

ESSER 3 LEA Plan of Use for Wellspring Prep

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:

ESSER 3 funds are not being utilized to implement Wellspring Prep's prevention and mitigation strategies. In order to continuously and safely provide in-person learning, Wellspring Prep has the following safeguards in place:

- Masks
- Hand sanitizer in all classrooms
- Disinfection materials in all classrooms
- Handwashing posters reinforcing proper handwashing techniques posted in all restrooms
- When possible, desks spaced 3-6 feet apart

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:

Wellspring Prep will use ESSER 3 funds for to address the academic impact of lost instructional time and based upon the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following evidence-based interventions for credit recovery:

- Recapture Academy Staff (6 weeks – 20 hours per week) – Over the last three years, we have seen an increase in the need for credit recovery due to students failing courses and needing to recover credit for the failed courses. By setting aside money for Recapture Academy Staff each spring, we can provide targeted credit recovery programming to students by certified staff members after school hours for first semester courses.
 - Positions Include:
 - Teacher (providing direct instruction to students)
 - Facilitator (monitoring student progress in enrolled courses)
 - Paraprofessional (support student progress in enrolled courses)
 - Coordinator (ensuring students are enrolled in the correct courses & monitoring overall program progress)
 - Courses Offered:
 - Math - Algebra 1 A, Geometry A, Algebra 2 A, PreCalculus A, Survey of College Math A
 - English - English 9 A, English 10 A, English 11 A, English 12 A
 - Science - Biology A, Chemistry A, Human Anatomy & Physiology A
 - Social Studies - World History A, Civics, US History A
 - Specials – Spanish 1 A, Spanish 2 A, Media Design A
 - Staffing is paid in the following manner:
 - Teachers – Stipends
 - Facilitators – Hourly Rate
 - Paraprofessional – Hourly Rate
 - Coordinator – Stipend
- Summer Academy Staff (6 weeks – 20 hours per week) – Over the last three years, we have seen an increase in the need for credit recovery due to students failing courses and needing to recover credit for the failed courses. By setting aside money for Summer Academy Staff, we can provide targeted credit recovery programming to students by certified staff members.
 - Positions Include:
 - Teacher (providing direct instruction to students)
 - Facilitator (monitoring student progress in enrolled courses)
 - Paraprofessional (support student progress in enrolled courses)
 - Coordinator (ensuring students are enrolled in the correct courses & monitoring overall program progress)
 - Courses Offered:
 - Math - Algebra 1 A/B, Geometry A/B, Algebra 2 A/B, PreCalculus A/B, Survey of College Math A/B
 - English - English 9 A/B, English 10 A/B, English 11 A/B, English 12 A/B
 - Science - Biology A/B, Chemistry A/B, Human Anatomy & Physiology A/B
 - Social Studies - World History A/B, Civics/Economics, US History A/B
 - Specials – Spanish 1 A/B, Spanish 2 A/B, Media Design A/B
 - Staffing is paid in the following manner:

- Teachers – Stipends
- Facilitators – Hourly Rate
- Paraprofessional – Hourly Rate
- Coordinator – Stipend
- Additional small group/1-on-1 instruction through academic specialists – The percentage of students testing proficient on state testing dropped in all subject areas between the 21-22 school year and 22-23 school year (see below). This indicates a need to provide additional intervention through small group and one-on-one instruction in the classroom by certified academic specialists. The most significant drops in proficiency occurred in the 9th and 10th grades.
 - ELA % Proficient 21-22 = 58% versus ELA % Proficient 22-23 = 43%
 - Math % Proficient 21-22 = 35% versus Math % Proficient 22-23 = 19%
 - Science % Proficient 21-22 = 42% versus Science % Proficient 22-23 = 36%
 - Social Studies % Proficient 21-22 = 44% versus Social Studies % Proficient 22-23 = 31%

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

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

- Covering costs of a school social worker for at-risk students
 - Providing access to our school social worker for all at-risk students to receive emotional support & learning
- Bonuses for retaining and recruiting educators and support personnel
 - Retaining and recruiting the best teachers in the greater Grand Rapids area to allow Wellspring Prep to provide exceptional learning opportunities for all enrolled students.
- Improving curriculum with the support of curriculum specialists
 - Hiring highly qualified individuals to revise and rewrite our curriculum to provide the best quality curriculum to students in all core classes
- Achievement & Behavior Support – 1.0 FTE Achievement Behavior Support Specialist
 - Providing academic, behavior, and social-emotional support for all at-risk students
 - Providing positive behavior support plans to maximize learning time in class
- Covering costs of student-family liaison
 - Providing support for chronic absenteeism as well as to increase parent engagement
- Covering costs of an online facilitator for students enrolled in virtual courses
 - Providing support to students in online courses through an in-person facilitator to meet with weekly, support communication needs, and monitor progress in virtual courses
- Technology Needs
 - Chromebooks – 1-to-1 with Chromebooks for students to support learning in-person and virtual learning options
 - Purchasing technology for staff, including laptops, computer monitors, headsets, speakerphones, microphones, document cameras, tablets, charging cords, charging stations, extension cords/surge protectors, and web cameras, to support synchronous virtual instruction and in-person instruction options
- Digital subscription for GoGuardian
 - Provide teacher oversight to manage and engage students on Chromebooks
- Uniforms
 - Provide uniform apparel to students who cannot afford it

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.

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 are identified at the beginning of each school year and assigned to a support staff member (ex. academic specialist, EL teacher, ABSS, social worker, etc.) to ensure the appropriate support is received.

Wellspring Prep’s Academic Intervention Program ensures all students have access to their primary mode of instruction. This is differentiated into two tiers of support:

- Tier 1 – All students receive core instruction in all content areas from certified teachers

- Tier 2 – Students failing a course or below the 30thile receive intervention in the classroom by academic specialists, teachers, and paraprofessionals

Multiple data points are used to identify the correct tiers of intervention for students, including:

- NWEA
- PSAT/SAT
- Interim Data
- Classroom Performance

Wellspring Prep’s Behavior Intervention Program ensures all students have access to their primary mode of instruction. This is differentiated into three tiers of support:

- Tier 1 – Teachers with support from Deans
 - Build positive relationships with students:
 - Greeting students at the threshold of the classroom
 - Positive Behavior Reports submitted via myNHA
 - 1-on-1 restorative circles
 - Establish effective routines and procedures
 - Classroom expectations posted and frequently revisited
 - Classroom behavior matrices posted and utilized for redirection
 - Establish high behavior expectations
 - Document behavior reports within myNHA
 - Make parent contact for level 3 and higher
- Tier 2 – ABSS and Teachers
 - ABSS will:
 - Observe students in classrooms
 - Schedule and create behavior support plans
 - Observe BSP in progress for student accountability and teacher implementation
 - Communicate BSPs with parents
 - Determine if revisions are needed to BSP
 - 1-on-1 restorative conversations & circles
 - Teacher will:
 - Implement BSP with fidelity in the classroom
 - Communicate with ABSS and parents around student behavior
 - Provide Tier 1 behavior supports
- Tier 3 – Referral to Intervention Assistance Team

Wellspring Prep’s Attendance Intervention Program ensures that all students have access to their primary modes of instruction through attendance support. This is differentiated into three tiers of support:

- Tier 1 – Teachers
 - Teachers initiate step 1 when they believe that attendance is an issue. For example:
 - Student is consistently missing one day a week.
 - Student misses multiple days in a row with no Excused Absence entered
 - Teacher contacts identified staff member to partner together and reach out to parent to discuss barriers to attendance.
- Tier 2 – Academic Specialist
 - Academic specialist tracks attendance and parent contact in tier 1. If attendance does not improve within a reasonable amount of time, they move student to Tier 3
- Tier 3 – Administration
 - If attendance does not improve and student is identified as being at-risk for chronic absenteeism, administration will contact the parents to schedule an in-person Attendance Corrective Action Plan meeting. At the meeting, the team will discuss the attendance issues, steps already taken to improve attendance, factors contributing to the attendance issue, and additional steps that will be taken to improve attendance.
 - If attendance does not improve, administration along with the academic specialist initiate the truancy process.

The school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data and through student benchmarking data. Students in 9th and 10th grade are benchmarked using

NWEA testing at the beginning of the school year and the end of the school year to measure achievement. In addition, interim assessments are given at frequent intervals in all core subject areas in 9th and 10th grade to measure achievement. In the 11th and 12th grade, frequent formative assessments are given in all core subject area courses to measure student achievement on an ongoing basis. This data is reviewed during grade/subject level team meetings; dean, classroom, and leadership observations; and school quality support meetings.

Additionally, Wellspring Prep collects data for staff and students participating in the school's Summer Academy program through our student information system in conjunction with specially designed progress monitoring spreadsheets. These tools are utilized to track student achievement as they progress through Summer Academy to determine the percentage of students who are successfully recovering credit by showing academic proficiency.

The school evaluates implementation fidelity and the effectiveness of interventions on an ongoing basis by continuously reviewing data, including subgroups data, to determine if the students targeted for intervention are showing growth and/or if additional students need targeted intervention. This data is reviewed during grade/subject level team meetings; dean, classroom, and leadership observations; and school quality support meetings.