

## ESSER 3 LEA Plan of Use for Detroit Merit 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:

To make sure we are able to safely operate our school for students and staff, we will utilize ESSER funds to implement a variety of prevention and mitigation strategies that align with the guidance given by the Center for Disease Control or the CDC. The most recent version of the CDC guidelines will be used to guide our strategies. When the pandemic was in its early stages, a detailed Safe Return to School & Continuity of Learning Plan was developed to establish a safe environment for all staff, and students and to accommodate various learning modalities. The various learning modalities were: 1. Traditional classroom environment where students and staff are in-person 2. Remote teaching and learning which had students and staff at home 3. Virtual instruction and learning where students and staff participated fully online and 4. A hybrid approach that was a combination of both virtual and in person teaching and learning.,

In addition, our Return to School & Continuity of Learning Plan outlines the strategies we are implementing at the school that align to CDC guidance to help keep everyone safe. Some of these strategies include, but are not limited to, correct use of personal protective equipment like masks or shields, keeping a safe distance/social distancing, frequent hand washing and the correct way to wash hands, respiratory etiquette like covering mouth when coughing, and maintaining proper cleaning protocols by the maintenance crew and all school staff. The plan also indicated how the school will monitor cases of COVID 19 and make decisions about our learning modality. We have utilized ARP ESSER funds to implement these strategies intended to prevent or reduce the spread of COVID 19, along with covering costs related to sanitizing or disinfecting our facilities, purchasing equipment and signage, and improving our HVAC system with improved air filters.

Detroit Merit will continue to sanitize surfaces after use in classrooms using antibacterial wipes or approved spray disinfectant. In addition, the academy will continue to provide hand sanitizer throughout the building at sanitizing stations and in classrooms as well as making masks available to students, staff and visitors upon request. Feedback on our stakeholder surveys indicates that these mitigation measures around cleaning and sanitizing, preventing illness spread, as well as our HVAC system filters and improved air quality, are important to our stakeholders.

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 Merit is using ESSER funds to implement evidence-based interventions in both reading and math to address the need for intervention/remediation due to the impact on instruction and learning from the pandemic. We see the need to provide additional supports to students in an attempt to close the learning gap that was created or widened during the shutdown. School data shows a need for additional intervention in both reading and math. According to M-STEP data from spring 2023, we are 20.33% proficient in math and 29.14% proficient in ELA. Our goal is to be 34% proficient overall. Our interim 1 data shows 23.9% proficient in math and 21.03% proficient in ELA. The interim assessments are meant to be predictors for the M-STEP assessment.

To address these deficits, Detroit Merit will implement or continue to following strategies:

- Before and after school tutoring, which consists of paraprofessionals and teachers, provided by Detroit Merit staff and based on academic data to include, but not limited to aimswebPlus, M-STEP, Interim assessments, common assessments, NWEA-MAP, etc. Students will be invited to attend tutoring in two sessions (1 in the fall and 1 in the winter). Tutors are providing support in both reading and math depending on the need of the group of students. Supplies for tutoring as well as snacks are also being purchased for this tutoring program.
- Summer learning programs, which consists of paraprofessionals, teachers, and coordinators, that include 2 options for families. One is an in-person traditional summer learning program that is staffed by Detroit Merit staff. Supplies, incentives, snacks, and field experiences (admission and transportation costs) will be included within this program. Students are invited to this program based on their data. We target students below the 25th percentile on the NWEA-MAP assessment, students not proficient according to M-STEP, or showing a lack of progress or low scores on interim and common assessments. The 2nd option is a remote/self-paced option with teacher support and will be open to all students. Incentives are included with this program as well to encourage participation. Both programs will be run by Detroit Merit staff as well.
- One on one contracted tutoring from GVSU will be utilized through two programs: Boost and TRT. The Boost program is one on one virtual math instruction for families after hours. Invitations were extended to families with students performing below grade level in math. There are approximately 75 students participating currently in this program. The TRT program is one on one virtual reading tutoring for students below grade level in reading. This program is with our novice classrooms in 3rd, 4th, 5th, and 6th grade. These students are our lowest readers in each of the mentioned grade levels according to standardized test data (NEW-MAP, M-STEP, aimswebPlus, etc.

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

In addition to PPE and investments to address our 20% learning loss set-aside, Detroit Merit will spend our remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act in the following ways:

- Everyday Speech program to address social and emotional needs
- Communities in Schools or CIS partnership which addresses students social emotional and physical needs. Communities in Schools connects our school to outside resources and brings in resources for our students and families in need. Our CIS person in the school also has a case load of students that they meet with weekly to work on a variety of areas like organization, behavior management, peer relationships, academic needs, etc.
- Educational Technology Consultant on staff to address technology needs and keep technology inventory stocked and in working order. Person supports staff, students and families will effective use of technology.
- Technology needs for students and staff like Chromebooks, iPads, carts, cases, etc. These devices and accessories allow students and staff to utilize our digital programs and resources.
- Kindercamp staff to run our program for in-coming kindergarten students to acquaint them with school and prepare them for a successful school experience.
- Bonuses to retain and recruit quality educators and support staff.
- Instructional resources, both digital and non-digital including social studies curriculum and digital programs to support both reading and math instruction and provide support to students struggling to master grade level objectives. Digital subscriptions (Digital subscriptions: (SORA, GoGuardian, Learning.com/EasyTech, Typing Club) are being provided for staff, students, and families to utilize at school and home.
- Professional development for new and novice teachers through a cycle of support with mentors and development sessions including “art of coaching” professional development session with all of the support materials like the book and workbook.
- Student support materials like high interest books that support social emotional needs of students.
- Tutoring supplies
- Audit fees
- Curriculum specialists

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 Merit will monitor our interventions we implement through a variety of data sources including benchmarking data and progress monitoring data through aimswebPlus, attendance and behavior data, common assessment and program assessments, interim assessments, state (MSTEP) and NWEA-MAP assessments, and more. Detroit Merit will ensure our interventions are responding to students’ academic, social and emotional, and mental health needs. Students are benchmarked in the fall using both the NWEA-MAP assessment, aimswebPlus, Corrective Reading and Reading Mastery, and Bridges Intervention. This data is utilized to develop support plans and small group instruction schedules Student progress is monitored throughout the school year using the tools previously mentioned and we benchmark students again in the winter and spring to determine overall growth and progress. Paraprofessionals and intervention teachers work with our intervention programs, like Bridges Intervention and Corrective Reading or Reading Mastery. They facilitate small group sessions daily and track student progress. Groups are re-imagined based on data and students who no longer need these supports are moved out of the intervention groups. Paraprofessionals and intervention teachers work closely with classroom teachers to analyze data and determine which skills need to be addressed in small group instruction. ,Additionally, we utilize Achievement and Behavior Support Staff to facilitate small group and one on one coaching sessions or lessons with students to work on their behavioral skills like study habits, organization, coping skills, mediation, etc. We also use our Attendance Liaison to connect with families through letters, phone calls and parent meetings in an attempt to help support parents with attendance and improve our overall student attendance percentages. The Attendance Liaison tracks the contacts she makes with families monthly. In addition, Detroit Merit collects data from summer learning programs, tutoring programs, student attendance, staff turnover, and other areas for the purpose of evaluating the implementation fidelity and effectiveness of our interventions. We also monitor our intervention programs and resources through a series of on-going observations and one on one coaching sessions with staff. The school studies the data for all subgroups including students from low-income families, students in foster care, un-housed students, English Learner students, migratory students, students with disabilities, and students of color. We work together as a whole staff in the summer, again in the winter, and lastly in the late spring to analyze our data, determine our progress towards our school improvement goals, and make adjustments to our goals and action steps. Our staff host bi-weekly professional learning communities within their grade level and wing teams to analyze data and develop action plans to address trends and deficits. In addition, our leadership team meets twice weekly, with one meeting dedicated to analyzing school data including common assessments, attendance, behavior, program implementation, perception data, etc. Monthly, Detroit Merit staff meet as a part of our school improvement process and analyze school level data to monitor student progress. Staff meet weekly for one-on-one coaching sessions with their dean and review classroom level data, observation feedback, and previous action plans. Detroit Merit also hosts family and community events and meetings (Family nights (3 per year), family events (3-5 per year), coffee with the principals (4 per year), parent workshops (3 per year), to gather feedback throughout the school year. We also welcome families to provide feedback during parent/teacher conferences, Voice of the Parent Surveys, and informally as they are in the building to volunteer or meet with staff. We are continuously revising our action plans as the data dictates through these targeted data meetings and professional learning community sessions.