

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by **September 30, 2021** in the *Achieve!* eGMS application.



<b>LEA Name</b> New Harmony High School	<b>LEA Code</b> WBQ001
<b>Planning Contact (name)</b> Sunny Dawn Summers	
<b>Planning Contact (title)</b> Founding School Leader	
<b>Planning Contact (email)</b> sunny@newharmonyhigh.org	
<b>Planning Contact (phone)</b> 504-444-9404	
<b>Fiscal Contact (name)</b> <a href="#">Sunny Dawn Summers</a>	
<b>Fiscal Contact (title)</b> Founding School Leader	
<b>Fiscal Contact (email)</b> sunny@newharmonyhigh.org	
<b>Fiscal Contact (phone)</b> 504-444-9404	
<b>School System Leader Name</b> <a href="#">Sunny Dawn Summers</a>	
<b>School System Leader Signature</b> 	<b>Date</b> October 6, 2021

**NEEDS ASSESSMENTS**   

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- X Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- X Student outcome data, such as assessments
- State administrative data, such as unemployment claims
- Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- Conversations with community (stakeholder input)
- X Student enrollment and attendance data
- X Student chronic absenteeism data
- Student instructional mode (virtual, hybrid, in-person)
- Student course enrollment data
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Criteria Checklist**

- X The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- X Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- X The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- n/a The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

<sup>1</sup> [ARP ESSER Fact Sheet](#)

**Commitment: ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: <b>Attendance</b>	ESSER II	\$0	ESSER III	\$ 40,000.
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**How will the LEA identify students who need to be re-engaged?**

New Harmony High Institute serves approximately 254 student grades 9-12.

The school collects daily student attendance in its student information system. This data captures student information including: demographics (race), socio-economic status, and diverse learner status. Daily attendance reports, which disaggregate data by grade level and by homeroom, are sent via email to the entire school to ensure accuracy and to help identified trends and potential areas of concern.

The school compared this data from FY19-20 school year to FY20-21 school year and observed the following:

- We have not seen a significant difference in attendance data for students with disabilities compared to those without disabilities. We were able to bring back small groups of student with severe needs prior to bringing back all students.
- We have not seen a significant difference in attendance data across different racial groups of students.
- We have not seen a significant difference in attendance data across different socio-economic statuses of students.
- During the 2020-21 school year 25% of students learned virtually all year, while 75% of our student returned in March 2021 to a modified in-person schedule. The remainder of students moved between virtual and in-person learning depending on the status of the pandemic.
- Administration offered an extension week to a small group of approximately 30 students who needed more in-person support to complete work based on a list of students who needed the most academic and mental health support. All but 3 of these students were able to be promoted to the next grade based on credits earned.
- Administration added additional risk factors to track in SchoolRunner (not punitive—just for our purposes of tracking) for students who were in attendance but had cameras off. Once we started tracking and addressing this recurrent behavior with students and their families, we saw a decrease in this behavior.
- During FY 21-22, New Harmony is only offering in-person schooling.
- Overall average daily attendance had a 3.4% decrease from prior-to-March FY19-20 to our mostly virtual FY20-21. So far this year we have seen a 6% increase from Q1 to Q2 in daily attendance. Prior to covid, we were experiencing a 96-97% attendance rate. We are currently at a 94% rate. (91.8% — 19-20; 95.2% — 18-19)
- Hurricane Ida forced schools to close, and families were displaced. The school has surveyed the community and identified how many disengaged students who need support.

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Re-engagement supports
- Drop-out early warning systems
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**How will the LEA seek to re-engage students with poor attendance?**

The overall attendance goal for the 2021-22 school year is 97%. Attendance is shared with staff daily, and central administration staff receives attendance reports for all students daily. Attendance is monitored by the school administration, with follow-up provided by the school advisory and student support team. The school uses full time staff who implement the following interventions:

- The school hosts back-to-school events, as well as progress report conferences and other family engagement events throughout the year where we stress the importance of regular student attendance.
- The school asks students and parents to sign an attendance contract where they state that they understand the importance of regular student attendance.

- We use school wide PBIS to encourage attendance and promote well-being.
- When a student misses 3 days of school, Admin receives a report from SchoolRunner, which prompts the school to send the parent a truancy intervention letter, as well as to meet with the student.
- When a student misses 5 days of school, Admin receives a report from SchoolRunner, which prompts the school to have a conference or home visit with the parent/guardian and a school advisor/social worker
- When a student misses 10 days of school, the school will make a referral to a partner organization such as Communities in Schools. The school ensures that all communications – including letters, phone calls, and meetings – are in a language that the parent/guardian understands.
- Our School Support Coordinator, Social Worker, and Mental Health Counselor work with Administration to ensure we are taking timely and adequate steps to ensure students are able to attend school regularly.

Key Investment: **Well-Being**

ESSER II

\$0

ESSER III

\$ 16,993

**How will the LEA identify students who need mental and behavioral supports?**

School wide, New Harmony conducts an Strengths and Difficulties Questionnaire survey through Communities in Schools. Approximately 25% of students scored below a healthy threshold on the self-assessment. We use this data along with attendance and academic data to identify groups of students who are in need of targeted interventions.

Our Behavioral Counselor and our Social Worker each carry a caseload of approximately 22 students each, either students with IEPs who receive counseling minutes, or students who have been identified through a teacher/staff referral process or by their parents . In addition, we make referrals to outside providers such as Metropolitan, Milestones, Children’s Bureau, and Daughters of Charity and when we are unable to meet a particular need (such as family counseling). We partner with Communities in Schools, YouthForce NOLA for character building Professional Development for our staff, and our culture team works with staff in order to implement and support Trauma-Informed care and Social Emotional Learning (SEL) curriculum.

Additionally, the school surveyed families asking for them to self-identify a need within the first 4 weeks of school. Another survey also occurred after Hurricane Ida for us to identify how to further support the well-being of our students and families. The school has created and implemented a Family and Community Association to support this work. The school also regularly analyzes school-based data to determine which students may need mental and behavioral support by using a set of referral forms and follow-up interviews.

New Harmony tracks trends and data regarding student incidents and behavioral concerns throughout the year with age, racial identification, disability and economically disadvantaged status. Teachers/staff use firsthand observations to recommend additional screening and support for students. The student support team meets regularly to determine if there are students who may need additional screening, interventions, and/or supports. NH anticipates an increased number of students needing mental and behavioral support during the 2021-22 school year due to the added stressor of Hurricane Ida compounded with covid fatigue.

All families were surveyed specifically around the impact of the hurricane and self-identified mental health issues. The data indicates an increased need for student mental health support.

**(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Mental and Behavioral Health
- Character Building
- Trauma-informed care
- Full Service Community Schools
- Adoption/ integration of SEL curriculum
- Professional development for staff
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**(For Students) Describe the LEAs plan for implementing evidence-based activities.**

A team of Social Worker, Advisors, and Administrators meets weekly to analyze and discuss student data. In addition to our Student Support Coordinator, Social Worker and Mental Health Counselor, New Harmony partners with licensed therapists and social workers through organizations **such as Metropolitan, Milestones, Children’s Bureau, and Daughters of Charity** as needed to provide support/serve students with identified needs beyond those that can be addressed by the campus level student support teams. The school has also partnered with Communities in Schools to support students’ social and emotional growth and development by implementing targeted lessons and Tier 2 groups. Staff have been trained on the implementation of the SEL curriculum as well through CIS and YouthForceNOLA.

The Student Support Coordinator works with a team of counselors/social workers and additional administrators and teachers to track mental health referrals, truancy/attendance data and discipline data (behavior referrals and suspensions) to determine effectiveness and adjust these supports as indicated by the data. This report is run weekly and monitored for changes. Progress monitoring is done regularly to move students in and out of a target group who need a high level of support for reentry. Students must not be in the highest tier of at least 2 of the groups (SDQ, Attendance, Academics) in order to move out of the target group.

**(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Mental and Behavioral Health (virtual health coaches)
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

<b>ATTENDANCE &amp; WELL-BEING</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 56,993</b>
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Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: <b>Targeted Learning Support</b>	ESSER II	\$	ESSER III	<b>\$404,193</b>
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**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- X Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- X Student outcome data, such as assessments
- State administrative data, such as unemployment claims
- Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- Conversations with community (stakeholder input)
- X Student enrollment and attendance data
- X Student instructional mode (virtual, hybrid, in-person)
- X Student course enrollment data
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

<sup>2</sup> [ARP ESSER Fact Sheet](#)

**How will the LEA allocate funds to students most impacted by the Covid-19 pandemic?** *(Please describe the formula or decision-making rubric to allocate funds across schools).*

Expanded support for students at all grade levels will be provided. NH's academic leadership team meets to review and analyze the various data and diagnostics and creates plans for interventions and high dosed tutoring across all grade levels. Our student information system SchoolRunner allows us to disaggregate data to look at groups of students by racial and economic groups. The frequency interventions provided are determined at the grade level, taking into consideration STAR testing, progress monitoring and growth by quarter, Interims, and grades. New Harmony has put a strong plan for intervention and tutoring in place by contracting a math tutoring coach for FY's 21-22 & 22-23 and planning for extension weeks and Saturday school. During the school year, we added additional Academic Interventionists staff consisting of 1ELA, 1 Math & 2 SPED interventionists and 1 EL teacher. In addition, the school has implemented a summer extension remediation program for 5 weeks using our current staff in core content.

Because we are a high school, and receive students from approximately 30 schools across a 5 parish radius, we must assess student test scores from their 8<sup>th</sup> grade years. We request these records from parents at enrollment and ensure targeted math and English support accordingly. We often see a small group of students (less than 10% of each 9<sup>th</sup> grade class) who were unable to pass the 8<sup>th</sup> grade LEAP and need additional remediation.

**Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)*

- High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
- Literacy Interventions and Extensions
- Individual Graduation Plans (IGP)
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?**

Student data is monitored and adjustments to which students receive interventions and high dosage tutoring are made on an ongoing basis, with the goal of moving all students towards the goal of Mastery and above. NH's academic leadership team meets weekly to review and analyze the various data and diagnostics and creates plans for interventions and high dosed tutoring across all grade levels. The frequency interventions provided are determined at the grade level, taking into consideration STAR testing, progress monitoring and growth by quarter, Interims, and grades.

Because we are a high school, and receive students from approximately 30 schools across a 5 parish radius, we must assess student test scores from their 8<sup>th</sup> grade years. We request these records from parents at enrollment and ensure targeted math and English support accordingly. We often see a small group of students (less than 10% of each 9<sup>th</sup> grade class) who were unable to pass the 8<sup>th</sup> grade LEAP and need additional remediation. We closely monitor those students for appropriate movement toward English and Math LEAP 2025, with an ultimate goal for our school to at least match if not surpass state mastery and above percentages on all LEAP2025.

**How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment?** *(all areas outlined in [Act 294](#) should be addressed)*

The school's academic leadership team meets weekly to look at data. We have deeply examined LEAP 2025 from the 2020-2021 assessments as well as those from prior years (including 8<sup>th</sup> graders who are now at New Harmony as high schoolers). We have analyzed the results and have identified those students who did not achieve mastery. New Harmony will prioritize these students when providing expanded academic support through high-dosage tutoring and interventions. As previously stated, we have added additional academic interventionists who work with students on a daily basis, we have contracted a math coach and will implement a 5 week extension summer program. Tutoring and interventions take place on a weekly basis and may occur as frequently as daily for students with the most severe needs. The academic leadership team and grade level teams work together to determine what shifts in support are needed - more or less time, moves to or from small group intervention to individualized high dose tutoring, etc. Because we are a high school, and receive students from approximately 30 schools across a 5 parish radius, we must assess student test scores from their 8<sup>th</sup> grade years. We request these records from parents at enrollment and ensure targeted math and English support accordingly. We often see a small group of students (less than 10% of each 9<sup>th</sup> grade class) who were unable to pass the 8<sup>th</sup> grade LEAP and need additional remediation. We closely monitor those students for appropriate movement toward English and Math LEAP 2025, with an ultimate goal for our school to at least match if not surpass state mastery and above percentages on all LEAP2025.

Key Investment: <b>Before and After School Programs</b>	ESSER II	\$ 0	ESSER III	\$ 0
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)*

- Partner with organizations to provide before and/or after school programs
- Partner with vendors to specifically provide tutoring before and/or after school
- Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?**

Only responses using ESSER II or III dollars are required.

Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$ 0	ESSER III	\$14,508
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)*

- Vendor-provided summer learning programs
- Partner with organizations to provide summer learning programs
- Partner with vendors to specifically provide tutoring during summer programming
- Develop LEA direct-run summer learning program, staffed by LEA educators
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?**

This year's summer program (2022) will be targeted to students who demonstrate academic deficiency and will incorporate use of intervention with Tier 1 curriculum and high dose tutoring to move students toward the goal of Mastery on LEAP 2025 assessments. Lead teachers will be prioritized to teach during the summer sessions and will

receive additional pay in the form of a stipend for the additional work performed. We have also previously employed a math coach and plan to for the years to come for students who need serious math intervention. We will use data and assessments to determine which students needing summer learning programs . Student assessments occur in the form of interims, and then LEAP testing. We meet quarterly to look at interim data, and meet once LEAP scores are received to prioritize summer programming.

Because we are a high school, and receive students from approximately 30 schools across a 5 parish radius, we must assess student test scores from their 8<sup>th</sup> grade years. We request these records from parents at enrollment and ensure targeted math and English support accordingly. We often see a small group of students (less than 10% of each 9<sup>th</sup> grade class) who were unable to pass the 8<sup>th</sup> grade LEAP and need additional remediation. We closely monitor those students for appropriate movement toward English and Math LEAP 2025, with an ultimate goal for our school to at least match if not surpass state mastery and above percentages on all LEAP2025.

Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$ 0	ESSER III	\$ 0
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

Extended school day *(if implementing before/ after school programs separate from the school day, please use that category)*  
 Extended school week  
 Extended school year  
 Other: Click or tap here to enter text.  
 Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

n/a

Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$ 0	ESSER III	\$ 0
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

Individual Graduation Plan (IGP)  
 IGP Planning Partner  
 Other: Click or tap here to enter text.  
 Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?**

n/a

<b>RECOVERY AND ACCELERATION</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$418,693</b>
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Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT**   

<b>Key Investment: School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Instructional Leadership Teams (ILT) <input type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?</b>				
n/a				
<b>Key Investment: Literacy Professional Development</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
n/a				
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2021-2022 Total Funding Commitment</b>			<b>\$ 0</b>	

<b>EARLY CHILDHOOD EDUCATION ✓</b>				
<b>Early Childhood Program Expansion</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Ready Start Networks <input type="checkbox"/> Fund Pre-K seats <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
n/a				
<b>Early Childhood Program Enhancement</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- CLASS Certification
- Professional Development from High-Quality Instructional Materials Vendor Guide
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

n/a

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

n/a

<b>EARLY CHILDHOOD EDUCATION</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 0</b>
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**SCHOOL SAFETY & OPERATIONS** ✓

<b>Safe School Reopening</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 90,504</b>
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**Provide the URL to the following LEA documents.**

- |  |   |
|--|---|
| <b>School Reopening Plan for In-Person Learning</b>  | <a href="https://docs.google.com/document/d/1PpNJ1a43HDuAjbV0vFpf-EhUEXfevZQjICSnWY4F-mo/edit">https://docs.google.com/document/d/1PpNJ1a43HDuAjbV0vFpf-EhUEXfevZQjICSnWY4F-mo/edit</a> |
| <b>COVID-19 Vaccination policies for staff and students</b><br>(awaiting approval from OPH-- has been board approved)<br>(there is no approved student vaccination policy, although we have hosted vaccination fairs and have weekly school testing) | <a href="https://drive.google.com/file/d/1J08IIOVfpW0_mIHVaDCppuO49QJVvDgi/view?usp=sharing">https://drive.google.com/file/d/1J08IIOVfpW0_mIHVaDCppuO49QJVvDgi/view?usp=sharing</a>     |
| <b>Mask wearing policies for staff and students</b>  | <a href="https://docs.google.com/document/d/1bL_YXwD5cwc2h8YHL6UzoKf7nVX-Kw6hgznNkyP_sHc/edit">https://docs.google.com/document/d/1bL_YXwD5cwc2h8YHL6UzoKf7nVX-Kw6hgznNkyP_sHc/edit</a> |
| <b>Physical distancing, cohorts, or learning pods</b>  | <a href="https://docs.google.com/document/d/1bL_YXwD5cwc2h8YHL6UzoKf7nVX-Kw6hgznNkyP_sHc/edit">https://docs.google.com/document/d/1bL_YXwD5cwc2h8YHL6UzoKf7nVX-Kw6hgznNkyP_sHc/edit</a> |

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Provide vaccinations to educators, other staff, and students, if eligible
- Support universal and correct wearing of masks
- Physical distancing (e.g., including use of cohorts/learning pods)
- Handwashing and respiratory etiquette
- Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- Diagnostic and screening testing
- Other: Click or tap here to enter text.

<input type="checkbox"/> Other: Click or tap here to enter text.				
New Harmony contracts with First Class Enterprises to coordinate all regulatory and best practices cleaning protocols for dealing with covid including targeted cleaning if a positive case has been found, fogging rooms, etc.				
<b>Continuity of Teaching &amp; Learning</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<input checked="" type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input checked="" type="checkbox"/> Educational technology (computers/ laptops) <input checked="" type="checkbox"/> Educational technology (software/ programs) <input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input checked="" type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input checked="" type="checkbox"/> Other: Contract with tech support company. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>SCHOOL SAFETY &amp; OPERATIONS</b>		<b>2021-2022 Total Funding Commitment</b>		<b>\$</b>

<b>DATA INFRASTRUCTURE</b> ✓				
<b>Data Infrastructure</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 112,719</b>
<b>Which activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<input type="checkbox"/> Early warning system to track student progression <input checked="" type="checkbox"/> Data security/cybersecurity <input type="checkbox"/> Data storage <input type="checkbox"/> Staff upskilling in data literacy/science/analysis <input type="checkbox"/> Statistical programs or analytics software <input type="checkbox"/> Enterprise data warehouse <input type="checkbox"/> Data dashboards or other activities to improve public transparency <input checked="" type="checkbox"/> Other: Network management <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities.</b>				
New Harmony has invested in new network management, network equipment, and tech equipment to ensure appropriate outfitting of all classrooms and all teachers and students/families with the tools to engage in academic opportunities.				
<b>DATA INFRASTRUCTURE</b>		<b>2021-2022 Total Funding Commitment</b>		<b>\$ 112,719</b>