

HOPE ACADEMY



ESSER I, II, III

TRANSPARENCY REPORTING

American Rescue Plan 2021

Hope Academy - 82942

1. 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 funds will be used to ensure students, staff, and parents have access to PPE materials daily which will include face masks, face shields, gloves, and sanitizer. Additionally, funds will be used to purchase and stock materials such as sanitizer dispensers, personal thermometer kits for teachers, touchless thermometers (at entry doorways). The funds will be used to ensure the school can procure equipment to support increased sanitation and ventilation throughout the school. Also, funds will be used to purchase signage that outlines regulatory practices, e.g., required face covering(s), social distance posters.

2. 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:

The funds will be used to procure personnel to facilitate academic enrichment and evidence-based intervention. Funds will be used to procure a literacy specialist, who will provide small group instruction and facilitate a learning lab using I-Ready assessment as an evidence-based intervention for reading. Funds will be used to procure an academic interventionist, who will work with targeted students and facilitate a math lab that utilizes I Ready assessment as well as Khan Academy as an evidence-based intervention for math. Funds will be used to procure a technology instructor/technology coordinator, who will provide direct instruction to students in a learning lab (remediation lab) setting as well as provide direct professional development to teachers to increase/enhance their technological instruction capacity.

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

Remaining funds will be used for these specific purposes: 1) to purchase classroom libraries for all classrooms; 2) to purchase technology (individual devices) to ensure every student has access to a device, which can be taken home during distance learning (as needed); 3) to ensure all students have access to external enrichment field trips that provide hands-on experiential learning opportunities; 4) to provide all staff retention/recruitment incentives to ensure the maintenance and retention of highly qualified/certified staff.

4. 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 utilization of staff and family surveys provided specific insight into the targeted needs of all students within our school population. The school will utilize personnel and monitoring processes, through MTSS, data review (interim and summative), classroom observations, staff, and family surveys, as well as student surveys to ensure the effective implementation of interventions for all groups, which include students of color, low-income families, children with disabilities, children in foster care, students experiencing homelessness, as well as English learners.

ESSER I, II, III TRANSPARENCY REPORTING

			FUNDING DISBURSED OCTOBER - SEPTEMBER EACH YEAR			2023-2024 Oct – Jan	TOTAL DISBURSED
			2020-2021	2021-2022	2022-2023		
	TOTAL FUNDING	FUNDING PERIOD					
ESSER I	\$ 289,265	2020-2022	\$ 254,845	\$ 34,419			\$ 289,265
ESSER II	\$ 921,880	2020-2023		\$ 674,912	\$ 246,968		\$ 921,880
ESSER III	\$2,071,886	2020-2024		\$ 127,706	\$ 698,638	\$ 511,076	\$ 1,337,420

ESSER I – Funding priorities were addressing learning loss concerns related to; potential health and safety issues around COVID, technology upgrades to accommodate remote learning, and summer school.

ESSER II – Funding priorities were increased to further address learning loss by adding FTE Teachers, and IA’s, after and summer school, investing in additional technology hardware (laptops, chromebooks, internet bandwidth), and software (I Ready, NWEA, IXL, PowerSchool, HMH Curriculum upgrades.)

ESSER III – Funding priorities include sustainability by transferring staff previously charged to ESSER II to ESSER III, adding the cost of security, and technology upgrades. Leveraging additional dollars from 21H, 23G, 32U to support additional staffing and tutoring services provided including BookNook.

I READY DATA SUMMARY: BENDING THE LEARNING LOSS CURVE

Summary I-READY

In comparison to the 2021-2022 and 2022/2023 I-READY Data, learning loss was reduced as demonstrated by student performance in the five level placements which identifies if students performed *Mid or Above Grade Level, Early on Grade Level, One Grade Level Below, Two Grade Levels Below, and Three or More Grade Levels Below*.

The data revealed a decrease in the number of students who were identified as performing three or more grade levels below by 6%. The data also revealed a decrease in the number of students who were identified as performing two grade levels below by 3%. These decreases resulted in the increase of students being just one level below versus multiple grade levels by 4%. Due to the reduction in learning loss, the percentage of students promoted to the next grade level demonstrates they have partially met the grade level expectations and will benefit with from continued grade level instruction. There was a 2% increase of students who were identified as performing at Mid or Above Grade Level.

NWEA DATA SUMMARY:

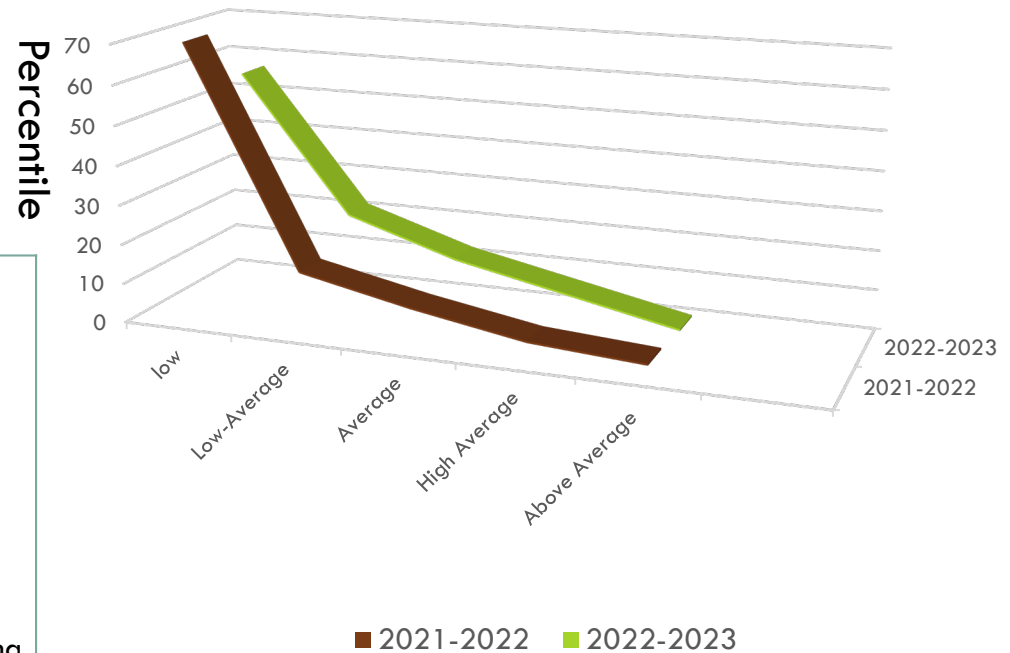
BENDING THE LEARNING LOSS CURVE

Reading - the growth and achievement status report according to the NWEA data demonstrates the growth of students by averages. Although there was a decrease of 1% from the 2021/22 school year in above average category, there was an increase of students in high average from 4% to 7%. Growth in the category of average also increased from 9% to 13%. The most significant growth is captured in the number of low students moving to low average by 13%. Students perform better in the content area of reading than in mathematics.

Math - the growth and achievement status report according to the NWEA data demonstrates the growth of students by averages. Although the content area of mathematics is the most challenging, there was an increase from the 2021/22 to 2022/23 in the above average category. A 1% increase was also demonstrated in the high average category and the average category. There was a reduction in learning loss in the low average category by 2% and a decrease in learning loss from the low category.

NWEA DATA SUMMARY: BENDING THE LEARNING LOSS CURVE IN READING – GRADES K-8

Hope Academy Bending The Learning Loss Curve - In Reading - Grades K-8



2021-2022 Performance Levels Grades K-8 Demonstrated in Reading:

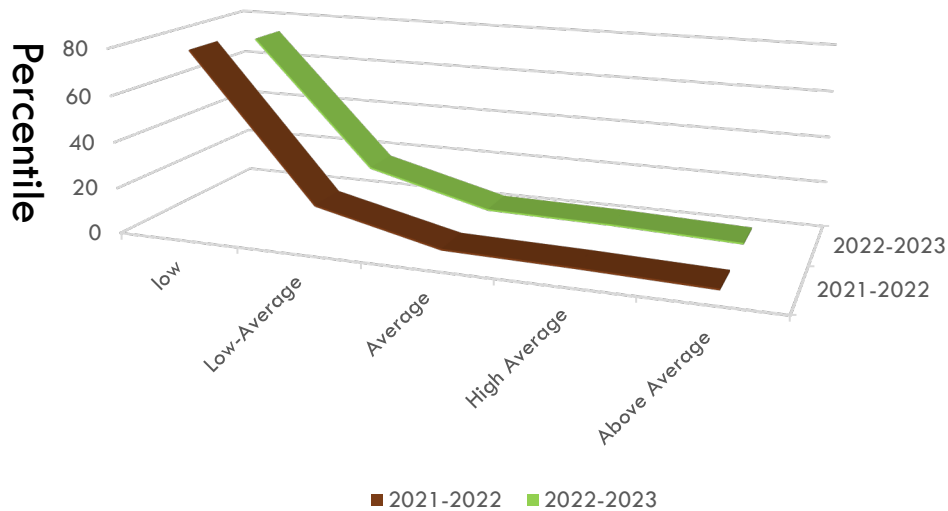
- 70% of students were low
- 15% of students were low average
- 9% of students were average
- 4% of students were high average
- 2% of students were above average

2022-2023 NWEA DATA School Year K-8 Demonstrated in Reading

- 57% of students were low
- 22% of students were low average
- 13% of students were average
- 7% of students were high average
- 1% of students were above average

NWEA DATA SUMMARY: BENDING THE LEARNING LOSS CURVE IN MATH – GRADES K-8

Hope Academy Bending The Learning Loss Curve
- In Math - Grades K-8



2021-2022 Performance Levels of Grades K-8 Demonstrated in Math:

- 78% of students were low
- 16% of students were low average
- 3% of students were average
- 2% of students were high average
- 0% of student were above average

2022-2023 Performance Levels Grades K-8 Demonstrated in Math:

- 74% of students were low
- 18% of students were low average
- 4% of students were average
- 3% of students were high average
- 1% of students were high average

SUCCESS STORY:

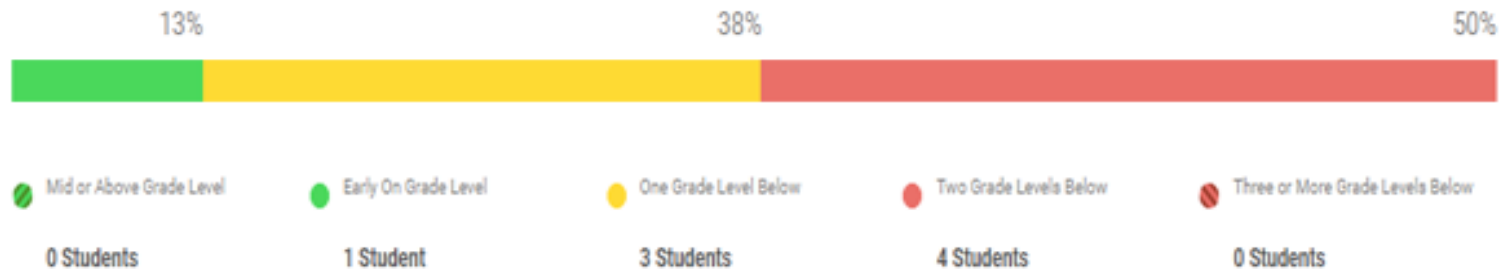
BENDING THE LEARNING LOSS CURVE

I-READY DATA 2020/2021 School year - READING

The final diagnostic for 2020-21 school year were completed by 2nd and 3rd grades only. According to the data:

Overall Placement

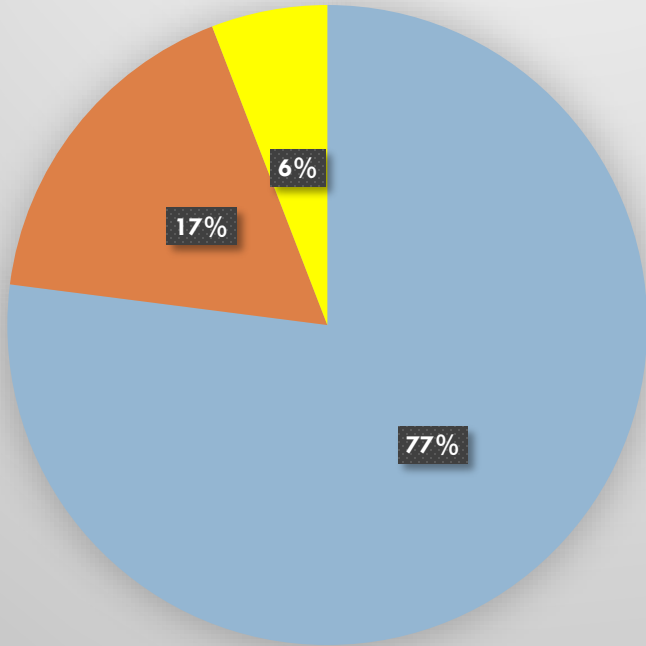
Students Assessed/Total: 8/373



(8 Students Tested)

- 13% of students were mid or above grade level
- 38% of students were one grade level below
- 50% of students were two grade levels below

ESSER I EXPENDITURE REPORTING
MARCH 1, 2020 - SEPTEMBER 30, 2021
\$254,845



■ 1xx-12x Instructional Services - Addressing Learning Loss - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency

■ 26x Support Services - Operations/Maintenance/Security - Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

■ 28x Support Services - Other - Internet and Telecommunication Cost

Lessons Learned to Ensure Continuity of Instructional Services:

1. Due to COVID reduction strategies, our CEO put in place, with our maintenance vendor, disinfecting protocols that required additional maintenance staff dedicated to daily disinfection of commonly used areas such as; desk, chairs, and lavatories, throughout the building.
2. The need to purchase disinfecting machines as an additional measure of sanitation.
3. The importance of ample COVID 19 protocols for students, staff, and families.
4. The importance of student access to virtual learning.
5. The scope of effective change management involved in developing a virtual infrastructure for technology hardware and software upgrades, while experiencing supply and demand challenges.

Continued:

ESSER I EXPENDITURE REPORTING
OCTOBER 1, 2021 - SEPTEMBER 30, 2022
\$34,419

**100 % of
remaining
dollars were
spent on
COVID
cleaning and
supplies**

- 1xx-12x Instructional Services - Addressing Learning Loss - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency
- 26xSupport Services - Operations/Maintenance/Security - Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- 28xSupport Services - Other - Internet and Telecommunication Cost

**Lessons Learned to Ensure
Continuity of Instructional
Services:**

5. The requirement to outfit each teacher's classroom, with a COVID PPE Kit including; mask, gloves, disinfectant, and speaker headphones used to accommodate student speaking and hearing ability, while wearing mask.
6. The importance of installing an Air Cleaning System to purify and circulate air – funded through Hope Academy's Capital Fund.
7. The value of collaboration with partners such as; Authority Health (In-kind, In School Clinic), Black Family Development, Inc., (In-kind social workers), BFDI International Training Institute (Restorative Practices), BFDI Educational Services (advocacy) to address the social emotional needs of students, staff and families.

Success Story

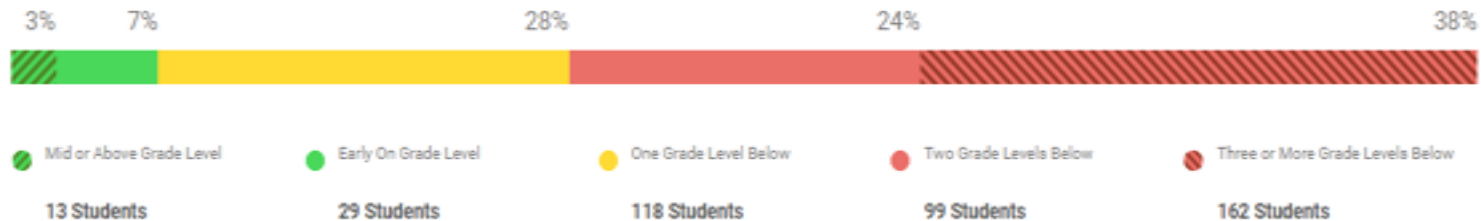
SUCCESS STORY:

BENDING THE LEARNING LOSS CURVE

I-READY DATA 2021/22 School year – READING

Overall Placement

Students Assessed/Total: 421/424

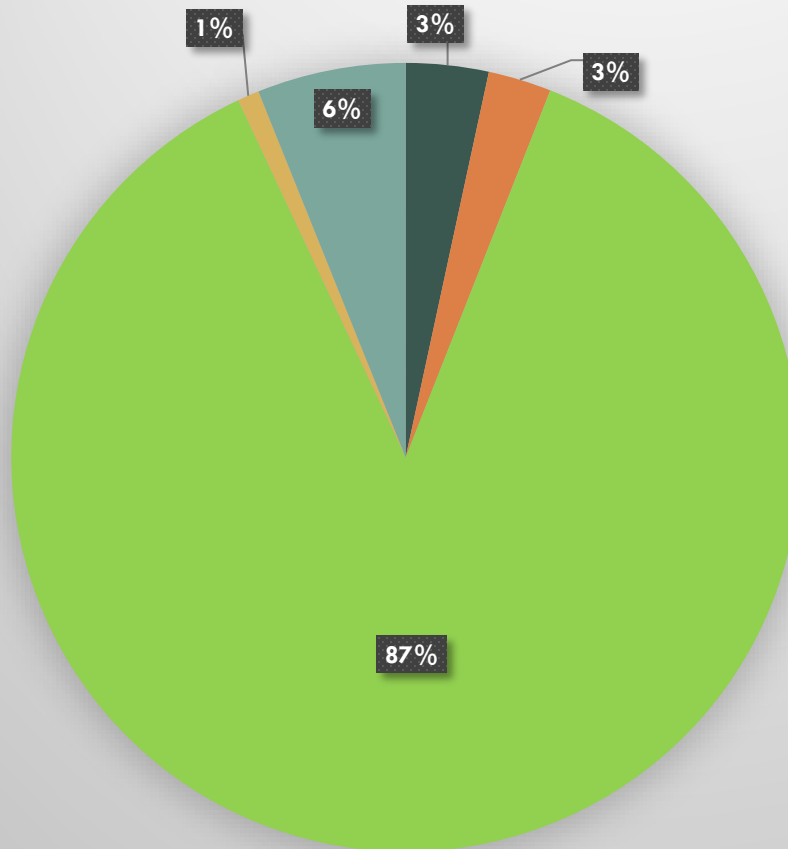


(There was an increase in utilizing I-READY)

- 3% of students were mid or above grade level
- 7% of students were Early on grade level
- 28% of students were one grade levels below

- 24% of students were two grade levels below
- 38% of students were three or more grade levels below

ESSER II EXPENDITURE REPORTING OCTOBER 1, 2021 - SEPTEMBER 30, 2022 - \$674,912



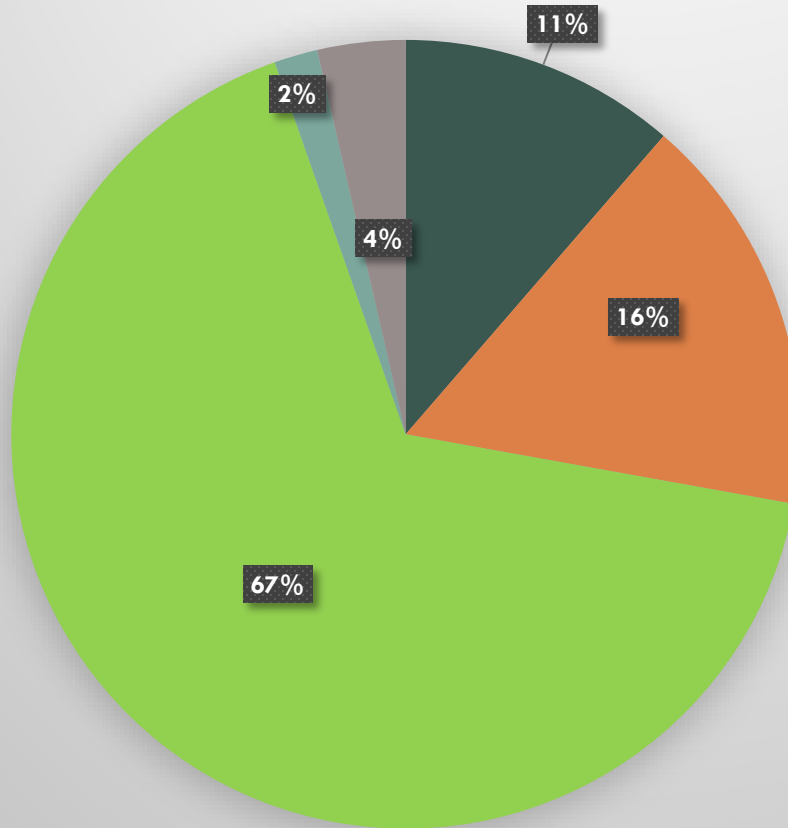
- 1xx-12x Instructional Services - Addressing Learning Loss - Technology - After School (7 Teachers 1 IA) - Summer School - Tracking Student Attendance and Improving Student Engagement
- 21x Support Services - Pupil Services - Addressing Learning Loss - Afterschool Tutoring - Cultural Facilitator Restorative Practices
- 22x Support Services -Instructional Staff (1 AP - 5, IA's) - Addressing Learning Loss - Technology Needs - Chromebooks (100 and 100 Licenses) - IReady
- 28x Support Services - Central Other Activities Necessary to Maintain the Operation/Continuity of Services in the LEA - cloud based inventory management
- 29x Support Services - Other - Retention and Addressing the Needs of Low Income Students - Laundry Equipment
- 45x Facilities Acquisition, Construction, and Improvements Internal and external cameras will be used to assist in the process of contract tracing (as needed) as well as to monitor the daily adherence to COVID-19 procedures

Lessons Learned to Ensure Continuity of Instructional Services:

1. The need to use the student data interface for data driven decision making.
2. The need to provide financial support to families in the form of \$500.00 stipends (funded through the Family Independence Initiative).
3. The need to continue to provide food distribution services to meet the needs of families from 2020-2021, funded through the state.



ESSER II EXPENDITURE REPORTING OCTOBER 1, 2022 - JUNE 30, 2023 - \$246,968

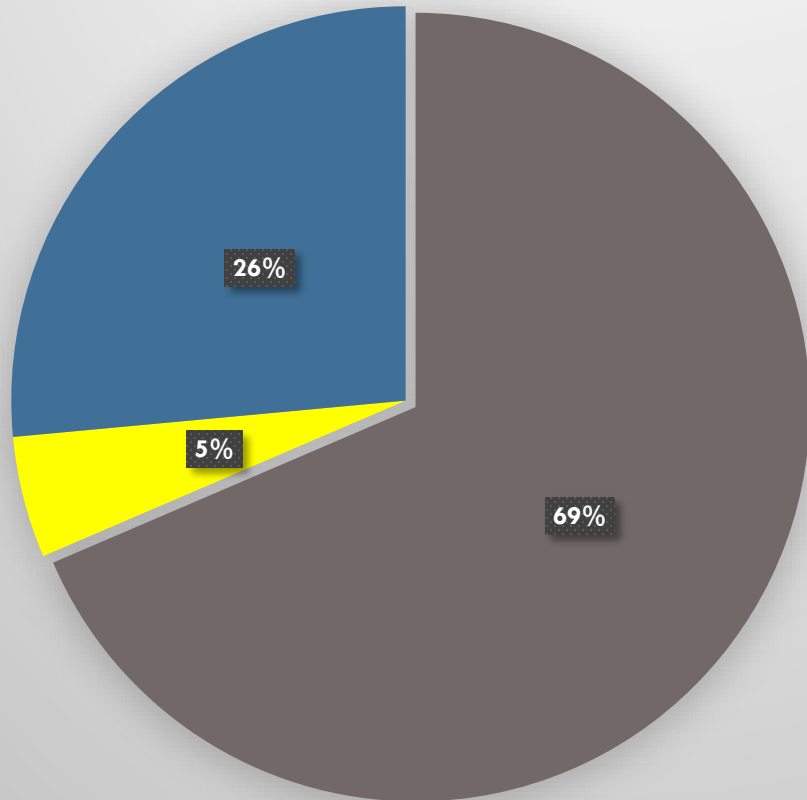


- 1xx-12x Instructional Services - Addressing Learning Loss - Technology - After School (7 Teachers 1 IA) - Summer School - Tracking Student Attendance and Improving Student Engagement - External Enrichment (Field Trips)
- 21x Support Services - Pupil Services - Addressing Learning Loss - Afterschool Tutoring - Cultural Facilitator Restorative Practices
- 22x Support Services -Instructional Staff (1 AP 6, IA's) - Addressing Learning Loss - Technology Needs - Chromebooks (100 and 100 Licenses) - IReady
- 28xSupport Services - Central Other Activities Necessary to Maintain the Operation/Continuity of Services in the LEA - cloud based inventory management
- 29xSupport Services - Other - Retention and Addressing the Needs of Low Income Students - Laundry Equipment
- 45x Facilities Acquisition, Construction, and Improvements Internal and external cameras will be used to assist in the process of contract tracing (as needed) as well as to monitor the daily adherence to COVID-19 procedures

Lessons Learned to Ensure Continuity of Instructional Services:

1. The need to address further sustainability and as ESSER II was ending

ESSER III EXPENDITURE REPORTING OCTOBER 1, 2021 - SEPTEMBER 30, 2022 - \$127,706



■ 1xx-12x Instructional Services - Addressing Learning Loss - Technology - Summer School - Tracking Student Attendance and Improving Student Engagement. 1 FTE Art Teacher 1 FTE Dean of Culture - HMH Reading Curriculum

■ 21x Support Services - Pupil Services - Addressing Learning Loss - Afterschool Tutoring

■ 22x Support Services - Instructional Staff - Addressing Learning Loss - Technology Needs - Professional Development Computer Carts

■ 23x Support Services - General Administration

■ 24x Support Services - School Administration = Implementing Evidence-Based Activities

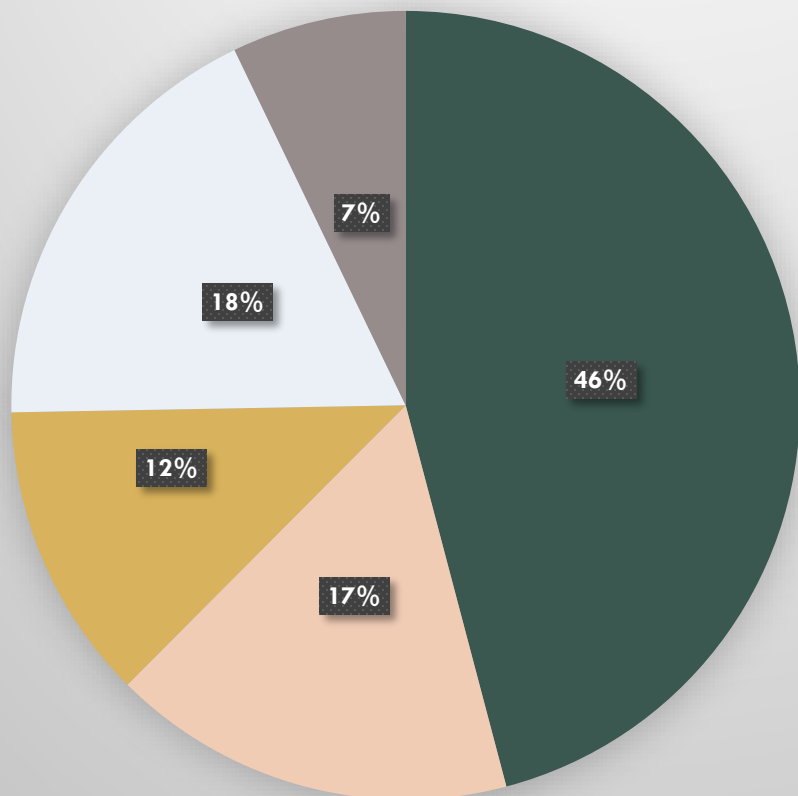
■ 25x Support Services - Business Services

Lessons Learned to Ensure Continuity of Instructional Services:

1. Sustainability would be increased if staff from ESSER II funding were transferred to ESSER III funding.
2. The continued collaboration with partners such as; Authority Health (In-kind, In School Clinic), Black Family Development, Inc., (In-kind social workers), BFDI International Training Institute (Restorative Practices), BFDI Educational Services (advocacy) to address the social emotional needs of students, staff and families.

Continued

ESSER III EXPENDITURE REPORTING OCTOBER 1, 2022 - SEPTEMBER 30, 2023 - \$698,638



- 1xx-12x Instructional Services - Addressing Learning Loss - Technology - Summer School - Tracking Student Attendance and Improving Student Engagement. 1 AP - 8 Teachers - 5, IA's, Summer School 11 Teachers, 3, IA's and 1 Director
- 21x Support Services - Pupil Services - Addressing Learning Loss - Afterschool Tutoring
- 22x Support Services -Instructional Staff - Addressing Learning Loss - Technology Needs - Professional Development 50 Laptops and IReady
- 24xSupport Services - School Administration = Implementing Evidence-Based Activities 1 AP
- 26xSupport Services - Operations/Maintenance/Security - Other Activities Necessary to Maintain the Operation/Continuity of Services in the LEA

Lessons Learned to Ensure Continuity of Instructional Services:

1. The continuity of Sustainability made possible by transferring experienced staff from ESSER II that ended 2023 to ESSER III funding.

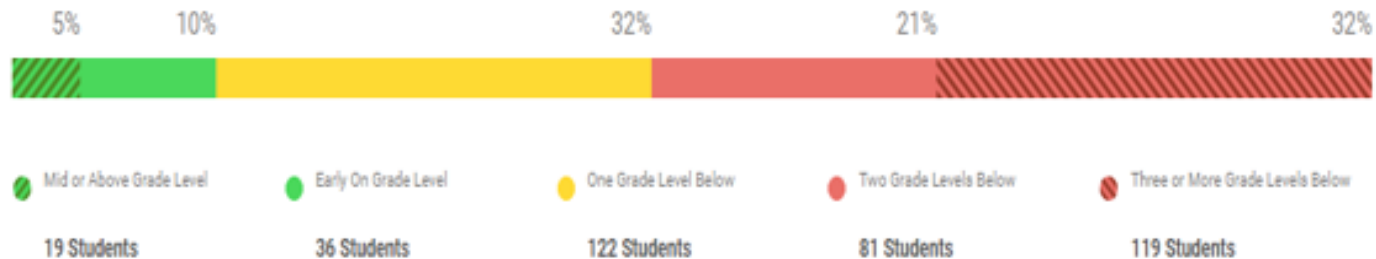


I READY SUCCESS STORY: BENDING THE LEARNING LOSS CURVE

I-READY DATA 2022/23 School year – READING

Overall Placement

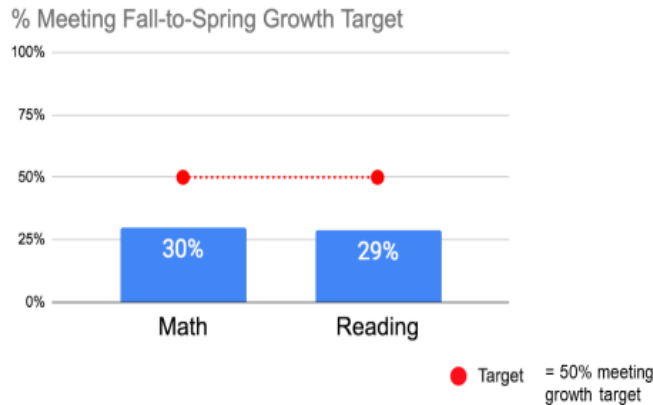
Students Assessed/Total: 377/389



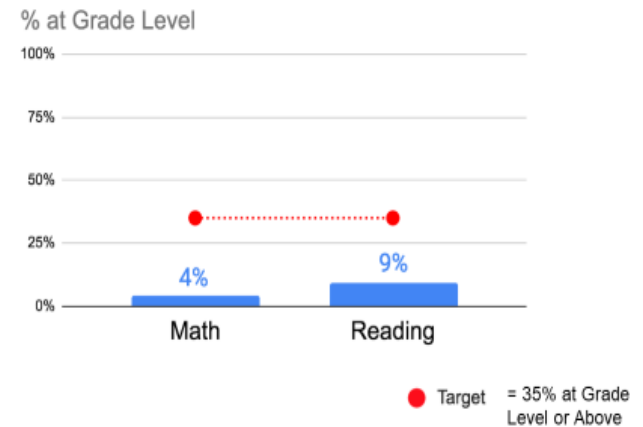
- 5% of students were mid or above grade level
- 10% of students were Early on grade level
- 32% of students were one grade levels below
- 21% of students were two grade levels below
- 32% of students were three or more grade levels below

NWEA 22-23 SUCCESS STORY: BENDING THE LEARNING LOSS CURVE

HA Results for Goal # 1



HA Results for Goal # 3



For the 22/23 SY 30% of students met their growth targets in the content area of math and 29% in reading.

Four percent of students were proficient in Math and nine percent in reading for the spring 2022/23 school year.

NWEA 22-23 SUCCESS STORY: BENDING THE LEARNING LOSS CURVE

HA Grade Level Results for Goals 1, 2 & 3

2022	% of students meeting growth target (K-8)		Gap closure within the school year (K-8) (negative #s are GOOD; decreasing gap)		% of students at grade level or above (K-8)	
	Math	Reading	Math	Reading	Math	Reading
Overall	30%	29%	4.1	4.2	4%	9%
Kdg	13%	8%	8.0	10.2	16%	7%
1st	45%	45%	0.6	2.2	7%	5%
2nd	24%	22%	6.1	7.8	4%	10%
3rd	14%	16%	5.5	4.0	2%	4%
4th	13%	19%	7.1	6.7	0%	13%
5th	30%	28%	3.8	5.0	0%	2%
6th	34%	28%	4.2	3.0	0%	17%
7th	46%	48%	1.2	-0.3	2%	10%
8th	51%	54%	-0.3	-1.5	8%	15%

This chart demonstrates the overall growth target for K-8 and by each grade level. Closing the achievement gap is critical to reaching our academic goals with funds provided by ESSER. The data demonstrates a decrease in the gap for grade levels K-7 with the exception of grade 8 in the content area of math.

In reading all grades except for 7th and 8th demonstrate a decrease. The last column the percentage of students who are on grade level or above.

Hope Academy

Student Data Interface – Supported By Braiding Funding Streams

1. Funded By; ESSER I II III

2. Funded By; ESSER II - III

3. Funded By; Title II - IV

4. Funded By; MDE, ERate

Data Collected
Attendance
Demographic
Formative:
Grades,
progress,
partnership
benchmarks or
interim
assessments,
¹MacroConnect
⁴Erate
(software-
hardware)

²Power School

Teacher
Evaluation

³Edmentum

³IXL

²I Ready

²Frontline

MTSS
Trackers

⁴BookNook

Data Coalesced
into

CEPI (Center for
Education
Performance
Information to
MSDS –
Michigan
Student Data
System)

NWEA
Formative and
Summative Data

Student
Enrollment
-
Education
Plans

Summative
Report
Cards
MSTEP
PSAT