



Henry Ford Academy

ESSER III: Plan of Use Narrative (Component of ESSER III Application)

02/14/2022

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:

HFA's overall approach to prevention and mitigation (P&M) is/ has been to layer multiple strategies as prescribed by the CDC Guidance (01/13/22). These include screening, spacing, ventilation, handwashing, universal masking, staying home when sick, contact tracing/ quarantine/ isolation/ testing, cleaning, and disinfection. During 22-23 and 23-24, HFA will continue to leverage P&M investments made in 20-21 and 21-22 through earlier pandemic grant funding. Collectively these include PPE (masks, face shields, gloves), disinfection supplies, plexiglass barriers, COVID signage, sick rooms, portable handwashing sinks, ventilation improvements. ARP funds will be used to replenish consumable PPE, as dictated by the evolution of the pandemic and future CDC guidance.

In addition, in response to parent demand during COVID, HFA has implemented an "all virtual" program in which ~18% of students are enrolled. While in-person instruction is our standard, the demand for the all virtual option has been clear and growing. A by-product of this program has been safety/ prevention benefits to in-person learners, as in-person class sizes have decreased, and hence spacing improved. HFA anticipates funding the all-virtual program through ARP funds in 22-23 and 23-24.

Finally, HFA looks to future renovations of its 10th -12th grade site, employing "healthy facility" measures to support prevention. We anticipate using ARP funds for feasibility study/ planning in 22-23 and/or 23-24.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

One of HFA's primary strategies for addressing learning loss under ARP is to provide during-the-school-day, in-class high dosage tutoring/ instructional assistance, under the guidance of the

certified teacher (ED Covid-19 Handbook, Volume 2, p.20). We plan to implement this in 22-23 and 23-24 in Math, ELA, and English Learner (EL) support.

In Math and ELA, this will be delivered with paraprofessionals in the 9th and 10th grade classrooms (one each in 9th Math, 10th Math, 9th ELA, 10th ELA). We have multiple years experience with this in 9th Math to build on. Under the guidance of the teacher, the paraprofessional works with high need/ at-risk students one-on-one or in small groups during the class. For EL support, HFA will use an EL certified (ESL Endorsement) facilitator to assist in the classroom approximately 3 days per week in-person and 0.5 day virtually, across 9th-12th grades. Facilitator will work with the classroom certified teacher to support EL student improvement in use of academic English in the subject matter area. Facilitator will incorporate SLOP model/ EL instruction best practices, working with students using “push in” and “pull out” approaches as appropriate.

Another key strategy will be implementation of remedial Math and ELA teachers in 23-24, building on efforts begun in 21-22 and 22-23. These teachers will focus on assisting below grade level 9th/10th students accelerate to grade level, thereby helping to even the playing field for these students.

[Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001\(e\)\(2\) of the ARP Act:](#)

HFA plans to spend its remaining ARP funds as follows:

Instructional Delivery. Continue to run the virtual school program, initiated in 21-22 in response to COVID-driven parent demand. Includes license, HFA liaisons, HFA support for 22-23 and 23-24. Hire additional building substitute, to increase HFA in-house sub capacity in the face of sub and teacher shortages; increases continuity and reliability of instruction.

Instructional Technology. Purchase additional Chromebooks/carts to replenish (COVID losses) and expand fleet; increase device-to-student ratio.

Instructional/ Curriculum Development. Develop innovative HFA Virtual School curriculum - “home-grown” solution to supplant or complement program described above. Develop integrated “cross-subject” and other novel courses. Both initiatives will leverage the project based learning emphasis of HFA and the unique historical/ innovation-oriented assets of The Henry Ford. Goal is to reinvigorate learning and recharge students.

Safe & Healthy Facility. Replenish consumable PPE as dictated by evolution of pandemic and CDC guidance. Conduct feasibility/planning work for “healthy facility” renovation of 10th-12th campus.

Mental Health & Social/Emotional Well-Being. Conduct MH/S/E survey/ assessment of students and staff to identify areas of greatest need arising from the pandemic and two years of fluctuation between virtual and in-person learning. Use to better design, target, and implement high priority supports/services.

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 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:

Among HFA's student population, approximately 52% qualify for free/ reduced lunch. On the STAR assessment, 47-64% of students (across grades 9-12) were below grade level in Math, and 57-79% below grade level in Reading (Fall 2021). Students identified as English Learners (ELs) represent about 10% of our population. These at-risk students have been disproportionately impacted by COVID, and the learning loss programs described in Response 2 are specifically aimed at helping them.

Identification/ confirmation of at-risk students is an ongoing process. STAR tests are conducted school-wide two to three times per year. EL students' English proficiency is assessed annually via the WIDA test. In addition to such tests, HFA staff (teachers, counselors, special education, social worker, psychologist, administration, support) are on watch for at-risk students and their needs on a daily basis. As a relatively small high school (approximately 500 students), we have a close-knit family orientation, enabling strong relationships, interaction, and communication (formal and informal) among staff, students, and parents. This allows us to stay close to our students and better ensure interventions are having the desired impact.

Beyond the targeted learning loss initiatives outlined in Response 2, programs described in Response 3 will have a school-wide impact. By positively affecting all students, these programs will address key needs among our at-risk, disproportionately impacted population.