

Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------|--|
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Discovery has held numerous stakeholder meetings to get everyone's input and involvement in developing this plan:

- Parents, students, and teachers were surveyed with the Thought Exchange Survey to get input on the necessary actions and services desired at Discovery over the next 3 years, specifically next school year 2021 – 22
- School Site Council (SSC) meetings in April and May, 2021 where information on the grant funding was presented and feedback was received
- English Learner Advisory Council (ELAC) meeting in May 2021 where information on the grant funding was presented and feedback was received
- Coffee with the Principal meetings in April and May 2021 where information on the grant funding was presented and feedback was received

- Instructional Leadership Team (ILT) meeting in April 2021 where information on the grant funding was presented and feedback was received
- ELO Grant committee made up of admin, teachers, and our business manager assisted with developing the specific components of the plan based on the feedback received from all the other stakeholders
- Staff meeting in April 2021 where information on the grant funding was presented and feedback was received
- Public Hearing at our Board meeting on May 13, 2021

A description of how students will be identified and the needs of students will be assessed.

Students will be identified based on their designation in a targeted group: English Learner, Low-Income, Student with Disability, Homeless/Foster Youth, students at risk of abuse, neglect, exploitation, disengaged students, and any other student that is below grade level. The needs of the students will be assessed using standardized programs, such as Achieve 3000, i-Ready Reading and i-Ready Math, and other local assessments, such as DRA, RFSA, and sight word lists, as well as from qualitative data from teacher recommendations. Some of these assessments will be administered at the beginning, middle, and end of school year, while others will be administered formatively on a regular 2 – 4 week schedule as needed.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians of students will be informed of the opportunities for supplemental instruction and support through a variety of communication platforms in both English and Spanish:

- Class Dojo
- Weekly Principal Newsletter to parents
- School Messenger
- Board Meetings
- Coffee with the Principal meetings
- SSC
- ELAC
- Teacher phone calls, class dojo messages, emails, and notes sent home
- Office staff and admin phone calls, emails, and in person meetings

A description of the LEA's plan to provide supplemental instruction and support.

Discovery Charter School will incorporate several of the supplemental instruction and support strategies available under the ELO Grant.

First, Discovery will use the data collected from local measures assessments on all students and ongoing formative assessments on students below grade level to target the intervention to the specific group of students or individual student, and to their specific needs, whether it is a social-emotional need, an academic need or a behavioral need.

We will extend the instructional learning time by increasing the number of instructional days provided during the school year by providing intersessional instructional programs during our fall, winter and spring breaks. We will also extend the instructional learning time by offering before and after school tutoring with our certificated staff and our Response to Intervention (RTI) team.

To accelerate progress to close learning gaps Discovery will implement, expand, and enhance learning supports by:

- Expanding the number of RTI staff to reach more of our targeted students more frequently
- Provide training to our teachers in small group and one-on-one intentional differentiated instruction, including integrated and designated ELD
- Give professional development to our teachers on creating engaging relevant cross curricular units of study using new programs, such as Mystery Science, Amplify, and GLAD
- Providing aides in our 1st grade classrooms for our incoming 1st graders who have either never been in person at school or will only have been in person for a quarter

Discovery will continue to employ a Multi-Tiered Systems of Support (MTSS) Coordinator and will hire a full-time Counselor to integrate student supports to address barriers to learning, such as health, counseling, mental health, access to school meals, programs to address student trauma and social emotional learning, and referrals for families to community support services. To assist our students with social, emotional or mental health needs we will provide a sensory room as a safe and calming area to regulate their emotions and feelings. For our Tier 2 and Tier 3 students our MTSS Coordinator will purchase a social skills curriculum and provide training to students, teachers, and families.

Some additional academic services for students in the areas of diagnostic, progress monitoring and benchmark assessments of student learning are:

- Additional DRA kits
- Additional SIPP's kits
- I-Ready Reading program for Kinder and 1st grade students and those in grades 2nd – 6th with specific gaps in their foundational reading skills
- Expanding our Reading Plus program to our 4th grade
- Spanish Assessment for Dual Immersion speaking
- Benchmark Oral Reading Records in both Spanish and English

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

| Supplemental Instruction and Support Strategies | Planned Expenditures | Actual Expenditures |
|--|----------------------|---|
| Extending instructional learning time | [\$ 33,700.00] | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports | [\$ 263,000.00] | [Actual expenditures will be provided when available] |
| Integrated student supports to address other barriers to learning | [\$ 163,000.00] | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports | [\$ 0.00] | [Actual expenditures will be provided when available] |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility | [\$ 0.00] | [Actual expenditures will be provided when available] |
| Additional academic services for students | [\$ 46,350.00] | [Actual expenditures will be provided when available] |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs | [\$ 28,113.00] | [Actual expenditures will be provided when available] |
| Total Funds to implement the Strategies | [\$ 534,163.00] | [Actual expenditures will be provided when available] |

*****A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The ELO Grant funds are being coordinated with the ESSER II and ESSER III funds by continuing what was started in year 1, 2021 – 22, over the following 3 years. These include but are not limited to the MTSS Coordinator, the counselor, the extended school year and school day programs, new online programs for assessment and progress monitoring as well as differentiating instruction, and continued professional development on differentiated instruction, small group and one-on-one intervention including designated and integrated ELD.