

ESSER 3 LEA Plan of Use for Grand River Prep High School

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:

- Masks
- Wipes
- Sanitizer

Grand River Prep was able to provide boxes of masks for students in all classrooms and common areas to help prevent the spread of Covid. These masks were used and required per CDC guidelines. In addition sanitizing wipes were distributed to teachers and used to clean desks and common surfaces between classes (and other appropriate times throughout the day) to mitigate the risk of spreading Covid. Lastly, a supply of sanitizer was distributed to all classrooms and common areas for student and staff use to mitigate the spread of Covid.

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 impact of Covid specifically hurt our students when it comes to not only academic achievement, but also credits that they need to graduate. With this in mind we look at failure rates of both our core content areas as well as in courses that students have failed, but need to graduate. We have invested a large amount of money in providing not only a robust, in person, Summer Credit Recovery opportunities for our students by funding coordinators, facilitators, paraprofessional, and teachers to implement the program, but also opportunities during the school year (but after the school day is finished) to regain credit they missed out on during the pandemic. This also includes a Summer Learning program by funding paraprofessionals, teachers, and coordinators (targeted at incoming freshman) to help the transition of our students from 8th grade to 9th grade to ensure the students are earning credit right away.

Funds are also allocated to academic specialist and paraprofessionals in these same courses (those needed for graduation) which, in addition to in class support during in person instruction, also served as a way of keeping our families engaged during remote instruction which include regular progress report updates and communication with families. This also included intervention strategies as well as parent meetings to address behaviors and or actions taken by the students that were not contributing to their academic success.

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

- Online Facilitators
 - Expanded access to curriculum and credit bearing opportunities (including opportunities for dual enrollment college credit that would otherwise be unavailable)
- Curriculum Specialists (Core Content Areas)
 - Improving quality and rigor of curriculum for our students to ensure they meet the College Ready standard by graduation
- Achievement/Behavior Support Specialists
 - Responding to student behavior and academic data to help out students get back on track following the pandemic in addition to improving lines of communication with parents
- Student/Family Liaison
 - Building stronger connections with families as well as networks of support to ensure students remain on track even if they miss time from school
- Retention Bonuses for Teachers and Support Staff
 - Retaining of high quality staff to help support our students of as individuals as well as their achievement
- E Hallpass
 - To provide accountability for students as well as provide parents with data on the amount of time students are out of their class to create more accurate plans for student intervention/support.
- Staff & Student Computers/Devices (Chromebook, laptops, and calculators)
 - For use both during remote instruction but also to access the high quality resources and subscriptions used during instruction.
- GoGuardian
 - Tech security system for use to keep students safe during both remote and in person instruction
- Non-Digital Curriculum and Books (Core Content Areas)
 - Used to provide materials needed for the implementation of rigorous curriculum (Ex. Math and Science Workbooks)
- ESSER 3 Single Audit Fees
 - To maintain compliance with grant requirements
- Credit Recovery Teacher and Coordinator Stipends
- Digital Subscriptions
 - Edcite

- Credit Recovery Facilitators Loss of credit due to remote instruction and providing students with multiple opportunities for on site support to regain credit that they lost both during and as a result of the pandemic

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.

As a school we are implementing a system that hinges on a number of different factors to ensure that the academic, social/emotional and mental health needs of our students are being met. We have used both our final grade reports (reviewing the number of students who are passing classes they need to graduate) as well as on a student by student basis to create individualized plans for students to remain on track to graduate from high school. We also use beginning and end of year NWEA testing to ensure student growth is continuing at an expected rate. The intervention program includes:

- The development and implementation of a rigorous and student centered college prep curriculum which is implemented, coached and developed by our Curriculum Specialists across core content areas at the high school level. This serves our students from low-income families as well as our students of color and our migratory students by ensuring that ALL students are held to high standards and make significant academic progress.
- Academic Specialist, Achievement/Behavior support Specialist and paraprofessional to provide both in class support as well as the development of individualized plans of support (in collaboration with families) to ensure student growth and success.
- School Social Worker to attend to the mental health and social/emotional needs of students. This position work specifically with our students with disabilities as well as our students that are experiencing homelessness as well as students that are in foster care.
- The use of digital tools and curriculum (in addition to the devices that students access them) to provide tailored support and remediation for our students
- Providing experiences for students to help them best acclimate to the high school environment so as to ensure they are using as much instructional time as possible to grow academically and adjust to being back in a classroom environment.

All points listed above speak to plans that are especially targeted at students that were hurt most by the Covid Pandemic including students from low-income households, EL students, students experiencing homelessness or foster care. We have (and continue to) use(d) these funds to build teams of support around these students so as to lessen the load that this pandemic has put on families in these marginalized communities.