

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

Agency: Highpoint Virtual Academy of Michigan

2020 - 2021

Recipient Code: 83900

- 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 virtual, 100% online program, our ESSER funds are not directly related to minimizing the risk of COVID as our mode of instruction has not changed. Rather, the funds will be spent to support students in overcoming the overall academic impact made by COVID and lost school time.

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:

The primary goal of our overall plan is to address learning loss. We plan to do this in a variety of ways: Improve our MTSS and intervention systems including tracking and instructional tools, expansion of our HS credit recovery programs, find ways to better engage our parents and students, continue to reduce K8 class sizes, expand our summer school programs, and ensure no lost learning time.

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

Our plans to spend the remaining ESSER funds are to expand the current budgeted items through the 2023 year and add in additional acceleration and engagement strategies where appropriate. We do not expect significant additions or adjustments to the current budget.

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.

All federal and state dollars are utilized within the school's plan to address the needs of the identified sub-populations and all students at Highpoint. Overall, HVAM has a very high needs population with approximately 85% of students qualifying as at-risk within the 31a guidelines. Wireless devices, additional counseling, lower class sizes, continued special education hiring, expansion of our EL program and the academic plan regarding learning loss will ensure that all students have access to high quality learning and supports that will fill in gaps and accelerate learning to get them back on track with state standards.

American Rescue Plan/ESSER III - Program Description

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How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

The primary use of funds is to respond to academic loss during the pandemic and ongoing health concerns. The budget outlines plans to address student needs at all grade levels. Through our response efforts, we will continue to build and improve all programs to ensure that moving forward our Tier 1 program is solid and our intervention programs at Tiers 2 and 3 are well established and evaluated to support students moving forward.

How will the use of ESSER III Funds promote equity?

Funds will be utilized to support all students but also to ensure that students who have experienced gaps in instruction and learning have a variety of opportunities above and beyond our core academic plan including intervention, credit recovery, smaller class sizes for closer teacher instruction and small group sessions along with additional SEL support and a variety of counseling and career-building opportunities.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Decisions regarding needs for utilizing ESSER funds were made based on data regarding grade level performance and academic needs. For many of our programs a ranking system is utilized to identify the most high-needs students for additional supports. Interventionists are utilizing small group instruction and a variety of intervention programs to individualize for students. Special Education, EL, homeless, foster youth and migrant students are identified and reviewed for individual support needs.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:

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- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),

- English learners,

- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),

- Students experiencing homelessness,

- Children and youth in foster care,

- Migratory students

Program evaluations will be performed for the programs identified in the budget. Success will be measured utilizing STAR, attendance, survey and other data to determine effectiveness of programs. A breakdown of this data with regards to each sub population will be utilized. Annual reviews and adjustments of the budget and plan will be completed accordingly.

How will the user of ESSER III Funds support returning students to the classroom?

Part of the budget is to focus on parent and student engagement through the hiring of a community engagement coordinator to coordinate parent and student needs outside of the instructional setting/academic day.. By offering social and SEL supports both for students and parents we expect student attendance and engagement to go up therefore driving additional academic achievement.