

### **How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?**

The use of ESSER III funds will be used in a gamut of ways to ensure a safe return to in person learning for all stakeholders. Some specific use of funds fall in line with the recommendations of the CDC as well as the Wayne County Health Department ( WCHD) and the Michigan Department of Health and Human Services ( MDHHS). Those CDC, MDHHS and WCHD recommended strategies outline are as follows:

- Consistent with MDHHS, CDC and WCHD recommendations, universal indoor masking will be required for all teachers, staff, students, and visitors to K-12 schools regardless of vaccination status.
- Provide face masks to students in need of a mask.
- Cleaning frequently used surfaces (such as door handles, handrails and bathrooms) three to four times a day and deep cleaning each classroom every night
- Daily Symptom Checking Families will continue to perform at-home self-monitoring reporting using the COVID-19 Screening Tool for Families. This continues to be a critical component of mitigating the spread of COVID-19.
- 3’ Social Distancing where possible
- Hand washing and sanitizing will continue to be encouraged and easily accessible for all students and staff.
- Maintaining enhanced cleaning and disinfection strategies consistently and constantly throughout the day.
- Quarantines, where applicable, will still be enforced subject to Health Department guidance
- All close contacts (currently defined as a person who is within 3 feet of an infected person for more than 15 minutes) are immediately excluded from school and school activities and must be quarantined at least 10 days after the last date of exposure to the person who tested positive unless the identified close contact has been vaccinated.

In order to close the current pandemic- related learning loss gap, it is necessary to implement strategies that address a number of pandemic- related issues. This will include targeting students that need additional resources by hiring additional interventionist and paraprofessional staff, implement additional socio-emotional programming with support for ALL students and their families, providing additional instructional time and support during and after school, providing staff with professional development opportunities that address a number of pandemic related topics, retention opportunities and more. In addition ESSER III funds will be used to prevent **additional** learning loss that could occur far beyond the current academic year by being able to implement all of the above strategies as well as others.

### **How will the use of ESSER III Funds promote equity?**

Statistics show the pandemic has had a disparate impact in the community in which we serve, leading to significant learning loss all while increasing the need for support in areas such as socio-emotional, and behavior management. Our approach to addressing learning loss is by utilizing data as it is gathered from our frequent assessments. The data collected then helps make informed decisions as it pertains to implementing small individualized group instruction for those students who need targeted instruction,

and accruing additional resources that aid on providing differentiated instruction that addresses the different learning styles of all students as a means to address any learning gaps. As it relates to the socio-emotional needs of our school community, our staff is involved in rigorous professional development. Providing these professional learning opportunities helps ensure staff is equipped to immediately recognize and regulate the behavior until additional attention can be provided.

**\* Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:**

**• Students from low-income families**

- We utilize data that has been collected, and analyzed by our highly qualified staff to offer extended learning opportunities, small- group targeted instruction as a means to provide additional assistance to our most at risk population.

**• Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

- We utilize data that has been collected, and analyzed by our highly qualified staff to offer extended learning opportunities, small- group targeted instruction as a means to provide additional assistance to from each racial or ethnic group.

**• Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

- We utilize data that has been collected, and analyzed by our highly qualified staff to offer extended learning opportunities, small- group targeted instruction as a means to provide additional assistance to students from different genders.

**• English learners**

- Instruction will focus on the same building blocks used for non-ELL students: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. As much as possible, teachers will use gestures, non-verbal cues, and repeat instructions; bilingual and pictorial texts will also be made available in the classroom when appropriate.

**• Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))**

- Our school is committed to providing a free and appropriate public education (FAPE) to all students with disabilities and to aligning all special education services with the Individuals with Disabilities Education Act (IDEA). Furthermore, students with disabilities will be provided a FAPE in the least restrictive environment (LRE). We will use a Response-to-Intervention (RTI) process to identify students with unique needs, create IEPs and annual goals and implement a Multi-Tiered System of Support (MTSS) with evidence-based interventions to mitigate learning loss.

**• Students experiencing homelessness**

- In the classroom, we will provide personalized care and attention to students by providing extensive small-group and individualized instruction. Additionally, our homeless liaison connects

directly with our families and provides additional information from our long list of community resources.

- **Children and youth in foster care**
- WPA offers a unique family orientated atmosphere that allows us to get to know students. As a result of this, we provide a safe place for our students to be able to express their needs, while we offer the support to help them make academic strides.

- **Migratory students**

- All programming offered at WPA serves to meet the needs of migrant students. Blended learning and frequent assessments are used to monitor their progress and implement additional evidence-based supports. Our support staff complement individualized instruction by ensuring the overall well-being of migrant scholars and ensuring any unique social-emotional needs are identified and appropriately addressed.

**Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:**

Identification and addressing student learning gaps involves combining data from Nationally Normed Assessments (NWEA) in Reading in Math with the adaptive learning software. NWEA assessments will be strategically administered three times throughout the year beginning of the year, middle of the year, and end of the year. Adaptive learning software offers self-guided courses for scaffolded learning. When integrated with NWEA data, adaptive learning software identifies an Individualized Learning Path to match each scholar's assessment results. Each lesson within the Learning Path comes with a guided explanation, a supported practice and independent practice module, and a quiz. The integration between NWEA and adaptive learning software means that our scholars can pick up learning right where they left off. This process is used to support all students, especially those identified in the groups below.

- Students from low-income families,
  - Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
  - Gender (e.g., identifying disparities and focusing on underserved student groups by gender
  - English learners,
  - Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
  - Students experiencing homelessness,
  - Children and youth in foster care
- Migratory students

**\* How will the user of ESSER III Funds support returning students to the classroom?**

It is necessary to conduct needs assessments to determine how ESSER III funds will support returning students to the classroom. From the needs assessments it was determined that our need for additional technology was at the forefront. We added more Chromebooks, and Ipads in order to supply each student with a device while in school as well as a device in the event of a shut down or quarantine

period. In addition, we realized the need for additional staff to help support the academic needs of our students. The additional staff includes a K-5 Reading Interventionist, and a K-2 paraprofessional. Also, it was important to invest in the socio-emotional needs of all of our stakeholders alike, teachers, student and their families. A part of that process involved investing in restorative practice professional development for our teachers, staff and administration, and purchased an additional component to one of our online platforms that addresses social and emotional needs.

**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 use of ESSER III funds will be used in a gamut of ways to ensure a safe return to in person learning for all stakeholders. Some specific use of funds fall in line with the recommendations of the CDC as well as the Wayne County Health Department ( WCHD) and the Michigan Department of Health and Human Services ( MDHHS). Those CDC, MDHHS and WCHD recommended strategies outline are as follows:

- Consistent with MDHHS, CDC and WCHD recommendations, universal indoor masking will be required for all teachers, staff, students, and visitors to K-12 schools regardless of vaccination status.
- Provide face masks to students in need of a mask.
- Cleaning frequently used surfaces (such as door handles, handrails and bathrooms) three to four times a day and deep cleaning each classroom every night
- Daily Symptom Checking Families will continue to perform at-home self-monitoring reporting using the COVID-19 Screening Tool for Families. This continues to be a critical component of mitigating the spread of COVID-19.
- 3' Social Distancing where possible
- Hand washing and sanitizing will continue to be encouraged and easily accessible for all students and staff.
- Maintaining enhanced cleaning and disinfection strategies consistently and constantly throughout the day.
- Quarantines, where applicable, will still be enforced subject to Health Department guidance
- All close contacts (currently defined as a person who is within 3 feet of an infected person for more than 15 minutes) are immediately excluded from school and school activities and must be quarantined at least 10 days after the last date of exposure to the person who tested positive unless the identified close contact has been vaccinated.

In order to close the current pandemic- related learning loss gap, it is necessary to implement strategies that address a number of pandemic- related issues. This will include targeting students that need additional resources by hiring additional interventionist and paraprofessional staff, implement additional socio-emotional programming with support for ALL students and their families, providing additional instructional time and support during and after school, providing staff with professional development opportunities that address a number of pandemic related topics, retention opportunities and more. In addition ESSER III funds will be used to prevent **additional** learning loss that could occur

far beyond the current academic year by being able to implement all of the above strategies as well as others.

**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 after school programs, or extended school year:**

Working with key stakeholder groups, and guided by our educational priorities, we plan to leverage ESSER funds to provide students with access to high-quality, evidence-based instruction and programming. A key part of our work will also include maximizing instructional time within the school day, ensuring that students can receive personalized support through small-group interventions.

At WPA, we serve a population that is 100% free and reduced lunch. 99% African American population, and 1% Hispanic. We are a public charter school and have students from all over the Metro Detroit area whose families have entrusted us with educating their children as well as providing a safe and clean environment. We are proud to serve our population and are passionate about providing equitable access to a high-quality education. We knew there was little doubt that the disruption caused by COVID-19, marked by an unheard-of shift from face to face to remote learning, left many students struggling academically.

Our instruction for reading and math is done using a tiered approach. Students are involved in whole group instruction, then are broken down into small group or even individualized instruction. Groups are formed based on assessment data such as NWEA/ MAP assessments. Our baseline assessment data has helped us determine the effects of "learning loss" since March 2020. Overall RIT scores have remained consistent with drops in reading and math. However, our educational goals are based on students reaching the 50th percentile in both reading and math, and in that area, we have seen a significant drop with the "learning loss". Based on this data, intervention software such as Compass Learning, Math Seeds, Reading Eggs, etc. will be utilized both in school and at home to assure math and reading/language skills are exclusively practiced.

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act. We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.**

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments

**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.**

Statistics show the pandemic has had a disparate impact in the community in which we serve, leading to significant learning loss all while increasing the need for support in areas such as socio-emotional, and behavior management. Our approach to addressing learning loss is by utilizing data as it is gathered from our frequent assessments. The data collected then helps make informed decisions as it pertains to implementing small individualized group instruction for those students who need targeted instruction, and accruing additional resources that aid in providing differentiated instruction that addresses the different learning styles of all students as a means to successfully address any learning gaps. Additional use of the funds will include a comprehensive after school tutoring program that will run 8 out of the 10 months of the academic year and summer enrichment opportunities.