

Muskegon Montessori for Environmental Change

LEA Plan of Use of Funds

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: MMAEC

continues to follow mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) and Muskegon County Health Department. In order to continuously operate our school, that also allows for in-person learning, we will spend approximately \$55,000 to implement prevention and mitigation strategies as described below: Bulk Wipes Set of lockers to minimize transmission, All other cleaning supplies will come out of our general fund (I am not sure what the actual title is called)

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 after school programs, or extended school year:

Tutoring: Possibly partnering with GVSU to provide high quality tutoring in both reading and math to address pandemic-related learning loss. Targeted instruction: Using current data to meet students at their baseline while providing continuous access to grade level content.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act: The LEA is using funds to add a vestibule to the front entrance of the school. Creating a secure entryway vestibule will allow the school administrator and office manager to both identify visitors and have an extra layer of security become the school's top priority.

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: FT Behavior Specialist & ELL TA to support the unique needs of students with disabilities, English language learners, lower-income students, and students identified as gifted. The funding used for these positions will assist with providing targeted instructional and professional development for these new positions.

Program Description

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

The use of the Esser III Funds will allow WMAES to prepare our students for future learning by providing the staffing and resources to all students. It will allow us to better serve students who have experienced a loss of learning.

How will the use of ESSER III Funds promote equity? Appropriate chromebooks, wifi access and evidence based platforms for learning that are accessible to all virtually, such as, but not limited to; Freckle, Canvas, Nearpod, Mystery Science, Learning A-Z, Acadience etc.,

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students: ELL, Homeless, Foster Care, Disabilities, Gender Identity Disparities, underserved students groups by race or ethnicity, low income: The funds will be distributed to help students that struggle academically and socially. Interventionists will help students in the bottom 20%, as

determined by NWEA MAP and other classroom assessments. Instructional Aides in grades K-8 will help provide more individualized support for students who need it the most. Social Work will be there to support the mental health needs of our students.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students: ELL, Homeless, Foster Care, Disabilities, Gender Identity Disparities, underserved students groups by race or ethnicity, low income: The school will regularly collect and analyze data to assess the needs of the following group of students ELL, Homeless, Foster Care, Disabilities, Gender Identity Disparities, underserved students groups by race or ethnicity, low income. This includes evidence based instructional materials and using surveys to collect school climate data.

Our parent/guardian survey was just shared 12-12-21 to find out how we can best support all students here at MMAEC. Other screeners or assessments can be used to determine student risk factors or student wellness needs. This would also include providing information/training in multiple formats/languages to assistance parents/families on how they can effectively support students, including in a distance learning environment.

How will the user of ESSER III Funds support returning students to the classroom: In person learning: MMAEC will continue to train staff on the best and safest ways to sanitize schools and

proper use of personal protective equipment (PPE). We continue to plan for school closures if needed based on emergency or mandated situations only.

98C Funds:

98C funds are being used to provide additional instructional aides to provide interventions, under the supervision and direction of a Certified, Highly Qualified Intervention Teacher. NWEA growth data will be used to identify students who are below the 50% percentile. These students will receive additional assessments to identify where their specific deficiencies are, and a schedule will be made for aides to work with these students in small group and one-on-one, depending on the level needed to support the student. NWEA testing will occur three times each year to update the student list and adjust interventions.