

ESSER 3 LEA Plan of Use for Oakside Prep Academy

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:

To align with CDC guidance on reopening schools, the ESSER 3 funds were used for various prevention and mitigation strategies. Here are some key areas where ESSER 3 funds were directed:

- **Ventilation:** Improving ventilation system in the school building to improve air quality. Including higher quality air filters to reduce COVID transmission
- **PPE:** Providing resources for the procurement of masks and personal protective equipment (PPE) for students and staff including gowns, masks with lanyards, plexiglass, dividers, and carrels.
- **Cleaning and Sanitization:** Supporting increased cleaning and sanitization protocols. This includes the purchase of cleaning supplies and implementing enhanced cleaning routines and schedules.
- **Physical Distancing Measures:** Modifying school spaces and classrooms to facilitate physical distancing as much as possible. This includes installing barriers in the office, social distancing markers, and plastic dividers.

It's important to note that ongoing monitoring and adjustment of strategies based on evolving CDC guidance and local conditions have occurred during the ESSER 3 time allotment. Oakside has worked to engage stakeholders, including parents, teachers, board, and community members, in the decision-making process to ensure a collaborative and informed approach to the use of ESSER 3 funds.

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 Oakside Prep Academy, we are committed to maximizing the impact of ESSER 3 funds to address the academic challenges stemming from lost instructional time due to the COVID-19 pandemic. Our strategic plan encompasses evidence-based interventions, a blend of digital and non-digital tools, additional staffing, and essential supplies to provide a comprehensive support system for our students.

Evidence-Based Interventions:

Summer Learning or Summer Enrichment:

We will leverage ESSER 3 funds to implement targeted summer programs aimed at reinforcing essential skills and concepts. These programs will be designed to engage students in enriching activities that enhance their academic proficiency, close achievement gaps, and address learning loss as a result of the COVID 19 pandemic. Summer learning is offered both remote and targeted so that all students have the opportunity for continued support and reinforcement of learning in math, reading, science, and social studies. Targeted students were identified through classroom teachers, standardized tests, benchmarking, and progress monitoring data. Both teachers and paraprofessionals will be utilized to support summer learning opportunities.

Credit Recovery:

For our High School Age Students, we will utilize ESSER 3 funds for instruction and programming aimed at providing accelerated learning through teachers and paraprofessionals with the intent for students to recover credits in core classes. Instruction and assessment will occur following each semester to target gaps in student learning and to make progress toward graduation requirements. Staff includes teachers and paraprofessionals.

After-school Tutoring:

To provide personalized academic support, we have allocated resources to establish robust after-school tutoring programs. These sessions will be tailored to address individual student needs, offering a focused approach to addressing learning loss in core subjects. Students were selected in grades k-8 identified by classroom teachers, performance on standardized tests, benchmarking, and progress monitoring data. Instruction was focused on critical standards in math and ELA. Progress monitoring and common assessment data is used to determine efficacy of the program.

Digital Tools:

Sora E-books:

To promote digital literacy and provide students with a diverse range of reading materials, we have invested in Sora e-books. This platform will encourage independent reading habits and broaden students' access to literary resources.

Flocabulary:

The integration of Flocabulary into our curriculum will receive enhanced support. This digital tool, utilizing music and videos, will continue to make learning engaging and accessible for our students.

GoGuardian:

We will ensure a safe and controlled digital learning environment by optimizing the use of Go Guardian. This tool will facilitate effective monitoring of student engagement, allowing educators to tailor their instructional strategies.

Goalbook Toolkit:

Enhancing the personalized learning experience, Goalbook Toolkit will be further integrated into our teaching methodologies. This tool will help us adapt instruction to meet individual student needs and track progress effectively.

EduLastic:

ESSER 3 funds will be directed towards the utilization of EduLastic for comprehensive digital assessments. This will enable us to gather valuable data on student understanding, informing targeted instructional adjustments.

Accelerated Reader, Typing Club, DreamBox, and Learning.com:

We will expand the use of these digital tools to foster independent reading, improve typing skills, and provide adaptive math instruction. These tools align with our commitment to personalized learning.

Non-Digital Tools:

Corrective Reading and Math Recovery:

Investments in Corrective Reading and Math Recovery will support targeted interventions for students facing challenges in reading and math. These non-digital tools will play a vital role in addressing specific skill gaps.

Michigan Test Prep Practice Books:

To prepare students for standardized testing, we will incorporate Michigan Test Prep Practice Books into our curriculum, focusing on key areas identified in state assessments.

One School One Book Program:

The One School One Book Program will receive continued support as it fosters a sense of community through shared reading experiences.

Composition Notebooks and File Folders:

We will ensure that students have access to necessary organizational tools such as composition notebooks and file folders, supporting effective note-taking and organization, of which enhances our writing program and promotes literacy through the writing process.

Additional Staffing:

Instructional Coaches:

ESSER 3 funds will be utilized to hire instructional coaches who will work collaboratively with teachers to implement effective instructional strategies, provide professional development, and offer ongoing support, particularly in addressing learning losses and social emotional considerations directly associated with the pandemic.

Attendance and Student Family Liaison:

The liaisons will receive additional resources to strengthen family-school partnerships, address attendance issues, and provide vital support to families in navigating educational resources recovering and adapting during and post-pandemic.

Paraprofessionals, At-Risk Teachers, Tutoring and Summer Learning Coordinators and Staff:

Additional staffing will be allocated to provide targeted support for students. This includes paraprofessionals, tutors, at-risk teachers, and coordinators overseeing tutoring and summer learning programs. Other summer staff are teachers and achievement behavior support specialists.

Curriculum and Instruction Specialists, Academic Specialists, Early College Program Success Coach:

Specialists and coaches will be hired to bring expertise in curriculum development, instructional improvement, and support for specialized programs such as the early college initiative.

School Social Workers and Achievement Behavior Support Specialists:

Used to address student SEL needs and remove barriers to student attendance and productivity by proactively implementing SEL strategies, restorative practices, and targeted SE support.

Supplies and Materials:

Math and ELA Kits:

ESSER 3 funds will contribute to the procurement of math and ELA kits, math recovery materials, textbooks, providing hands-on materials to supplement classroom instruction and enhance the learning experience.

Take-Home Packages:

To extend learning beyond the classroom, take-home packages containing materials and activities will be created. These packages aim to engage families in the learning process and provide additional resources for at-home learning.

At Risk Supplies:

Shared reading additions, kindergarten math readiness, puzzles, STEM products NASCO, teaching supplies and materials, student supply kits, science kits, snacks, and educational games.

At Oakside Prep Academy, the judicious use of ESSER 3 funds reflects our dedication to providing a high-quality education that addresses the unique needs of each student. By combining evidence-based interventions, innovative tools, additional staffing, and essential supplies, we are confident in our ability to mitigate the impact of lost instructional time and foster a supportive learning environment for all our students. The investments discussed have exceeded the 20% loss set aside required by the ESSER 3 grant requirements.

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

As Oakside Prep Academy considers the spending of its remaining American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) funds, we are dedicated to aligning with the priorities outlined in section 2001(e)(2) of the ARP Act. This includes addressing teacher shortages and supporting staff retention during a time when many educators are leaving the profession.

1. Recruitment and Retention Bonuses:

To attract talented teachers and staff to our school community, Oakside will design competitive recruitment initiatives that include a competitive signing bonus. These strategies will be strategically crafted to make Oakside an appealing choice for educators seeking employment. Recognizing the challenges of retaining teachers and staff in a competitive job market, Oakside will enhance compensation packages to make them more competitive by putting in place a retention bonus and recognition programs to reward and retain existing talent.

2. Professional Development Opportunities:

In addition to financial incentives, Oakside will invest in professional development opportunities for new staff members. This may include workshops, training sessions, and mentorship programs to ensure that new staff members feel supported and are equipped to excel in their roles. These programs are spearheaded by instructional coaches and mentors funded by ESSER 3. This includes Capturing Kids Hearts, as well as professional development opportunities designed by curriculum and academic specialists.

3. Professional Growth Opportunities:

Funds will be allocated to provide ongoing professional growth opportunities for existing staff through instructional coaching and professional development opportunities. This includes specific, targeted development, fostering a culture of continuous learning and development that enhances job satisfaction. This includes participation in the program The Art of Coaching which provides growth opportunities for coaches as well as those coached through the program, The New and Novice Teacher Program designed to provide coaching and growth opportunities to our newest and most novice teachers, and growth opportunities provided by curriculum and academic specialists.

4. Technology and Connectivity:

Investing in technology infrastructure to support remote and hybrid learning options, ensuring that Oakside can seamlessly transition between in-person and virtual instruction as needed. This includes student 1:1 Chromebooks, Chromebook cases, charging stations, headphones, charging cords, adapters, calculators, charging cords, and charging stations.

5. Single Audit Fees:

Inclusion of funds to be set aside for a single audit, to ensure funding has been utilized as set forth in the grant budgetary plan.

6. Summer Learning Supplies, Materials, and Field Experiences:

Scholastic books, math and reading games, family engagement packs, clear backpacks, school supplies, educational incentives, snacks, supplies, and take home books. Field experience admission costs and transportation.

In summary, Oakside Prep Academy will utilize its remaining ARP ESSER funds in a strategic manner, prioritizing recruitment and retention efforts to address teacher shortages and support staff during a critical period. These initiatives align with the broader goals outlined in the ARP Act to ensure a stable and thriving educational environment for both educators 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.

At Oakside Prep Academy, ensuring the success and well-being of all our students, particularly those disproportionately affected by the challenges of the COVID-19 pandemic, is at the forefront of our mission. With our urban setting serving 94% low-income families, the majority being students of color, 30% English learners, and 12% students with disabilities, we recognize the diverse needs of our student population. Our commitment extends to utilizing ESSER 3 funds and implementing interventions that respond comprehensively to the academic, social, emotional, and mental health needs of all students.

Academic Support:

1. Tutoring and Summer Learning Programs:

Our tutoring and summer learning programs, supported by ESSER 3 funds, have been instrumental in providing academic intervention support. These programs ensure that students, including English learners and those with disabilities, have access to targeted assistance, helping them bridge learning gaps and progress academically.

2. Inclusive Intervention Programming:

Recognizing the diverse needs within our student body, our intervention programming deliberately includes English learners and students with disabilities. This inclusivity ensures that academic support is tailored to individual needs, fostering an environment where all students can thrive. Paraprofessionals have been hired to collaborate with classroom teachers to provide targeted interventions to close achievement gaps.

Social and Emotional Support:

1. Student Family Liaison:

Our Student Family Liaison, funded through ESSER 3, plays a crucial role in providing support to students experiencing homelessness. By addressing the unique challenges these students face, we aim to create a stable and supportive environment, acknowledging the impact of housing instability on their social and emotional well-being.

2. Attendance Liaison:

Our Attendance Liaison is dedicated to reducing chronic absenteeism by working closely with families. Recognizing that attendance is often linked to social and emotional factors, this support ensures that students have the necessary resources to actively participate in their education.

Equitable Resource Allocation:

1. Addressing Disparities:

Recognizing the disparities in resources and opportunities that our diverse student population may face, ESSER 3 funds will be allocated strategically to bridge these gaps. This includes providing technology access, ensuring students have the tools they need for both in-person and remote learning.

2. Collaborative Decision-Making:

Our commitment to equity is reflected in our decision-making processes. We will actively involve stakeholders, including students, families, teachers, the school board, and community members, to ensure that the interventions implemented are responsive to the unique needs of each group and foster a sense of community ownership.

In summary, Oakside Prep Academy's approach to utilizing ESSER 3 funds for interventions is deeply rooted in equity and responsiveness to the diverse needs of our student population. By addressing academic, social, emotional, and mental health needs, we aim to create an inclusive and supportive learning environment that enables every student to succeed, regardless of their background or individual circumstances.