

ESSER 3 LEA Plan of Use for Chandler Woods 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:

- Ensuring consistent in-person and hybrid learning is the utmost priority and Chandler Woods will increase spending in the following areas to support overall student growth.
 - Continue to supply the school with necessary PPE and cleaning supplies to ensure a sanitary learning environment for students.
 - Promote and encourage health, safety and wellness programs for staff and students around mitigation strategies.
 - Those items include additional COVID cleanings (Aramark), HVAC filters, masks, biohazard bags, sharps container, Clorox, hand sanitizer, disinfection wipes, and social distancing markers.

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:

- Chandler Woods Charter Academy intends to use a multi-dimensional approach to influence the academic impact of learning loss due to missed direct instruction due to the Covid- 19 pandemic by implementing the following practices. Increase academic instructional staff direct instruction with an emphasis on supporting tier one learning loss in identified subgroups of students outside of the normal school calendar including:
 - Hiring additional staff to support k-8 grade.
 - At risk teachers, and paraprofessionals.
 - Teachers, coordinators, paraprofessionals, & office administrator funding for summer school, and tutors and coordinators for the after-school services. (6 weeks of summer school and 18 weeks of after school tutoring).
 - Summer Supplies: Student Workbooks, snacks, student books, educational incentives, general office supplies, summer learning program supplies.

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

- Implement bonuses to retain and recruit educators and support personnel.
- Hiring a part-time educational technology coordinator to support staff, students, and families with technology use, ensuring connectivity, distributing devices, and providing both digital and non-digital resources for virtual and in-person learning, maintaining a safe learning environment, and continuously improving virtual curriculum and digital content.
- Professional Development Events: Allison Nelson – Education Advisor from Developmental Enhancement Behavior Health, Thought Design: Leadership Support & Coaching, and Conscious Discipline – E-Learning Seminars
- Digital programs & Curriculum: Typing Club, Classkick, EasyTech, EdCite, GoGuardian, Inquiry Journeys, SORA ebooks, DreamBox, Learning.com, Goal book toolkit
- Staff and Student Tech: Laptops, Chromebooks, and Chromebook cases

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.

- Benchmark assessment data will be regularly reviewed in the fall, winter, and spring to ensure academic progress and provide tailored instruction. We've hired two teachers and an instructional at-risk paraprofessional for the 2023-2024 school year to support students on free/reduced lunch. Teachers can seek help from the Intervention Academic Team (IAT) for individual or small-group support. The team, including parents, assesses strengths and challenges, developing a plan to align tasks with students' skills, set goals, and monitor progress. Our staff is dedicated to addressing the academic, social, emotional, and mental health needs of all students, especially those affected by the COVID-19 pandemic.
- Nationally normed diagnostic tools like aimswebPlus Web (K-2) & NWEA/MAP (3-8) will guide differentiated instruction.

Teachers, supported by grade-level teams and deans of students, will use disaggregated data to identify students from low-income families, English Learners, and those with disabilities for additional support. The district engaged a diverse and representative set of stakeholders in our plan development to meet the needs of stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. The district conducted a staff, student, family and community survey; held administrative team meetings. The district will continue ongoing collaboration with these key stakeholders throughout implementation of the LEA plan.

- We prioritize the social, emotional, and mental health needs of students, with ongoing staff development. Our Behavior Intervention Support team, including the Dean of Special Education, behavior support specialist, and social worker, addresses behavioral challenges. We're developing a social-emotional screening tool for ongoing MTSS work, providing data to address individual and subgroup intervention needs.