

ESSER 3 LEA Plan of Use for Excel Charter 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 use funds to purchase HVAC filters to assist with filtering air, PPE including masks for helping to minimize the spread of germs, sanitizer for cleaning desk tops and tables, high touch areas such as door handles, wipes also for cleaning desk tops and tables and high touch areas, thermometers for gauging if staff or students have a fever, COVID tests, face shields and lab coats as an extra layer of protection. There will also be increased cleaning efforts throughout the school, for example bathrooms will be cleaned multiple times instead of just once a day; deep cleaning will happen for classrooms showing positive cluster tendencies or needing to go remote.

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:

We will protect at least 20% of the funds to specifically address learning loss. Excel's plan is to include specific after school tutoring for students in the bottom quartile based on district and state testing. The focus will be in the area of reading and math. Our tutoring will be provided by some of our certified teaching staff and paraprofessionals. We will also partner with GVSU tutoring to provide 1:1 virtual tutoring for 20 students. We also will use targeted in person summer school programming to address learning gaps for our lower performing students. We will use teachers, a school social worker, a coordinator, our educational technology coordinator, , our achievement behavior support specialist, office administrators as well as our paraprofessionals. Using educational games and math strategy games to build cooperation in small group times is one of the focus areas during the targeted in person summer school programming. Our summer programming will also give snacks to our students and learning supplies will be purchased All students will have opportunity to participate in summer learning through school initiatives to increase reading over the summer as well as to use our digital tools for reading and math as well as giving access to high interest books through choice books for students. We also added an at-risk teacher to work with students showing significant learning loss. Learning loss is magnified for our younger students who missed core foundational years through online learning. Adding an at-risk teacher position gives the school the additional resources to give students targeted interventions at appropriate levels.

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

ESSER 3 funds will be used for retaining and recruiting staff through bonuses as this is one of Excel's priorities as it will help ensure students are surrounded by highly qualified ed 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.

ucators. Funds will also be used for professional development surrounding social and emotional learning for students with bringing in The Lion Heart Experience and understanding trauma for staff with a book study. We will also provide students with Chromebooks as well as access to the

following digital tools in reading and math Accelerated Reader, Sora Overdrive, Learning.com and Typing Club. To help with social emotional learning for students Second Step curriculum will be purchased, and Goalbook Toolkit and GoGuardian for intervention resources. Specific social emotional learning (SEL) games will be used in classrooms to help aid in student interaction and cooperation. A portion will be used for audit fees.

At-risk supplies will be purchased and include classroom educational games and student books.

A social worker and an educational technology coordinator will be funded by ESSER 3.

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.

The school will monitor interventions for the impact of lost instructional time to ensure priorities for funding are meeting the needs of our students impacted by the pandemic. Excel demographics include 55% FRL which includes our students from low-income families which some but not all are students of color, 10% receive Special Education Services as children with disabilities, 15% are considered multi-language learners previously called English learners. As part of our intervention program there are 4 ML staff devoted to meeting the needs of multi-language learners both through a push in and pull out model based on WIDA scores. An intervention staff is focused both on academics and behavior where interventions are used to proactively interact with students who are considered Tier 2 or Tier 3 for behavior or academics. We also have staff in a family liaison position and social work who support any students who are experiencing homelessness, are children in foster care or who may be migratory students. Tier 2 is defined as students who are below grade level and scoring at the bottom quartile on NWEA, or Not-Proficient on M-STEP as well as scoring below grade level expectations on aimswebPlus benchmarking or district interim testing. The addition of an at-risk social worker as part of the intervention program is directly connected to the social and emotional needs of students exhibiting increased needs from the pandemic. Students receiving multiple behavior reports help define students who will be Tier 2 or Tier 3 for behavior and requiring additional support for behavioral support for emotional needs resulting from the pandemic.

Excel's intervention program uses a Multi-Tiered System of Support (MTSS) process where through Data review cycles, universal screening, benchmarking, and progress monitoring students will be placed in Tier 1, Tier 2 or Tier 3 groups with regular monitoring and action taken to adjust intervention caseloads through the collaborative work of deans, teachers and intervention staff based on data gathered. We use Bridges Intervention, Reading Mastery, Lexia and DreamBox as online and in-person intervention tools.

Through stakeholder meetings, data review cycles, staff coaching and observation meetings with admin, the school will gather feedback on the programs used and the effectiveness of funding priorities.