

ESSER 3 LEA Plan of Use – Detroit Premier Academy

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:

We will continue to prioritize in-person learning while remaining prepared to adjust course if the need should arise.

- Personal protective equipment: Masks are optional for staff, students, and visitors. If state or local governments require something, the school will adjust its policy to comply. The school will follow any CDC, state, or local requirements for using masks and face coverings, should they change. The school will support students and staff who choose to continue wearing a mask. PPE was not ESSER III funded, and were part of our prevention and mitigation strategies.
- Social/physical distancing: Plexiglass barriers, which were not ESSER III funded, and were part of our prevention and mitigation strategies, are utilized in the main office to assist with social distancing efforts. The school uses multiple entrances/exits to allow for social distancing.
- Hygiene and cleaning: All high touch point locations (i.e., light switches, door handles, bathroom faucet handles, etc.) are disinfected and cleaned once per day as part of normal janitorial operations. All cleaning materials are EPA-approved for use against COVID-19 and are stored safely and in compliance with standards.

Detroit Premier Academy continues to follow CDC guidance for cleaning in response to a confirmed case of COVID19 in the school building. Current recommendations include disinfection in indoor community settings where there has been a suspected or confirmed case of COVID-19 within the last 24 hours. In addition to the added efforts of our provider of janitorial services, we are all joining in the effort to promote safe hygiene habits. Handwashing posters instructing and reinforcing proper handwashing techniques are placed in bathrooms. Each classroom has materials to disinfect commonly shared items such as computers and curricular tools. All hands-on classroom materials are disinfected between each student group.

Investments

- o Aramark cleaning contract for building cleaning

Detroit Premier Academy: ESSER 3 Fund Utilization Plan for Prevention and Mitigation Strategies: Detroit Premier Academy will leverage ESSER 3 funds to rigorously implement CDC-aligned prevention and mitigation strategies, ensuring the safe and continuous operation of the school for in-person learning. These funds will enable the academy to invest in essential infrastructure upgrades such as improved ventilation HVAC

filters/systems, additional COVID cleanings and cleaning protocols to minimize the spread of COVID-19. Technology enhancements will support both in-person and remote learning options, while robust monitoring and evaluation mechanisms will allow for timely adjustments to strategies. Transparent communication with the community will be prioritized, fostering trust and collaboration in maintaining a safe educational environment. Through these concerted efforts, Detroit Premier Academy will uphold the highest standards of health and safety while facilitating uninterrupted in-person learning experiences for its students.

Investing in Technology: ESSER 3 funds can be allocated towards investing in technology infrastructure to support hybrid or remote learning options, as well as to facilitate contact tracing and health monitoring systems within schools.

Addressing Learning Loss: While not directly related to prevention and mitigation, addressing learning loss resulting from the pandemic is crucial for ensuring the continuity of education. ESSER 3 funds can be used to implement academic interventions and support services to help students catch up on missed learning opportunities.

Community Engagement and Communication: Schools can allocate funds towards community engagement efforts to communicate with parents, guardians, and the broader community about the prevention and mitigation strategies being implemented, as well as to address concerns and provide information on the importance of reopening schools safely.

Evaluation and Monitoring: ESSER 3 funds can also be used for ongoing evaluation and monitoring of the effectiveness of prevention and mitigation strategies, allowing schools to make adjustments as needed based on emerging guidance or changing circumstances related to COVID-19.

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:

Students were placed into the following programs utilizing a triangulation of data: 25th percentile or below on aimswebPlus Benchmarking, NWEA, Interims and M-STEP. We also considered student FRL status and home language.

- At Risk Teachers and Academic Specialists

-Subgroup- all students who qualify for Title 1 services and English Language Learners

-Core Content- ELA, Math, Social Studies and Science

-Explanation- At Risk teachers are utilized to provide small group instruction for students in Tier 3 Intervention, who were significantly behind their age level peers, utilizing the triangulation of data sources to determine the highest need students, including English Language Learners.

- After school Tutoring

-Coordinators

-Paraprofessionals

-Tutors

-Tutoring supplies including snacks, and program supplies and materials

Subgroup- all students who qualify for Title 1 services and English Language Learners

-Core Content- ELA and Math

-Explanation- After school tutoring staff are utilized to provide small group intervention for students in Tier 2 or 3 Intervention, who were significantly behind their age level peers, utilizing the triangulation of data sources to determine the highest need students, including English Language Learners.

- Summer Learning Program Investments

-Coordinators

-Teachers

-Paras

-Office Administrators

-Technology Aide

-Educational Technology Coordinator

-Student books

-Program supplies and materials

-Office supplies

-Subgroup- all students who qualify for Title 1 services and English Language Learners

-Core Content- ELA and Math

-Explanation-Summer learning staff are utilized to provide small group instruction and intervention for students in Tier 2 or 3 Intervention, who were significantly behind their age level peers, utilizing the triangulation of data sources to determine the highest need students, including English Language Learners.

- Curriculum Specialists

-Will provide curriculum and assessments for teachers, actively track and evaluate the effectiveness of created resources, provide professional development, promote best practices in assigned content areas and collaborate with school leadership to observe, model lessons, and coach teachers within the school in order to strengthen instruction and increase academic proficiency.

Detroit Premier Academy will strategically allocate ESSER 3 funds to address the academic impact of lost instructional time by implementing evidence-based interventions tailored to the needs of its students. These interventions will include comprehensive summer learning and enrichment programs aimed at mitigating learning loss, providing students with opportunities for academic reinforcement and enrichment during the summer months. Additionally, the academy will extend the school day and offer comprehensive after-school tutoring programs to provide additional instructional time and academic support. An extended school year will also be implemented to further extend learning opportunities beyond the traditional school calendar. Detroit Premier Academy will leverage the expertise of its academic specialists and at-risk teachers, who will play pivotal roles in designing and delivering targeted interventions to support students who are most vulnerable to learning loss. Through these concerted efforts, the academy will ensure that students receive the necessary support to address academic challenges and continue to make progress towards their educational goals.

The 20% learning loss set-aside will be allocated based on data from the following reports:

a) State Test Root Cause Report

Detroit Premier Academy's student proficiency data for the 2022-23 academic year reveals varying performance levels across different grade levels in both English Language Arts (ELA) and math. Analyzing the Year over Year difference in M-STEP proficiency, we observe the following trends:

English Language Arts (ELA):

- 3rd-grade performance increased by 14% compared to the previous year.
- 4th-grade proficiency decreased by 19%.
- 5th-grade performance improved by 3%.
- 6th-grade proficiency decreased by 3%.
- 7th-grade proficiency decreased by 12%.

- 8th-grade performance increased by 2%.

Math:

- 3rd-grade proficiency increased by 16%.
- 4th-grade proficiency decreased by 11%.
- 5th-grade proficiency decreased by 7%.
- 6th-grade proficiency remained the same as the previous year.
- 7th-grade proficiency increased by 1%.
- 8th-grade proficiency increased by 1%.

Returning Students - ELA:

- Proficiency loss in 4th, 5th, and 8th grades.

Returning Students - Math:

- Proficiency loss in 5th, 6th, and 8th grades.

Plan for Improvement:

Summer Learning Programs:

- Implement targeted summer learning programs for 4th, 5th, and 8th graders in ELA.
- Offer focused math enrichment for 5th, 6th, and 8th graders during the summer.

Extended Day Programs:

- Extend learning hours, especially for 4th, 5th, and 8th graders, to provide additional support.
- Tailor ELA interventions for 6th graders during extended hours.

Comprehensive Afterschool Initiatives:

- Launch afterschool initiatives to address proficiency gaps in 4th, 5th, and 8th-grade ELA.
- Implement targeted math afterschool programs for 5th, 6th, and 8th graders.

Increased Participation:

- Promote and incentivize participation in all supplemental programs to maximize their impact.

- Collaborate with parents, teachers, and community stakeholders to emphasize the importance of these programs.

Data-Driven Adjustments:

- Regularly assess the effectiveness of programs through data analysis.
- Make adjustments based on ongoing assessments to ensure continual improvement.

Implementing these strategies aims to address proficiency gaps, especially in identified grade levels, and create a comprehensive approach to improve overall student performance in ELA and math.

b. Aimsweb Leadership Dashboard

Detroit Premier Academy's Aimsweb Leadership Dashboard provides insightful data on student performance across different tiers in both grade levels K-2 and 3rd-8th grade.

The data is presented as follows:

Grade Levels K-2:

- Tier 3 Percentile: 33% (93 students) scored in Tier 3, indicating the need for intensive interventions to address academic challenges at the foundational stage.
- Tier 2 Range: 30% (84 students) fell within the Tier 2 range, suggesting some academic concerns that may require targeted support and monitoring.
- Tier 1 Range: 37% (102 students) achieved proficiency in Tier 1, demonstrating solid foundational skills and readiness for more advanced learning.

Grade Levels 3rd-8th:

- Tier 3 Percentile: 44% (178 students) scored in Tier 3, indicating a higher percentage of students requiring intensive interventions compared to the K-2 level.
- Tier 2 Range: 20% (81 students) fell within the Tier 2 range, signifying a smaller percentage of students with academic concerns compared to the lower grades.
- Tier 1 Range: 37% (149 students) achieved proficiency in Tier 1, mirroring the percentage in the K-2 range, suggesting a consistent level of proficiency across these grade levels.

Analysis:

- The higher percentage of students in Tier 3 for 3rd-8th grade highlights a greater need for targeted interventions and support in the upper grades.

- The shift in the distribution of students from Tier 2 to Tier 3 as they progress through grade levels indicates the importance of early intervention in K-2 to prevent academic challenges from becoming more pronounced.
- The consistent percentage in Tier 1 proficiency between K-2 and 3rd-8th grade suggests a need for ongoing efforts to maintain and improve proficiency levels across all grade levels.

Implications and Action Steps:

Early Intervention Programs:

- Strengthen and expand early intervention programs in K-2 to address academic challenges at the foundational level.

Targeted Support in Upper Grades:

- Implement targeted interventions and support systems in 3rd-8th grade to address the higher percentage of students in Tier 3.

Monitoring and Assessment:

- Establish regular monitoring and assessment protocols to identify students at risk of moving from Tier 2 to Tier 3, allowing for timely interventions.

Professional Development:

- Provide professional development for teachers to enhance their ability to identify and address diverse learning needs within each tier.

Parental Involvement:

- Engage parents in understanding the significance of tiered interventions and encourage their active involvement in supporting their child's education.

By implementing these strategies, Detroit Premier Academy can work towards improving overall student outcomes and promoting a more equitable learning environment across all grade levels.

Conclusion of our Data Review

Following a comprehensive review and collaboration with stakeholders, Detroit Premier Academy is taking decisive actions to address and strengthen academic deficits with the aim of increasing student achievement. The focus is on mitigating the academic impact of lost instructional time, and the strategies will include:

Data-Informed Decision-Making:

- Utilizing data from various sources, including assessments and stakeholder input, to inform targeted interventions.
- Implementing data-driven decision-making processes to identify specific areas of academic deficits and areas of improvement.

Strategic Interventions:

- Designing and implementing strategic interventions tailored to address specific academic deficits identified during the collaborative review.
- Introducing differentiated instruction and personalized learning approaches to meet the diverse needs of students.

Extended Learning Opportunities:

- Introducing extended learning programs, such as summer learning initiatives and afterschool programs, to make up for lost instructional time.
- Providing additional resources and support to ensure students have opportunities for academic enrichment beyond regular class hours.

Professional Development:

- Investing in professional development for teachers to enhance instructional strategies and equip them with tools to effectively address academic deficits.
- Focusing on continuous training to keep educators updated on the latest pedagogical approaches and best practices.

Parent and Community Engagement:

- Engaging parents and the community as vital partners in addressing academic deficits.
- Establishing clear communication channels to keep parents informed about their child's academic progress and involve them in supporting learning at home.

Tiered Intervention System:

- Implementing a tiered intervention system that identifies students at different levels of academic need.

- Offering targeted support and interventions to students in Tier 2 and Tier 3 to address specific academic challenges.

Technology Integration:

- Leveraging technology as a tool to enhance learning experiences and provide additional resources for students.
- Ensuring equitable access to technology to bridge any digital divides that may exist among students.

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

Take Home Learning- families have the opportunity to extend learning through take home supplies that we invested in.

- Book Fair
- STEM Kits
- Books
- Board Games

Digital curriculum- licenses were purchased to enhance online instruction and learning both during remote and in-person learning.

- Sora
- Dreambox
- GoGuardian
- Learning.com
- Typing Club
- Edcite
- Enome

Teacher PD- all teachers had the opportunity to attend two Professional Development sessions.

- Capturing Kids Hearts

Non-digital Curriculum and Student Instructional Materials and Student Books

Social/Emotional Learning- Additional Social Emotional learning supports are put in place to address the social and emotional learning gap created in some students who stayed at home for long periods of time, away from age level peers and opportunity for socialization.

- Achievement & Behavior Support Specialist

After School Programming- our school is providing enrichment opportunities for students after school to explore additional interests outside of the typical instructional model. Students have the opportunity to choose from Robotics, STEM, Chess, Book Club and Art Club.

- Coordinator
- Tutors

Technology- Investments were made to enhance online instruction and learning, as well as in person learning upon return to the classroom. A 1:1 Chromebook program is utilized at Vista for use in intervention as well as assessment.

- Educational Technology Coordinator

- Chromebooks

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- Headphones

- Summer Field Experiences + Transportation- Field experiences are provided for our students to enhance the classroom curriculum for all students.

- Single Audit Fees

Staff Retention & Staff Recruitment Bonuses

Recruitment and retention of school staff, as indicated by vacancies, turnover rates, and other related data.

Communities in Schools

Detroit Premier Academy is committed to maximizing the impact of ESSER funding by allocating resources to enhance the Communities in Schools outreach program. By leveraging this support, we aim to strengthen connections with local communities, provide vital resources to students in need, and foster a supportive environment conducive to academic success and personal growth. This will include parent engagement sessions, clothing closets, and school and community projects.

New and Novice Teacher Professional Development

Detroit Premier Academy will bolster professional development opportunities specifically tailored for new and novice teachers through targeted training sessions, mentorship programs, and access to instructional resources.

Onboarding training for new teachers.

Building-wide mentoring program.

Regional Professional Development

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.

Chronic Absenteeism

-Subgroup- all students at DPA who are absent more than 10% of the scheduled days. This group is students who are low-income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

-Core Content- ELA, Math, Social Studies, and Science

-Explanation- Our student family liaison calls parents on our chronic absenteeism list on a regular basis. Letters were sent to families in October to notify parents of chronic absenteeism.

Reading Intervention

-Subgroup: Students are Identified through triangulation of NWEA, Aimsweb PLUS, Interims and MSTEP data. This group is students who are low- income, students of color, English learners, students experiencing homelessness, children in foster care and migratory students.

-Core Content: Reading

-Explanation: Tiers 1 & 2 receive Reading Mastery Intervention in small groups with paraprofessionals. Tier 3 groups receive reteaching of phonics and phonemic awareness in small groups with At Risk Teachers In grades 4- 8, students who are at risk receive standards-based instruction prepared by the classroom teacher.

Math Intervention

-Subgroup: Students are Identified through triangulation of NWEA, Bridges Placement Tests, Interims and MSTEP data.

This group is students who are low- income, students of color, English learners, students experiencing homelessness, children in foster care and migratory students.

-Core Content: Math

-Explanation

- In grades K-5, Tier 3 students receive Bridges or Intervention in small groups, provided by paraprofessionals.

They are placed using a placement test and paraprofessionals provide instruction using Bridges Intervention Kits.

- In grades 6-8, Tier 3 students receive reteaching of Illustrative Math by HQ teachers in small groups

Behavior Intervention- MTSS

-Subgroup- all students at Detroit Premier who are absent more than 10% of the scheduled days. This group is students who are low income, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

-Core Content- ELA, Math, Social Studies, and Science

-Explanation

- We have Schoolwide behavior expectations
- Students receive Puma Bucks for positive behaviors
- Students are able to trade Puma Bucks for incentives once per month- incentives are books, school supplies, educational games, and fidgets
- Students are placed on Positive Behavior Support plans as data suggests (20 behavior write ups in 10 days)
- Academic behavior support specialists provide check in/ check outs, with 3 specific goals for these students
- Centervention is a program used for our K-2 students needing to understand how to treat each other.
- Preventative small groups are created in all grades to teach social skills and appropriate behavior
- School Social Worker for students who are at risk provides services for students who have needs due to the trauma of the stay at home and learn from home orders.

Detroit Premier Academy's interventions will comprehensively address academic, social, emotional, and mental health needs for all students. Specific interventions for various student groups will be detailed based on data from reports including:

a. DPA Chronic Absenteeism- Year-to-date chronic absenteeism rates at Detroit Premier Academy (DPA) show variations across different months when compared to the previous year:

- September: DPA experienced a 13% lower chronic absenteeism rate in September compared to the same month last year. This suggests successful efforts or initiatives in the early part of the academic year to encourage attendance and engage families.
- October: The chronic absenteeism rate at DPA was 5% lower in October compared to the previous year. Continued success in reducing absenteeism indicates the effectiveness of ongoing strategies and interventions.
- November: There was a slight increase of 2% in chronic absenteeism for the month of November compared to the previous year. Despite this increase, stakeholders attribute it to ongoing efforts in providing resources to families and incentivizing student attendance.

Summary: Overall, the year-to-date chronic absenteeism rates at DPA have shown positive trends with lower rates in September and October, indicating successful interventions. The 2% increase in November is acknowledged, but stakeholders express confidence in the continued efforts to provide resources and incentives to families, anticipating a positive impact on student growth and academic success.

Ongoing monitoring and adaptation of strategies will be essential to address any potential challenges and ensure sustained improvements in attendance.

b. DPA School Behavior Report- Detroit Premier Academy has made significant strides in promoting positive behavior and fostering a supportive learning environment. The behavior data for the current academic year reflects noteworthy accomplishments, with a Total Behavior Count that is 260 incidents lower compared to the same period last year. This accomplishment demonstrates the effectiveness of current initiatives and interventions in addressing and reducing behavioral incidents.

Success Highlights-Overall Reduction in Incidents: The Total Behavior Count is 260 incidents lower, showcasing the dedication and success of efforts to create a positive school climate.

Strategic Decrease in October: Notably, the most significant change and decrease in overall incidents occurred in October, reflecting the impact of targeted interventions and positive behavior reinforcement.

Mentoring and Afterschool Programs: Acknowledge the success of current mentoring and afterschool programs in contributing to the overall reduction in behavioral incidents. Celebrate the positive impact of these programs on students' social and emotional development.

Plans for Continued Improvement and Focus on Disruptive Behavior: Recognizing the need to address disruptive behaviors, Detroit Premier Academy is committed to implementing additional programs specifically designed to combat disruptions in the learning environment.

Mentoring Program Expansion: Continue and expand mentoring programs to provide students with additional guidance and support for their social and emotional needs. Emphasize the importance of positive role models and mentorship in promoting positive behavior.

After-School Programs Enhancement: Strengthen and enhance current afterschool programs to provide a safe and engaging environment for students outside regular school hours. Consider adding enrichment activities that focus on social and emotional skill development.

Continuous Monitoring and Adjustment: Implement a continuous monitoring system to track the effectiveness of behavioral interventions. Make data-driven adjustments to programs and strategies to ensure ongoing success in maintaining a positive school climate.

Challenges and Future Goals: Acknowledge a slight increase of 1 incident in September compared to last year, highlighting the need for continuous improvement and adaptation of strategies. Address the increase in both Level 5 and overall out-of-school suspension incidents by exploring alternative approaches and preventive measures.

In celebrating the successes and recognizing the areas for improvement, Detroit Premier Academy remains dedicated to fostering a positive and supportive learning environment. By investing in mentoring and afterschool programs and strategically addressing disruptive behaviors, the school is committed to promoting the social and emotional well-being of its students while maintaining a focus on academic success.

c. Combating Learning Loss for Students with IEPs

Detroit Premier Academy is committed to addressing learning loss among students with Individualized Education Programs (IEPs) through targeted strategies designed to meet their unique needs. The following strategies are intended to combat learning loss and promote academic success for students with IEPs:

- **Individualized Learning Plans (ILPs):** Develop and implement ILPs for each student with an IEP, outlining personalized goals, accommodations, and targeted

interventions. Regularly review and update ILPs based on ongoing assessments and progress monitoring.

- **Specialized Instruction and Support:** Provide targeted, small-group instruction tailored to the specific needs identified in each student's IEP. Employ specialized instructional techniques and materials to address learning gaps and promote skill development.
- **Extended Learning Opportunities:** Offer extended learning opportunities, such as before and after-school programs, to provide additional instructional time for students with IEPs. Explore summer enrichment programs to mitigate the impact of learning loss during extended breaks.
- **Professional Development for Special Education Staff:** Provide ongoing professional development for special education teachers and support staff to enhance their skills in addressing learning loss. Incorporate best practices for differentiated instruction and strategies for accommodating diverse learning needs.
- **Collaboration with Related Service Providers:** Facilitate collaboration between special education teachers, speech therapists, occupational therapists, and other related service providers to ensure a holistic approach to supporting students. Implement a cohesive plan that integrates both academic and therapeutic interventions.
- **Family and Community Engagement:** Involve parents and guardians in the education process by fostering open communication and providing resources to support learning at home. Conduct workshops and informational sessions to empower families in advocating for their child's educational needs.
- **Assistive Technology Integration:** Integrate assistive technology tools and resources to support students in accessing curriculum materials and completing assignments. Ensure that teachers are trained in the effective use of assistive technology to enhance learning experiences.
- **Progress Monitoring and Data Analysis:** Establish a robust system for progress monitoring to track the academic growth of students with IEPs. Regularly analyze data to identify trends, adjust instructional strategies, and make data-driven decisions.
- **Social-Emotional Support:** Implement social-emotional learning programs to address the holistic needs of students with IEPs. Provide counseling services and

create a supportive environment that fosters emotional well-being and positive behavior.

- **Flexible Scheduling and Structured Routines:** Implement flexible scheduling to allow for individualized instruction and support. Establish structured routines to create a predictable and supportive learning environment for students with IEPs.

By implementing these strategies, Detroit Premier Academy aims to mitigate learning loss among students with IEPs, ensuring that each child receives the tailored support needed to achieve academic success.

d. Combating Learning Loss for English Language Learners

Detroit Premier Academy is dedicated to addressing learning loss among English Language Learners (ELLs) with targeted strategies designed to support their unique linguistic and academic needs. The following strategies are intended to combat learning loss and foster academic success for ELLs:

- **English Language Development (ELD) Programs:** Implement specialized English language development programs that focus on building language proficiency, vocabulary, and academic language skills. Provide differentiated instruction based on language proficiency levels to ensure tailored support for each student.
- **Culturally Responsive Teaching:** Train teachers in culturally responsive teaching practices to create an inclusive and supportive learning environment for ELLs. Incorporate diverse cultural perspectives and materials into the curriculum to enhance engagement and relevance.
- **Small-Group Instruction:** Offer small-group instruction to provide targeted support and address individual learning needs. Use differentiated instructional strategies to accommodate varying language proficiency levels within the ELL student population.
- **Bilingual Support Services:** Employ bilingual support staff and utilize paraprofessionals who can provide additional assistance in students' native languages. Foster partnerships with community resources to offer tutoring or mentoring in the students' home languages.
- **Language Immersion Programs:** Implement language immersion programs or activities that provide immersive language experiences to enhance language

acquisition. Create opportunities for ELLs to engage in language-rich environments both inside and outside the classroom.

- **Flexible Assessment Methods:** Utilize flexible assessment methods, such as alternative forms of assessment, to accurately measure the academic progress of ELLs. Provide assessments in students' native languages when appropriate to ensure fair evaluation.
- **Technology Integration:** Integrate technology tools that support language learning, including language learning apps, multimedia resources, and online language programs. Ensure equitable access to technology resources for all ELL students.
- **Collaboration with ELL Specialists:** Foster collaboration between ELL specialists, classroom teachers, and support staff to coordinate and implement effective instructional strategies. Provide professional development to teachers on effective strategies for teaching ELLs.
- **Family Engagement Programs:** Establish family engagement programs that involve parents and guardians in supporting their child's language development at home. Provide resources and workshops in multiple languages to facilitate communication with families.
- **Peer Tutoring and Mentoring:** Implement peer tutoring and mentoring programs to create a supportive network for ELLs. Pair ELL students with fluent English-speaking peers to encourage language development through collaboration.
- **Structured Language Support Time:** Allocate dedicated time during the school day for structured language support, where ELLs receive targeted instruction and practice. Use this time to reinforce language skills and provide additional support in challenging subject areas.

By adopting these strategies, Detroit Premier Academy aims to create a supportive and inclusive learning environment that addresses learning loss among English Language Learners, ensuring their successful academic development.

The intervention program at Detroit Premier Academy is designed to provide targeted support for at-risk students who are struggling academically. This program employs intervention staff and at-risk teachers who work collaboratively to identify the specific needs of students and provide tailored support to help them succeed. The intervention staff consists of trained educators who specialize in addressing the diverse learning needs of at-risk students. They work closely with

classroom teachers to identify students who require additional support and develop individualized intervention plans to address their academic challenges.

During after-school sessions, educators at Detroit Premier Academy focus on providing targeted support for skills that students have not yet mastered. These sessions may include small group instruction, one-on-one tutoring, or targeted interventions tailored to the needs of individual students. The support provided during after-school sessions is designed to supplement classroom instruction and provide students with additional opportunities to master essential skills.