

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

Agency: Great Oaks Academy

2020 - 2021

Recipient Code: 63922

- 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:

In order to continuously and safely open and operate schools for in-person learning funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Center for Disease Control (CDC) guidance on reopening schools. A detailed Safe Return to School & Continuity of Learning Plan to establish a safe environment for all educators, school staff, and students was created to accommodate various modes of instruction. The learning models include in-person learning (traditional classroom environment), remote learning (teaching and learning done completely at home), hybrid learning (a combination of in-person and remote instruction), and virtual learning (teaching and learning in a fully online environment). The plan outlines the strategies being implemented by the school in accordance with CDC guidance, including the correct use of personal protective equipment, social/physical distancing, handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, and how the LEA monitors cases and makes decisions regarding in-person instruction. The school is using ARP ESSER funds to implement the following strategies related to preventing and reducing the transmission of COVID-19: universal and correct use of masks, physical distancing, cleaning, and maintaining healthy facilities (including costs related to sanitizing/disinfecting buildings, and equipment and supplies).

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 school will also use funds according to section 2001(e)(1) of the ARP Act for evidence-based interventions in order to address the academic impact of lost instructional time. Through the school's data analysis and the school's consultation with stakeholders, the school has decided to implement the following strategies using ARP ESSER funds:

Before & after school tutoring

Summer learning programming

Virtual learning

Additional small group instruction through supplemental interventionists

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

The school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act through the following initiatives:

Covering costs of specific activities, programs, and/or targeted interventions for at-risk student populations;

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PPE, health services, and facility sanitation (improved air quality, sanitization services, and water bottle filling stations)

Bonuses for retaining and recruiting educators and support personnel;

Educational technology coordinators to support staff, students, and families with effective use of technology;

Providing connectivity (hot spots, Wi-Fi, etc.) to the school and identified families;

Providing devices (laptops, tablets, etc.) to staff and students for virtual and in-person learning and digital resources;

Providing instructional resources (non-digital) for staff and students;

Printing and mailing costs for remote learning packets;

Providing software, subscriptions, licenses to staff, students, and families;

Creating and implementing a parent and family engagement platform;

Creating and implementing a professional learning communities platform;

Creating and implementing an out of school time learning platform;

Improving virtual curriculum and digital content;

Developing and implementing additional resources and training for new and novice teachers;

Integration of data systems to standardize digital tools and organize student achievement data;

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 school will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students through the collection of progress monitoring data on an ongoing basis and through student benchmarking data. Students are benchmarked at the beginning of the school year, mid-year, and the end of the school year to measure achievement. The school is also collecting data for staff and students participating in the school's supplemental summer learning program and monitors student progress. The school will also evaluate implementation fidelity and effectiveness of interventions on an ongoing basis for the following subgroups: students from low-income families, students in foster care, students experiencing

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homelessness, English Learner students, migratory students, students with disabilities, students of color. The school will continue to collect achievement data, demographic and subgroup comparison data, and perception data to monitor student progress, and will revise plans if sufficient student progress is not met for all subgroups. Data is reviewed during grade level team meetings, school improvement meetings, dean, classroom, and leadership observations, school quality support meetings, and during family and community meetings. Additionally, the school will continue to ensure that stakeholders are able to provide meaningful feedback to the school's efforts through school staff, family, and board meetings and surveys.