

### ESSER 3 LEA Plan of Use for Hamtramck 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 implement prevention and mitigation strategies, funds were utilized based on guidance from the Center for Disease Control for school operation in the areas of ventilation, cleaning, hand hygiene, and masking. Based on guidance in the indicated areas funds were used to purchase masks, disinfecting wipes, hand sanitizer, HVAC filters, and additional building cleaning.

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:

Based on achievement data review and stakeholder collaboration, the school will use funds to take a comprehensive approach to address the academic impact of lost instructional time that encompasses utilization of digital academic materials, additional school support personnel as well as summer and after school programming. Our three-year proficiency report on the state assessment indicates that prior to COVID-19 we were at 52% of students proficient in ELA and Math. Loss of instructional time due to the pandemic resulted in a decrease in proficiency on the state assessment. This assessment data in addition to input from our stakeholders brought forth determinations to invest in the following intervention strategies and resources to support an increasing student proficiency.

- Tutoring (ELA and Math)
  - Teachers
- Summer Learning ( ELA and Math)
  - Coordinators
  - Teachers
  - Paraprofessionals
  - Program Monitors
  - Supplies
- Instructional paraprofessionals ( ELA and Math)
- Academic specialists (ELA and Math)
- Sora
- DreamBox
- Lexia
- Student books

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

Remaining ESSER funds will be invested to provide additional support as well as supplies to support instruction during the academic year and summer learning to enhance our response to academic, social, and emotional student needs. In addition, funds will be used to provide professional development for new and novice teachers. Curriculum and Instruction specialists will be invested to provide coaching Chromebooks and chargers will be purchased for students as school stakeholders identified use of technology to provide additional learning opportunities as an area to prioritize to respond to the impact of COVID-19. Technology resources including GoGuardian, Learning.com, Typing Club, Classkick, and Edcite were purchased to support continuation of instruction using student Chromebooks. An investment in Goalbook was made to support in quality IEP creation for students with disabilities to help further close learning gaps. In addition, an investment

in an Educational Technology Coordinator will support the function and upkeep of student Chromebooks and purchased staff laptops. Funds will be utilized for single audit costs. Our use of funds for Achievement Behavior Support Specialists will respond to the social and emotional needs of students. The pandemic resulted in some financial challenges for school families contributing to chronic absenteeism, thus the school invested in backpacks with supplies and uniforms to support student preparation for school. Lastly, to maintain continuity of instruction funds will be used to provide retention and recruitment bonuses.

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 ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students by being intentional with how our investments, specifically personnel and resources are utilized. Additionally, technology tools (Sora, DreamBox, and Lexia) were purchased as academic resources to provide a differentiated intervention approach. The school's instructional schedule is comprised of structured times for which EL students, student with IEPs, students from low income families, children in foster care, experiencing homelessness, and/or migratory students who may lack academic support at home who are performing in the bottom quartile will receive systematic intervention support from the intervention team which is made up of academic specialists across kindergarten through eighth grades in which the teams are wing-based (3 academic specialists in K-2, 4 academic specialists in 3-5, and 2 academic specialists in 6-8 for which both reading and math are the focuses. Utilization of both the technology and teacher lesson components of DreamBox and Lexia support in providing a differentiated intervention approach based on the individual needs of students. The school will evaluate the effectiveness of interventions by examining benchmark, progress monitoring, and common assessment data on an on-going basis during grade-level, wing-based, and stake-holder meetings. To proactively support in minimizing behavioral challenges resulting from social-emotional effects from the pandemic; students from low-income families, who are in foster care, and/or migratory students who have a greater probability of need will receive support from behavior support specialists. Our behavioral support specialists will implement multiple SEL strategies including de-stress techniques, restorative circles, student check-ins, and incorporating social-emotional vocabulary. The school will maintain a fluid intervention structure for which adjustments can be made as progress is monitored through review how many students are being move out of the bottom quartile as the academic year progresses along with continual collaboration with stakeholders to ensure the needs of all students are met.