

## American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Michigan Great Lakes Virtual Academy

2020 - 2021

Recipient Code: 51905

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

**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:**

As a cyber academy, our school did not close during the pandemic, however, the effects of the shutdowns across the state impacted our staff, students, and families as well as the programs we offer. Therefore, the additional funding will be used to provide the necessary safeguards and precautions when we purposely bring students together for state testing, tutoring, additional activities related to extra-curricular offerings, as well as in-person social learning opportunities. Great care will be taken to ensure in-person events are safe, have the necessary materials and personal protective equipment available, while providing supports for families who have struggled or continue to find be hindered by the effects of the pandemic.

**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:**

Michigan Great Lakes Virtual Academy has enrolled many new students during the pandemic due to brick and mortar school closures. More than 50% of the new students have experience 1-2 years of learning loss. The ESSER funds will be used to address this learning loss in a variety of ways, which include summer enrichment programs, additional intervention supports in reading and math provided by trained support staff, additional academic support programs that allow students to practice skills and monitor progress, as well as social emotional learning supports to provide wraparound services to students and families. Additional tutoring, which will include summer tutoring, will be conducted for students with the most significant needs.

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

Funding will be used to continue supports initiated by ESSER I and II, while increasing the number of support staff, such as intervention teachers, para-professionals to support student learning, and social emotional support staff to promote SEL in students and families. Technology supports will be enhanced as well as structures of learning programs, which include learning labs across the state where students and support staff can come together to enhance learning and address the learning loss experienced during the pandemic. Tutoring will be conducted to address the most significant areas of needs. Additionally, efforts will be made to include community resources supports.

**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.**

Michigan Great Lakes Virtual Academy continually monitors the intervention programs it puts into practice by ;

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conducting regular classroom observations; meeting in weekly professional learning communities (PLCs) to discuss data using eduClimber and other monitoring systems; beginning, middle, and end of the year assessments using STAR360 to monitor student growth; utilizing Freckle and Mindplay programs to evaluate the effectiveness of interventions; conducting social emotional learning inventories/assessments to monitor student social learning; distributing surveys to parents, students, and staff to monitor engagement in the learning platform; holding round table discussions with stakeholders online and in-person where appropriate to determine effectiveness of the program of supports; as well as engaging in the MTSS process throughout the school year to determine needs assessments of severely at-risk populations.