

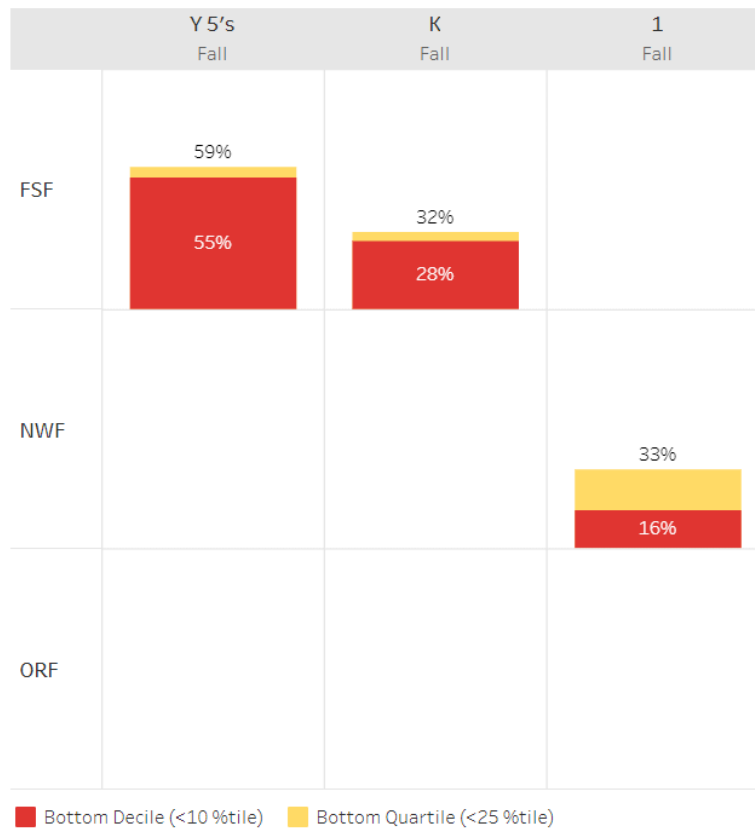
ESSER 3 LEA Plan of Use for Paragon Charter Academy

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:

- 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.
 - <https://www.cdc.gov/hygiene/cleaning/facility.html>
- 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.
 - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/Improving-Ventilation-Home.html>
- 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
 - <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:

- 20% learning loss set-aside question
 - Paraprofessionals/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.
 - mClass Dibels Fall 22-23 Report:

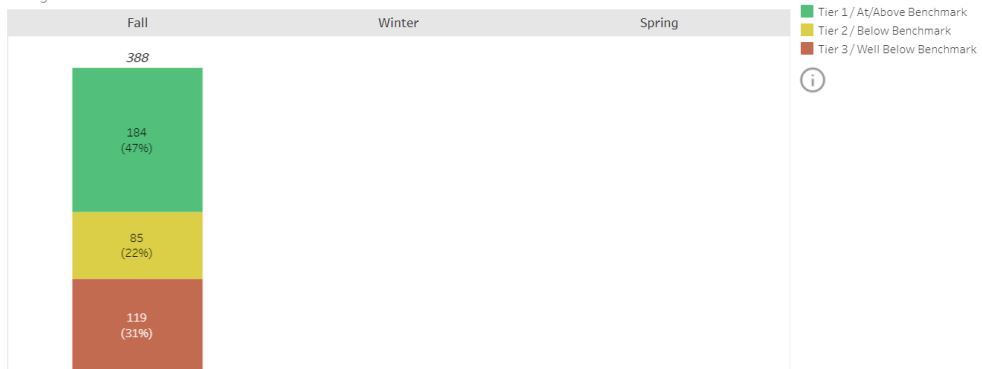


- mClass Fall 23-24

- School Report

Student Tier / Benchmark Level Distribution

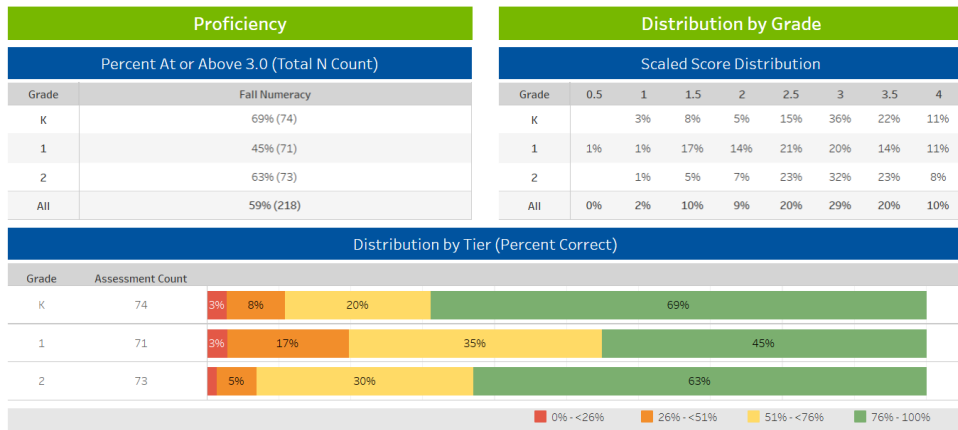
Paragon



Select tier / benchmark level and season combination above to view student details

2023-2024 K-2 Numeracy Fall Numeracy Assessment - Paragon Charter Academy

Updated: 11/6/2023 8:41:48 AM



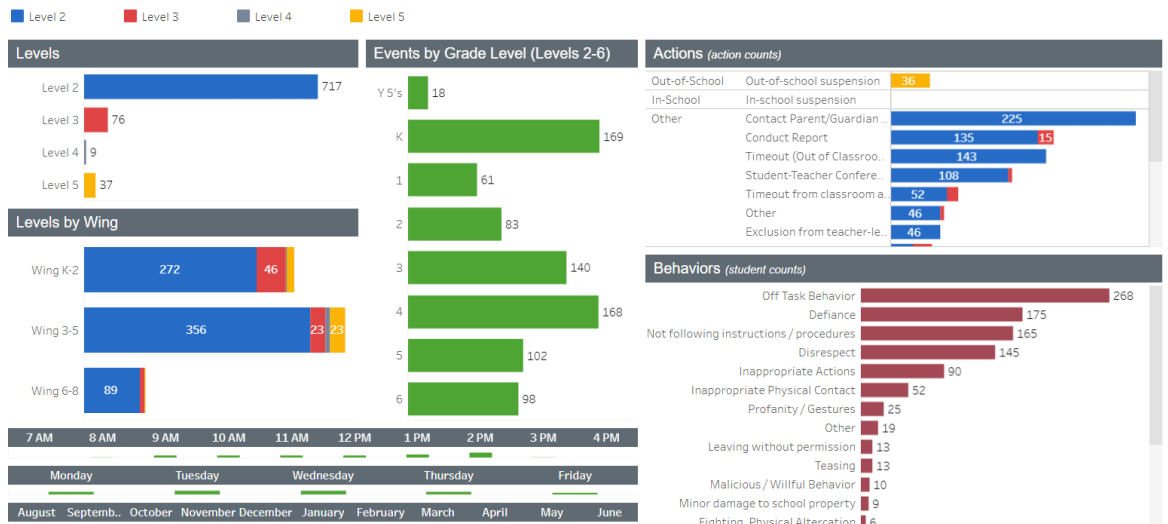
Curriculum Specialist – ELA and Math

- To build the capacity of our teachers in ELA and Math we utilized curriculum specialist to gain a deeper understanding of our curricular tools, in both subjects.
- MSTEP DATA for Past 3 Years

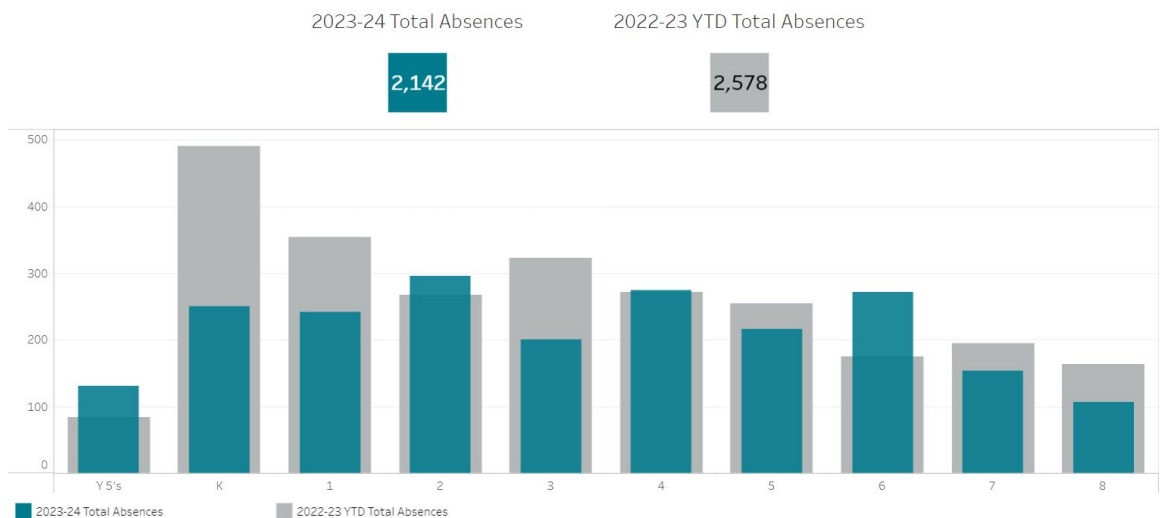
Subject	Grade	2020-2021				2021-2022				2022-2023			
		N Tested	% Tested	N Proficient	% Proficient	N Tested	% Tested	N Proficient	% Proficient	N Tested	% Tested	N Proficient	% Proficient
ELA	3	67	94%	26	39%	74	100%	33	45%	78	99%	41	53%
	4	77	97%	33	43%	75	97%	38	51%	58	100%	26	45%
	5	68	94%	32	47%	65	98%	32	49%	79	100%	41	52%
	6	68	99%	40	59%	69	100%	37	54%	53	100%	31	58%
	7	56	92%	24	43%	50	100%	31	62%	49	100%	34	69%
	8	47	96%	39	83%	47	100%	35	74%	46	100%	37	80%
	ALL	383	96%	194	51%	380	99%	206	54%	363	100%	210	58%
Math	3	66	93%	25	38%	74	100%	34	46%	78	99%	45	58%
	4	77	97%	31	40%	74	96%	28	38%	58	100%	23	40%
	5	68	94%	15	22%	65	98%	36	55%	79	100%	24	30%
	6	68	99%	29	43%	69	100%	22	32%	53	100%	29	55%
	7	56	92%	20	36%	50	100%	24	48%	49	100%	28	57%
	8	47	96%	22	47%	47	100%	22	47%	46	100%	24	52%
	ALL	382	95%	142	37%	379	99%	166	44%	363	100%	173	48%

Achievement Behavior Support Specialist

- Increasing student support to help students to develop the needed behavioral skills to decrease the number of behavioral interruptions to the learning environment and increase their on task behaviors to interact more positively in the classroom. Also provide support and guidance for students experiencing high absences from the school.
- Student Behavior Numbers for 22-23 School Year



Student Attendance for 22-23 School Year Compared to Current Year To Date



After School Tutors and Tutoring Coordinator

- Providing additional support to students who are in the bottom quartile for reading. We utilized our reading program Reading Mastery to increase reading fluency and reading comprehension.

Paragon (MI:98)

NWEA Status Measures Season: Fall 2023-2024							
% In Bottom Quartile				% At or Above Grade Level			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
3-5	3	28%	18%	3-5	3	42%	58%
	4	13%	23%		4	59%	59%
	5	34%	16%		5	36%	55%
	Wing	24%	19%		Wing	46%	57%
6-8	6	53%	20%	6-8	6	20%	61%
	7	15%	4%		7	70%	77%
	8	7%	19%		8	60%	72%
	Wing	30%	15%		Wing	45%	68%
School		27%	17%	School		46%	62%

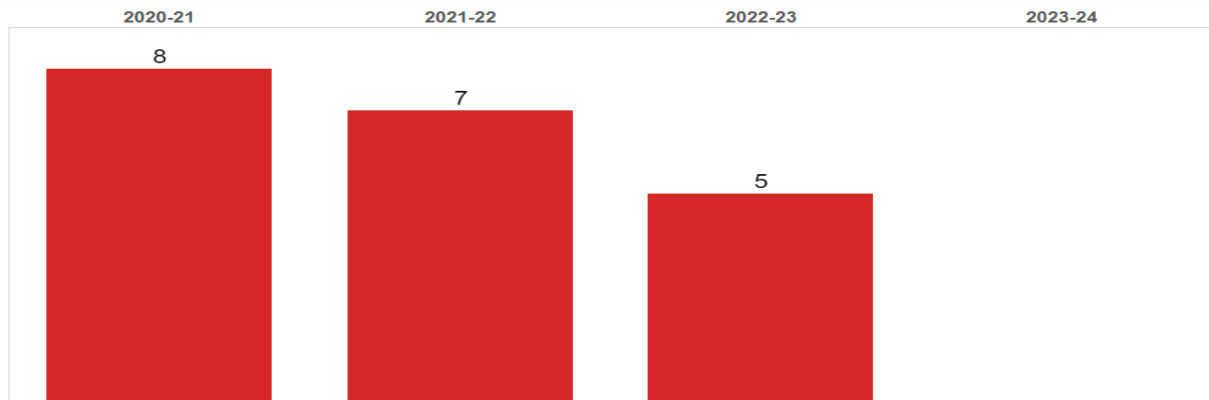
- Summer School Achievement Behavior Support Specialist/Summer School Teachers/Summer School Paraprofessionals/Summer School Coordinator/Virtual Summer School Teachers
 - Learning Loss was reduced by providing robust in-person and virtual summer programs. The in-person program was designed to address the bottom quartile students as evidenced by NWEA, Student Grades, Dibels Fluency and previous and preliminary MSTEP results if applicable or available. We continued the use of curricular tools and instruction model into the summer program.
 - K-2 ELA
 - Instruction
 - 15 min Heggerty
 - 45 min Phonics – 2 lessons of Reading Mastery
 - 30 min Lexia or Guided Reading Lesson
 - Assessment
 - Reading Mastery through mastery tests and reading checkouts. This is recorded in a summer gradebook.
 - Monitor phonics to reading
 - Teacher Training
 - Provided one day PD and Learning Modules for staff to review with guidance documents
 - 3-8 ELA
 - Instruction
 - 20 min Lexia
 - 45 min Corrective Reading
 - 25 min Fluency
 - Assessment
 - Focused on fluency – reading mastery tests and reading checkouts
 - Teacher Training
 - Provided one day PD and Learning Modules for staff to review with guidance documents
 - K-2 Math
 - Instruction
 - 20 min Math Stories
 - 30 min Bridges Intervention
 - 20 min Practice and DreamBox Math
 - Assessment
 - Anchor assessment Spring Numeracy Assessment
 - Midway students take Numeracy Check 2
 - End students take Spring Numeracy Assessment
 - Teacher Training
 - Provided one day PD and learning modules in Math Stories, Bridges and DreamBox
 - 3-5 Math
 - Instruction
 - 25 min Math Stories
 - 45 min Bridges
 - 20 min Practice and DreamBox Math
 - Assessments
 - Check Points from Bridges Math Curriculum
 - Unit Assessments at the completion of unit of study
 - Teacher Training
 - Provided one day PD and learning modules in Math Stories, Bridges and DreamBox

- Student Instructional Materials
 - Summer Workbooks
 - Summer workbooks for students who were not in the in-person summer program. These workbooks focused on priority standards for each grade level for both ELA and Math.
- Virtual/Self-Paced Summer Program
 - Lexia is the primary tool for self-paced learning in ELA
 - Recommendation:
 - Students should work in either Core5 (K-5) or PowerUp (6-8) to meet their usage minutes (as prescribed in myLexia, based on their auto placement test).
 - Students will also spend time in Lexia by completing Lexia Lessons (with the teacher during regularly scheduled teacher touchpoints) or Lexia Skill Builders (independently).
 - K-5: 60 minutes per week
 - 6-8: 120 minutes per week
 - Biweekly check points with students are recommended to administer Lexia Lessons as needed.
 - Teacher Training:
 - National Live Online Professional Learning Sessions (optional)
 - Professional Learning Guide: Core5 and PowerUp
 - Scope and Sequence: Core5 and PowerUp
 - Lexia Resource Hub (Resources Tab > Resources Hub)
 - Help Center (for educators only)
 - Support Team (for educators only; available Monday-Friday from 8:00 a.m.-9:00 p.m. EST except holidays)
 - 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 DreamBox 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.
 - Teacher Training:
 - Getting Started Session
 - DreamBox Support Site
 - DreamBox YouTube Channel

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
 - 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.
- Educational Technology Coordinator – manages student technology devices to implement our one to one technology initiative. Scope of work includes assigning, repairing, and refreshing the technology throughout the school year.

- Staff Technology – document cameras
- Single Audit Fees
- Retention and Recruitment Bonuses – we wanted to retain our teacher’s 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 Paragon for past 3 years



Select year or turnover category above to see employee details

- Student Chromebooks – 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.
- Student Book Fair – to provide students with tangible high quality and high interest books for students to read at home. This supports our main ELA goal to develop the love of reading for all students.

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, 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.

For all of our students who were disproportionately impacted by the COVID-19 pandemic, we have witnessed an impact in their academic achievement. For these students, they are prioritized and serviced additionally in their small groups. For example, students performing in the 20%ile or below are seen in a small group 5x/week. Students in the 20-30%ile are serviced 4x/week, and students in the 30-50%ile are serviced 2-3x/week based on provider availability and scheduling.

- Children with Disabilities

- Student with disabilities are provided with push-in or pull-out support in compliance with their IEP plans.

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:	
<ul style="list-style-type: none"> ❑ 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
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.

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- English Learners

- EL services are provided to all students who qualify through WIDA screeners and annual testing. Services can include consult 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.

K-5 Comprehension <ol style="list-style-type: none"> Standards and Skills Spring Read Aloud Lessons Fall Flex Days 	6-8 Comprehension <ol style="list-style-type: none"> Standards and Skills Flex Days Texts/Lesson Plan Template 	6-8 Writing <ol style="list-style-type: none"> Constructed Responses Grammar Scope & Sequence
EL teachers can: <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 		EL teachers can: <ul style="list-style-type: none"> Help scaffold constructed responses Give students additional grammar practice during ELD

- Students experiencing homelessness are supported by McKinney-Vento funds and all state and federal policies are followed for students in foster care.
- Overview of subgroups for past 3 academic years

		2020-21	2021-22	2022-23
All Students		41%	47% 	49% 
EL Status	EL Student	56%	48% 	44% 
	Non-EL Student	40%	47% 	50% 
Ethnicity	American Indian or Ala..			
	Asian	70%	74% 	74% 
	Black or African Ameri..	21%	29% 	32% 
	Hispanic	41%	53% 	43% 
	Native Hawaiian or Pa..			
	White	50%	54% 	58% 
FRL Status	Free	26%	37% 	38% 
	Reduced	39%	35% 	47% 
	Not Eligible	58%	65% 	71% 
Gender	Female	39%	48% 	48% 
	Male	42%	47% 	51% 
Homeless Status	Homeless			
	Non-Homeless	41%	47% 	50% 
IEP Status	IEP Student	29%	41% 	39% 
	Non-IEP Student	41%	48% 	50% 
Student Tenure	< 3 Years	35%	42% 	38% 
	3+ Years	42%	49% 	53% 

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