

ESSER 3 LEA Plan of Use Cross Creek 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:

Cross Creek used funds to implement the following strategies related to preventing and reducing the transmission of COVID-19. We created a detailed Safe Return to School and Continuity of Learning Plan to ensure safety for all stakeholders. Based on guidance from the CDC, the State of Michigan, and the Kent County Health Department, we offered in person learning in a traditional classroom with additional mitigation and safety protocols, hybrid learning, which was a mix of at home, hybrid learning and in-person learning, and virtual learning through a fully on-line, at home environment. Cross Creek specifically used the following:

- Cross Creek followed all mandates and guidelines issued by the Kent County health departments regarding universal and correct use of masks. This included whether they were mandatory, optional, and not required (but strongly recommended). Students and parents were also given guidance on proper masks and usage guidance through multiple messages and meetings. Masks were provided to all staff and students if they did not bring one from home.
- Physical distancing was utilized through placement of students in desks, separate transition times to minimize congestion, and specific training for students and staff.
- Hand Sanitizers were installed at all entrances to the building and staff monitored those entering. Temperature checks were also given to all students using a touchless thermometer.
- New HVAC Filters were used to improve air quality throughout the building.
- Additional deep cleaning and cleaning procedures were implemented daily and weekly. This included hand sanitizer and disinfecting wipes in each classroom.

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:

A robust in-person summer learning program was created and implemented for students who needed the most support and help. Students were invited and identified to participate using scores and performance from aimsweb, M-STEP, NHA created interims, and NWEA. The Program included the following:

- Five Week Summer School program with class sizes limited to 15 students in each grade. Each classroom had one certified teacher and one paraprofessional.
- A summer Program Coordinator was hired to oversee the program and implement it with fidelity.
- A summer achievement behavior support specialist was hired as part of the summer learning program to support the social emotional needs of students.
- Research based, extensions of our curriculum was used to deliver instruction and guide learning. Summer learning supplies included Summer Bridge books, reading material, educational incentives, and general teaching supplies (pencils, paper, office supplies, and workbooks).
- Certified teachers and trained paraprofessionals were hired to delivery instruction in small class settings.
- In addition to the in-person learning, all students used provided Chromebooks with digital learning subscriptions and included:
 - Sora Online Library
 - GoGuardian online student management Program
 - Learning.com
 - Typing Club
 - Classkick Digital Subscription
 - Dreambox Math Subscription
 - Edcite Assessment Subscription
 - Lexia Core 5/Power Up Subscription

Research based robust online subscriptions for all students were purchased to address learning loss, specifically in ELA and Math. Lexia Core 5/Power Up (ELA) and DreamBox (Math) were the primary programs used with all students. Other subscriptions include:

- Sora Online Library to give all students a robust list of titles for reading.
- GoGuardian online student management Program to give teachers and administrators a program to monitor students use of technology.
- Learning.com was used for technology skills development.
- Typing Club was used to increase student's typing and keyboarding skills.
- Classkick Digital Subscription for teacher presentations and student interaction.
- Edcite Assessment Subscription was used to assess student learning and give real time, immediate feedback on learning.
- Goalbook Toolkit increases teacher capacity throughout the special education process for developing higher quality and standards aligned IEPs.

- Inquiry Journeys Social Studies Subscriptions was used as a primary resource for online Social Studies instruction to meet state standards.
- STEMscopes Science Subscription was used as a primary resource for online Science instruction to meet state standards.

Afterschool tutoring programs were also implemented to address learning loss. Students were invited and identified to participate using scores and performance from aimsweb, M-Step, NHA created interims, and NWEA. Certified teaching staff was used for tutoring. Tutoring coordinators and paraprofessionals were also part of the tutoring program.

Paraprofessionals were also hired to provide supplement support to at-risk students in an effort to combat the learning loss as a result of the COVID-19 pandemic.

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

Teacher retention and recruitment bonuses to ensure high quality, excellent teachers. We have also hired additional staff to manage technology. We have also added additional mental health supports through our Social Worker.

An Educational Technology Coordinator was hired to manage and helps students with additional technology (one to one Chromebooks) and to help teachers and students with online subscriptions.

A social emotional learning all school student assembly and online classroom learning program was purchased called The Lionheart Experience.

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.

Students Performing Below Grade Level:

All students from kindergarten to grade eight are assessed using the NWEA MAP fall and spring tests, and all students third grade through eighth grade are assessed using M-STEP. Cross Creek also uses aimsweb+ to assess the decoding and fluency development of our learners in grades in kindergarten through third grade. Scores from these assessments determine which students in the school need intervention. For students with the lowest percentiles, the math and/or reading specialist provides services for flexible small groups or individuals with lessons tailored to specific learning objectives. A variety of research supported resources are used to design these lessons. Students who need less intensive support work with a paraprofessional. In first and second grade, paraprofessionals help support students' reading development through the Reading Mastery program. Grades three to five intervention groups are instructed using the Fountas and Pinnell leveled intervention program to help support fluency, comprehension, and vocabulary development. In the area of math, paraprofessionals use math stories created by NHA as well as the Do The Math program for students in first through fifth grades. These intervention programs have formative and summative assessments to help the interventionists know if the interventions are successful.

As the year progresses, classroom teachers and the math specialist use unit assessments, checkpoints, and math numeracy assessments created by NHA to analyze the grouping of students and their need for interventions. Analyzing reading growth happens in a very similar way of dialogue between the reading specialist and the classroom teachers, along with examination of common assessments and aimsweb+ data.

A team called the Intervention Assistance Team (IAT) meets every Friday to discuss specific student concerns. This team consists of classroom teachers, deans, special education teachers, and interventionists. When it is noticed that reading or math interventions are not resulting in the growth we would expect in a specific student, IAT brainstorms other interventions to achieve growth.

Students with Disabilities:

Cross Creek strives to tailor instruction, interventions, and assessments to meet the diverse and individual needs of special student populations. Cross Creek is intentional about closing achievement gaps, including gaps of 10 or more percentage points between subgroups as measured by the M-STEP. Currently, a gap of more than 10% exists between our special education student population and our non-special education student population.

To meet the needs of our students with disabilities and address this gap, our special education staff members closely collaborate with classroom teachers to help students achieve Individualized Education Program (IEP) goals, and to offer necessary accommodations and modifications. Special education staff members utilize the Goalbook program to aid in goal creation and ensure that specific, measurable, achievable, relevant, and time-bound goals are written for our students. Accommodation logs completed by both the special education and general education teachers document evidence of accommodations being given and allow for checks on student progress. Cross Creek's

special education staff regularly collaborates with staff members of other local schools, and often consults with specialists through the Kent Intermediate School District to ensure that the achievement gap is being appropriately addressed.

Cross Creek's staff members also ensure that the needs of students with disabilities who do not qualify for an IEP are being met. This is done through the creation and implementation of Section 504 plans. Section 504 plans are created with the input of parents, general education teachers, administrators, and other relevant service providers. The accommodations written in the plans allow students to access the curriculum, take assessments, and participate in all classroom activities.

When students with disabilities take assessments, Cross Creek's general education and special education staff members work to ensure students have the best possible chance at success. Assessment based accommodations listed in the IEP or Section 504 plan are implemented. Students take the assessments in appropriate settings and with necessary supports in place. Students with IEPs are progress monitored regularly so that staff members can adjust their instruction and the students' IEP goals as needed.

English Language Learners (also MLL):

Cross Creek strives to tailor instruction, interventions, and assessments to meet the diverse and individual needs of special student populations. Cross Creek is intentional about closing achievement gaps, including gaps of 10 or more percentage points between subgroups as measured by the Michigan Student Test of Educational Progress. Currently, a gap of more than 10% exists between our English Language Learner (ELL) student population and our non-ELL education student population.

Cross Creek has a continually growing ELL population. To reach the needs of this special population, Cross Creek has recently hired a second ELL teacher to partner with our existing ELL teacher in supporting the needs of these students. Cross Creek's intentional master schedule allows the ELL teachers consistent opportunities to use research-based tools in addressing the academic needs of our English language learners. Individual language plans for each ELL student are created based on assessment data. Students are placed in flexible groups to provide them with the most appropriate and supportive learning opportunities.

Our English language learners receive support through pull-out groups, general education classroom push-in, and the online learning platforms Lexia English and Learning Ally. The ELL teachers collaborate with the general education teachers to ensure that they are supporting the learning that is taking place in the general education classroom, while addressing standards in the areas of reading, writing, speaking, and listening. ELL students are also offered after-school tutoring opportunities to reinforce their learning and to provide additional support in meeting learning objectives.

Excellent classroom instruction, intervention plans, and constant analysis of assessments support Cross Creek's top priority of meeting the diverse needs of its special student populations.

We also have processes in place to identify students experiencing homelessness, children in foster care, and migratory students. We also have staff (Social Worker and ABSS Staff) to respond to the academic, social, emotional, and mental health needs of all student.