



## **EVCS ESSER ARP Plan**

This plan applies to Elmwood Village Charter School Days Park and Elmwood Village Charter School Hertel except where otherwise noted.

### **Introduction**

Elmwood Village Charter Schools (EVCS) consist of EVCS Days Park and EVCS Hertel in Buffalo New York. EVCS educates 900 students in grades K-8 in the 2021-2022 school year. EVCS is a high-performing charter school focusing on rigorous academics, social-emotional well-being, and student choice. EVCS's mission is:

The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life.

EVCS believes that all students can and will learn at high levels when provided with the right learning conditions.

EVCS values diversity and inclusion both in its student body and in its staff. EVCS practices the inclusion model of educating students, with a general education teacher in each classroom, and a special education teacher at each grade level.

### **ESSER ARP Allocations**

EVCS Days Park was allocated \$987,646 and EVCS Hertel was allocated \$1,017,833.

### **Stakeholder Input**

EVCS presented the draft ESSER ARP budget to stakeholders, including parents, AIS, ENL, general education and special education teachers, student support coordinators, administrators, community partners, and intervention specialists, in a Zoom meeting on 6/16/2021. Feedback was collected during the meeting and via Google form after the meeting, which was considered and used in finalizing the budget for submission.

### **Budget categories**

EVCS understands that the ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. To this end EVCS will be using much of the Schools' allocations toward instructional and other support personnel to mitigate learning loss, and help students to recover academically and emotionally from a traumatic and disruptive year and a half.

### **Professional Salaries and Employee Benefits**

#### **EVCS Days Park**

Professional Salaries \$490,698

Employee Benefits \$136,737

**Total Salaries and Benefits: \$627,435**

This includes the following:

- Learning Specialist (1 FTE)
- Summer PD Stipends - SY22/23 (48 FTE)
- Instructional Assistant (4 FTE)
- Social Worker - SY21/22 & 22/23 (0.5 FTE)
- Instructional Coach - SY21/22 & 22/23 (0.5 FTE)
- Summer School Salaries 2021 & 2022 (23.75 FTE)
- After School Coordinator - SY21/22 & SY22/23 (1 FTE)

#### **EVCS Hertel**

Professional Salaries \$595,780

Employee Benefits \$124,114

**Total Salaries and Benefits: \$719,894**

This amount includes the following:

- Learning Specialist (1 FTE)
- Summer PD Stipends - SY22/23 (32 FTE)
- Instructional Assistant (5 FTE)
- Social Worker - SY21/22 & 22/23 (0.5 FTE)
- Instructional Coach - SY21/22 & 22/23 (0.5 FTE)
- Summer School Salaries 2021 & 2022 (10.3 FTE)
- Student Life Coordinator SY21/22 & SY22/23 (1 FTE)
- SPED Mentor Stipend SY21/22 & SY22/23 (1 FTE)
- After School Coordinator Stipend SY21/22 & SY22/23 (1 FTE)

- School Counselor (0.81 FTE)

**Learning Specialist** is a new position during the grant period. Veteran EVCS teachers will be participating in student data meetings and working with those students at risk of academic failure to get students moving toward proficiency

**Summer Stipends** will be used for targeted PD and summer school work in order to develop teachers in new curricular and intervention programs, as well as working with students at risk of academic failure to prepare them for the next school year.

**Instructional Assistants** are used in classrooms to assist with small group work and differentiation. IAs will also be trained in and will deliver EVCS's new SEL curriculum, Fly Five.

**Social Worker** will be a new shared position and will work with EVCS's students and their families to identify and connect with social services resources. The social worker will also be a liaison between the school, our families, and community-based organizations and social service organizations to help lift families up while recovering from disruption, loss and trauma.

**Instructional Coach** – EVCS will be adding an additional instructional coach to work with teachers on instructional strategies, provide regular and sustained observation and feedback, and facilitate grade-level data meetings.

**Student Life Coordinators** will work with families and students who are experiencing trauma and will provide strategies for self-regulation, as well as acting as a liaison between the classroom and the family.

**Special Education Mentors** will work with newer special education teachers in performing duties related to working with those students with IEPs and 504 Plans in order to maximize student success in EVCS's inclusion model program.

**After School Coordinator** is a new stipended position. This person will liaise with EVCS's afterschool partners, and help ensure that all clubs and extracurricular activities are tracked and scheduled.

#### **Purchased Services**

##### **EVCS Days Park**

\$72,345

- IT and technology Support for SY 21/22 and SY 22/23

##### **EVCS Hertel**

\$78,260

- IT and technology Support for SY 21/22 and SY 22/23

EVCS contracts with an IT company to support EVCS's accounts, technology and construction projects.

## Supplies & Materials

### EVCS Days Park

\$266,523

- Reading Intervention materials
- Zearn Math SY21/22 & SY22/23
- FLY FIVE (SEL Curriculum)
- Renaissance Learning subscription SY21/22 & SY22/23
- Panorama Education subscription SY21/22 & SY22/23
- JAMF Educational Software SY21/22 & SY22/23
- Zoom subscription SY21/22 & SY22/23
- Go Guardian subscription SY21/22 & SY22/23
- Ergotronic Chromebook storage carts (5)
- Chromebooks (250)
- Sneeze guards (25)
- Tmobile hotspots (12)
- Promethean boards (14)

### EVCS Hertel

\$158,551

- Reading Intervention materials
- Zearn Math SY21/22 & SY22/23
- FLY FIVE (SEL Curriculum)
- Renaissance Learning subscription SY21/22 & SY22/23
- Panorama Education subscription
- JAMF Educational Software SY21/22 & SY22/23
- Zoom subscription SY21/22 & SY22/23
- Go Guardian subscription
- Ergotronic Chromebook storage carts (5)
- Chromebooks (125)
- Google Chrome license (45)
- PPE (sneeze guards, face masks, disposable gowns, disposable gloves, hand sanitizer)
- Tmobile hotspots (12)

### Assessment and Evaluation

EVCS's assessment system allows us to collect diagnostic, formative and summative data about our students' strengths and weaknesses and this information is used to inform instruction and guide decision making around curriculum. We have made changes to our assessment system in order to allow us to collect the most useful data with the least amount of testing time. In order to ensure reliability and validity, we follow testing administration protocols carefully and, when possible, we cross-reference results from different assessments to ensure that there is not significant variability. An overview follows:

#### Formative Assessments:

Teachers use a variety of tools to assess progress toward mastery of the Next Generation Learning Standards. Examples of such tools are exit tickets, quizzes, programmatic assessments, class-work,

homework, class discussion, and presentations. Data from STAR assessments and interim assessments can also be considered formative as it is used by teachers to improve instruction by targeting specific skills and standards.

**Diagnostic Assessments:**

STAR Reading and Math Assessments – These computer adaptive assessments are given to each student three times a year (each assessment takes approximately 20 minutes to administer). STAR’s Early Literacy assessment is given to students in K and 1, and the STAR Reading and Math assessments are given to all students in grades 1-8. These assessments are used at the beginning of the year as a universal screening tool to determine tiers for RtI, and to drive instruction. The assessments are given again at the mid-year mark to monitor the progress of each student, and to identify strengths and weaknesses at the student level and classroom level. STAR data helps teachers design instruction to meet the needs of specific learners, ensuring that they are getting appropriate supports and challenges. STAR results are well correlated to student results on the NYS assessments. A report is available through STAR that predicts a students’ performance level on the NYS assessments in reading and math based upon statistical information about students with similar scale scores (when STAR is being used for progress monitoring and a student has 3 or more data points, a trend line is created). End of the year assessments are used to determine the growth of each student, along with a growth percentile for each teacher (both reports are available in STAR). End of the year data is also analyzed to inform curricular and instructional decision for the following year. The STAR administration dates are set by the Director of Curriculum, who also coordinates the administration of STAR with classroom teachers. Teachers access reports on STAR results through the Renaissance Learning platform. Teachers analyze these results during grade level PLC meetings alongside their instructional coach, and they complete data analysis forms noting strengths and weaknesses and outlining plans for intervention and challenge work. Following each STAR administration, data meetings are held with each classroom team (Lead Teacher, Assistant Teacher, Special Education Teacher, AIS Teacher) and the Instructional Leadership Team (Principal, Director of Curriculum & Instruction, and the Student Services Coordinator). The purpose of the data meeting is to analyze STAR data and other relevant data in order to identify trends, monitor progress toward goals, identify appropriate interventions, and develop plans to adjust instruction.

EVCS will use academic and SEL assessments to evaluate the effectiveness of the identified intervention programs that are being implemented. EVCS will use Panorama SEL assessment to track student SEL growth and areas of concern. EVCS will use interim curricular assessment, as well as STAR assessments to identify gaps and develop interventions for students’ academic growth.