

ESSER 3 LEA Plan of Use for PARAMOUNT

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:

ARAMARK CLEANING CONTRACT - PREVENTS TRANSMISSION OF VIRUSES TO HELP ENSURE STUDENTS AND STAFF STAY SAFE ARE ABLE TO ATTEND SCHOOL. Aramark staff will be in the building cleaning high touch areas throughout the school day, as well as classrooms and bathrooms to prevent the spread of COVID. Cleaning staff are also responsible for refilling bottles of cleaning solution in each classroom, so staff can utilize and clean their classrooms as needed throughout the day

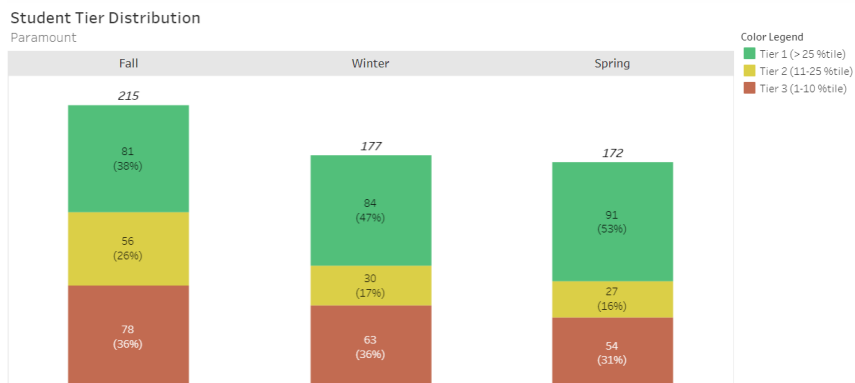
- **HVAC FILTERS** -GOOD VENTILATION PREVENTS TRANSMISSION OF VIRUSES

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:

DATA UTILIZED TO DETERMINE NEED FOR:

SUMMER LEARNING, AFTERSCHOOL TUTORING, ELA CURRICULUM SPECIALIST, NON DIGITAL INSTRUCTIONAL SUPPLIES, DIGITAL CURRICULUM.

K-3 Aimsweb Data



3-8 State Testing Proficiency Data-Math & ELA-Three Year Report

Subject	Grade	2020-2021				2021-2022				2022-2023			
		N Tested	% Tested	N Proficient	% Proficient	N Tested	% Tested	N Proficient	% Proficient	N Tested	% Tested	N Proficient	% Proficient
ELA	3	51	86%	6	12%	35	100%	5	14%	39	100%	4	10%
	4	45	83%	3	7%	33	94%	3	9%	27	100%	8	30%
	5	41	85%	8	20%	40	98%	2	5%	25	96%	8	32%
	6	42	82%	4	10%	34	94%	5	15%	28	93%	6	21%
	7	27	77%	5	19%	30	94%	7	23%	33	97%	10	30%
	8	41	91%	8	20%	31	100%	8	26%	25	96%	7	28%
	ALL	247	85%	34	14%	203	97%	30	15%	177	97%	43	24%
Math	3	49	83%	6	12%	34	97%	4	12%	39	100%	10	26%
	4	43	80%	2	5%	32	91%	3	9%	27	100%	2	7%
	5	42	88%	2	5%	40	98%	2	5%	25	96%	3	12%
	6	41	80%	2	5%	34	94%	3	9%	28	93%	6	21%
	7	28	80%			30	94%			33	97%	9	27%
	8	41	91%	2	5%	31	100%	2	6%	25	96%	4	16%
	ALL	244	84%	14	6%	201	96%	14	7%	177	97%	34	19%

SUMMER LEARNING

- SUMMER ACHIEVEMENT BEHAVIOR SUPPORT SPECIALIST 24
- 1-SUMMER BUS LIAISON 24
- SUMMER COORDINATOR AND PLANNING 24
- SUMMER COORDINATORS 24
- 1-SUMMER OFFICE ADMINISTRATOR 24
- SUMMER PARAPROFESSIONALS 24
- SUMMER TEACHERS 24
- 1-SUMMER BUS LIAISON 22
- 1-SUMMER DELUXE IN PERSON PROGRAM OFFICE ADMINISTRATOR 22
- 2-SUMMER COORDINATOR 22
- 1-SUMMER BUS LIAISON 21
- 2-SUMMER ON SITE ABSS 21
- 1-SUMMER ON SITE OFFICE ADMINISTRATOR 21
- 7-SUMMER ON SITE PARAPROFESSIONALS 21
- 14-SUMMER ON SITE TEACHERS 21
- 1-SUMMER ON SITE PLANNING COORDINATOR 21
- 1-SUMMER VIRTUAL COORDINATOR 21
- 15-SUMMER DELUXE IN PERSON PROGRAM TEACHERS 22
- 4-SUMMER ON SITE ACHIEVEMENT BEHAVIOR SUPPORT SPECIALIST 22
- 8-SUMMER PARAPROFESSIONALS 22
- 2-SUMMER ACHIEVEMENT BEHAVIOR SUPPORT SPECIALIST 23
- 1-SUMMER BUS LIAISON 23
- 2- SUMMER COORDINATORS 23
- SUMMER COORDINATOR PLANNING 23
- 1-SUMMER OFFICE ADMINISTRATOR 23
- 11-SUMMER PARAPROFESSIONALS 23
- 10-SUMMER TEACHERS 23
- SUMMER TRANSPORTATION 21
- SUMMER TRANSPORTATION 22
- SUMMER SUPPLIES 23
- SUMMER TRANSPORTATION 23
- SUMMER SUPPLIES 21
- SUMMER SUPPLIES 22
- SUMMER TRANSPORTATION 24

Summer School is provided as an opportunity to all students as an enrichment or intervention. Math and ELA are the core content taught during summer learning. We address high priority standards in all grades for math and ELA. Our math and ELA state testing and interim data continues to fall under 25% proficiency in all grades. All students not participating in our In-person summer learning are provided with a self-paced learning opportunity with our Self-paced summer learning program. Summer supplies will be purchased as part of the program. Supplies include workbooks, educational incentives, general office supplies, drawstring bags, and books.

AFTER-SCHOOL TUTORING

- 5-BEFORE AND AFTERSCHOOL PARAS 23-24
- 5-BEFORE AND AFTERSCHOOL TUTORS 23-24
- 1-BEFORE AND AFTERSCHOOL TUTORING COORDINATOR 23-24
- 4-TUTORING PARAPROFESSIONALS 21-22
- 4-TUTORING TEACHERS 21-22
- 7-BEFORE AND AFTER SCHOOL TUTORING PARAPROFESSIONALS 22-23
- 5-BEFORE AND AFTER SCHOOL TUTORS 22-23
- TUTORING SUPPLIES (general office supplies and educational incentives)

After-School Tutoring is provided as an opportunity to all students as an enrichment or intervention. Math and ELA are the core content taught during After-School Tutoring. We address high priority standards in all grades for math and ELA. Our math and ELA state testing and interim data continues to fall under 25% proficiency in all grades.

ELA CURRICULUM SPECIALIST and DIGITAL CURRICULUM

Digital Curriculum:

- Corrective Reading
- Reading Mastery
- DREAMBOX
- EDCITE
- ESORA
- GOALBOX
- GOGUARDIAN
- SORA
- TYPING CLUB

Math and ELA are the core content areas supported through the use of our Chromebooks and digital ELA and math resources listed above. These online resources to students and teachers support both math and reading standards needed to improve proficiency in all grades K-8. Our math and ELA state testing and interim data continues to fall under 25% proficiency in all grades.

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

Bonuses – Recruitment and Retention Bonuses

- Recruitment bonuses for teachers and staff new to Paramount to become fully staffed.
- Retention bonuses for keeping and allowing us to have more experienced teachers and staff to work with our students at Paramount.

PD STIPEND \$1000 X 5-SEL Professional development: in the 23-24 School Year, 5-Staff will administer supplemental behavioral professional development in order to increase student achievement and combat the negative impact of COVID-19. PD topics will include positive narration and precise praise tied to SEL approaches in response to the increased behaviors incidents and zones of regulation training-tools and strategies for teachers and students. Costs are for 5 staff x \$1,000 stipends per person + \$600 for taxes and benefits.

Single Audit fees: ESSER 3 funds will be used for single audit costs

UNIFORMS-PROVIDE A UNIFORM CLOSET TO SUPPORT FAMILIES IN FINACIAL NEED

Educational Technology Coordinator- Maintenance and repair of Chromebooks – students and teacher technology for instruction. We have hired this staff member for maintenance and tracking of Chromebooks.

COMMUNITIES IN SCHOOLS (CIS) provides our students with additional supports to families in the areas of community supports and resources, academic, attendance, and social-emotional support. Our student academic data shared above along with our attendance data provides evidence of need for CIS to be involved within our school. We want to improve student attendance to improve academic results. CIS identifies a caseload of students who are in need of support due to chronic absenteeism. CIS also supports students who are impacted by loss of instructional time, will respond to social-emotional and mental health needs by providing clothing and essential care products to support student basic needs.

Playworks: Staff and students will be trained in Playworks. Through play, children discover the joy of physical activity. They learn the social and emotional skills they will use in the classroom, in the workplace, and in life. This program will be used to increase SEL skills and play to in turn help reduce student behaviors and increase student achievement.

Academic Behavior Support Specialist - Staff will administer behavior support in order to increase student achievement and reduce student behaviors and combat the negative impact of COVID-19. ABSS will support ALL students in grades K-8 based on student behavior data.

NON DIGITAL INSTRUCTIONAL SUPPLIES

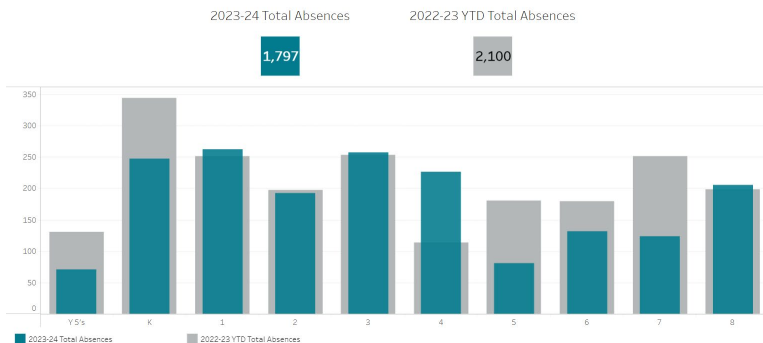
- Chromebook storage bins
- Dry erase markers
- Label maker and tape

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.

DATA UTILIZED TO DETERMINE NEED FOR:

COMMUNITIES IN SCHOOLS 23-24

Attendance Data



Communities In Schools (CIS) provides our students with additional supports to families in the areas of community supports and resources, academic, attendance, and social-emotional support. Students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students can be serviced through this program. Our student academic data shared above along with our attendance data provides evidence of need for CIS to be involved within our school. We want to improve student attendance to improve academic results. CIS identifies a caseload of students who are in need of support due to chronic absenteeism. CIS also supports students who are impacted by loss of instructional time, will respond to social-emotional and mental health needs by providing clothing and essential care products to support student basic needs.

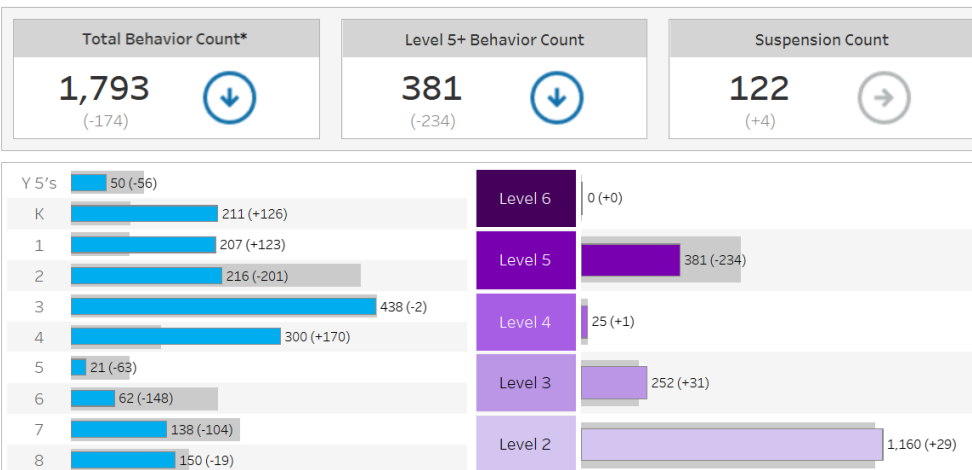
DATA UTILIZED TO DETERMINE NEED FOR:

Support NEED for SEL PD, ABSS, PLAYWORKS :



2023-24 Behavior Events Compared to 2022-23 (YTD) | Total Behavior Count*

*Level 4 Behavior Events are not included in totals



Playworks: Staff and students will be trained in Playworks. Through play, children discover the joy of physical activity. They learn the social and emotional skills they will use in the classroom, in the workplace, and in life. This program will be used to increase SEL skills and play in turn help reduce student behaviors and increase student achievement.

Academic Behavior Support Specialist - Staff will administer behavior support in order to increase student achievement and reduce student behaviors and combat the negative impact of COVID-19. ABSS will support ALL students in grades K-8 based on student behavior data.

- The school will ensure that the interventions it implements will respond to academic, social, emotional, and mental health needs of all students through collection of progress monitoring data on an ongoing basis and throughout the school year. Academic student benchmarking data is collected at the beginning of the school year. Mid-year and end of the year to measure achievement behavior. Data is collected daily and reviewed on a weekly basis by Deans, Teachers and ABSS. The school also collects academic data throughout the year and can use this data to inform who will participate in the school's Supplemental Learning program-summer school. The school also implements and evaluates the effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing homelessness, English learner students, students with disabilities and students of color. The school will continue to collect achievement data, behavioral data, demographic, subgroup comparison data and perception data to monitor school progress and revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level teams, school improvement meetings and staff wide meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through board meetings, parent meetings and surveys.
- Our intervention program is an MTSS program for both academic and behavioral support. Once students show that they need additional interventions, they are moved to a Tier 2 group and given supplemental instruction and supplemental remediation. If that does not improve student performance and close the gap. They are moved to a Tier 3 level of support with additional one-on-one support or additional more intense versions of Tier 2 interventions. These decisions are made from data, progress monitoring and observations done daily for all students.