

ESSER 3 LEA Plan of Use for Detroit Enterprise 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:

While Detroit Enterprise resumed full in-person learning from COVID a few years ago, it is still a top priority to maintain a clean and safe building for staff and students. We utilize the ARP ESSER funds to support these efforts with purchasing and distributing approved PPE to classrooms for use by all staff and students. All 28 classrooms are provided with a supply of masks monthly or as requested by staff when supply has run out, whichever occurs first. The items listed below were identified as DEA's priorities from stakeholder feedback via meeting discussions and surveys.

- All visitors/vendors/contractors are offered masks upon entering the building.
- Disinfecting high touch point areas daily via Aramark custodial staff
- COVID Safety Aide
- Improved HVAC filters to improve air quality and reduce virus transmission.

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:

Detroit Enterprise Academy, with the use of ESSER 3 funds, plans to implement strong intervention programs aimed at addressing the learning gaps based on lost instructional time. Detroit Enterprise Academy surveys stakeholders and analyzes the school's data to determine the best utilization of ESSER 3 funds to aid in supporting each student with academic and social-emotional learning needs. Based on that information, the school will use funds for:

- Additional in-school interventions via additional trained intervention staff which include paraprofessionals and at-risk teachers (for grades K-8 - servicing students whose performance range from 1st to 35%ile in both ELA and math)
- Additional in-school intervention support provided by the Catapult Learning contracted program. (for grades K-8 - servicing students whose performance range from 1st to 35%ile in both ELA and math)
- At-risk and paraprofessional intervention supplies and materials which include Performance Coach and Test Prep, Reading Mastery, Corrective Reading, sight word flash cards, spelling sound cards, Ready Common Core Math and ELA, Evan Moor Word Study Materials, Zaner Bloser Handwriting.
- Fall and winter after school tutoring provided contracted program, Catapult Learning (for grades K-8 - servicing students whose performance range from 1st to 35%ile in both ELA and math)
- Contracted STEM enrichment programming after school
- GVSU virtual tutoring for the struggling readers in the bottom quartile for literacy performance as measured by fall NWEA reading data and aimswebPlus fall benchmark data.
- Spring after - school tutoring for MSTEP and PSAT prep provided by school staff (teacher tutors, paraprofessionals, and coordinators). Targeting students who are performing from the 30th%ile-49th%ile in ELA and math.
- Spring tutoring test prep tutoring materials and supplies which include Performance Coach Books Grades 4-8 / Michigan M-STEP Prep Books Grades 3-8 / PSAT Test Prep - Mometrix, Reading Mastery and Corrective Reading, Ready Common Core Math & ELA
- Summer learning programs (in-person) – targeting students in the 35% and below percentiles for ELA and math. Staff includes teachers, paraprofessionals, and office administrators, student family liaison, and coordinators.
- Summer learning programs (in-person)- available for all students to prevent summer learning loss.
- 1 to 1 student technology to access newly acquired academic digital tools. . Items include Chromebooks, Chromebook carts, cords/chargers, corded mice, and headphones.
- Academic digital tools for student use and engagement (in-school and at home) – Lexia, eSora, and Dream Box
- Digital Curriculum (SUBSCRIPTIONS - Easy Tech, GoGuardian, MusicPlay Online, Typing Club, Classkick, Edcite)

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

Initiatives that address student and family wellness, student social / emotional needs, materials, and additional academic support measures will be the focus of the remaining ARP ESSER funds. These initiatives are consistent with section 2001(e)(2) of the ARP Act. The items listed below were identified as DEA's priorities from stakeholder feedback via meeting discussions and surveys.

- Academic Behavior Support Specialists to support and respond to students social and emotional needs.

- Communities in School will provide supplies to minimize chronic absenteeism, such as uniforms, backpacks, and hygiene items.
- Social Emotional Mentoring Program (Boys to Men Mentoring / More Than 8 Counts Student SEL Support Groups and Girls Mentoring)
- Social Emotional Student Assembly (Lion Heart Experience)
- Bonuses for retaining and recruiting personnel.
- Educational technology coordinators to support staff, students, and families with effective use of technology.
- Providing staff technology which includes laptops, ELMOs, monitors, iPads, iPad cases, and iPad pens.
- Developing and implementing additional resources and training for New and Novice Teachers, Capturing Kids Heart professional development, GPS Solutions for Classroom Management, and Art of Coaching professional development
- Audit fees
- Summer learning program supplies and materials which include office supplies, student supplies, Reading Mastery, Corrective Reading, Zaner Bloser Handwriting, Bridges Math kits, Literature Seminar student workbooks.

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.

Detroit Enterprise Academy will be intentional and strategic in selecting and monitoring implementation of the intervention programs to support the needs of the special populations represented in our school, including low-income students, students of color, English language learners, children with disabilities, students experiencing homelessness, children in foster care, and migrating students. The selected programs and initiatives are intended to support students' academic, social, emotional, and mental health needs. To monitor academic progress / achievement, students are benchmarked 3 times during the school year in addition to progress monitoring to ensure growth. Where sufficient growth is not made, additional support is provided. Detroit Enterprise Academy routinely analyzes data to determine the effectiveness of our instruction and our curriculum. Through this analysis, we monitor the growth of our special populations. If sufficient growth is not made for all subgroups, adjustments are made. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Detroit Enterprise Academy will also continue to provide routine opportunities for stakeholders to share feedback to support us in our efforts to always improve through surveys, informal conversations, and board meetings. Below are the positions created, the materials ordered, and programs implemented to support student needs:

- Student Family Liaison (school year)
- Student Family Liaison (summer school)
- Student SEL Support Groups (in-school support via SEL contracted provider, More than 8 Counts)
- At-Risk Teachers and paraprofessionals
- Attendance Liaison
- Social Worker
- Supplemental Co-Teachers
- Social Studies - Curriculum Specialists
- Summer Paraprofessionals
- Summer Teachers
- Summer Office Administrator
- Summer In-Person Coordinators & Summer Virtual Coordinators
- Saturday School Paraprofessionals
- Saturday School Teachers
- Supplies and Materials (Office supplies, student supplies, Reading Mastery, Corrective Reading, Zaner Bloser Handwriting, Bridges Math kits, Lit. Seminar student workbooks)
- Staffing for Spring M-STEP Preparation After-School and Saturday School Tutoring (Teachers / Paras)
- Saturday School M-STEP Supplies and Materials (Performance Coach Books Grades 4-8 / Michigan M-STEP Prep Books Grades 3-8 / PSAT Test Prep - Mometrix, Reading Mastery and Corrective Reading, Ready Common Core Math & ELA)