**Michigan Educational Choice Center - ESSER III Use of Funds**

After surveying the stakeholders, having board meetings and asking meaningful questions, We were guided to use ESSER III funds for the following purposes:

* Free Summer School
* Learning Loss of students during the pandemic
* Preventative measures to keep our schools safe from spreading the pandemic
* Continued Interventions in ELA and Math
* Keep class sizes small with qualified teachers

We will use ESSER III funding to strategically address pandemic-related learning loss in our scholars, especially those disparately impacted by COVID-19. This will include providing Tier II, small-group tutoring to our scholars; providing data-driven extended learning time programming in the summer; providing additional social-emotional programming to support scholars in making a successful transition to in-person instruction; providing our educators with staff development and retention opportunities, and more.

Our emphasis on utilizing small-group, differentiated instruction for every scholar in the classroom allows us to identify at-risk scholars most significantly impacted by the pandemic, and target data-driven interventions to support their academic success. Our teachers will implement regular, rigorous, standards-aligned formative and benchmark assessments to monitor student progress and to identify students who may be at risk of academic failure due to pandemic-related learning loss. We will use state assessments; interim assessments tied to state standards; adaptive learning quizzes that target specific standards; and qualitative data to identify scholar needs in real-time. Consistent evaluation of student performance and progress will allow us to ensure high quality instruction that is personalized to each scholar’s unique needs. The data we gather from frequent year-round assessments will empower our educators to implement evidence-based interventions in real-time to address any learning gaps for each scholar throughout the school year. More specifically, we will implement the following data-driven instructional strategies to support scholars who are underserved or disparately impacted by COVID-related learning loss: maximized learning time on-task and on core subjects; differentiated, small-group instruction; data-driven instruction; targeted, evidence-based interventions to meet the learning needs of scholars with deficits (Catch Up) and those that need challenged beyond on-grade level (Move Up) including additional, Tier II, small-group tutoring; research-based and standards aligned curricula; and instructional tasks with higher order, complex thinking.