

### ESSER 3 LEA Plan of Use for Fortis Academy

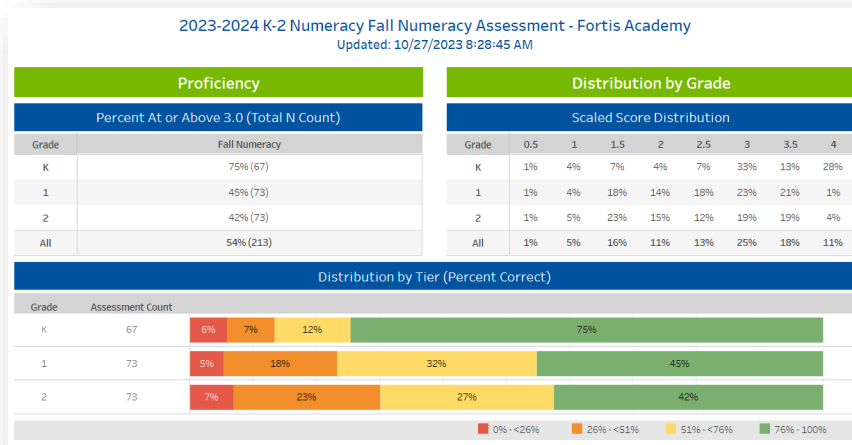
Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

- HVAC Filters
  - Small particles that people breathe out can contain virus particles, including the viruses that cause COVID-19 and influenza (flu). Good ventilation, along with other preventive actions, can help prevent virus transmission in schools.
    - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>
- 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.
    - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>
- Aramark Cleaning Contract
  - 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.
    - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html>

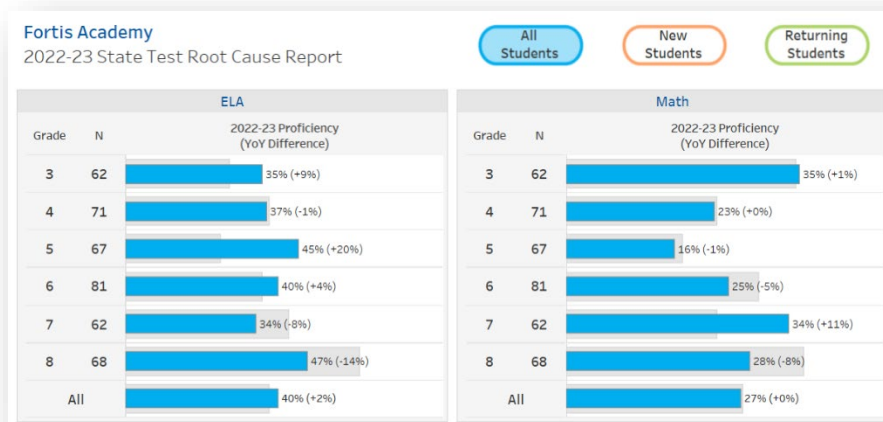
Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

- Instructional Paraprofessionals – these personnel will continue to support K-2 classrooms and student literacy. This helps to increase the number of students moving from Tier 3 up to Tier 1 in reading fluency. These paraprofessionals will also continue to support math proficiency as evidenced by math numeracy data.





- Summer School Coordinator, Teachers, Paraprofessionals, and Social Worker; Summer Student Supplies and Workbooks – Learning loss was combated with our use of ESSER funds to support our strong summer learning program. The need for increased student proficiency is demonstrated by our state testing scores. Although we continue to outperform the local school district, increased student proficiency will best serve our students moving forward. In order to ensure a robust summer program, instruction followed a rigorous structure based on student assessment data and proven instruction methods.
- Summer School Classroom Supplies – instructional supplies for summer school.
- Summer Educational Incentives – educational based games to incentivize summer school attendance for the five weeks of Summer School.



### Fortis - 2022-23 District, Closest Schools, and State Comparisons

Grade	Subject	Fortis			Ypsilanti Community Schools		Closest Schools		Michigan	
		2020-21	2021-22	2022-23	2022-23	+/-	2022-23	+/-	2022-23	+/-
3	ELA	20%	27%	35%	12%	+23%	25%	+10%	41%	-5%
	Math	22%	35%	35%	9%	+27%	24%	+11%	43%	-7%
4	ELA	32%	37%	37%	18%	+19%	29%	+8%	44%	-8%
	Math	17%	23%	23%	13%	+10%	24%	-1%	39%	-16%
5	ELA	30%	25%	45%	14%	+31%	28%	+17%	44%	+1%
	Math	12%	18%	16%	6%	+10%	21%	-4%	32%	-15%
	Science	24%	24%	36%	12%	+24%	28%	+8%	39%	-3%
	Social Studi...	13%	9%	13%	4%	+9%	8%	+5%	19%	-5%
6	ELA	31%	35%	40%	15%	+25%	36%	+4%	38%	+2%
	Math	18%	29%	25%	8%	+16%	22%	+2%	30%	-5%
7	ELA	45%	42%	34%	16%	+18%	31%	+3%	37%	-3%
	Math	29%	23%	34%	7%	+27%	20%	+14%	31%	+3%
8	ELA	59%	61%	47%	29%	+18%	58%	-11%	60%	-13%
	Math	37%	36%	28%	9%	+19%	21%	+7%	36%	-8%
	Science	27%	45%	40%	19%	+21%	32%	+8%	37%	+2%
	Social Studi...	33%	29%	29%	13%	+17%	17%	+13%	27%	+3%
All	ELA	36%	37%	40%	17%	+23%	33%	+6%	44%	-4%
	Math	22%	27%	27%	9%	+18%	22%	+5%	35%	-8%
	Science	26%	33%	38%	16%	+22%	30%	+8%	38%	+0%
	Social Studi...	22%	18%	21%	9%	+13%	12%	+9%	23%	-1%
All Grades and Subjects		28%	30%	32%	13%	+20%	26%	+6%	37%	-5%
Grades and Subjects Met or Exceeded		-	-	-	16 (100%)		13 (81%)		5 (31%)	
Percent Free or Reduced Lunch		86%	84%	89%	68%	+21%	55%	+33%	54%	+35%

## K-2 ELA



### Instruction

K-2 Summer Learning will consist of the following blocks of instruction:

15 min Heggerty

45 min Phonics  
(2 lessons of Reading Mastery OR From Phonics to Reading)

30 min Lexia



### Assessment

The anchor assessments for K-2 will be focused on phonics and fluency.

- Monitor Reading Mastery progress by administering Mastery Tests and Reading Checkouts and recording results in the NEW myNHA app, RM & CR Assessments. Directions for using the app can be found here.
- Monitor From Phonics to Reading progress by administering cumulative assessments.



## Teacher Training

Learning Modules are provided for Reading Mastery. Guidance for Heggerty, From Phonics to Reading, and Lexia can be found in your K-2 Guidance documents listed above.

## 3-8 ELA

*Students **below** the 35th%ile on ORF benchmarking*  
*Students who **already** receive Corrective Reading instruction*  
*Students who **place into** Corrective Reading via spring placement testing*



## Instruction

For students who are following this pathway, 3-8 Summer Learning will consist of the following block of instruction:

20 min Lexia

45 min Corrective Reading

25 min Fluency Practice



## Assessment

**The anchor assessments for 3-8 pathway 1 will be focused on fluency.**

- Monitor Corrective Reading progress by administering Mastery Tests and Reading Checkouts and recording results in the NEW myNHA app, RM & CR Assessments.



## Teacher Training

Learning Modules are provided for Corrective Reading. Guidance for the Lexia and Fluency practice can be found in the resources listed above.

## K-2 Math



## Instruction

K-2 Summer Learning will consist of the following block of instruction

20 min **Math Stories**

30 min **Bridges Intervention**

20 min **Practice**

Each classroom will be able to create a customized scope and sequence based on the needs of their students.



## Assessment

**The anchor assessment for K-2 will be the Spring Numeracy Assessment.**

- Midway through summer learning, students will take the Numeracy Check-up 2. This assessment will identify student performance within the critical content.
- At the end of the summer students will take the Spring Numeracy Assessment to measure student growth and proficiency as a result of summer learning.



## Teacher Training

The Learning Modules in the table below are provided for teachers who may be teaching some of these components for the first time.

<b>Math Stories</b>	K-2 Introduction to Math Stories
<b>Bridges Intervention</b>	Math Intervention: Getting Started Part 1 Math Intervention: Getting Started Part 2 Progress Monitoring: Introduction & Expectations
<b>Dreambox</b>	Introduction to Dreambox

## 3-5 Math



## Instruction

3-5 Summer Learning will consist of the following block of instruction

25 min **Math Stories**

45 min **Bridges**

20 min **Practice**

Each classroom will be able to create a customized scope and sequence based on the needs of their students.



## Assessment

**Assessments will be provided for each unit of study selected by the teacher**

- Check point assessments will be recommended each week to help gauge students' progress and growth within the critical content.
- Unit assessments should be given at the completion of each unit of study.
- At the end of the summer teachers can analyze the data from the unit assessments given to measure students' growth and proficiency as a result of summer learning.



## Teacher Training

The Learning Modules in the table below are provided for teachers who may be teaching some of these components for the first time.

<b>Math Stories</b>	3-5: Introduction to Math Stories
<b>Bridges</b>	3-5: Problems & Investigations 3-5: Problem Strings 3-5: Math Forum 3-5: Work Places
<b>Dreambox</b>	Introduction to Dreambox

## 6-8 Math



## Instruction

6-8 Summer Learning will consist of the following block of instruction

**60 min Illustrative Math Lesson**

**30 min Practice**

Each classroom will be able to create a customized scope and sequence based on the needs of their students.



## Assessment

**Assessments will be provided for each unit of study selected by the teacher**

- Quizzes will be recommended each week to gauge progress on standards.
- Unit assessments should be given at the completion of each unit of study.
- At the end of the summer teachers can analyze the data from the unit assessment given to measure students' growth as a result of summer learning.



## Teacher Training

The Learning Modules in the table below are provided for teachers who may be teaching some of these components for the first time.

<b>Illustrative Math</b>	6-8: Illustrative Mathematics: The What & How Part 1 6-8: Illustrative Mathematics: The What & How Part 2
<b>Dreambox</b>	Introduction to Dreambox

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

- Curriculum Specialists – these personnel help to support Fortis Academy staff in the effective implementation of curricular tools through instructional coaching, targeted support based on academic needs, and locating additional resources when necessary.
- Educational Technology Coordinator – this staff member manages student technology devices by assigning them to students, repairing devices when necessary, and refreshing outdated devices.
- Retention Bonuses – these bonuses were used to retain effective staff members, which is the biggest determining factor in closing academic gaps that our students may have due to COVID closures.
- Recruitment Bonuses – these bonuses were used to engage and sign new staff members to fill open positions to best support our students throughout the academic year.
- Professional Development –
  - Based on the Art of Coaching to support improved instructional coaching within Fortis Academy.
  - New and Novice Teacher PD – these stipends were for additional instructional coaching within Fortis Academy for effective instructional practices and curriculum implementation.
- Student Technology –
  - Chromebooks for student use in digital curricular tools, common assessments, and other learning opportunities.
  - Power Adapters for continued chromebook use.
- Digital Curriculum – Classkick, DreamBox, EdCite, GoGuardian, EasyTech, and Typing Club are all digital tools that are used to support instruction and assessment for the end product of increased student learning and proficiency.
- Single Audit Fees – to monitor ESSER 3 funding and spending.
- Student At-Home Libraries and Book Bags – to support student reading outside of the school hours.
- At-Risk Supplies – math and reading games to support student learning.

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 intervention program at Fortis Academy focuses on academic, social, emotional, and mental health needs of all students.
  - Academic interventions are structured by Reading Mastery and Corrective Reading curriculum programs for reading intervention with benchmarking and progress monitoring using the AimsWeb Fluency tool. In alignment with our K-5 Math Curriculum Bridges, our interventionists utilize the Bridges Intervention program to remediate and support math instruction.

- Social, emotional, and mental health needs are supported by two full-time social workers, an achievement/behavior specialist, a student/family liaison, and an attendance liaison. Social emotional lessons occur in all classrooms every other week to increase student proficiency in these skills and students practice mindfulness skills in classrooms regularly.
- EL services are provided to all students who qualify through WIDA screeners and annual testing.
- Students with disabilities are provided with push-in or pull-out support in compliance with their Individualized Education Plans.
- Students from Low-Income families are supported through our instructional paraprofessional staffing positions for small group remediation and instruction to increase student proficiency.
- 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 experiencing homelessness, foster care, or migratory students are supported through our McKinney-Vento liaison, who is also our school social worker. Parents are provided with additional community resources to help them outside of the school building.
- Students experiencing homelessness are supported by McKinney-Vento funds and all state and federal policies are followed for students experiencing foster care.

		2020-21	2021-22	2022-23	YOY Proficiency Change -15% 15%
All Students		28%	30% ↑	32% ↑	
EL Status	EL Student	6%	12% ↑	12% ↑	
	Non-EL Student	35%	35% ↓	37% ↑	
Ethnicity	American Indian or Ala..				
	Asian	62%	67% ↑	83% ↑	
	Black or African Ameri..	24%	27% ↑	28% ↑	
	Hispanic	22%	23% ↑	26% ↑	
	Native Hawaiian or Pa..				
	White	36%	36% ↓	45% ↑	
FRL Status	Free	25%	24% ↓	28% ↑	
	Reduced	23%	43% ↑	34% ↓	
	Not Eligible	45%	47% ↑	56% ↑	
Gender	Female	27%	31% ↑	33% ↑	
	Male	29%	29% ↑	32% ↑	
Homeless Status	Homeless		16%	27% ↑	
	Non-Homeless	28%	31% ↑	32% ↑	
IEP Status	IEP Student	4%	2% ↓	5% ↑	
	Non-IEP Student	31%	34% ↑	36% ↑	
Student Tenure	< 3 Years	13%	14% ↑	18% ↑	
	3+ Years	33%	34% ↑	37% ↑	



## Addressing Identified Learning Loss through the IEP

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.

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:

- ☐ **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.
- ☐ Consistent and **regular collection of data**.
- ☐ Additionally, measures of performance are to be obtained following long weekends, winter, spring, and summer breaks.
- ☐ 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.

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.

IEP Component	Guidance on the IEP Component
<b>Present Level</b>	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.
<b>Annual Goals</b>	Annual goals must be aligned with the needs addressed in the PLAAFP.
<b>Supplemental Aids and Services</b>	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.
<b>Related Services</b>	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.
<b>Least Restrictive Environment (LRE)</b>	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.



## Combating Language Learning Loss



The purpose of this document is to provide guidance to support the learning loss English Learners may experience in missed comprehension content and provide ways to support language learning loss in the core and ELD.

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:

