

ESSER 3 LEA Plan of Use for Grand River 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:

 - Prevention and mitigation strategies funded by ESSER 3 included HVAC filters to improve air quality, increased cleaning supplies and handwashing/sanitizing supplies.
 - Hallway signage indicating social distancing expectations, bathroom signage reminding scholars of appropriate handwashing techniques
 - Providing masks to students and staff as needed
 - Additional cleaning supplies for classrooms including hand sanitizer, desk wipes, tissue, and paper towels
- 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:

 - Paraprofessionals who will work with students who are below grade level in math and reading. They will be assigned specific groups of students in different grade levels to provide daily intervention. The focus is on learning loss to bridge the learning gap for these students.
 - 3 funds support student attendance and worked to reduce truancy through the support of our Attendance Liaison position.
 - The instructional coach works closely to support staff, especially those with alternative certification, to acclimate to the curricular tools and expectations.
 - Sylvan Tutoring ran in-house to support partially proficient students needing targeted math support
 - The summer school program focused on providing direct instruction utilizing intervention curriculum and programing aimed at addressing fluency and comprehension gaps, as well as supporting math content. Summer program staff included coordinators, paraprofessionals, teachers, and achievement behavior support specialists. Funds will be used to purchase student workbooks, chair bands, and consumable materials.
 - Tutoring supplies and materials, including academic board games, were purchased to address the learning gap and provide additional practice for students identified as academically at risk.
 - The following digit tools are utilized in the following capacity:
 - Easy Tech supports student technology learning
 - Flocabulary is utilized to introduce new vocabulary using music and kinesthetic learning
 - The Special Education team uses Goalbook to create accommodations and goals for SE students
 - GoGuardian is utilized by classroom teachers to monitor student online usage in real time
 - Social Studies instruction is supported using the Inquiry Journeys program
 - Sora Overdrive provides access to a rich digital text library
 - Students access Typing Club to practice proper typing skills both at home and at school
- Please describe how your school will spend its remaining APR ESSER funds consistent with section 2001(e)(2) of the ARP Act.

 - The Educational Technology Coordinator supports grant-funded Chromebook repairs and management.
 - Addition of school social worker to assist in students' social-emotional needs.
 - Student family liaison to help identify and eliminate common barriers for families including identifying available school and community resources, assisting with attendance challenges.
 - Retention bonuses were offered to high performing staff members to retain them for the upcoming school year.
 - Recruitment bonuses were offered to new hires of positions that have proven hard to staff, such as math, special education, and select ELA positions.
 - Uniforms were provided to all students including three shirts and a crew-neck sweatshirt to assist in reducing absences due to missing uniforms
 - All students in grades K-8 are provided a Chromebook to access curricular tools and supplemental learning materials at school and at home. In addition, students were provided with a protective case and a set of headphones.
 - Funds were used to purchase high-interest student books and Scholastic Magazines to encourage fluency and comprehension practice.
 - Funds will be used for single audit fees.
- 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.

- Intervention programming at Grand River includes paraprofessionals dedicated to supporting kindergarten students and additional small group Reading Mastery and number sense support. Students qualifying for additional support (those who test into the bottom decile on NWEA and aimswebPlus in grades 3-8 receive daily intervention instruction from at-risk teachers utilizing Corrective Reading and Bridges to Mathematics Intervention curriculum.
- Social-Emotional and behavioral interventions are supported by the Academic Behavior Support Team and an at-risk social worker who work to mediate student conflict and social emotional concerns.
- The attendance liaison and student family liaison work to support students trending toward chronic absenteeism by working with families to identify and remove barriers and provide support when needed. In addition, they serve as our homeless and foster care liaison providing additional support including uniforms, bus passes, and community resources to families and students.
- Intervention services to support academic and social-emotional growth and development of students disproportionately impacted by the COVID-19 pandemic including low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students (when applicable).