2021-2022 Academic Recovery and Acceleration Plan

✔ LA Comeback ✔ Federal Reporting ✔ Act 294 Investing ESSER Funds

Pierre Capdau
12/15/21
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.**

LEA Name Pierre Capdau	**LEA Code WZF001**
Planning Contact (name) Cherie Goins	
Planning Contact (title) Federal Programs Specialist	
Planning Contact (email) cherie.goins@inspirenolaschools.org	
Planning Contact (phone) 504-390-4106	
Fiscal Contact (name) Charlie Mackles	
Fiscal Contact (title) Chief Financial Officer	
Fiscal Contact (email) Charlie.mackles@inspirenolaschools.org	
Fiscal Contact (phone) 504-227-3057	
School System Leader Name Jamar McKneely	
School System Leader Signature	**Date 9-17-2021**

NEEDS ASSESSMENTS ✔ ✔ ✔

How will the LEA identify the disproportionate impact of COVID-19 on student groups[1], 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)*

☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
☒ 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)
☒ Student enrollment and attendance data
☐ 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

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

[1] ARP ESSER Fact Sheet

Commitment: **ATTENDANCE & WELL-BEING** ✔ ✔				
Key Investment: **Attendance**	**ESSER II**	**$N/A**	**ESSER III**	**$ N/A**

How will the LEA identify students who need to be re-engaged?

Based on the needs assessment data, attendance data was reviewed to identify students who need to be re-engaged. They are identified by examining student enrollment vs. attendance trends at the school. The data findings indicate that 100% of the 5,611 students served by InspireNOLA need to be re-engaged due to learning losses resulting from disruptions in school attendance due to the Covid-19 Pandemic. Students who have either not re-enrolled or been excessively absent are identified initially by the homeroom teacher and then referred to the school leader, school Social Worker and Student Information Systems Administrator for continuous follow-up until students either show up or enroll at another school. This information is shared with CMO leadership for additional monitoring and support as necessary. InspireNOLA Schools' MTSS Coordinator will progress monitor the implementation of this evidence-based activity monthly.

The LEA collects student attendance data in Power School, a student information system. This data captures students by: demographic (ethnicity, socio-economic status, diverse learner status. The LEA has disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be re-engaged.
Below is a summary of key findings:
● Overall, both student enrollment and attendance decreased from 2019-20 to 2020-21 for the LEA across all eight InspireNOLA schools.

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?

For the 2020-21 school year, LDOE expected districts to collect and report student learning modality data. The student learning modality data are discussed weekly with senior leadership and used to provide technical assistance and support to schools to increase student attendance, engagement, and participation. When the attendance rate is 90% or less within a specified student group, that group of students is chronically absent, which also shows significant lost instructional time. As a system, we will participate in the LSU Attendance Alliance initiative and prioritize schools with student groups whose attendance rates are 90% or less, based on the needs assessment findings. Our goal is to increase the targeted student group attendance rate to 95% or greater within the first three months of school. We will track and monitor re-engaged students' attendance daily. We will contract with part-time staff to conduct student outreach for any student marked as absent for two days consistently.

Key Investment: **Well-Being**	**ESSER II**	**$85,127**	**ESSER III**	**$ 77800**

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

The LEA will administer SAEBRS Behavioral and Emotional Screening System to all students in grades Pre-K through grade 12 within the first 6 weeks of school. The LEA disaggregated this data by student group (ie: ethnicity, socio-economic status, and diverse learner status), by school, and by grade level to drill down to information that would help identify the individual students'

needs. Based on the initial SAEBRS screener, the number of students identified as being "HIGH-risk" for needing SEL intervention and support per school are as follows: Harte - 16 / 479 = 3% ; Wilson - 21 / 372 = 6% ; Eisenhower - 13 / 398 = 3% ; Karr - 15 / 967 = 2% ; McMain - 21 / 694 = 3% ; Inspire 42 - 9 / 234 = 4%; McDonogh 35 - 10 / 390 = 3% ; Capdau - 11 / 334 = 3% . The number of students identified as being "Medium-risk" for needing SEL intervention and support per school are as follows: Harte - 129 / 479 = 27% ; Wilson - 101 / 372 = 27 ; Eisenhower -89 / 398 = 22% ; Karr - 167 / 967 = 17% ; McMain - 146 / 694 = 21% ; Inspire 42 - 61 / 234 = 26%; McDonogh 35 - 101 / 390 = 26% ; Capdau - 100 / 334 = 30% Based on the implementation of Mental and Behavioral Health supports, Trauma-Informed Care, the adoption/integration of SEL curriculum, professional development for staff, diagnostic assessments, and arts-based instruction, InspireNOLA expects a significant improvement in educators' ability to effectively respond to student needs and a significant decrease in the number of students experiencing academic failure and overall improvement in student well-being.

(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: Diagnostic Assessments
☒ Other: Arts Based Instruction to support student mental and socio-emotional wellness through creative expression

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

Weekly, teachers will provide SEL lessons for students focusing on targeted Second Steps Lessons for Tier 1 instruction. Students who have been identified by SAEBRS as being at risk for socio-emotional or behavioral problems will receive additional Tiers 2 & 3 support as necessary from specialized personnel (Youth Coach, Social Worker, outside provider, etc.). Arts-based instruction will be provided to students through integrations within core academic areas as well as stand-alone instruction which teaches students how to express their feelings in a productive manner.
The timeline of activities is as follows:
August and September: Schoolwide Administration of SAEBRS Assessment (baseline data)
October and November: Schoolwide Implementation of Second Steps Lessons, Additional Support Services for Tiers 2 & 3, Schoolwide Implementation of Arts-based Instruction and Enrichment Activities
December and January: Schoolwide Administration of SAEBRS Assessment (progress monitoring data), Schoolwide Implementation of Second Steps Lessons, Additional Support Services for Tiers 2 & 3, Schoolwide Implementation of Arts-based Instruction and Enrichment Activities
February and March: Schoolwide Implementation of Second Steps Lessons, Additional Support Services for Tiers 2 & 3, Schoolwide Implementation of Arts-based Instruction and Enrichment Activities
April and May: Schoolwide Administration of SAEBRS Assessment (progress monitoring/end of year data), Schoolwide Implementation of Second Steps Lessons, Additional Support Services for Tiers 2 & 3, Schoolwide Implementation of Arts-based Instruction and Enrichment Activities.
Based on the implementation of Mental and Behavioral Health supports, Trauma-Informed Care, the adoption/integration of SEL curriculum, professional development for staff, diagnostic assessments, and arts-based instruction, InspireNOLA expects a significant improvement in educators' ability to effectively respond to student needs and a significant decrease in the number of students experiencing academic failure and overall improvement in student well-being.

(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.

ATTENDANCE & WELL-BEING	**2021-2022 Total Funding Commitment**	**$ 85,127 + 77,800 = 162,927**

Commitment: **RECOVERY AND ACCELERATION** ✔ ✔ ✔				
Key Investment: **Targeted Learning Support**	**ESSER II**	**$ 205,227**	**ESSER III**	**$ 1,350,628.62**

How will the LEA identify the disproportionate impact of COVID-19 on student groups[2], 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)*

☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
☒ 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)
☒ Student enrollment and attendance 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.

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).*

The LEA consists of only one school. InspireNOLA is its charter management organization. Data collected will be used to identify those students who have been most impacted by the pandemic, either academically, mentally, physically, or socio-emotionally. Further, students in grades four through eight who failed to achieve master on their statewide assessments Spring 2021 or Spring 2022 will be prioritized by providing immediate access to programming including small group tutoring both during the school year and during summer programming, targeted literacy intervention, and support, differentiated instruction, and review of IGPs as appropriate. InspireNOLA will ensure students who are being administered statewide assessments for the 2021-2022 school year will be monitored for mastery. Diagnostic assessments will be administered at the beginning of the school year to determine the most appropriate support for students, midyear checkpoints and formative assessments will also be monitored. As students progress through the school year, teachers, leaders, and staff monitor their progress to make appropriate adjustments. InspireNOLA currently serves 5,611 PreK through 12th-grade students across eight school sites. Evidence is emerging about the effect of the pandemic on mental health, particularly for Black, Indigenous, and people of color (BIPOC) youth. A recent CRPE report based on the YouthTruth survey found that nearly half of all students who responded reported elevated levels of depression, stress, and anxiety. The approximate percentage of students most impacted by the Covid-19 pandemic is 100% as evidenced by the fact that the Covid-19 Pandemic has affected all students, especially those from low-income households, due to ongoing disruptions in their learning and development.

[2] ARP ESSER Fact Sheet

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
☐ 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?

In the summer of 2021, additional CSR personnel will be hired to provide high-dose tutoring and intervention to students to address learning loss and acceleration. Student demographic information and assessment data have been used to identify students most in need of support and those students, along with students who were not engaged during last school year, will have priority placement within small groups. At the beginning of the year, the additional CSR personnel will assist with identifying students in grades four through eight who failed to achieve mastery on their statewide assessments in Spring 2021 or Spring 2022. The students will be prioritized by providing immediate access to programming including small group tutoring both during the school year and during summer programming, targeted literacy intervention and support, differentiated instruction, and review of IGPs as appropriate. The CSR personnel will work with the school leaders to track and progress monitor the students to ensure academic growth. The evidence-based activities aligned with the needs assessment are as follows: Direct Instruction will be provided in small groups during daily skills block. The Exact Path System will be utilized to provide diagnostic assessments, targeted lessons, and progress monitoring data to track student progress. Based on the implementation of the evidence-based activities, it is expected that there will be a significant increase in the number of students experiencing academic challenges.

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)*

Beginning in August of 2021, students who failed to/fail to achieve "Mastery" on any statewide assessment during the 2020-2021 and 2021-2022 school years will have priority placement within small group instruction. Currently, InspireNOLA estimates that more than half of the 5,611 students we serve are in this category. At the beginning of the year, the additional CSR personnel will assist with identifying students in grades four through eight who failed to achieve "mastery" on their statewide assessments in Spring 2021 or Spring 2022. Study Skills Blocks in English Language Arts and Mathematics are provided in student schedules to allow for foundational and core academic support to all students who did not score at the mastery level or above on statewide assessments. Students will be grouped based on their test results to provide maximum targeted support. All classroom teachers are provided professional development and support with implementing differentiated instruction. Student group placement will be prioritized so that these students will be placed in classes taught by the most highly effective teachers available. Based on the implementation of the evidenced-based activities, it is expected that there will be a significant increase in the number of 4th through 12th-grade students achieving "Mastery" or better on state assessments.

Key Investment: **Before and After School Programs**	**ESSER II**	**$ N/A**	**ESSER III**	**$ N/A**

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?

Responses are only required when ESSER II or ESSER III funds are being used.

Key Investment: **Summer Learning Programs**	**ESSER II**	**$ 0**	**ESSER III**	**$ 128,450**

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?

Based on the findings from needs assessments and state standardized assessments, the LEA has decided to implement a summer learning program that will be taught by the most highly effective teachers available emphasizing continued learning acceleration for students. Students in grades four through eight who failed to achieve "Mastery" on their statewide assessments in Spring 2021 or Spring 2022 will receive priority seating in the summer learning program. A mixture of Tier I curriculum and computer-based supplemental instructional materials will be utilized to provide support to students. Those students who are most impacted, based on a review of EOY data, will be given priority placement in summer programming. Based on the implementation of the evidenced-based activities, it is expected that students will (describe the measurable outcomes). The summer learning program will begin from May 2022 through June 2022. The InspireNOLA District Academic Team will provide monitoring and support for the program including the ongoing collection and analysis of assessment data. It is expected that successful implementation of the summer learning program will result in a significant increase in the number of students achieving "Mastery" or above.

Key Investment: **Extended Instructional Time**	**ESSER II**	**$ N/A**	**ESSER III**	**$ N/A**

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?

Responses are only required when ESSER II or ESSER III funds are being used.
The evidence-based activity aligned with the needs assessment will include the development and implementation of an LEA direct-run summer learning program, staffed by LEA educators. Approximately two thousand 4th through 12th-grade students who failed to achieve "Mastery" on their statewide assessments in Spring 2021 or Spring 2022 will be prioritized via a thorough selection and recommendation process. The frequency and timeline of the evidence-based activities are as follows: Summer Programming will take place Monday through Thursday for 4 weeks Summer 2021 ad Summer 2022. Support services for the evidence-based activities indicated will be provided by Mr. Marvell Nolan, MTSS Coordinator for InspireNOLA in collaboration with school site MTSS Coordinators, and School Site Administrators.

Key Investment: **Individual Student Plans for Success**	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**

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: College & Career Readiness Support
☐ 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?

Responses are only required when ESSER II or ESSER III funds are being used.

The LEA will provide IGPs for students developed in collaboration with school staff, the Social Worker, the CMO College & Career Readiness Specialist, the student, and parents to create a plan for success in high school and beyond. In addition to plotting out the expected academic progression for students, the planning process will also include discussions of how to provide access to student experiences such as college fairs, college visits, scholarships, internships, and other initiatives which support students to completion of college enrollment, military enlistment or gainful employment post-High School. The funding will support students, especially those most deeply impacted based on data available so that all have access to experiences regardless of demographics or student characteristics.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	**$ 205,227 + 1,479,078.62**

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✔ ✔ ✔				
Key Investment: **School Improvement Best Practices**	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**

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

☐ Instructional Leadership Teams (ILT)
☐Teacher Collaboration (Common Planning/PLC/ Cluster)
☐Other: Summer Professional Learning Institutes
☐ 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 the disproportionate impact of COVID-19 on subgroups of students?

Responses are only required when ESSER II or ESSER III funds are being used.
The LEA will utilize an Instructional Leadership team, teacher PLCs and CMO wide Summer Professional Learning opportunities to provide new strategies for teachers and leaders to accelerate the curriculum through appropriate pacing, instructional strategies to enhance student engagement and literacy as well as strategies specific to leaders on how to effectively coach teachers through the acceleration process with the appropriate levels of rigor. These activities will allow teachers to effectively support all students impacted by the pandemic, but especially those students who have been unengaged during the pandemic and those in vulnerable populations (ELL & SPED).

Key Investment: **Literacy Professional Development**	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**

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

☐ Literacy Content Leaders
☐ Literacy Coaches
☐ Other: Fundamentals of Reading & Comprehension PD
☐ 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?	
Responses are only required when ESSER II or ESSER III funds are being used. The LEA will provide PD to teachers on the fundamentals of both teaching reading and also literacy strategies for comprehension like CLOZE reading. The PD will focus on providing teachers with both a knowledge of the fundamentals of how students learn to read and also how students use reading strategies to comprehend and interact with complex text. The PD will also provide a toolkit of strategies that teachers can employ to support specific student needs as well. The most deeply impacted students will benefit from targeted strategies that teachers will be able to provide to support student learning after appropriate diagnosis and identification of student concerns.	
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	**$ 0**

EARLY CHILDHOOD EDUCATION ✔				
Early Childhood Program Expansion	**ESSER II**	**$ N/A**	**ESSER III**	**$ N/A**
Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)* ☐ Ready Start Networks ☐ Fund Pre-K seats ☐ 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?				
Responses are only required when ESSER II or ESSER III funds are being used.				
Early Childhood Program Enhancement	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**
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.				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				

Responses are only required when ESSER II or ESSER III funds are being used. The LEA will provide PD and support to EC teachers so that the EC curriculum can be implemented with fidelity and individualized to meet the needs of all students, particularly those who may have been unable to attend school previously due to the pandemic.

EARLY CHILDHOOD EDUCATION	**2021-2022 Total Funding Commitment**	**$ 0**

SCHOOL SAFETY & OPERATIONS ✔				
Safe School Reopening	**ESSER II**	**$ 82,111.18**	**ESSER III**	**$ 250,000**

Provide the URL to the following LEA documents:	
School Reopening Plan for In-Person Learning	**School Reopening Plan for In-Person Learning**
COVID-19 Vaccination policies for staff and students	**COVID-19 Vaccination policies for staff and students**
Mask wearing policies for staff and students	**Mask wearing policies for staff and students**
Physical distancing, cohorts, or learning pods	**Physical distancing, cohorts, or learning pods**

If all information is in the main School Reopening Plan, please enter the same URL for each.

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: Incentives & celebrations to encourage testing and vaccinations for all
☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*
☐ Staff Training/Professional Development to support remote learning or safe reopening
☐ Educational technology (computers/ laptops)
☐ Educational technology (software/ programs)
☐ Mobile hotspots with paid data plans
☐ Internet-connected devices with paid data plans
☐ Cost of home internet subscription
☐ Cost of home internet through LEA-managed wireless network
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS	**2021-2022 Total Funding Commitment**	**$ 82,111.18 + 250,000=332,111.18**

DATA INFRASTRUCTURE ✔				
Data Infrastructure	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**

Which activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*
☐ Early warning system to track student progression
☐ Data security/cybersecurity
☐ Data storage
☐ Staff upskilling in data literacy/science/analysis
☐ Statistical programs or analytics software
☐ Enterprise data warehouse
☐ Data dashboards or other activities to improve public transparency

Describe the LEAs plan for implementing evidence-based activities.
Responses are only required when ESSER II or ESSER III funds are being used.

DATA INFRASTRUCTURE	**2021-2022 Total Funding Commitment**	**$ 0**