

ESSER 3 and 11t LEA Plan of Use for Achieve 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:

The ESSER 3 and 11t funds will be used to implement prevention and mitigation strategies so that our school, Achieve, can open and operate safely for in-person learning following the most recent CDC guidance for schools. We utilized several mitigation and prevention strategies based upon the CDC guidelines and our Achieve stakeholder feedback.

- Universal masking, masks provided to all staff/students. (funded by other sources)
- Hand sanitizer and wipes in all classrooms. (funded by other sources)
- Gloves provided when needed. (funded by other sources)
- 6 feet distancing in classrooms and hallways.
- Utilized a “sick” room for students who had COVID-19 symptoms.
- Multiple cleanings per room per day by Aramark. All touch points were cleaned three times per day.
- HVAC filters replacements bought to maintain healthy air flow in the school

The use of Aramark cleaning services to clean surfaces throughout the day and reduce the risk of germs. Following the recommendations of the CDC, procedures for cleaning, sanitizing and disinfection will be completed by Aramark. As cases are identified in the building, additional disinfecting and sanitizing will take place by Aramark to prevent the spread of the germs. Also, the purchase of HVAC filters to reduce the risk of germs and contaminants spreading in the air. The HVAC filters purchased will allow an increase of outdoor air intake and improve the air filtration in the school building. This improvement is recommended by the CDC for schools to minimize the spread of Covid-19.

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:

Achieve’s ESSER 3 (20% of ESSER III) and 11t Funds will address the academic impact of lost instructional time through the implementation of our summer learning programs such as summer contracted services with Sylvan Learning, summer learning coordinators, summer learning tutors/teachers, paraprofessionals, summer kindergarten camp program, summer ELA and math workbooks, and our at-risk, academic specialist and paraprofessional staff. The use of our academic specialist, at-risk teacher and paraprofessional will address learning loss by implementing evidence-based interventions. These various programs and services were determined through our surveys from our stakeholders here at Achieve.

The core content that will be addressed in these programs is both ELA and mathematics due to the various grade levels that showed a difference in proficiency in the state assessment from previous years (see data below). For ELA, four of our tested grade levels declined in proficiency from the 21.22 school year to the 22.23 school year, 1 grade level didn’t have a change in proficiency. Students selected for our contracted Sylvan learning program were students who are the bottom quartile, tier 3 students according to the early literacy assessment and common assessments. For the summer learning tutoring program and summer kindergarten camp program all students were invited to attend however frequent check ins

by the teachers and coordinators were conducted for our subgroups of students who are noted as tier 2 or tier 3 on their literacy assessment as well as students who lost proficiency (shown below) on the state assessment in either ELA or math. Other data assessments that were also reviewed to identify students was the NWEA assessment for ELA and math. Throughout the school year, our academic specialists, at-risk teachers and paraprofessionals will be working with our students who are identified in our tier 3 and 2 based upon the data as well. They will be supporting students using our curricular tools and additional intervention resources to support academic needs.

We also needed supplies to support the summer learning tutoring session and kindergarten camp program. These supplies that were purchased supported students and teachers in the classroom setting to use for ELA and math instruction. Items purchased included crayons, paper, pencils, chart paper and other supplies needed.

Achieve State Data Reports:

Achieve Charter Academy 2022-23 State Test Root Cause Report

All Students
New Students
Returning Students

ELA		
Grade	N	2022-23 Proficiency (YoY Difference)
3	85	69% (+11%)
4	86	69% (-6%)
5	89	71% (-12%)
6	84	79% (+12%)
7	72	75% (-4%)
8	82	89% (-2%)
All		75% (+0%)

Math		
Grade	N	2022-23 Proficiency (YoY Difference)
3	85	67% (-7%)
4	86	63% (-4%)
5	89	44% (-18%)
6	84	58% (+2%)
7	73	71% (-7%)
8	82	73% (+8%)
All		62% (-5%)

2021-22 Proficiency Gained: **Not Proficient** → 2022-23 Proficient
 Proficiency Lost: Proficient → **Not Proficient**

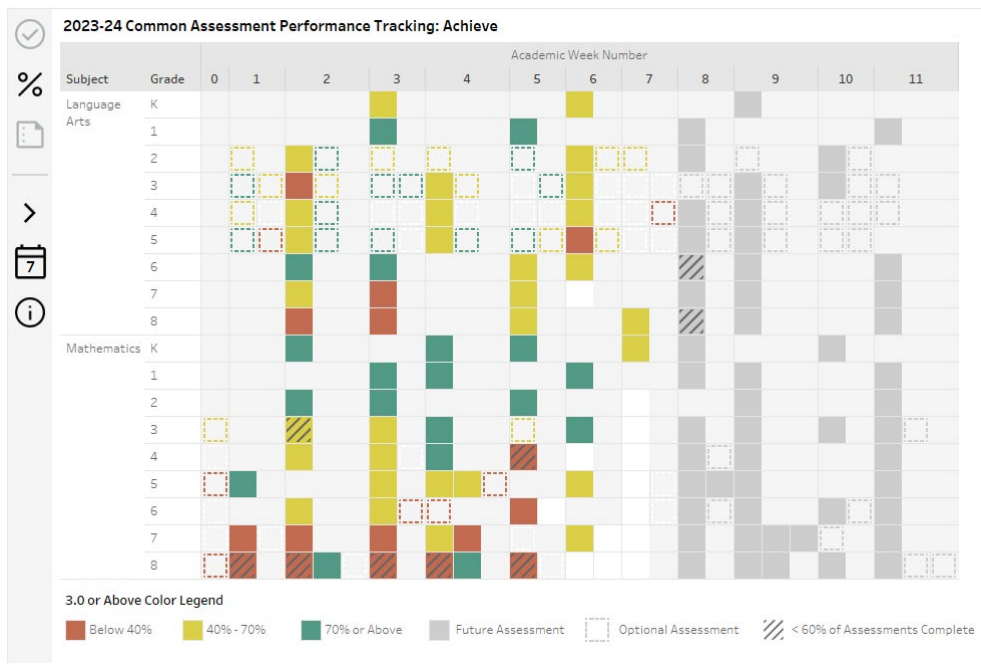
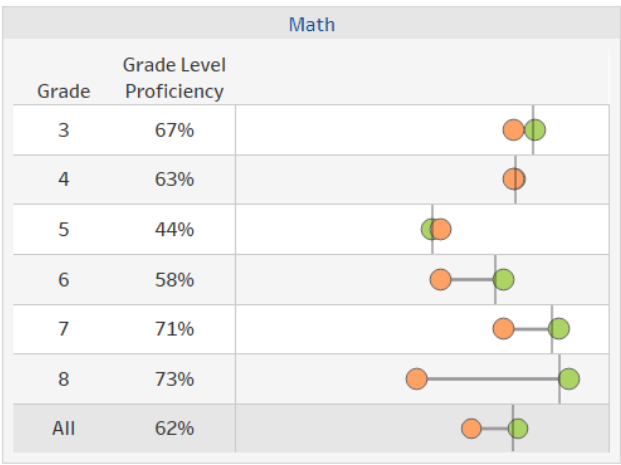
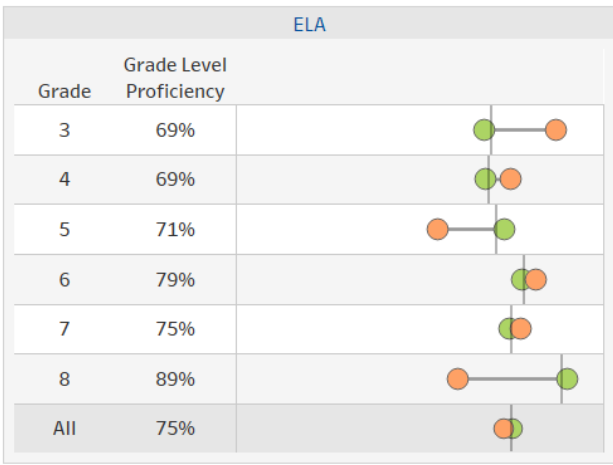
All Students
New Students
Returning Students

Includes only students tested in both years

ELA						
21-22 Grade	22-23 Grade	N	Proficiency of 2022-23 Returning Students (YoY Difference)	Proficiency Gained	Proficiency Lost	Net Proficiency Change
3	4	78	68% (+14%)	+14	-3	+11
4	5	78	73% (+0%)	+3	-3	+0
5	6	72	78% (-3%)	+2	-4	-2
6	7	61	74% (+3%)	+6	-4	+2
7	8	76	91% (+11%)	+9	-1	+8
All Grades			77% (+5%)	+34	-15	+19

Math						
21-22 Grade	22-23 Grade	N	Proficiency of 2022-23 Returning Students (YoY Difference)	Proficiency Gained	Proficiency Lost	Net Proficiency Change
3	4	78	63% (-9%)	+3	-10	-7
4	5	78	44% (-21%)	+2	-18	-16
5	6	72	61% (+0%)	+3	-3	+0
6	7	61	72% (+13%)	+9	-1	+8
7	8	76	75% (-5%)	+1	-5	-4
All Grades			62% (-5%)	+18	-37	-19

New and Returning Students' 2022-23 Proficiency Compared to Overall Grade-Level



AimsWebPlus Current Data for the Fall of 2023:

		Tier 3 (0-10th Percentile)	Tier 2 (11-24th Percentile)	Tier 1 (25th Percentile or Above)
Fall	K-2	9%	12%	79%
	3-8	14%	17%	69%
Winter	K-2			
	3-8			
Spring	K-2			
	3-8			

Are our students proficient and growing (grades 3-8)?

Growth Season: F20 - F21

NWEA Fall Achievement

The median RIT percentile* shows the average achievement level within the school. Students scoring at or above the 50th percentile are considered at or above grade level.

		Reading		Math		% At/Above Grade Level (Compared to Previous Fall)			
		Tested N Count	Median RIT %ile	Tested N Count	Median RIT %ile	Reading		Math	
All Students	21-22	500	74	496	70	79% (-4%)	74% (-2%)		
	20-21	517	78	520	74	83% (-4%)	76% (-9%)		
	19-20	524	78	524	80	87% (+4%)	85% (+1%)		
New Students	21-22	67	67	66	65	75% (-7%)	64% (-9%)		
	20-21	48	76	48	72	81% (-7%)	73% (-17%)		
	19-20	58	82	58	79	88% (+15%)	90% (+15%)		
Returning Students	21-22	433	76	430	70	80% (-4%)	75% (-1%)		
	20-21	469	78	472	76	84% (-4%)	76% (-8%)		
	19-20	466	77	466	81	87% (+2%)	84% (-1%)		

Median RIT Percentile: 50+ 40-50 < 40

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

Achieve will use the remaining ESSER III and 11t funds that are not part of the of the learning loss set-aside based upon feedback from our stakeholders in the following ways:

- **Social-Emotional Learning Supplies:** materials to support ABSS staff member with lessons for the at-risk students on caseload. Supplies and materials needed include: games, books, paper/pencil materials. Partitions for 11t staff were also used to create a space for SEL lessons for ABSS as an added space needed in the intervention office/classroom.
- **ETC (Educational Technology Coordinator):** this staff member assists with the use of our one to one technology for each student. The assistance is needed to refresh, repair and support with technology updates for the staff and students.
- **COVID-19 stipends** were provided to staff to compensate them for additional duties they took on in response to COVID-19.

- At risk supplies, social emotional supplies, and educational incentives: social emotional games and partitions for small groups for at risk staff.
- Staff technology- laptops needed to be ordered for additional staff members.
- Student Assembly- Lion Heart Experience- this assembly is for all students K-8 to support social emotional learning support.
- Student technology and Chromebooks- purchase of Chromebooks, Chromebook cases and adapters to support one on one technology so students can utilize digit learning resources for both ELA and math.
- Professional Development for Staff: Capturing Kids Hearts, 2 day session to support building relationships and social emotional learning for students in the classroom.
- Professional Development for Staff: Thought Design, this professional development provided leadership coaching training, psychological safety and drama/empowerment training and radical ownership to support social emotional learning for adults to support students.
- Varsity Brands Professional Development for staff. This training, "Believe in You," focuses on student social emotional learning.
- Digital subscriptions for the 23.24 school year: Sora, Go Guardian, Typing Club, Learning.com, DreamBox, Lexia, Edcite, Inquiry Journeys.
- Staff bonuses for staff members for retention and recruitment

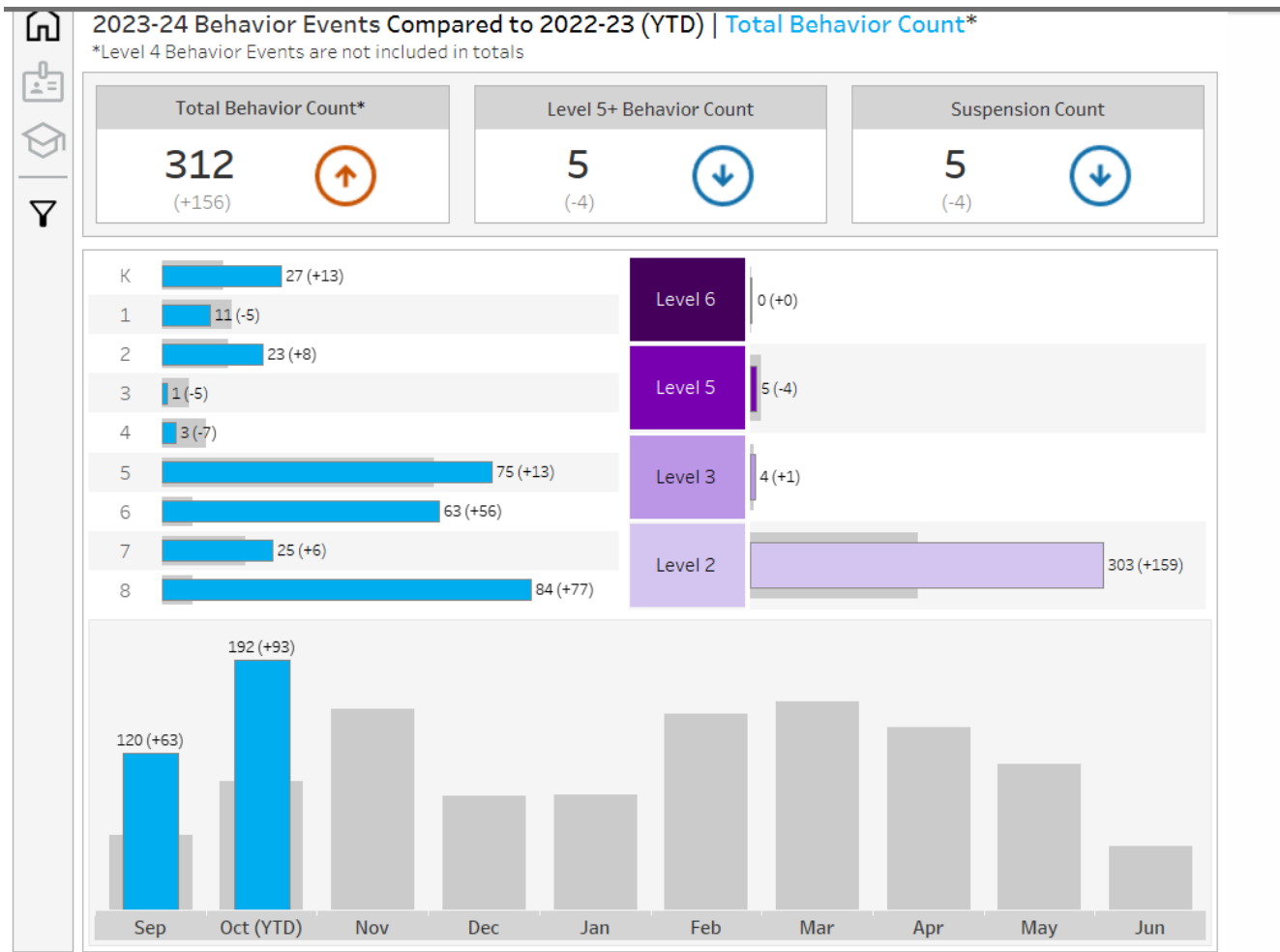
Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and 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.

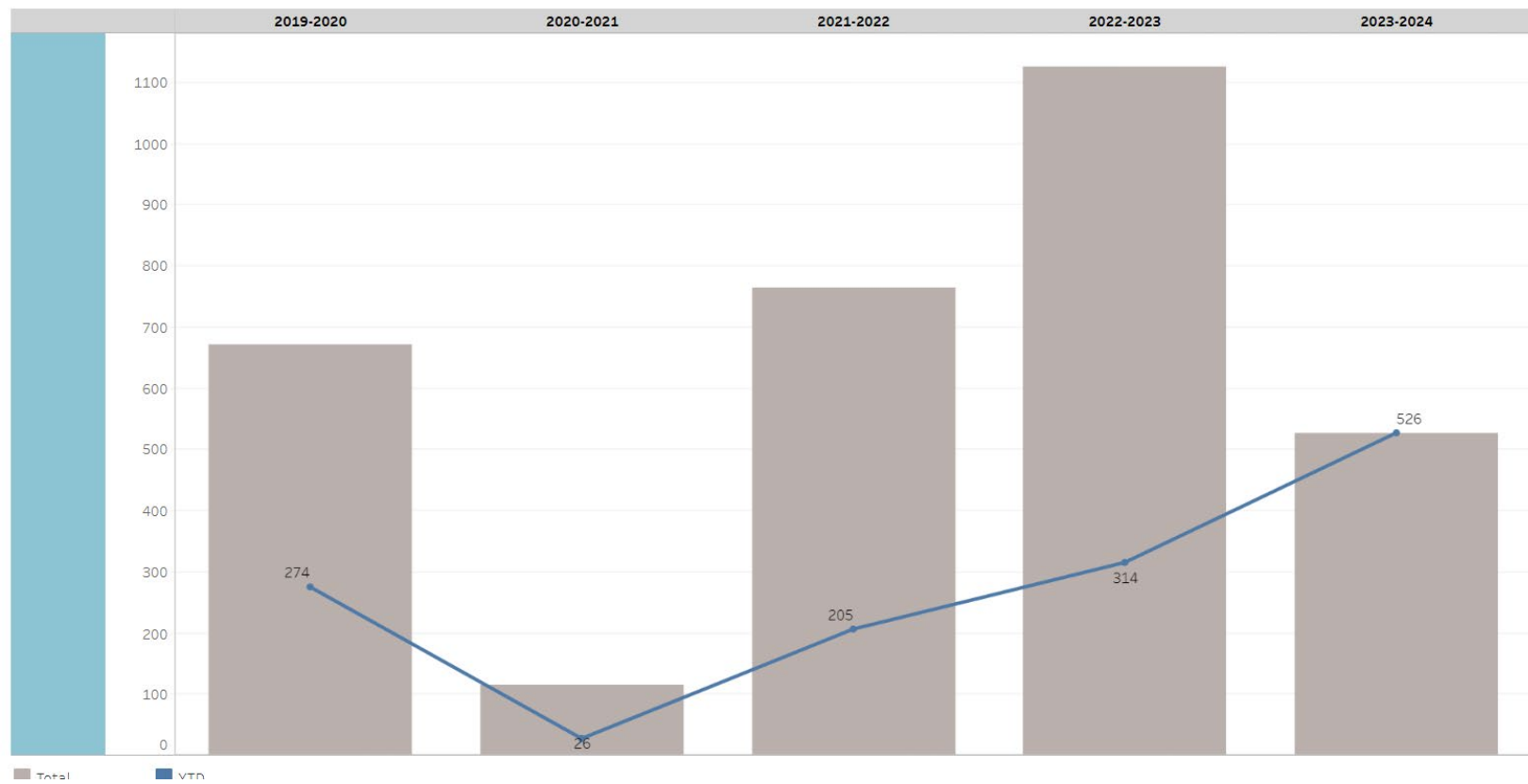
Our school will ensure that interventions we are implementing will address lost instructional time, academic, social, emotional and mental needs of all students by utilizing our intervention program. Our intervention program begins with a data analysis process where all stakeholders are involved in identifying needs for all students. Data that is used for our academic needs are M-Step for grades 3-8, NWEA for students in grades 3-8, and aimswebPlus in grades K-8 for reading. For math, we additionally used our NHA numeracy assessment for grades K-2. Using this data students are placed into Tier groups which determine the level of services students are needed. Other data beyond those mentioned, such as behavior, attendance, and student subgroups (Free and Reduced lunch, English Language and IEP students) that have been impacted by Covid-19 are also analyzed to determine caseloads for our academic specialist teacher, at-risk teacher, paraprofessional and behavior specialist. The intervention team then meets every 6 weeks with other staff to discuss updates and make adjustments.

Based upon the data that has been collected from the above data and below, we understood the importance of both academic and behavioral support needed in the building. In order to respond to both academic and social/emotional needs we prioritized funds by increasing staffing (at-risk teacher, academic specialist teacher and paraprofessionals)) along with professional development for staffing for student social and emotional needs.

To progress monitor our students we use aimswebPlus progress monitoring for our early literacy and math Bridges progress monitoring tools, which is part of our curricular tools. The intervention team meets every 6 weeks to meet with grade level teachers and administrators to discuss progress, data and student needs.

Our academic specialists, at-risk teacher, and paraprofessionals, either push in or pull out small groups of instruction with a research based tool (UFLI and Bridges Intervention) to support student learning needs. The use of digital subscriptions such as DreamBox and Lexia support student learning needs as well. Deans work with intervention teams and teachers to analyze data and make informed decisions on student needs. Staff will also utilize best practices for social emotional learning from Thought Design, Capturing Kids Hearts and Varsity Brands.





Percent Free and Reduced Lunch Students

	2021-22	2022-23	2023-24	Local District 2022-23
FRL Students	20%	24%	25%	23%
EL Students	19%	23%	23%	N/A
IEP Students	5%	6%	6%	N/A
