

## ESSER 3 LEA Plan of Use for Great Oaks 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:

- The funds will be used to conduct contact tracing when COVID cases are present. In addition, the funds will be used to purchase sanitizing materials. These materials will be used by the custodial and building staff to sanitize desks, tables, phones, and high traffic areas. Masks will be provided to staff and students. We will also use Aramark to disinfect the building and ensure the sanitizers are refilled daily to reduce the spread of germs.
  - Hire a Covid Safety Aide. The Covid Safety Aide will aide in contact tracing
  - Purchasing PPE supplies
    - Hand sanitizer for classrooms
    - Hand sanitizer refills for dispensers
    - Bulk order of
      - Masks
      - Wipes
      - Disinfectant for classrooms
    - PPE supplies via Aramark
    - Bulk PPE supplies
    - Aramark cleaning contract
    - HVAC filter replacements
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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:

- ESSER 3 funds will used to address the impact the loss of instructional time via the following:
  - After-school tutoring, by school staff and contracted services from Sylvan, will focus on the following areas, based on state testing data and district testing data.
    - ELA/Reading
    - Math
    - Tutoring Personnel (targeted, remote/drop in) Coordinators
    - Paraprofessionals
    - Teachers
  - Educational Club Tutoring:
    - Teachers
    - Paraprofessionals
  - Incentives will be used/purchased to incentivize students to enroll and consistently attend the after-school tutoring program. Tutoring supplies will be ordered to provide resources for students to utilize during tutoring.
    - Tutoring educational incentives
    - Tutoring supplies
  - Summer Learning
    - Targeted (in-school summer school) based on
      - Interim testing
      - Preliminary MSTEP results
      - Intervention Progress Monitoring
    - Targeted (in-school summer school) based on district testing and state testing data
      - Staffing:
        - Coordinator
        - Teachers
    - Paraprofessionals Summer Learning Remote Learning
      - Staffing:
        - Coordinator
        - Teachers
      - Bridge Books
      - Open lab time for one on one or small group instruction in reading and math
  - Contracted services from Sylvan in robotic and STEM
  - ABSS (Achievement Behavior Support Specialists) to address student behavior and attendance concerns based on school data.

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

- ESSER 3 investments:
  - Curriculum Specialists
  - Educational Technology Coordinator personnel
  - Retention and Recruitment Bonuses
  - Achievement Group Male Mentoring
  - After school Educational Programming – Horatio Williams Foundation
  - IMAGINE Girls Mentoring
  - Student Supplies and Materials
    - Auditory feedback phones, timers, rulers, Bridge Math Intervention Sets, Coach Books, Bridge Books
    - Corrective Reading
    - Reading Mastery
    - Scholastic Book Fair
    - Scholastic Student Books
  - Communities in Schools
  - Digital Curriculum
    - Sora Overdrive (library)
    - GoGuardian
    - Learning.com
    - Goalbox Toolkit – Enome
    - Typing Club
  - Flexible Seating and Laptop Desks
  - New Novice Teachers PD Courses
  - Single Audit Fees
  - Student Books
  - Student Furniture
    - Bookshelves
    - Literacy Towers
    - Bookshelf Carousel
  - Student Technology/Chromebook Accessories
    - Charging Station
      - Charging Storage
      - iPads
      - iPad Cases
      - Chromebooks
      - Headphones
  - Summer Supplies
    - Learning Gizmos incentives
    - School Supplies
    - Lakeshore incentives
  - Tutoring Supplies
    - Double sided whiteboards
    - Lakeshore Learning educational games
    - Learning Gizmos educational games
    - Tutoring incentives
- Intervention Supplies and Materials
  - Auditory feedback phone
  - Times
  - Rulers
  - Bridge Math Intervention kits
  - Performance Coach Books
  - Bridge Books
  - Corrective Reading
  - Reading Mastery
  - Scholastic Book Fair
  - Scholastic Student Books

- Building Fact Fluency Kits – for each classroom
- Lakeshore Educational Games
- Spelling Sound Cards
- Bridge the Gap (phonics tool)
- School Supplies for Students in Need
  - Backpacks
  - School Supplies (rulers, paper, pencils, crayons, notebooks, highlighters)
  - Books
  - Books
  - Bookshelves
  - Literacy Towers
  - Chromebooks
  - Charging Stations
  - Charging Storage
  - iPads
  - iPad cases
  - Chromebook Projected Enrollment
  - Chromebooks TSC (5)
  - Headphones
  - Summer Supplies for Summer Learning
  - Personal Hygiene Products
  - Flexible Seating
  - Laptop Desks
- Digital School Curriculum
  - Sora Overdrive
  - GoGuardian
  - Learning.com
  - Goalbox Toolkit
- Social Emotional Tools
  - Carlos Camryn – Social Emotional Learning Journals
  - Horatio Grant – After school Educational Saturday Program
  - Horatio Grant – Summer Program
  - IMAGINE, girls mentoring
  - The Achievement Group, male mentoring
  - Communities in Schools
- Professional Development
  - New Novice Teacher PD Courses

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.

- Detailed description of our intervention program
  - Students who are below the 25<sup>th</sup> percentile in reading and/or in math, or if they are not proficient on the state test, they will receive intervention services, daily for 30 minutes in the subject area of math and/or reading
  - Intervention services are provided to students as follows:
    - Low income students are placed into intervention based on district and state testing results
    - Low income students are offered afterschool tutoring
    - Students of color are placed into intervention based on their reading and math scores on district and state testing results
    - Students of color are offered afterschool tutoring
    - English Learners are placed into an intervention group based on their WIDA, district and state testing results

- English Learner are offered afterschool EL tutoring and general education tutoring
    - Children with disabilities are provided support based on their 504 plan, and they are placed into an intervention group as needed, and they are offered afterschool tutoring
    - Students experiencing homelessness, children in foster care and migratory students are support through the social worker
    - Students experiencing homelessness, children in foster care and migratory are placed into intervention based on district and state testing results
  - Once students are selected, they are giving a placement test to determine their strengths and weaknesses and then they are place in a group
  - Each interventionist will have 6 students per group
  - Classroom teachers will also provide a 30-minute intervention during this time to fill in the educational gaps in their learning
  - Intervention is hard schedule, 5 days per week
  - Have Social Contract on table
  - Open group with 2-3 minutes of reading fluency
  - Math group you will start with a 1 minute “fact” drill/review
  - Have I can ready and on table (use whiteboard provided) (include how they will be assessed at the end of group and review it with them, prior to starting the lesson)
  - Have Intervention work ready (Do now-if applicable; curriculum used with group, supplemental materials-if applicable, student folders-if applicable)
  - Greet students as they arrive to group
  - Unpack I Can statement (state the objective and purpose of today’s lesson)
  - Tell students how they will demonstrate they can apply the objective (at the end of group)
  - Implement Curriculum (using a variety of strategies, check for understanding)
  - When checking for understanding, reference the I Can statement
  - Use Gradual Release (I do, We do, You do)
  - During the “You do” part (This is independent practice, students should be doing the “heavy lifting”)
  - Provide specific feedback (using the feedback loop) for students to master the skill/objective
  - Continue working on objective
  - Mid-point of lesson – check for understanding by revisiting the objective/skill
  - Close out Lesson (allow 2 minutes)
  - Have students put material away
  - Have students state/demonstrate what they learned (check for understanding)
  - Give formative assessment/Exit ticket
  - Ask each student a question
  - Connect current day’s lesson to the “I Can statement”
  - Launch (may preview what they will be doing the next day)
  - Progress Monitor
  - aimswebPlus, Oral Reading Fluency, bi-weekly
- Intervention Curriculum
    - Intervention will use the following curricular tools to meet the ELA/reading and math needs of our scholars
      - Corrective Reading (for 3<sup>rd</sup> through 5<sup>th</sup> grades) – This tool is designed to accommodate the full range of problem readers. Their deficits may be in decoding skills (misidentifying words), comprehension skills (not understanding what they are reading), or both decoding skills and comprehension skills.
      - Reading Mastery (for 1<sup>st</sup> and 2<sup>nd</sup> grades) - Reading Mastery has helped thousands of schools achieve and sustain measurable gains in literacy. Reading Mastery Signature Edition is an efficacy-proven core comprehensive program. It gives teachers the flexibility to use reading, language arts, and literature together or separately, each strand can be targeted for use as an intervention program.
      - Bridge the Gap - Bridge the Gap is a series of systematic phonemic awareness intervention lessons for students in 2nd grade and above. The lessons can be used in small groups or with individual students who struggle to decode words automatically. Phonemic awareness, especially when working with older learners, is something that is not often part of classroom instruction or intervention. Yet, it is often the missing piece for students who struggle to decode and encode words. The lessons in Bridge the Gap were written to provide teachers, reading specialists, and interventionists with a simplified curriculum for teaching phonological and phonemic awareness with targeted instruction, based on student needs.
      - Bridges Math Intervention - Bridges Intervention provides targeted instruction and assessment for essential K–5 mathematics skills and concepts. A strengths-based approach builds on each student’s abilities—starting with manipulatives, then moving to two-dimensional representations and mental images. Intended to complement regular

math instruction, Bridges Intervention is ideal for use with small groups. The small-group instruction and ongoing progress monitoring are consistent with Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) frameworks. Further, the material is organized by content rather than grade, and each focused, 30-minute session provides everything an educator needs.