

Renaissance Public School Academy American Rescue Plan/ESSER III Plan of Use Narrative

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:

Renaissance Academy has a close relationship with the Central Michigan District Health Department. We communicate regularly and participate in weekly meetings to stay updated on current COVID-19 trends, CDC guidance, and response recommendations. ESSER III funds will be used to support ongoing staff training on COVID-19 prevention and mitigation strategies so that we may continue to offer in person learning for all students and minimize time away from instruction.

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:

Renaissance Academy intends to expend a majority of our ESSER III funds on evidence-based practices to address the academic impact of lost instructional time. We will use the funds to pay the salaries of teachers, interventionists, and learning coaches to maximize direct instruction time with students. Learning coaches will guide teachers in best practices for Tier 1 Project-Based Learning instruction. Interventionists will be available to address the needs of an expanding Tier 2 caseload of identified students. Ongoing professional development, feedback provided to teachers, and collaborative review of student data will improve the fidelity of schoolwide practices. Interventions will be continued in our summer learning camp and expanded in our after school care program. Instructional materials aligned with identified priority instructional standards in English Language Arts and Mathematics will be purchased and implemented.

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

Renaissance Academy intends to expend a majority of our ESSER III funds on evidence-based practices to address the academic impact of lost instructional time. A prerequisite of this intention is to support students in their readiness for learning. We will spend funds on the salaries of behavioral interventionists. The behavioral interventionists will build relationships with students and families and provide needed support for social, emotional, or mental health factors.

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.

Renaissance Academy staff members routinely review benchmark assessment, progress monitoring, and instructor's anecdotal records to measure student achievement and evaluate the effectiveness of implemented intervention strategies. In this process, we are mindful of the impact COVID-19 has had on student's access to instructional time. Our MTSS process includes a monthly review of available information during which we consider the need to begin, continue, or modify interventions with regard to both academic and social/emotional student needs. We gather information about the whole child and implement strategies to address the additional challenges that may exist due to English language acquisition, homelessness, foster care placement, special education needs, or economic circumstances.