2021-2022 Academic Recovery and Acceleration Plan

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

8.21.21

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 IDEA Public Schools NOLA, Inc.	**LEA Code** Click or tap here to enter text.
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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**		**ESSER III**	**$ 90,000**

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

IDEA Oscar Dunn will identify students who need to be re-engaged by evaluating attendance data stored in PowerSchool to determine which students are not consistently attending school in-person nor participating in remote instruction. IDEA defines consistent participation as attendance at or above 90% for the year. In 2019-20, 79.75% of Oscar Dunn students maintained an attendance rate of 90%. In 2020-21, 77.27% of students met the threshold. In 2021-22, only 38.33%.

To more accurately identify students who need to be re-engaged, IDEA Oscar Dunn also identified students who missed 4-7 days of school, 8-15 days of school, and 16+ days of school. In the 2021-22 school year, 51.23% of students had 16 or more absences. IDEA instructional leaders and social workers will prioritize working to re-engage students with the highest number of absences by tracking absence thresholds and implementing targeted re-engagement interventions in pursuit of our goal to maintain 97.5% average daily attendance.

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: Social Worker position
☐ Other: Click or tap here to enter text.

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

Regional leaders for IDEA Public Schools New Orleans will partner with Oscar Dunn principals and Social Workers to employ multiple strategies designed to re-engage students with poor attendance, including students in grades 4-8 who failed to meet mastery on any statewide assessments during the 2020 and 2021 school years.

Strategy 1 - Data Visibility: IDEA Oscar Dunn will implement an information sharing structure to ensure that Average Daily Attendance is reported to key stakeholders on a regular, recurring basis. Each day, the Student Information Services (SIS) Coordinator will: (1) display attendance data from the prior day on a bulletin board in a high traffic location, (2) Send an email to campus staff with ADA data, and (3) make announcements for homeroom attendance so that students can track their progress as a homeroom and as a grade level to promote peer-to-peer engagement. These sets of attendance data will include all students in grades 4-8 who failed to meet mastery on statewide assessments in an effort to re-engage students with poor attendance. On a weekly basis, principals will share ADA data with all campus staff via a campus newsletter and share data and shoutouts in a weekly newsletter sent to parents. Each month, principals and SIS coordinator will award Perfect Attendance Certificates to qualifying students and notify their parents of the accomplishment. By leveraging data in interactive and engaging ways, IDEA Oscar Dunn formally and publicly illustrates the importance of average daily attendance tracking as a tool to be used to re-engage students with poor attendance.

Strategy 2 – Adult Culture: IDEA Oscar Dunn will strengthen coordination and collaboration between campus leaders and parents in an effort to re-engage students with poor attendance, including students in grades 4-8 who failed to meet mastery on state assessments in the 2021 school year. Principals will establish a campus culture that

values ADA by dedicating physical space on campus to visualize ADA data and creating time during meetings to discuss ADA to ensure all staff prioritize student attendance. Teachers receive recognition and incentives for establishing strong relationships with parents as they drive towards perfect attendance in their rooms. Parents receive attendance shoutouts in weekly parent newsletters when their students achieve perfect attendance and ae entered into an incentive raffle.

Strategy 3 – Escalation Matrix: When the positive reinforcement strategies are not sufficient to re-engage students with poor attendance, the SIS will work with campus leadership to escalate the issue until a solution is found. The names of students of concern—including students in grades 4-8 who failed to meet mastery on assessments— are emailed to Social Worker on a daily basis so that the Social Worker can provide interventions. Before 10:00 am each day, teachers make individual calls to parents to better understand why the student was absent, encourage them to come the following day, and determine what IDEA can do to help get the student to reengaged in school. Every Friday, campus leaders meet to determine which campus issues need to be escalated or cascaded to parents in weekly communications. Finally, campus leaders meet with parents of early leavers individually to discuss the effect on instruction on a weekly basis, or more frequently as needed.

The Social Worker is responsible for proactively identifying at-risk students, managing the school wide SEL program, creating and implementing the family engagement and communication plan, and managing tier 1 interventions. In determining which students are at risk, the Social Worker leverages state assessment data from prior school years to identify students who did not meet mastery.

Our strategies for re-engaging students will strengthen our partnership with parents, launching programs and celebrations to encourage students to attend school every day, and ensuring that every student, including those in grades 4-8 who failed to meet mastery, makes strong academic progress, with daily attendance being an essential component.

Key Investment: **Well-Being**	**ESSER II**	**$85,000**	**ESSER III**	**$ 12,500**

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

IDEA will identify students who need mental and behavior supports using a variety of indicators, including observed behaviors and teacher feedback behavior or mental health support needs. Additionally, we believe that all students have been affected emotionally to some degree by the COVID-19 pandemic and/or Hurricane Ida. A Gallup Panel poll of parents conducted in May 2020 indicated that nearly three in ten parents said that their child was "already experiencing harm" to their mental health due to school closures and social distancing (Gallup, 2020). Furthermore, "parents with less than a college degree (33%) are more likely than those with a college degree or higher (24%) to say their child's emotional or mental health is already suffering" (Gallup, 2020). In 2021, over 70% of IDEA graduates were the first in their family to attend college, making it especially critical that IDEA Oscar Dunn students receive additional mental and behavioral supports as they are disproportionally impacted by the effects of COVID-19. Furthermore, IDEA Oscar Dunn piloted a Social and Emotional Learning (SEL) program called "Girl Code" in spring 2021 which served 25 Oscar Dunn students in grades 5-7 who identified as female. The program provided them with tools and strategies to skillfully navigate familial, social, and academic challenges. The pilot program uncovered a need for additional SEL interventions. While 72% of respondents to the pre-post survey showed positive change on average across all items on the survey, items like "I feel equipped to handle stressful situations" showed only modest growth, indicating need for additional mental and behavioral supports. Accordingly, IDEA has

an expectation that we will provide school-wide social-emotional learning supports to all students, including those grades 4-8 who failed to meet mastery on statewide assessments in 2020 and 2021.

The IDEA standard program model consists of implementing the Move This World SEL curriculum (3-4 times a week to build SEL competencies) and the staffing model includes a school counselor and a social worker on the campus. From the data we collect and manage from the national level, IDEA utilized in-field and virtual coaching and accountability models to support the school to increase the rigor for support of students. The campus social worker was inconsistent with recording services to students in our centralized system and the documents on file show 28 specific student services interactions which range from individual support, attendance counseling, parent phone calls or connection to community resources.

***(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: Social Worker
☐ Other: Click or tap here to enter text.

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

Per IDEA's model, the plan is for IDEA Oscar Dunn to employ a licensed Social Worker to provide mental health interventions to students for depression, anxiety, suicidality, and various types of trauma. The social worker spends the majority of his or her day in individual/group counseling sessions and connecting students and families to community resources. The Social Worker provides 1-2 individual sessions per week for students who need mental health support and coaching, including students in grades 4-8 who failed to meet mastery on statewide assessment in prior school years or those off-track on their academic progress in the current year as measured by mid-year diagnostic and formative assessments. The Social Worker assists in managing the school-wide social-emotional learning program and leads the school's crisis intervention response team. Finally, the Social Worker offers daily mental health check-ins with students who are referred by their teachers.

IDEA also will be using Move This World curriculum for all students. This curricular program provides social emotional learning (SEL) training with the use of interactive videos, movement, and creative expression to help students, educators, and families develop emotional intelligence skills for long-term wellbeing. The curriculum is designed so that Oscar Dunn can implement Move This World's SEL curriculum each day. The daily activities take 5-15 minutes to complete, so they can be incorporated seamlessly with short evidence-based videos that introduce a common language and methods for expressing emotion. Move This World's SEL programs lead to deeper self-awareness, stronger relationships, effective communication, and a culture of safety and support. While Move This World is provided to all students, IDEA believes that it will be particularly impactful in supporting he mental and behavioral health of students in grades 4-8 who did not meet mastery on statewide assessments because it will provide them the tools they need to regulate behaviors in the classroom while fostering a safe and positive campus environment that will promote regular attendance.

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

☒ Mental and Behavioral Health
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	$ 84,559

Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: **Targeted Learning Support**	**ESSER II**	**$ 289,000**	**ESSER III**	**$ 198,000**

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).*

All ESSER funding for IDEA Public Schools NOLA will be allocated to students at IDEA Oscar Dunn. Within the school itself, student outcomes from Spring 2021 LEAP and beginning of year diagnostic assessments conducted in August 2021 will be used to focus interventions on students in grades 4-8 who failed to meet statewide assessments during the 2020 and 2021 school year..

At the beginning of the 2021-22 school year, IDEA Oscar Dunn gathered assessment data from the prior year to determine which students in grades 4-8 were most impacted by the COVID-19 pandemic and needed additional support to close achievement gaps. The following sub-groupings using gender and race and ethnicity within grades 4-8 were identified as most impacted, based on the percentage of students who were below passing on statewide assessments. IDEA will allocate funds to all students in grade 4-8 who did not meet mastery on statewide assessments, but will specifically prioritize the subgroups listed below

- **ELA**
  - **3rd grade female (80% below passing)**
  - **4th grade female (80% below passing)**

[2] ARP ESSER Fact Sheet

- 4th grade Black or African American (77% below passing)
- 6th grade male (77% below passing)
- 4th grade economically disadvantaged (75% below passing)

- **Math**
  - 4th grade female (93% below passing)
  - 7th grade male (93% below passing)
  - 6th grade male (87% below passing)
  - 4th grade Black or African American (85% below passing)
  - 7th grade economically disadvantaged (85% below passing)

In addition to the student groups listed above, IDEA Oscar Dunn also identified SPED and ELL students as highly impacted by COVID-19 and enrolled them in Critical Student Intervention (CSI) programs to help accelerate their learning. In total 107 students in grades 4-8 received Critical Student Intervention. In CSI, IDEA used the evidence-based Imagine Learning Literacy software on a daily basis. Below are the average weekly minutes of Imagine Learning among students in grades 4-8 enrolled in CSI:

- **4th grade: 18 minutes/week**
- **5th grade: 36 minutes/week**
- **6th grade: 64 minutes/week**
- **7th grade: 65 minutes/week**
- **8th grade: 39 minutes/week**

Student outcomes and progress was monitored in Imagine Learning through in-program assessments that tracked benchmark growth in Literacy and Vocabulary. Below is a breakdown of progress monitoring by grade level for students who met the minimum usage band threshold:

Grade	Number of Students	Literacy Growth	Vocabulary Growth
3	**6**	143	111
4	**2**	351	53
5	**5**	-28	104
6	**15**	-6	138
7	**16**	-59	3
8	**7**	57	39

Across all grades, the weighted average Literacy score growth was 15.4 and the weighted average Vocabulary score growth was 72.2.

IDEA allocated funds to personnel costs (salary and fringe) for Teachers, Professionals, and Support Personnel who taught the CSI courses and provided supports and services for the evidence-based activities. They worked directly with Oscar Dunn students to overcome the impact of COVID-19 and strengthen student performance on statewide assessments through regular classroom instruction and Critical Student Intervention support.

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?

IDEA's learning acceleration plan will be designed, implemented, and monitored by the Academic Services Team, who be responsible for providing support to campuses so they can oversee individual student on-track-to-graduate (OTG) plans, tutoring programs, blended learning, and critical student intervention (CSI).

Using spring 2021 LEAP assessment data and beginning of year diagnostic exams, IDEA identified 107 students in grades 4-8 to be part of IDEA's CSI program. IDEA provided these students access to Imagine Learning Literacy software and built additional time in their school schedule to receive small group instruction on a daily basis. While other students were engaging in electives, CSI students used Imagine Learning to strengthen their reading skills. The Imagine Learning platform automatically adjusts to their reading level and suggests rigorous materials that are best suited to their acceleration plan. At the end of each exercise, students are required to complete questions to assess their skill and comprehension. Results from these short assessments create measurable outcome data that allows IDEA to track and monitor student progress through the curriculum as well as identify areas that need additional acceleration and coaching. They are used as formative tools to help inform instructional strategies and tailor plans to meet the needs of each student. Small group CSI sessions are led by interventionist teachers.

While CSI data is exported from Imagine Learning daily to track individual student progress, the district as a whole monitors and reports on progress on a quarterly basis. Each quarter, data is collected, analyzed, and shared on IDEA's CSI dashboard. The CSI dashboard formally and publicly supports progress monitoring for CSI students. The goal at IDEA Oscar Dunn is for at least 50% of students to increase their grade level equivalent score by 2.0 years in one school year as measured by performance on LEAP.

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)*

IDEA Oscar Dunn will implement an acceleration learning plan across all core content areas to provide expanded learning support for students in grades 4th through 8th who did not achieve mastery on statewide assessments during 2020-21 and 2021-22. All students will have access to grade-level coursework from the first day of school to ensure that they maintain the pace of their learning. Teachers use diagnostic assessment data to determine priority content and skills that will need to be re-taught prior to the at grade-level lesson. This prerequisite content is embedded within unit/modules throughout the year. Regional Curriculum Managers developed addenda to units/modules to provide teachers with directions for how to teach the prerequisite content in a way that made vertical connections visible within each lesson, while also providing access to supplemental resources.

IDEA Oscar Dunn used basic tutorial sessions, intervention classes, and Critical Student Intervention programs to provide expanded support for students in grades 4th through 8th. These interventions took place on a daily basis, with occasional pivots to align with staffing models and campus events.

Anecdotally, many parents expressed disappointment when they learned that IDEA Oscar Dunn would not reopen the following year because the individualized services and attention that IDEA teachers provided to their students through tutorials, intervention, and CSI was more rigorous and caring than they had experienced previously.

CSI is monitored through daily Direct Instructions (DI) assessments. Students also leverage Blended Learning platforms, including iHotSpot and Accelerated Reader (AR). Through periodic quizzes and assessments, these tools assess student progress and provide both detailed and nuanced insight into the strengths and areas of growth for individual students. Students and teachers at IDEA Oscar Dunn gravitated toward digital platforms and used iHotSpot and AR with fidelity to track student progress, making them an important component of the intervention programs designed to close grade level gaps.

Key Investment: **Before and After School Programs**	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$** Click or tap here to enter text.

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?

Click or tap here to enter text.

Key Investment: **Summer Learning Programs**	**ESSER II**	**$ 25,000**	**ESSER III**	**$** Click or tap here to enter text.

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?

IDEA will provide a summer program open to all students and will prioritize students who are rated tier iii intervention or who score below master in grades 3-8. The Summer School Program was held for three weeks between June 1, 2021 and June 24, 2021. Students attended academic and enrichment programming from 8:00 AM to 12:00 PM for a total of 4 hours per day. In total 45 students registered for the summer program. Sessions were led by teachers and co-teachers who elected to continue to teach throughout the summer. The summer school staff leveraged curriculum materials and blended learning programs used during the school year (including Accelerated Reader and iHotSpot) to strengthen academic achievement and generate data to measure grade level progress.

To increase equitable access, students will be provided transportation in order to attend the summer program. IDEA will follow LDOE's accelerate model for the summer program utilizing accelerate resources and tier 1 curriculum.

Key Investment: **Extended Instructional Time**	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$** Click or tap here to enter text.

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?

Click or tap here to enter text.

Key Investment: **Individual Student Plans for Success**	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$** Click or tap here to enter text.

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: Student Support Staff
☐ 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?

IDEA's Academic Service (AST) team will oversee the learning acceleration plans to support campuses as they manage individual student success. Along with other teachers and leaders, AST leaders will support campuses as they provide informational meetings to families throughout the year to discuss how students can start to increase their academic achievement in order to position themselves to achieve mastery by 8th grade. Support will be provided to students regarding personal issues that may be impacting student achievement as needs per counseling caseload. Meetings with parents will be conducted periodically in order to monitor and review progress.

RECOVERY AND ACCELERATION	**2021-2022 Total Funding Commitment**	**$ 512,000**

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$** Click or tap here to enter text.

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: 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 the disproportionate impact of COVID-19 on subgroups of students?

Click or tap here to enter text.

Key Investment: **Literacy Professional Development**	**ESSER II**	**$ 60,000**	**ESSER III**	**$** Click or tap here to enter text.

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

☐ Literacy Content Leaders
☐ Literacy Coaches
☒ Other: Math Coaches
☐ Other: Special Programs Coash

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

Last year's academic results provided strong evidence that students lost the most ground in mathematics and our CSI students took a significant step back. IDEA Oscar Dunn mathematics teachers and interventionists will be supported by two regional math coaches and one regional special programs coach. The Regional Math Coach for grades 4th through 8th served the regions in the fall semester, but transitioned to an Assistant Principal of Instruction at IDEA University Prep in Baton Rouge for the spring semester. While in the role, she provided coaching sessions 2-3 times per month to the campus leaders who directly managed math teachers for grades 6 through 8. At the conclusion of each coaching session, the Regional Math Coach provided actionable next steps for the campus leader to implement with the math teachers they managed. In order to ensure fidelity of implementation in the coaching program, progress was measured and monitored by recording the number of completed action steps from the prior coaching session. Pro rata costs for these regional positions are included. The Regional Math Coach for grades K-2 provided intermittent support and coaching for math teachers during the planning periods. However, the majority of support was focused on the 2nd grade cohort, which had a long-term substitute for the majority of the year and was identified as an area of need to help ensure students did not fail to achieve mastery on statewide assessments.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	**$ 60,000**

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	$ Click or tap here to enter text.	ESSER III	$ Click or tap here to enter text.

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?

Click or tap here to enter text.

Early Childhood Program Enhancement	ESSER II	$ Click or tap here to enter text.	ESSER III	$ Click or tap here to enter text.

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.

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?

Educational Technology (Imagine Learning) K-2
Students used 1:1 devices to access the Imagine Learning an adaptive literacy software program, which is used during the (K-2) Direct Instruction literacy block. Imagine Learning addressed early phonics skills such as: phonics, phonemic awareness, decoding, blending, segmenting sounds, fluency and comprehension.

Imagine Learning was purchased for all students in K-2 at Oscar Dunn with the goal of students making at least 1.5 year's growth. Student expectations and access: students engaged in the program weekly while on campus (home access was also purchased). Usage goals: K – 20 minutes per week, 1st -2nd Grades: 30 minutes per week. The EOY target goal for each student was 20-30 hours a week (active engagement in the software).

Progress Monitoring: student data reports and response feedback was provided at the national and regional levels. The Director of Literacy assessed data and provided action steps for each week. The regional Direct Instruction Program manager held weekly and quarterly debriefs to discuss student progress and next steps to on-track goal status.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	$ Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$ 40,000**
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	**District:** https://ideapublicschools.org/back2school2021/health-and-safety-information/ **Louisiana:** https://ideapublicschools.org/back2school2021/health-and-safety-information/louisiana-health-safety-faqs/ **Protocols:** https://ideapublicschools.org/wp-content/uploads/2021/07/Health-protocols-English-TXLOFL.pdf **IDEA Oscar Dunn prioritized beginning the 2021-22 academic year with 100% in-person instruction. IDEA's experience over the last year demonstrates that students learn best in person and that schools can operate safely with responsible precautions in place. IDEA believes that each of our campuses provide an environment that allows us to deliver on our promise of a safe and excellent education for every student.** **IDEA will continue to contact trace for COVID-positive cases, and we will quickly notify families of students who are known close contacts of a COVID-positive individual. IDEA will include guidance regarding recommendations for quarantine and measures to keep families safe. Students who are recommended to quarantine will receive instructional material from their campus. There is no virtual instruction option available at this time. IDEA will identify parents of students in close contact with a positive case. Additional notification will also be provided to those identified as close contacts and will provide information about quarantine. All guidance will be made in collaboration with state, local, and territorial departments.**			

	Cleaning and maintenance of healthy facilities will be a key component of IDEA's reopening plan. Staff will clean frequently touched surfaces throughout the school day. Hand washing time will be prioritized daily, and hand sanitizer will be in each classroom. Campuses may offer symptomatic testing to students with parent consent based on supply availability through the state and telemedicine partnerships. **School buses operate at 100% capacity, with all students wearing masks and assigned seats. Bus windows are kept open.**
COVID-19 Vaccination policies for staff and students	**Vaccination Information:** **https://ideapublicschools.org/back2school2021/health-and-safety-information/louisiana-health-safety-faqs/** **The vaccine is not mandatory for students, but is highly recommended. Guidance from the CDC indicates that being vaccinated is the best way to prevent COVID-19. All staff at IDEA Oscar Dunn is required to be vaccinated or submit to weekly COVID testing. Parents may choose to have their eligible students vaccinated, and all students may be tested weekly on a voluntary basis.**
Mask wearing policies for staff and students	**Masking Policy:** **https://ideapublicschools.org/back2school2021/health-and-safety-information/louisiana-health-safety-faqs/** **Masks are strongly encouraged for all students, staff, and visitors while inside school buildings. Students and staff are required to wear masks when riding on the school bus.**
Physical distancing, cohorts, or learning pods	**Physical Distancing Policy:** **https://ideapublicschools.org/back2school2021/health-and-safety-information/louisiana-health-safety-faqs/** **IDEA Oscar Dunn encouraged staff and students to physically distance when possible.**
Educational Technology	**Policy:** **https://ideapublicschools.org/learningtech/#:~:text=Our%201%20to%201%20program,to%20continue%20learning%20at%20home.** **https://ideapublicschools.org/wp-content/uploads/2020/07/1-1-Technology-Parent-FAQs.pdf**

IDEA provides 1:1 technology to ensure Continuity of Teaching and Learning

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: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$ 171,000**

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):
https://ideapublicschools.org/learningtech/#:~:text=Our%201%20to%201%20program,to%20continue%20learning%20at%20home.
https://ideapublicschools.org/wp-content/uploads/2020/07/1-1-Technology-Parent-FAQs.pdf
☐ 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	**$ 211,000**

DATA INFRASTRUCTURE ✓

Data Infrastructure	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$** Click or tap here to enter text.

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 ☐ 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.
Click or tap here to enter text.

DATA INFRASTRUCTURE	**2021-2022 Total Funding Commitment**	**$** Click or tap here to enter text.