality HVAC filters will be installed to improve air quality. We have allocated ESSER III funds towards the following:

Air Purifiers
 Masks
 Disinfecting Wipes
 Kleenex Anti-Viral Facial Tissue
 Lysol Cleaner Disinfectant
 Hygiene kits for girls
 Hygiene kits for boys

Hand Sanitizer
 First Aid Only Emergency Kit
 First Aid Assorted Adhesive Bandages
 Gloves
 Aramark Cleaning for building sanitization

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:



Given 29% of our students tested proficient in ELA and 14% tested proficient in math, we created additional intervention positions for implementation of intentional, specialized in-school small group instruction, in both reading and math. We also are implementing 20 weeks of after school tutoring to address the learning loss and close the achievement gap amongst our Tier 2 and Tier 3 population of students. After School and Summer Learning to close the learning loss amongst our at-risk students. The learning will focus on closing the achievement gap in both Reading and Math. We are allocating ESSER III funds to the following interventions for after school and summer learning:

Instructional Support

Staff:

At-risk Teachers
 Math Specialists
 ELA Specialist
 Paraprofessionals
20 week After school Tutoring program:
 Coordinator
 Teachers

Kinder Camp: Incoming

Kindergarteners

Teachers

2024 Summer learning

Staff

Grades K-7:
 Coordinators
 Teachers
 Paraprofessionals

Summer Learning Resources:

Grab n' Go Foundational Skills Books Grade 8
 Grab n' Go Social Emotional Books Grade 8
 Grab n' Go Social Emotional Books Grade 7
 Grab n' Go Foundational Skills Books Grade 7
 Grab n' Go Social Emotional Books Grade 6
 Grab n' Go Foundational Skills Books Grade 6
 Grab n' Go Social Emotional Books Grade 5
 Grab n' Go Foundational Skills Books Grade 5
 Grab n' Go Social Emotional Books Grade 4

Paraprofessionals
2023 Summer
learning Staff
 Grades K-7:
 Coordinators
 Teachers
 Paraprofessionals

Kinder Camp: Incoming
Kindergarteners
 Teachers
 Paraprofessionals

Grab n' Go Foundational Skills Books Grade 4
 Grab n' Go Social Emotional Books Grade 3
 Grab n' Go Foundational Skills Books Grade 3
 Grab n' Go Social Emotional Books Grade 2
 Grab n' Go Foundational Skills Books Grade 2
 Grab n' Go Social Emotional Books Grade 1
 Grab n' Go Foundational Skills Books Grade 1
 Grab n' Go Social Emotional Books Grade K
 Grab n' Go Foundational Skills Books Grade K



Stakeholders requested a focus on addressing early literacy. Given 60% of our students are in Tier 2 or Tier 3, in which they are performing below grade level in Reading, we are allocating ESSER III funds towards Reading Mastery Materials (K-2 Reading Curriculum).

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

To address the need for one to one technology as well as digital curriculum usage, we allocated ESSER III funds to a new Educational Technology Coordinator to oversee the implementation of technology resources throughout the school. We also allocated ESSER III Funds to the following technological resources:

iPad 10th Generation with Smart Folio for iPad
 Stereo and mono headphones
 Logitech B100 Wired Right & Left Handed Optical
 USB Mouse
 Verbatim PinStripe 64GB USB 2.0 Type A Flash
 Drive
 Staff Laptops

Mind Reader Metal Mesh Monitor Stand with
 Drawer
 Fellowes Foam Mouse Pad/Wrist Rest Combo
 Meeting Owl 3s
 PowerLite Projectors
 Presenters
 USB-C to VGA adaptors and cords

HP 230 Wireless Keyboard and Optical Mouse Combo Chromebooks and chargers

We also allocated ESSER III Funds to Professional Develop our staff to ensure they are equipped with the necessary tools to address student learning loss and close the achievement gap for all students.

We allocated ESSER III funds to the following professional developments and resources:

Professional Development

(PD)

Capturing Kids Hearts
Dr. Beaman (School
Climate/Culture)
DreamBox PD
Hands on Algebra PD
Scholastic Guided Reading
PD
Shmoop PD
StemScope PD
New and
Novice teacher
PD

Book Studies:

The First Days of School: How to be an effective teacher
Teach Like a Champion 2.0
Teaching With Poverty in Mind: What Being Poor Does to Kids'
Brains and What Schools Can Do About It First Edition
Engaging Students with Poverty in Mind: Practical Strategies for
Raising Achievement
How to Create a Culture of Achievement in Your School and
Classroom
Academic Conversations: Classroom Talk that Fosters Critical
Thinking and Content Understandings
Young Mathematicians at Work: Constructing Multiplication and
Division
Young Mathematicians at Work: Constructing Number Sense,
Addition, and Subtraction
Young Mathematicians at Work: Constructing Fractions, Decimals,
and Percents
Young Mathematicians at Work: Constructing Algebra

To ensure we have highly qualified teachers before all students, we allocated ESSER III funds towards teacher recruitment and retention bonuses. To enhance our intervention programs, we allocated ESSER III funds to the following intervention tools and resources:

Reading and Math Intervention Resources:

Decodable Cards Short Vowels and More	Short Nonfiction reads for Levels U-Z	Fountas & Pinnell Classroom Guided Reading Collection, Grade 1
Decodable Cards Long Vowels and More	Ready to Write: Prompt Box K-1	Fountas & Pinnell Classroom Guided Reading Collection, Grade 2
Decodable Cards Advanced Phonics Concepts	Accelerate Learning Multiplication and Division	Fountas & Pinnell Classroom Guided Reading Collections, Grade K
Money Hands on Teaching Kit	Fact Fluency K-8 app for Clever	The Fountas & Pinnell Literacy Continuum, 2nd Edition
Daily Math Practice Journal-Gr. 4	Math Folder Game Libraries - K-Gr. 1 - Complete Set	Fountas & Pinnell Classroom Guided Reading Collection, Grade
Laugh-A-Lot Phonics: Blends and Digraphs (multiple copy set)	Leveled Book Web Subscription	
Laugh-A-Lot Phonics: Long Vowels (multiple copy set)		
Captain Underpants, Grades 3-5		

Math Bingo Library: Gr. 3-5	Diverse People Book Collection	3
Best of Goosebumps: Grades 3-5	Multicultural Stories	Primary Extension Curriculum 2022
Hands-on regrouping kit	Paperback Library	Bridge the Gap Intervention Complete
The Trait Crate: Writing Grade 6	Place Value Write and Wipe Boards	Class Set of Hands-On Equations
Guided Reading Short Reads Level U	Visualize Write and Wipe Boards	Fractions for Teachers (set of 30)
Fluency Plays Grades 5-6	Building Math Skills Write and Wipe Boards Gr. K-2	Hands-On Equations Class Set (set of 30)
Fluency Plays Grades 3-4	Building Math Skills Write and Wipe Boards Gr. 3-5	Hands-On Equations Verbal Problems Introductory Workbook
Fluency Plays Grades 1-2	Hands-On Math Manipulative Bundle Gr. 3-5	The Hands-On Equations Verbal Problems Book
Common Core Math Workouts Grade 7	Grab and Play Math Games Grades 1-2, Complete Set	Spelling Skills Grades 7-8
Common Core Math Workouts Grade 6	Common Core Math Workouts Grade 8	Math Jumpstarters for Grades 4-8
	Brain Aerobics Language Arts Grades 4-8	

Digital Curriculum

Easy Tech
eSora Books
DreamBox
Lexia
GoGuardian
IXL Science and Social Studies
Typing Club
Xtra Math
Shmoop
Fountas & Pinnell

Intervention Resources

MSTEP Practice Books GD 3 ELA
MSTEP Practice Books GD 3 Math
MSTEP Practice Books GD 4 ELA
MSTEP Practice Books GD 4 Math
MSTEP Practice Books GD 5 ELA
MSTEP Practice Books GD 5 Math
MSTEP Practice Books GD 6
Reading Skills
MSTEP Practice Books GD 7
Reading Skills
PSAT 8/9 Prep Book

Scholastic Guided Reading Book Room
School-Funded Scholastic Book Fair
Scholastic Lending Library:
100 K-1 books
100 Grades 2-3 books
100 Grades 4-6 books
100 Grades 7-9 books
Best Value Diversity Book Collection Grades 6-8
Best Value Social Emotional Books Grades K-2
Best Value Social Emotional Books Grades 3-5

Flexible Seating:

Double-sided white board/tackboard partition
34" Table with 8 stools
Mobile Cabinet
Adjustable floor chair
Floor Wobbler
Leaf Floor Seat

Floor Rocker
The surf floor desks
Seat cushions for floor desks
Wobble chairs
Kidney table
Kids Ace Stool

Prior to the pandemic, our average daily attendance was 94%. Our current average daily attendance ranges from 89% to 90%. Pre-pandemic suspension rate was less than 10%. Post pandemic suspension rate ranges from 13%-20%. Given the decrease in student achievement and attendance,

and the increase in student behavior, we allocated ESSER III funds to hire Achievement Behavior Support Specialists and Attendance Liaisons to address this need.

To address the academic impact of lost instructional time, will respond to 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 allocated ESSER III funds towards hiring a Community in Schools Liaison, a Student Family Liaison, and a contracted Social Worker. We also allocated ESSER III funds to ensure these students had all the necessary resources needed to focus fully on their education and academic achievement. We allocated ESSER III funds to the following resources for all students:

Student Backpacks

Schools Supplies:

Study Carrels Privacy Boards
Primary Composition Notebook
iScholar Primary Composition Book
C-Line Classroom Connector for School-to-Home
Avery Hi-Liter Desk-Style Highlighters, Yellow
Expo Starter Set Kit, Assorted Colors
Crayola Combo Classpack Kids' Crayon/Marker
Elmer's All Purpose School Glue Sticks
Staples Teacher Pack 5" Kids Blunt Tip Scissors
Crayola Classpack Kids' Colored Pencils
Staples Recycled File Folder 1/3-Cut Tab
Staples 2-Pocket Folders, Purple 25/box
Post-It Recycled Super Sticky Notes - 4x 6
Staples Composition Notebook - Green
Staples Composition Notebook - Blue
Teacher Created Resources K, Writing Paper
TRU RED Perforated Writing Pads 8.5 x 11
TRU RED Wide Ruled Filler Paper, 8 x 10.5
Staples Heavyweight Sheet Protectors
EXPO Dry Erase White Board Eraser, 6/pk
EXPO White Board Care Cleaner, 12/Cartron
Staples Desktop Dispenser, Black
BIC Round Stic Xtra-Life Ballpoint Pen, Black Ink
Expo Dry Erase Markers, Bullet Point 4/Pack
post-It Super Sticky Tabletop Easel Pad 20 x 23
Staples Standard Staples
Staples Combo Pack Desktop Stapler
Staples Composition Notebook - Red
Scientific Calculators

Student Uniforms

X-ACTO School Pro Electric Pencil Sharpener
TRU RED Wooden Pencil
TRU RED Pre-Sharpended Wooden Pencil
Staples Write On Paper Dividers, 8 Tab White
Paper Mate SharpWriter Mechanical Pencil
Staples 2" 3-Ring Binder, Purple
Staples Invisible Tape, 3/4
Staples Standard #1 Paper Clips, Assorted Colors
Universal Binder Clips in Dispenser Tub
National Industries Highlighters, Fluorescent
Staples Ultra Heavy Duty Shipping Packaging Tape
Westcott All Purpose 8" Stainless Steel Scissors
Staples 3-Hole Punch Copy Paper
Staples College Ruled Filler Paper
Staples Wide Ruled Filler Paper
TRU RED Pen Permanent Markers-Fine Tip Black
Iris File Storage Durable Plastic Crate, Black
Staples Write On Paper Dividers, 8 Tab Color
TRU RED 8.5 X 11 Multipurpose Paper Copier
Staples Lined Sticky Notes 4x6
Post-It Super Sticky Easel Pad 25 x 30 8 pads/pack
Staples Sticky Notes 3x3, 12 pads/pack
Writing Process 4-Pocket Student Folders
Early Writing Process Student Folder
The Writing Process Student Folder
32 PC plastic pocket folders
TOPS Legal Notepads 8.5x11 12 pads/pack
BIC Round Stic Xtra-Life Ballpoint Pen, Blue Ink

To address social emotional needs and student mental health of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, we allocated ESSER III funds to the following social emotional resources and after school enrichment opportunities:

Social Emotional Curriculum and Resources

Second Step Elementary and Middle school Curriculum
 Peacemakers - Connection in a box
 Emoji Stories
 My Feelings Game
 Social Skills Board Games (six games included)
 Mad Dragon: An Anger Control Card Game
 Friends and Neighbors
 What Should You Do? (a game of consequences)
 A Penny for Your Thoughts cards (feelings)

Breaking Barriers Down
 You Know
 Head Rush
 This is Me
 Second Step SEL program
 K-8th grade
 Stress Balls
 Stress relief Fidget Toys
 50 social emotional learning lessons 6-12th grade
 How and Why to get students talking

After School Programs:

After school Enrichment Coordinators
 Financial Literacy Workshop
 FitKiD Inc (Dance)
 Hands on for C.U.L.T.U.R.E. (Chess)
 Martial Arts
 Robotics and material
 -VEX IQ Classroom Bundles (2nd generation)
 -Lego Mindstorm Ev3 Core Set, toy interlocking building set
 After School Mentoring

Additional ESSER III funds will be invested in:

- Field experiences (admission and transportation)
- Student enrichment assemblies
- Single Audit Fees

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.

Our intervention program is a systematic approach to support students who may be struggling academically, behaviorally, or emotionally. The goal is to provide targeted and timely interventions to help students succeed. We take the following approaches to address the academic needs of all students, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students:

- Small Group Instruction:
 - Target: Students struggling in a specific subject.
 - Intervention: Provide additional instruction in small groups, focusing on the specific skills or concepts causing difficulties.
- Peer Tutoring/Collaboration:
 - Target: Students who need extra help.

- Intervention: Pair struggling students with academically strong peers for collaborative learning/tutoring sessions.
- Extended Learning Opportunities:
 - Target: Students with learning gaps.
 - Intervention: Offer after-school or summer programs that provide additional learning time and support.
- Adaptive Technology:
 - Target: Students with diverse learning needs.
 - Intervention: Integrate adaptive technology tools to provide personalized learning experiences tailored to individual learning styles.
- Formative Assessment, Tracking and Feedback:
 - Target: All students.
 - Intervention: Regularly assess student understanding during lessons and provide immediate feedback to guide their learning.

To address behavioral needs of our students, we take the following approaches to address the behavioral needs of all students, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students:

- Behavior Support Plans:
 - Target: Students with behavior challenges.
 - Intervention: Develop a behavior support plan outlining expected behaviors, consequences, and rewards in collaboration with the student.
- Check-In/Check-Out System:
 - Target: Students struggling with behavior.
 - Intervention: Establish a daily check-in/check-out system with an achievement and behavioral specialist for goal-setting and feedback.
- Restorative Practices:
 - Target: Students involved in conflicts.
 - Intervention: Implement restorative circles or conferences to address and repair relationships after behavioral incidents.
- Social Skills Training:
 - Target: Students with poor social skills.
 - Intervention: Provide explicit instruction on social skills through lessons, role-playing, and positive reinforcement.

To address emotional needs of our students, we take the following approaches to address the emotional needs of all students, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students:

- At-Risk Social Work Support:
 - Target: Students experiencing emotional challenges.

- Intervention: Provide access to a school social worker for individual or group counseling.
- Mindfulness and Relaxation Techniques:
 - Target: Students dealing with stress or anxiety.
 - Intervention: Introduce mindfulness exercises and relaxation techniques to help students manage their emotions.
- Social-Emotional Learning (SEL) Programs:
 - Target: All students.
 - Intervention: Implement SEL programs that teach emotional intelligence, self-awareness, and interpersonal skills.
- Buddy Systems:
 - Target: Students struggling with social isolation.
 - Intervention: Pair students with a "buddy" who provides support and companionship.
- Trauma-Informed Practices:
 - Target: Students who have experienced trauma.
 - Intervention: Train staff to recognize and respond to signs of trauma, creating a supportive and understanding environment.

We implement these interventions based on ongoing assessments and tailored to the specific needs of individual students. Regular monitoring and collaboration with teachers, parents, and other support staff are essential for the success of these interventions and the intervention plan.