



LEA PLAN OF USE NARRATIVE

UPDATED 2024

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:

MIPS (Michigan International Prep School) is a fully virtual school with no in-person learning as defined by section 551 of the Revised School Code, 1976 PA 451, as amended, MCL 380.551. As such, MIPS does not provide in-person instruction and operates pursuant to a Charter School Contract. Therefore, many of the requirements, protocols and recommendations contained within Michigan’s 2020-21 Return to School Roadmap (“Roadmap”) do not apply. MIPS continued to operate as it normally does throughout the COVID-19 Pandemic, ensuring a seamless and high-quality educational experience for its students. Based on ongoing feedback and consultation with administrators, teachers, staff, parents, and Board members, MIPS has and will continue use these funds to provide even greater academic and social emotional support to all of its learners by lowering mentor and teacher caseloads so that rigor and relationships remain at the forefront of our services.

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:

At Michigan International Prep School, we want our students to pursue what makes them different. No two people are identical, and it doesn’t make sense to treat them like they are. That’s why we create a unique learning pathway for every MIPS learner, built around their talents, interests, location, and schedule. Students are first in our school. MIPS used ESSER funding (I/II) to a) hire a social worker to meet students’ social-emotional needs, b) purchase software and licenses to ensure equitable and access that can be personalized to all components of the school’s curriculum, including music, art, and theater; and c) fund salaries/benefits for mentors and teachers who provide continuous supplemental, personalized assistance to at-risk students. MIPS is focused on keeping our students engaged through a thorough onboarding process, fostering a personal yet professional connection, individualized learning plans, and flexibility. We address student instructional and educational needs by funding additional mentors and teachers which enables MIPS to decrease the overall caseload for all mentors at MIPS so they can spend more and more time each week with the students they serve. By funding these additional mentors and teachers, along with the high quality and data driven interventions already in place, we are using this opportunity of ESSER-related funds to increase the amount of attention each student is receiving both to their academic as well as their social emotional needs.

Increased attention for each student begins immediately upon completion of enrollment when they are assigned their own mentor and begin meeting weekly. The first meeting begins the onboarding



process during which the mentor begins building a relationship, reviews all aspects of what it takes to be academically successful, identifies personal goals, and schedules weekly meetings. Throughout the year the mentor invests all of their time monitoring and supporting each student in differentiated ways that fosters the most academic success possible.

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

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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.

The student's academic needs are determined in a myriad of ways. One key component is the collection and analysis of students' scores on interim assessment data (evidenced by NWEA MAP). All students who are not at grade level are then taken through a diagnostic assessment to identify specific areas of learning loss unique to each student. For all students whose scores fall below the average achievement target line for a particular content area, MIPS mentors provide customized support during weekly meetings, and teachers customize learning pathways for each student. The funding also directly benefits students as mentors build relationships with each student and their parent(s)/guardian(s). During this process, mentors assess and identify what are the best supports to foster the most academic achievement. Mentors then facilitate acquiring what each of the students need to be successful and attempt to fulfill whatever that need is by collaborating with other MIPS staff. This includes the instructional staff who review and respond to academic needs of every student through individual and small group sessions.

Our staff have received specific training in how to effectively communicate and be sensitive to individual students' needs whether they are academic, social, or emotional. We are making sure that students have as much time as they need to meet with, speak with, text, or email with their



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mentors, teachers, or social workers so they have the support needed to overcome much of the isolated feelings that came with the pandemic. This funding allows us to do just that.

Michigan International Prep School (MIPS) has conducted a thorough educational needs assessment based upon our school goals, mission/vision, and new realities we have faced due to the COVID-19 pandemic. For example, MIPS concluded that one of the greatest areas of need was the allocation of funds towards the purchase of 75 Chromebooks to issue to newly enrolled students in need of a device. The distribution of Chromebooks will be prioritized to students who have been identified as low income. This will greatly help offset projected budget shortfalls due to the pandemic.

Evidence:

Auxier, Brooke, and Monica Anderson. "As Schools Close Due to the Coronavirus, Some U.S. Students Face a Digital 'Homework Gap'." Pew Research Center, Pew Research Center, 16 Mar. 2020, www.pewresearch.org/fact-tank/2020/03/16/as-schools-close-due-to-the-coronavirus-some-u-s-students-face-a-digital-homework-gap/

U.S. Department of Housing and Urban Development (Office of Policy Development and Research). "Digital Inequality and Low-Income Households". Fall 2016. <https://www.huduser.gov/portal/periodicals/em/fall16/highlight2.html>