

ESSER 3 LEA Plan of Use for South Arbor 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:

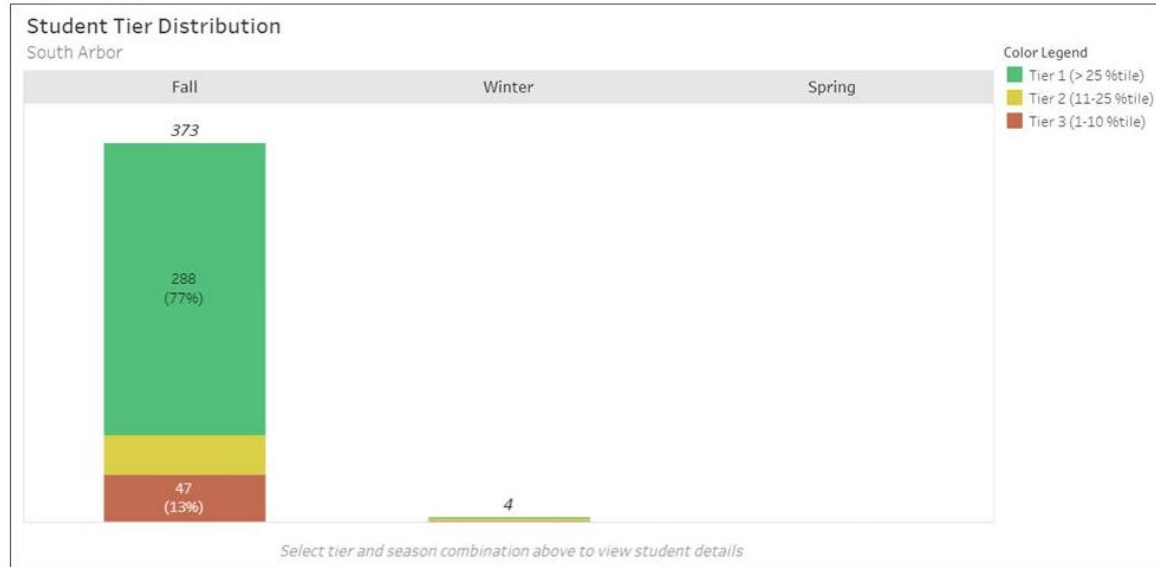
- Aramark Cleaning Contract
 - Additional hours for custodial class to clean, sanitize and disinfect the school.
 - Cleaning with commercial cleaners that contain soap or detergent decreases the number of germs on surfaces and reduces risk of infection from surfaces in your facility. Cleaning alone removes most types of harmful germs (like viruses, bacteria, parasites, or fungi) from surfaces. Sanitizing reduces the remaining germs on surfaces after cleaning. Disinfecting can kill harmful germs that remain on surfaces after cleaning. By killing germs on a surface after cleaning, disinfecting can further lower the risk of spreading disease.
- HVAC Filter Replacements
 - Frequent changing of air filters in our HVAC also keeping our fresh air intake to 20% as much as possible to increase fresh air into the classrooms.
 - Ventilate your home by getting fresh air into your home, filtering the air that is there, and improving air flow. Improving ventilation can help you reduce virus particles in your home and keep COVID-19 from spreading. You may or may not know if someone in your home or if a visitor to your home has COVID-19 or other respiratory viruses. Good ventilation, along with other preventive actions, can help prevent you and others from getting and spreading COVID-19 and other respiratory viruses.
- PPE
 - The following items were made available to all stakeholders if they entered the building. We also wiped down surfaces and materials in regular intervals to help mitigate the spread of germs and viruses.
 - Disposable Facemasks
 - Sanitizing Wipes
 - Hand Sanitizer
- Hand Sanitizer
 - Washing hands can prevent the spread of infectious diseases. Schools and ECE programs should teach and reinforce proper handwashing to lower the risk of spreading viruses, including the virus that causes COVID-19. Schools and ECE programs should monitor and reinforce these behaviors, especially during key times in the day (for example, before and after eating, after using the restroom, and after recess) and should also provide adequate handwashing supplies, including soap and water. If washing hands is not possible, schools and ECE programs should provide hand sanitizer containing at least 60% alcohol. Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.

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:

- Paraprofessionals and Interventionists/At Risk Teachers
 - We identified the need to increase support for reading intervention for our Kindergarten students after looking at early literacy data. The paraprofessionals and interventionists will continue to support at risk students in Tier 3 to move them to Tier 2 and then Tier 1 in reading fluency. We will prioritize reading and then also address our Tier 3 math students as evidenced by math numeracy data.
 - Contracted tutoring through Sylvan will be available for students testing/reading below grade level.

- AIMS WEB Fall 23-24
- School Report

Fall 2023-2024



2023-2024 K-2 Numeracy Fall Numeracy Assessment - South Arbor Charter Academy

Updated: 12/19/2023 8:25:40 AM

Proficiency		Distribution by Grade								
Percent At or Above 3.0 (Total N Count)		Scaled Score Distribution								
Grade	Fall Numeracy	Grade	0.5	1	1.5	2	2.5	3	3.5	4
K	92% (75)	K	1%	1%	5%	19%	40%	33%		
1	72% (76)	1	1%	3%	5%	4%	14%	28%	34%	11%
2	80% (85)	2		7%	4%	9%	20%	34%	26%	
All	81% (236)	All	1%	1%	5%	3%	10%	22%	36%	23%

Distribution by Tier (Percent Correct)		
Grade	Assessment Count	
K	75	5% Tier 3, 92% Tier 1
1	76	4% Tier 3, 5% Tier 2, 18% Tier 1, 72% Tier 1
2	85	7% Tier 3, 13% Tier 2, 80% Tier 1

Legend: 0% - <26% (Red), 26% - <51% (Orange), 51% - <76% (Yellow), 76% - 100% (Green)

- At-Risk Teachers – ELA and Math
 - To focus on students not performing at grade level, we have three at-risk teachers.
 - MSTEP DATA for Past 3 Years

State Suite: Three Year Proficiency Counts & Percents: **South Arbor (MI:99)**

This report gives proficiency counts and percents for state tests from 2020-2021 to 2022-2023. This year's results are currently under **STATE ORDERED EMBARGOED** and can only be shared internally. Percent tested is calculated as the number of tests taken divided by the number of students enrolled on April 1. If you have any questions, please contact your Accountability Analyst.

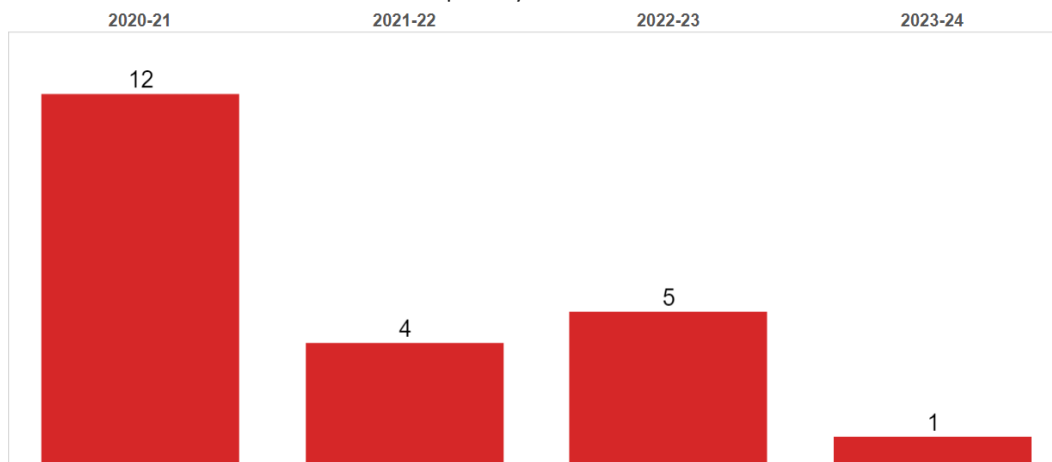
Subject	Grade	2020-2021				2021-2022				2022-2023			
		N Tested	% Tested	N Proficient	% Proficient	N Tested	% Tested	N Proficient	% Proficient	N Tested	% Tested	N Proficient	% Proficient
	3	64	79%	47	73%	83	98%	66	80%	85	100%	66	78%
	4	73	83%	56	77%	81	100%	69	85%	83	99%	71	86%
	5	65	68%	51	78%	98	100%	69	70%	93	99%	69	74%
ELA	6	67	71%	50	75%	94	98%	71	76%	93	98%	68	73%
	7	67	75%	44	66%	97	98%	73	75%	92	99%	75	82%
	8	68	83%	59	87%	77	99%	62	81%	95	100%	80	84%
	ALL	404	76%	307	76%	530	99%	410	77%	541	99%	429	79%
	3	64	79%	47	73%	83	98%	64	77%	85	100%	69	81%
	4	73	83%	46	63%	80	100%	58	73%	83	99%	60	72%
	5	65	68%	35	54%	98	100%	52	53%	93	99%	53	57%
Math	6	67	71%	39	58%	94	98%	69	73%	93	98%	60	65%
	7	67	75%	41	61%	97	98%	63	65%	92	99%	76	83%
	8	68	83%	51	75%	77	99%	53	69%	95	100%	63	66%
	ALL	404	76%	259	64%	529	99%	359	68%	541	99%	381	70%

- Summer Programming
 - Coordinator
 - Teachers
 - Tutors
- Virtual/Self-Paced Summer Program
 - DreamBox is the primary tool for self-paced summer learning in Mathematics
 - Recommendation:
 - Students should complete 5 lessons or more a week. This usually takes about 60 minutes total. The adaptive engine built into Dream Box will auto populate lessons for each student based on their individual needs.
 - Biweekly check points are recommended to ensure students stay on track with learning. Teachers can also assign lessons during these checkpoints if desired.
 - Workbooks were purchased for each student who participated in the self-paced summer program

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

- Digital Curriculum
 - GoGuardian, Learning.com, Typing Club, Classkick Digital, Dreambox Math, Edcite_Inquiry Journeys, Sora
 - Edcite is a virtual platform for providing common assessments. This interfaces with our gradebook for teachers to quickly analyze student results and adjust instruction for whole, small and individualized instruction for students.
 - All digital tools that are used to support instruction or provide an individualized pathway of reinforcement of classroom instruction or supplemental instruction.
- Staff Technology – monitors
- Emotional regulation strategies professional development
- Social emotional tools for teachers to use with students
- Student instructional materials to supplement the digital curriculum
- aha! Process preventative discipline professional development

- Chromebooks for students to use for accessing Google Classroom, digital curricula, common assessment and other 21st Century learning opportunities. Headphones and chargers will be used in conjunction with the Chromebooks.
- Retention and Recruitment Bonuses – we wanted to retain our teachers that had a collective mindset on student achievement. From Hattie’s research this has one of the greatest effect sizes on student achievement. Retaining teachers with this growth mindset was important for our continued success as a school to combat learning loss.
- Teacher Turnover Data for South Arbor for past 3 years



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 current intervention program for K-3rd grade students is Reading Mastery—a repetitive, phonics based small group program. The Reading Mastery curriculum works to develop a variety of reading skills, but the program is primarily based on letter-sound correspondence, word recognition, sounding out words, and oral reading fluency. Every student in K-1 is seen in a small group as part of our core curriculum for teaching and assessing phonics skills. Our students in 2nd grade are seen regularly in small groups by intervention staff for students performing at or below grade level, and beginning in 3rd grade, intervention services are supplied for all students demonstrating need related to decoding or comprehension.

For 4-8th grade students falling below the 25thile in NWEA, students who were serviced in an intervention group the year prior, and all new students are assessed for benchmarking fluency in the fall. Students below grade level in fluency or comprehension are then placed in appropriate small groups and are scheduled with intervention staff from 2-5 days/week, depending on the gap between their current performance and on grade level expectations. For these students, we utilize Corrective Reading curriculum, which focuses on phonics through word families, vocabulary, reading fluency, and comprehension.

We ensure that students meet regularly with their interventionist by assigning caseloads to each staff member with a detailed schedule of their intervention times, locations, and lessons. Additionally, all intervention staff, including classroom teachers facilitating groups, are required to log their groups daily online so that supervisors and other staff members are able to see the group sequence and progress over time. This tracks their proficiency in “check out” formative assessment lessons, as well as any student absences or tardies that impacted their ability to participate in their small group.

- Students of color are supported with intentional school-wide activities during Hispanic Heritage month and Black History month. NHA’s curriculum has also been analyzed and overhauled to reflect our student population’s diversity through stories in ELA, etc.
- Students from low-income families are supported through our intervention program, receiving small group, targeted instruction.
- Students with disabilities are provided with push-in or pull-out support in compliance with their IEP plans.
- Students experiencing homelessness and foster care students are supported by McKinney-Vento funds and all state and federal policies are followed for students in foster care. Students receive uniforms, school supplies, winter clothes, and other items deemed necessary by the parent.

Addressing Identified Learning Loss through the IEP	
<p>Any time a student is not progressing in meeting the annual goals outlined in the IEP, the IEP Team is obligated to convene to address the lack of progress. Based upon the review and analysis of progress monitoring data in core content and annual goals, SE providers who support the student and the SE Administrator, should consider as appropriate any need to convene an IEP meeting to address learning loss. As with any parent request for the IEP Team to convene, it is necessary that all service providers have all needed information and progress monitoring data readily available, for review by the IEP Team.</p> <p>In alignment with state-specific criteria, all decisions of the IEP Team to review or revise an IEP are data-driven, and as such require:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of progress toward IEP goal(s) beginning at the start of the school year, consistent with the IEP schedule and issuance of progress reports/report cards. <input type="checkbox"/> Consistent and regular collection of data. <input type="checkbox"/> Additionally, measures of performance are to be obtained following long weekends, winter, spring, and summer breaks. <input type="checkbox"/> Data sources may include anecdotal records of observations, progress reports, parent input, service logs from remote learning sessions, previous district data (transfers), reports provided by outside agencies. <p>Revisions to the IEP can be made for any component as determined needed. Potential components include but are not limited to the areas identified in the table below.</p>	
IEP Component	Guidance on the IEP Component
Present Level	Revisions will need to be made to accurately reflect the student’s current present level based on current data to include strengths, needs and impact on the general education curriculum.
Annual Goals	Annual goals must be aligned with the needs addressed in the PLAAFP.
Supplemental Aids and Services	Services must be provided in general education classes, other education-related settings, and in extra-curricular and non-academic settings, to enable children with disabilities to be educated with nondisabled children to the extent appropriate. Examples include but are not limited to classroom accommodations, modifications, assistive technology devices and services.
Related Services	Revisions to the type and amount of related services will need to be determined as appropriate to address learning loss required to assist a child with a disability to benefit from their special education. Examples include but are not limited to transportation, speech therapy, occupational therapy, physical therapy, counseling/social work services.
Least Restrictive Environment (LRE)	As revisions to the IEP are made to address learning loss, the requirement remains the same in determining the most appropriate educational placement for students with disabilities. Consideration must be given to ensuring to the maximum extent appropriate, children with disabilities shall be educated with children who are not disabled.

- English Learners
 - EL services are provided to all students who qualify through WIDA screeners and annual testing. Services can include consultation with teachers, small group instruction or one to one instruction based on student need.

For English Learners, the most significant learning gap will likely be in oral language proficiency. Therefore, EL teachers should prioritize instruction in the speaking and listening domains to address the oral language gap. We recommend responding to oral language learning loss in the following ways:



Supporting Missed Comprehension and Writing Content

Collaborate with core content teachers to determine how you can support the comprehension and writing gaps identified in Module 1. Teachers can access the Learning Loss booklets on the Google Drive for each of these areas after July 10.

<p>K-5 Comprehension</p> <ol style="list-style-type: none"> Standards and Skills Spring Read Aloud Lessons Fall Flex Days 	<p>6-8 Comprehension</p> <ol style="list-style-type: none"> Standards and Skills Flex Days Texts/Lesson Plan Template 	<p>6-8 Writing</p> <ol style="list-style-type: none"> Constructed Responses Grammar Scope & Sequence
<p>EL teachers can:</p> <ul style="list-style-type: none"> Follow Scope & Sequence to support flex day lessons in core support and ELD Provide additional support on these ELA skills in ELD 		<p>EL teachers can:</p> <ul style="list-style-type: none"> Help scaffold constructed responses Give students additional grammar practice during ELD