

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

Agency: Grosse Pointe Public Schools

2020 - 2021

Recipient Code: 82055

- 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:

GPPSS is committed to face-to-face instruction as the best modality of learning for our students. In order to do this, we must develop systems and wrap-a-round support to maintain the focus on teaching and learning as outlined within our strategic plan. The district will allocate funds and resources as we continue to navigate healing and recovery due to the COVID-19 pandemic as highlighted below:

- * Trauma informed, culturally responsive and researched based practices
- - Cultivate resilience to ensure students are engaged in learning and life
- - Utilize restorative practices and trauma informed behavioral approaches to maximize sense of belonging
- - Implement strategies to support students as they overcome adverse childhood experiences
- * Hire staff to support student interventions, teacher coaching and professional learning.
- * Develop programs to improve Tier I instruction to support learning loss that has occurred during the pandemic.
- * Work with support staff, and building administrators to develop a plan of support if a COVID-related hardship is identified.
- * Provide just in time SEL PD for staff
- * Increased stipend for substitute teachers

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 Summer Connection Enrichment sessions were designed to re-engage students with in-person instruction with an emphasis on literacy, numeracy, inquiry, fun and get students moving. Small class sizes and high quality instruction were the key components of a successful program. Our talented and dedicated GPPSS staff created brand new courses including Stepping Up to 6-7 and 8-9 ELA and Math, beginner instrumental, digital filmmaking, Italian cooking, financial literacy, intro to piano, natural disasters, leadership, and Alexander Calder mixed media mobiles. This is in addition to the brand new curricula that was created and implemented for 500+ students at the K-5 level. We also had over 100 staff members dedicate their time in the summer to work in our program, ensuring that students will be in a place to succeed this upcoming school year.

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In addition to enrichment programming, students at the K-5 level who receive reading club, speech therapy, or occupational therapy during the school year continue to receive these important services free of charge.

After Points Program will service Tier II and III students across 7 elementary schools. The program will consist of remediation and integrated intervention activities to enhance skills and supplement learning.

There are also after school enrichment programs and intervention/study skills/homework clubs available for secondary students.

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

GPPSS is committed to focusing on helping students obtain the appropriate services and resources they need to be successful. Students will continue to have equitable access to technology, curriculum resources and staffing supports that help curtail the learning opportunities that were missed due to the pandemic .

- * Academic assistance beyond the school day
- * Extra support for students identified through our MTSS process
- * Ensure multiple pathways for students to demonstrate mastery of content
- * Provide re-imagined, experiential learning that is relevant and responsive for teachers and students

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.

We value making sure every student has a true sense of belonging . Through our new strategic plan, our district is committed to reimagining how our curriculum is created and implemented while making sure our philosophies and pedagogy allow for our interactions to be responsive to the many needs of our students. Ultimately leading to a reimagined and responsive curriculum for all our learners. "Reimagined" means reviewing curriculum through multiple lenses to ensure the learning environment reflects the tools of today and prepares students for the careers of tomorrow. "Responsive" refers to meeting the changing needs of students through the current world context.

- * Establish and promote a culture of physical and mental wellness.
- * Implement an evidence-based curriculum that focuses on physical, social, emotional, and mental health through GPPSS and/or community partnerships
- * Sustain learning in the areas of, Restorative Practice (RP), Social Emotional Learning (SEL), Diversity, Equity and Inclusion (DEI), Race, Equity and Inclusion (REI), curriculum implementation, and evidence/research

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based strategies.