

Great Lakes Learning Academy - 33914

1. 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:

Great Lakes Learning Academy ("Academy") is a school of excellence that is a cyber school, as defined by section 551 of the Revised School Code, 1976 PA 451, as amended, MCL 380.551. As such, it does not provide in-person instruction and operates pursuant to a Charter Contract. As a result, many of the requirements, protocols and recommendations contained within Michigan's 2020-21 Return to School Roadmap ("Roadmap") do not apply to the Academy. The Academy has continued to operate as it normally does throughout the COVID-19 Pandemic, ensuring a seamless and high-quality educational experience for its students. As in-person events are restored to the school year (previously suspended during the pandemic), a written protocol will be created and followed to encourage mitigation strategies for such events, including field trips, state testing sites, and in-person graduation. Such protocol will be consistent with the CDC recommended guidance for the counties in which these events take place and for the time frame in which the events are scheduled. Mitigation strategies for staff that report to the Academy offices is also in place, following CDC guidelines under "MI Safe Start" as it pertains to Ingham County.

2. 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:

GLLA will address through enhancement multi-tiered systems of support (MTSS). GLLA will provide targeted tutoring for those whose scores fall below average achievement target line for a particular content area. GLLA will contract with qualified tutors or tutoring co. under GLLA's direction. Use a protocol to determine if students also need further support such as learning before tutoring or multiple strategies. Use tutoring for targeted intervention for a set period of time, targeting specific academic skills (based on MAP scores) with pre and post measurements regarding those skills. Another strategy will be the enhancement of GLLA's summer school offerings, allowing them to continue learning through 41 days in the summer. In 2020-2021, this opportunity was only made available to high school students. Under ESSER III this offering will be extended to include students in grades 6-12 in the summer session 2022, 2023, 2024. Will extend current funding for high school to include 2023 & 2024 & allow funding for MS students in all 3 yrs. A third strategy will be to hire additional intervention teachers for the core content areas to decrease # of students per interventionist. Will allow for more individualized attention to students needing both Tier II/III supports. These intervention teachers will be hired as grant-funded positions (not permanent), reducing the number of additional interventionists hired each year of grant (4 in 2021-2022; 3 in 2022-2023, and 2 in 2023-2024).

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

Great Lakes Learning Academy continues to implement Covid-19 safety protocols as an office-based staff. These include regular cleanings for disinfecting purposes, the use of air purifiers (with an ample stock of replacement filters, physical barriers between workstations, and a hybrid (in office and telecommute) working option for staff that have been with the school for more than 90 days. Students do not report to the GLLA office and experience their entire school experience remotely.

To help promote the success of the homeroom/advisory model, which is intended to connect students and staff on a more regular basis, Great Lakes Learning Academy will hire temporary advisory teachers for a period of no more than two years. These advisory teachers will reduce overall advisory caseload across all teachers at GLLA, allowing more individualized attention to student need. These reduced homeroom/advisory caseloads will also help the well-being of current teachers as we roll out this model. After the two years, advisory caseloads will be increased as teachers and students become more familiar with the model. These positions will be hired as temporary positions and advertised as grant funded.

4. 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.

GLLA is using ESSER II funds to address the specific engagement needs of students, to provide train the trainer training to implement Habitudes (for social emotional needs), provide Western Michigan University's Trauma Training for all GLLA staff, and hire a school social worker on a temporary basis (that works beyond students with IEPs). Using ESSER III funding, we will extend this focus on social emotional learning. GLLA will use ESSER III funds to further support these various subgroups to expand elective course offerings to students directly in the topic of social-emotional learning. Specifically, Great Lakes Learning Academy will use ESSER III funds to extend the temporary funded position of a social emotional counselor or social worker through the 2023-2024 school year, allowing this position to exist for a period of three years. This position will not serve special education needs or traditional school counseling functions, but will concentrate on small group and individual counseling to meet the social emotional needs as they arise in any of our school programs. At the conclusion of the three years, GLLA will evaluate the need to either continue this position and provide for it within the operating budget, or eliminate the position, having built capacity within the school framework for supporting student SEL learning needs.