

ESSER III LEA Plan of Use for Timberland 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:

Continued use of personal protective equipment (PPE) and supplies to sanitize and clean school buildings and offices in accordance with the CDC and local Health Department; This includes gowns, plexiglass dividers, COVID tests, hand sanitizer and sanitizing wipes, masks, social distancing markers and cleaning supplies. We also will be continuing the use of the HVAC replacement filters to improve air quality.

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:

- before/after school tutoring in math, writing, and reading for students in the bottom 25th percentile (AWP and NWEA) and/or teacher recommendation. Tutoring staff include coordinators, teachers, and paraprofessionals.
- extra Chromebooks were purchased for student use as well as Hotspots and connectivity to be able to access digital subscriptions from home.
- summer school opportunity for up to 120 students; math and reading instruction based on year-end scores in AWP, NWEA, and teacher recommendation
 - using school-year curriculum - Bridges, DI, Heggerty (not ESSER 3 funded), and digital subscriptions (Sora Overdrive, GoGuardian, Learning.com, Typing Club) and touch read phonics supplies
 - certified teachers, paraprofessionals, coordinators, achievement behavior support specialists, and office administrator staff
 - bussing provided for all students
 - general office supplies, Touch Read Phonics supplies, educational games, math kits, and flash cards for summer learning were provided
- self-paced summer learning program in math and reading for up to 30 students; monitored by a certified teacher
- continue the staffing of Student Support Specialists (AKA Achievement Behavior Support Specialists) for social/emotional/academic support; one assigned to each wing, K-2, 3-5, 6-8.
- We added an additional At-Risk Teacher to assist on the intervention team
- We added additional paraprofessionals to assist on the intervention team

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

- Math and reading flashcards, math learning kits, and Scholastic fair books were distributed to all students
- Take home libraries for students provided
- Purchased non digital curriculum
- Uniform shirts and pants were distributed to all students
- Backpacks filled with school supplies were purchased and distributed to students
- Capturing Kids' Hearts Professional Development training for all staff to better understand our students needs for the 24'-25' school year.
- Lion Heart Assembly was presented to students during the 22-23' school year to assist with social emotional needs.
- Classrooms were given bookshelves to for classroom library books purchased from Scholastic
- Math and ELA games were purchased for all grade level classrooms
- Retention and recruitment bonuses were given to all returning as well as new staff
- Our Building Leadership Team also received a stipend for the work they helped support for school improvement
- We hired a full time reading curriculum specialist and full time math curriculum specialist
- We also added a part time educational technology coordinator to assist with the additional Chromebooks and technology needs throughout the building
- Attendance liaisons
- Single audit fees
- Michigan Charter School Symposium for Leaders

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.

The following interventions are in place for all students who attend Timberland Charter Academy including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students

ACADEMIC INTERVENTIONS

- based on NWEA and aimswebPlus testing/benchmarking, students are identified for interventions in math, reading, or both
 - NWEA is the bottom 25th percentile
 - AWP is the bottom 10th percentile
- students receive small group instruction daily from the classroom teacher and the intervention team
- students are monitored bi-weekly to assess progress and the interventions are modified to respond to the results
- students are benchmarked/tested 2-3 times per year to determine if interventions are effective
- English learners received small group instruction in addition to interventions with the EL teacher; students are monitored to determine effectiveness

SOCIAL/EMOTIONAL INTERVENTIONS

- provide weekly classes in social/emotional learning to all students
- provide daily and as-needed social/emotional interventions to students

CHRONIC ABSENTEEISM

- Hired three Attendance Liaisons who work specifically with families to ensure students come to school, addressing transportation issues, including bussing, as well as other issues