

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 NEW VISION LEARNING ACADEMY	LEA Code #321
Planning Contact (name) E. Montgomery, Ph. D.	
Planning Contact (title) District Development Director/Curriculum Coordinator	
Planning Contact (email) eroane@bayou.com emontgrants@gmail.com	
Planning Contact (phone) 318-237-0191	
Fiscal Contact (name) T. Moten	
Fiscal Contact (title) Administrative Assistant	
Fiscal Contact (email) nvla@bayou.com	
Fiscal Contact (phone) 318-338-9995	

School System Leader Name Dr. Andrea M. Miller

School System Leader Signature *Andrea M. Miller*

Date June 27, 2022/7.10.2022

NEEDS ASSESSMENTS

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, 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:

☒ Other: **New Vision conducts a detailed review of the student information data twice a year in December and May. Beginning in the 2022-23 school year, New Vision will conduct an additional review in August. All reviews will be**

¹ [ARP ESSER Fact Sheet](#)

conducted by the Administrative Coordinator. The Coordinator analyzed the student enrollment data from 2018-2022, by student groups. This review was used to determine the disproportionate impact of COVID-19 on the student groups, including Total enrollment; Race/Ethnicity; Gender; Socio-economic status; Students with disabilities; and, Students experiencing homelessness. Based on the data, the groups most impacted by COVID-19 were the African American and the female students. From 2019 to 2021-22, the number of African American students enrolled declined by 19%, from 296 to 240. During that same period, the number of female students enrolled dropped by 21%, from 155 to 123.

The Related Goal: The number of African American students enrolled will increase 5% from 240 in 2021-22 by May 2023, based on the student enrollment data review, led by the Administrative Coordinator.

Interim Progress Monitoring: The number of female students enrolled will increase 3% from 123 in 2021-22 by December 2022, based on the student enrollment data review, led by the Administrative Coordinator.

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).

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

Key Investment: **Attendance**

ESSER II

\$127576

ESSER III

\$0

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

Click or tap here to enter text.

The information below describes how New Vision identifies students who need to be re-engaged. It includes: (a) the approximate number of students who need to be re-engaged by student groups; (b) students who have missed the most in person instruction during 2020-21 school year; and, (c) a priority placed on students in grades 3-6 who failed to meet mastery on the LEAP:

Students Who Need to Be Re-engaged. The Administrative Coordinator will review the student information data three times a year, August, December and May. From 2019 to 2021-22, the number of African American students enrolled declined by 19%, from 296 to 240. During that same period, the number of female students enrolled dropped by 21%,

from 155 to 123. Thus, the approximate number of students who need to be re-engaged are 56 students who are no longer enrolled.

Students Who Missed In-person Instruction. In 2020-21, 196 (68%) of 279 students enrolled received in-person instruction; 88 (32%) received remote learning. Thus, the students who missed in-person instruction, when the option was available, between 2018-2022 are the 88 students in 2020-21 who attended remotely instead of in-person.

Students in Grades 3-6 Who Failed to Meet Mastery on the LEAP from 2019-2021. The number of students who failed to achieve mastery of the LEAP include: 37 (100%) of 37 third graders in 2019; 31 (94%) of 33 third graders in 2021. 43 (100%) of 43 fourth graders in 2019; 23 (100%) of 23 fourth graders in 2021. 19 (100%) of 19 fifth graders in 2019; 25 (100%) of 25 fifth graders in 2021. 36 (100%) of 36 sixth graders in 2019; 43 (95%) of 43 sixth graders in 2021. These students will be engaged in in-person learning. They will be provided a strong accelerated learning program to prepare them for the upcoming LEAP, and to improve their academic performance overall.

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?

Click or tap here to enter text.

The information below describes how New Vision seeks to re-engage students with poor attendance. It includes: (a) the approximate number of students who need to be re-engaged by student groups; (b) students who have missed the most in person instruction during 2020-21 school year; and, (c) a priority placed on students in grades 3-6 who failed to meet mastery on the LEAP:

Students Who Need to Be Re-engaged. The Administrative Coordinator will review the student information data approximately three times a year-- in August, December and May. From 2019 to 2021-22, the number of African American students enrolled declined by 19%, from 296 to 240. Thus, the approximate number of students who need to be re-engaged include the 56 students who are no longer enrolled.

Students Who Missed In-person Instruction. In 2020-21, 196 (68%) of 279 students enrolled received in-person instruction; 88 (32%) received remote learning. Thus, the students who missed in-person instruction, when the option was available between 2018-2022, are the 88 students in 2020-21 who attended remotely instead of in-person.

From their review of the LEAP performance data for 2019-2021, the ARAP Coordinator and students' teachers found that the students in grades 3-6 did not meet mastery in 1 or more of the 4 subjects tested on the LEAP, based on the following student groups, from 2019-2021:

2018-19: Students who did not meet mastery on the LEAP in 1 or more of 4 subjects tested on LEAP:
Total tested 3rd-6th: 135: 3rd grade: Total: 37: 13 (54%); 4th grade: Total: 43: 8 (19%); 5th grade:
Total: 19: 5 (26%); and, 6th grade: Total: 36: 13 (73%).

2019-20: There were no LEAP tests, due to State of Louisiana DOE cancellation.

2020-21: Students who did not meet mastery on the LEAP in 1 or more of 4 subjects tested on LEAP:
Total Tested: 117 3rd-6th: 3rd grade: Total: 24: 3 (13%); 4th grade: Total: 23: 12 (52%); 5th grade:
Total: 25: 13 (52%); and, 6th grade: Total: 45: 33 (73%).

In 2020-21, 130 (94%) of 138 male, and 121 (86%) of 141 female students in grades 3-6 did not score mastery or above in 1 or more of the 4 subjects tested on the LEAP.

2021-22: Total tested 3rd-6th: 124; 3rd grade: Total: 33; 4th grade: Total: 23; 5th grade: Total: 24; and, 6th grade: Total: 45.
2021-22 LEAP results have not been received.

The enrollment and LEAP data review further revealed that the poor LEAP performance appeared to be connected to be connected to poor attendance for approximately 23% of the students enrolled.

The ARAP Coordinator and students' teachers will use various strategies to address poor attendance. The students' Homeroom Teachers will enter the student attendance into the online student data system. The ARAP Coordinator will notify parents of students with chronic absenteeism. A Parent-Teacher Conference will be arranged for students who have missed 5 or more days during the school year. Ultimately, the students will be provided a strong accelerated learning experience through the afterschool, weekend and summer programs to prepare them for the upcoming LEAP, and to improve their academic performance overall.

Key Investment: Well-Being	ESSER II	\$53500	ESSER III	\$0
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How will the LEA identify students who need mental and behavioral supports?

The information below describes how New Vision will identify students who need mental and behavioral supports. This section also: (a) identifies data sources from needs assessment used to identify students who need mental and behavioral support; (b) identifies the approximate number of students who have missed the most in person instruction during 2020-21 school year; and, (c) prioritizes students in grades 3-6 who failed to meet mastery on the most recent LEAP:

Post pandemically, students, parents, teachers and school staff often express a lack of morale and general negativity about school and life -- very different from their attitudes before COVID-19. As a result, too often, there is sense of not caring, not trying to do their best, etc. Hence, New Vision will work diligently to perform a turn-around for all parties involved.

The ARAP Counselor and Coordinator will collaborate with the Curriculum Coordinator, the students' teachers and parents. They will use student self-referrals, as well as parent and teacher referrals. Students in grades 3-6 will complete a Student Mental and Behavioral Screening in August each year. The ARAP Counselor and Coordinator will review the referrals and screenings to identify students who need mental and behavioral support.

In 2021-22, three (1%) of 240 students enrolled were referred for mental and behavioral support. One is a sixth grade male who was referred by an official in the juvenile justice system. Two other students are brothers, who were in foster care, but now are in the process of being adopted.

In 2020-21, 196 (68%) of 279 students enrolled received in-person instruction; 88 (32%) received remote learning. Thus, the students who missed in-person instruction, when the option was available, between 2018-2022 are the 88 students in 2020-21 who attended remotely instead of in-person.

The 3 students referred for mental and behavioral support enrolled in New Vision in 2021-22. Thus, none had missed in-person learning here. Two of the students, in 3rd and 6th grades, took the LEAP at New Vision in Spring 2022. We do not have their results yet.

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

- ☐ Mental and Behavioral Health
- X ☐ Character Building
- ☐ Trauma-informed care
- ☐ Full Service Community Schools
- ☐ Adoption/ integration of SEL curriculum
- X ☐ Professional development for staff
- X ☐ 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.

Click or tap here to enter text.

Student Mental and Behavioral Support Plan. New Vision's plan for providing mental and behavioral support for students will begin with the Parent Survey in August of each year. The next step will be the parent and faculty referrals of students who need support. Students in grades 3-6 will complete an informal Student Mental and Behavioral Health Screening Questionnaire. The Questionnaire will allow for student self-referral as well as students in need to be identified.

The ARAP Counselor will work the students' teachers and parents to help determine the intervention sources that will be utilized. Students who need long-term counseling may be referred to a community-based youth counseling agency, for service provided with school funding.

A key intervention source will be the Character Education/SEL class, combined with weekly reading of character-building books that will be attended by all students in PK-6. Students referred or identified will attend weekly on-site counseling sessions with the ARAP Counselor. Students with persistent issues

may be referred to a community-based counseling agency, (eg., S. Chesterfield, Youth Therapy and Counselor, Monroe) with some support from the New Vision to help cover or off-set the cost, if any. The final and over-arching component will be a professional development inservice for staff, led by a mental and behavioral specialist.

There were no students referred for mental and behavior support prior to 2021-22 school year. However, upon returning to in-person learning in 2020-21, students in grades 3-6 who failed to achieve mastery on the LEAP, did attend the CE/SE class and engaged in weekly reading of character-building books. Priority was given to these students and helping them overcome COVID impacts and return to "New Vision 'normal,'" in their educational pursuits.

(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.

Faculty and Staff Mental and Behavioral Support Plan.. The ARAP Coordinator and Counselor will lead the effort to provide mental and behavioral support for educators. They will utilize a variety of resources, such as inservices led by mental and behavioral specialists; faculty self-referrals; voluntary, on-site counseling from the ARAP Counselor; and, referrals to community-based service (for example, Dr. B. Tatum, Counseling Psychologist, Monroe), as needed.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$181076
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Commitment: **RECOVERY AND ACCELERATION**   

Key Investment: Targeted Learning Support	ESSER II	\$5847	ESSER III	\$0
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How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families,

² [ARP ESSER Fact Sheet](#)

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).

Click or tap here to enter text.

Criteria.

Checklist.

Reviewer's comments.

- a. Identify approximate number of students who have missed most in-person instruction during 18, 19, 20, 21, and 22 school years.
- b. Prioritize frequency and timeline of the evidence-based activity.
- c. Describe measurable outcomes and progress monitoring for evidence-based activities.
- d. Identify who will provide supports and services for the evidence-based activities.

The information below describes New Vision's plan for providing targeted learning support to address the impact of Covid-19. It also includes: (a) how New Vision will allocate funds to students most impacted by the Covid-19 pandemic; (b) the priority placed on students in grades 3-6 who failed to meet mastery on the LEAP; (c) the approximate number of students who have missed the most in person instruction during 2020-21 school year; (d) prioritizes frequency and timeline of the evidence-based activities implemented; (e) measurable outcomes and progress monitoring for evidence-based activities; and, (f) identify who will provide supports and services for the evidence-based activities:

Fund Allocation. New Vision Learning Academy is a one-school district. The funds will be used to support 240 students, currently enrolled, who are 99% African American.

NV provides a unique regimen of evidence-based, accelerated learning programs (ALP) for students in grades 3-6 who did not achieve mastery or above on the 2021 LEAP exam. The ALP programs include: Afterschool (AS), 3 days a week, for 8

months; Saturday Academy (SA), 4 hours per weekend, for 8 months; and, Summer School (SS), 6 hours a day, 5 days a week, for 5 weeks. To kick off planning, NV Teachers (grades 3-6) reviewed the students' 2021 LEAP results. They identified each student's LEAP missed items and sub-skills. The Teachers used the info learned to develop weekly Individual Accelerated Learning Program (IALP) lessons based, first on the Study Island, and later on the LEAP Test Prep. The students' Homeroom Teachers created an IALP for each student. At the end of the ALP program, the NV, Afterschool, and Saturday Academy Teachers developed a written student progress report for each of their students. Based on the student's progress, the Teachers, Administrators and Accelerated Learning Committee (ALC) recommended that the student continue ALP at Summer School and/or next school year.

Priority on Students in Grades 3-6 Who Failed to Meet Mastery on the LEAP from 2019-2021. New Vision will place priority on 3RD-6th graders who failed to meet mastery on the LEAP. These students include: 37 (100%) of 37 third graders in 2019; 31 (94%) of 33 third graders in 2021. 43 (100%) of 43 fourth graders in 2019; 23 (100%) of 23 fourth graders in 2021. 19 (100%) of 19 fifth graders in 2019; 25 (100%) of 25 fifth graders in 2021. 36 (100%) of 36 sixth graders in 2019; 43 (95%) of 43 sixth graders in 2021. The students are tested in four core subjects –English; math; science; and, social studies. The students are required to meet mastery in all areas.

Students Who Missed In-person Instruction Who Need Mental and Behavioral Support. In 2020-21, 196 (68%) of 279 students enrolled received in-person instruction; 88 (32%) received remote learning. Thus, the students who missed in-person instruction, when the option was available, between 2018-2022 are the 88 students in 2020-21 who attended remotely instead of in-person. These students are approximately 100% African Americans; 49% males; 51% females; 57% low-income; 15% students w/ disabilities; and, 4% students experiencing homelessness.

Frequency and Timeline of Evidence-based Activity. New Vision will provide students impacted by COVID-19 a regimen of specialized, accelerated learning programs: 1. Afterschool, which will meet 2 hours a day, 3 days a week, for 8 months; 2. Saturday Academy, which will meet 4 hours a day on Saturday, for 8 months; and, Summer School, which will be held 6 hours a day, 5 days a week, for 5 weeks. The programs will be staffed by a team of well trained, experienced administrator, counselor, teachers, tutors and paraprofessionals.

New Vision will provide the following support: a. Staff, including Coordinator (AY, \$35,000 plus Benefits); b. Supplies, including Laptops, \$20,000; Printers, \$4400; Chromebooks/Desktops, \$85,826; and Smart/Interactive Boards, \$45,000; c. Transportation, including a. Bus Drivers (AY, \$80,000 plus Benefits) Bus Aides (AY, \$32,000 plus Benefits); d. Bus Schedule, \$500; e. Bus Supplies, \$43,327; f. Bus Cleaning, \$20,000; g. Consultancies/ Partnerships, including Technology Training for Faculty, \$500; Technology Training for Parents, \$500; Screening, \$2000; Diagnostics, \$46,000; Safe School, \$13,500; h. Other, including Literacy Training for PK-2 faculty and School Administrator.

New Vision will establish partnerships or agreements with a number of persons or entities, including, E. Taylor, GSU Math professor; Dr. B. Tatum, Counseling Psychologist; S. Chesterfield, Youth Therapist/Counselor; Sunshine Therapy and Diagnostic Services; Lumos Publishing; ABC Publishing; Edmentum Publishing; Renaissance Learning. They will play significant roles.

Measurable Outcome. 25% of the students in grades 3-6 will meet mastery in 2 or more subject areas on the LEAP, based on the LEAP student score report in July 2022.

Interim Progress Monitoring. 25% of the students in grades 3-6 will attend 1 or more accelerated learning programs by May 31, 2022, based on the student enrollment data.

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

- X ☐ 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?

Click or tap here to enter text.

The information below describes: (a) New Vision's plan for implementing evidence-based activities; (b) how the selected evidence-based interventions will address the disproportionate impacts of Covid-19; and, (c) describe measurable outcomes and progress monitoring for evidence-based activities:

New Vision's Plan for Implementing Evidence-based Activity. New Vision will provide students impacted by COVID-19 a regimen of specialized, accelerated learning programs: 1. Afterschool, which will meet 2 hours a day, 3 days a week, for 8 months; 2. Saturday Academy, which will meet 4 hours a day on Saturday, for 8 months; and, Summer School, which will be held 6 hours a day, 5 days a week, for 5 weeks. The programs will be staffed by a team of well trained, experienced administrator, counselor, teachers, tutors and paraprofessionals.

The afterschool and weekend ALP programs will run from October -May of each year. Summer learning will be held for weeks in June-July. Parents will be asked to sign their children up.

Each program will be built around key elements: 1. Accelerated Learning; 2. Experienced Staff; 3. Digitally-based curriculum; 4. Built-in Assessments; and, 5. Automatically-created individualized student learning plan. The Edmentum Study Island and the Lumos/ABC LEAP Practice Tests will be the main curricula. Both are aligned with the Louisiana content standards and the LEAP assessment.

Measurable Outcome. 25% of the students in grades 3-6 who previously failed LEAP will meet mastery in 2 or more subject areas on the LEAP, based on the LEAP student score report in July 2022.

Interim Progress Monitoring. 25% of the students in grades 3-6 who previously failed LEAP will attend 1 or more accelerated learning programs by May 31, 2022, based on the student enrollment data.

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)*

Click or tap here to enter text.

The information below describes how New Vision will provide expanded support for students who did not score mastery on the state-wide LEAP assessment. All areas of Act 294 are addressed:

ACCELERATED LEARNING PLAN

----for students in 3-6 who fail to score Mastery on the LEAP

New Vision Learning Academy (NV) will provide an Accelerated Learning Program (ALP) for students in grades 3-6 who fail to score Mastery or above on the LEAP.

NV's Accelerated Learning Program (ALP) will comply with the requirements of ACT No. 294:

1. Expanded Academic Support

- a. For 2021-22 and 2022-23 school years, students in grades 3-6 who failed to achieve mastery on the LEAP will be provided expanded academic support.

NV will provide expanded instruction through -- Afterschool ALP; Saturday Academy ALP; and, Summer School ALP

- b. Each school board shall develop an educational plan and budget to provide expanded academic support to students using federal funds provided for educational relief due to Covid-19 pandemic.
- c. Educational plans shall adhere to state board rules and regulation pertaining to pupil progression and individual academic improvement plans.
- d. The parent or legal guardian of a student identified in need of expanded academic support shall be provided one of the following options:
 - (1) Prioritized placement in a class taught by a highly effective (based on the state's teacher evaluation system) teacher, if a highly effective teacher is available in the school.

Alternate Option. If the ALP is not available for some reason, the NV Principal will place the student in a class taught by a highly effective (based on teacher's most recent evaluation) teacher, if available.

- (2) Accelerated Instruction that will --
 - (a) Include targeted instruction in the subject matter areas in which the student has failed to perform satisfactorily.
 - (b) Be provided in addition to the instruction normally provided to students in the grade level in which the student is enrolled.

Targeted Instruction. Students will receive instruction in the subjects that he/she failed to achieve mastery on the LEAP --English/LA, math, science and/or social studies. Digitally-based Study Island (Edmentum) and LEAP 2025 Test Prep (Lumos/ABC) will be the primary instructional resources. Students will attend tutorials during Afterschool ALP; Saturday Academy ALP; and, Summer School ALP.

Students identified will be provided the enhanced instruction in addition to instruction normally provided to students in their grade level.

New Vision will also provide typing practice for students who are African American (100%), and low-income (56%). Since the test requires students to be proficient typist, this programmatic component was added to help students who previously may not have had a computer at home.

- (c) Be provided for not less than 30 total hours during the following summer and school year, and include instruction for not less than once per week.

New Vision will provide extensive instructional hours to students who failed to score mastery on LEAP: Afterschool ALP, 192 total hours; Saturday Academy ALP, 128 total hours; and, Summer School ALP, 180 total hours.

- (d) Be designed to assist the student in achieving grade level performance in the applicable subject area.

The student's diagnostic assessment results, missed LEAP items, and Study Island/LEAP digital learning activities will be combined to create an IALP designed to assist the student reach grade level in each subject area failed on the LEAP.

- (e) Be taught using high-quality instructional material that are fully aligned with state content standards and that are designed for supplemental instruction.

New Vision Teachers will use the following resources to develop the Individualized Accelerated Learning Plans (IALP):
a. Lumos LEAP 2025 Test Prep (English and Math) for grades 3-6; b. ABC LEAP 2025 Test Prep (Science and Social Studies) for grades 3-6; and, c. Edmentum Study Island (English, Math, Science, Social Studies), grades 3-6.

The materials are high-quality, aligned with Louisiana Content Standards and with LEAP assessments for 2022. Each program includes digital and print components. LEAP and Study Island provide for pre and post assessments. Both produce individual study plans based on the student's pre-assessments. They also monitor the student progress, and produce individual and group reports. Both LEAP and Study Island are used at NV as supplemental resources.

- (f) Be provided to a student individually or in a small group of not more than 12 students, unless the parent or legal guardian of each student in the group authorizes a larger group.

Students will be organized in groups of 12-15 per grade level, 3rd -6th. In cases where the group exceeds 12 students, approval will be obtained from each student's parent or legal guardian. They will receive tutoring based on the students' Individualized Accelerated Learning Plan (IALP).

- (g) Be provided by a person with training in using the instructional materials and who receives on-going oversight while providing the accelerated instruction.

The accelerated learning programs will be staffed by ALP Tutors, who will be experienced K-12 teachers, assisted by paraprofessionals or instructional aides. Each program will be led by a Coordinator or Team Leader responsible for providing on-going oversight. The staff will be provided training on all of the instructional materials. Virtual and in-person inservices will be conducted on each of the instructional programs, including Lumos and ABC LEAP and Study Island, as the main resources; Virtual inservices will be conducted on each program. The staff will receive additional professional development from conferences and post-secondary coursework.

- (h) To the extent possible, be provided by the same person for the entirety of the student's supplemental instruction period.

To the extent possible, the same persons will be used to staff the expanded instruction programs -- Afterschool, Saturday Academy and Summer School ALP programs.

- (i) Be provided in accordance with guidelines on research-based best practices and effective accelerated instruction strategies developed and provided by LDE.

(3) Accelerated Learning Committee

- (a) Each public school shall establish an accelerated learning committee for each student in grades 3-6 who failed to achieve mastery on LEAP. The committee shall be composed of the student's parent or legal guardian, the teacher of the subject in which the student failed to perform satisfactorily, and the school principal or his designee. The student's parent or legal guardian shall be notified of the time and place the committee will meet and the purpose of the committee.

Accelerated Learning Committee (ALC). NV will establish an Accelerated Learning Committee for each student in 4-6 who failed to achieve mastery by August 31, 2021. The Committee will consist of the student's parent, the student's

teacher of subject involved, the Special Population Director, The ALP Coordinator, and the Principal. Parents will be notified of the committee meetings. The Committees will meet virtually, once every 3 months (AY/August-May; Summer/June-July), to plan instruction, to monitor progress, and to make adjustments as needed. The Committees will be led by the student's teacher of the subject failed on the LEAP.

- (b) A student's accelerated learning committee shall, not later than August 31st, develop an accelerated learning plan for the student that provides the accelerated instruction needed to enable the student to perform on grade level by the end of the 2021-2022 school year. The student's parent or guardian shall be provided a copy of the student's accelerated learning plan.

Individualized Accelerated Learning Plan (IALP). The IALP Team will develop an Individualized Accelerated Learning Plan (IALP) for each student in grades 3-6. The IALP will be created in electronic and print forms. The planning will begin with (a) Diagnostic Assessment –to determine the student's current performance level in each subject area; (b) The next planning step will be a review of the student's previous LEAP –to identify the student's missed items in each subject area. The diagnostic data will be combined with the student's missed LEAP items to create the IALP; and, (c) Study Island digital activities will be used to address the diagnostic needs and LEAP missed items identified and to help students reach grade level performance in each subject area.

- (c) If the student fails to perform satisfactorily in the same subject matter area on the LEAP in the subsequent year, the Accelerated Learning Committee shall:
 - (1) Identify the reasons the student failed to perform satisfactorily.
 - (2) Determine whether the student needs additional expanded academic support including accelerated instruction, summer learning programs, or other resources to meet the student's academic needs.

If a Student Fails. If a student fails to perform satisfactorily in the same subject on the LEAP, the ALC shall: (a) Identify reason(s) the student failed. The ALP Teacher will submit a final report on each student, including: (a) the student's LEAP scores; (b) the subject areas on the LEAP in which the student failed to score Mastery or above; and (c) student's cumulative attendance record.

The AL Committee shall also determine if student needs additional expanded academic support, including Afterschool ALP; Saturday Academy ALP; Summer School ALP; and/or, Other Resources. The ALC will assign the next steps in the student's learning experience, before the end of the meeting where the student's ALP results are reported.

- (4) The School shall provide a report by June 1st of 2022 and 2023, to the LDE on the number of students identified as needing expanded academic support, the number of students provided each type of academic support, and the number who failed to achieve master on LEAP during the 2021-22 school year continuing to need additional academic support.

EOY Accelerated Learning Report. The NV Principal will submit the EOY Accelerated Learning Report by June 1, 2022, to LDE, based on a compilation of individual student reports from the ALP Teachers. The Report will include: (a) number of students needing accelerated learning; (b) number of students provided each type of academic support (i.e., Afterschool ALP; Saturday Academy ALP; and, Summer School ALP.); and, (c) number of students who failed to achieve mastery on 2021-22 LEAP continuing to need academic support.

Each ALP Teacher will submit a Final Individual ALP Report to the AL Committee, for each student. These reports will be due by May 15, 2022. The individual student reports will include: (a) the type of Accelerated Learning the student was provided; (b) Student's 2022 LEAP score results; (c) If needed, the type of Accelerated Learning program continued: Afterschool ALP; Saturday Academy ALP; Summer School ALP; and/or, Other Resources. The Principal will use the individual reports to develop the School report for the LDE, described above.

Measurable Outcome. 25% of the students in grades 3-6 who previously failed LEAP will meet mastery in 2 or more subject areas on the LEAP, based on the LEAP student score report in July 2022.

Interim Progress Monitoring. 25% of the students in grades 3-6 who previously failed LEAP will attend 1 or more accelerated learning programs by May 31, 2022, based on the student enrollment data.

Key Investment: **Before and After School Programs**

ESSER II

\$100000

ESSER III

\$0

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.

Afterschool Program.

The information below describes New Vision's plan for implementing the Afterschool Program. It also includes: (a) how the Afterschool Program will address disproportionate impact of Covid-19; (b) the priority placed on students in grades 3-6 who failed to meet mastery on the LEAP; (c) the approximate number of students who have missed the most in person instruction during 2020-21 school year; (d) prioritizes frequency and timeline of the evidence-based activities implemented; (e) measurable outcomes and progress monitoring for evidence-based activities; and, (f) identify who will provide supports and services for the evidence-based activity:

New Vision's Plan for Implementing Evidence-based Afterschool Program. New Vision will provide students impacted by COVID-19 a regimen of specialized, accelerated learning programs. The Afterschool program will meet 2 hours a day, 3 days a week, for 8 months. The program will be staffed by a team of well trained, experienced AS/ALP Coordinator; AS/ALP Counselor; 4 alp Teacher/Tutors; and, 4 Paraprofessionals. The Afterschool ALP program will run from October -May of each year. Parents will be asked to sign their children up.

The Afterschool program will be built around key elements that are specifically designed to address the impacts of COVID-19: These elements include: 1. Accelerated Learning; 2. Experienced Staff; 3. Digitally-based curriculum; 4. Built-in Assessments; and, 5. Automatically-created individualized student learning plan. The Edmentum Study Island and the Lumos/ABC LEAP Practice Tests will be the main curricula. Both are aligned with the Louisiana content standards and the LEAP assessment.

Measurable Outcome. 25% of the students in grades 3-6 who previously failed LEAP will meet mastery in 2 or more subject areas on the LEAP, based on the LEAP student score report in July 2022.

Interim Progress Monitoring. 25% of the students in grades 3-6 who previously failed LEAP will attend 1 or more accelerated learning programs by May 31, 2022, based on the student enrollment data.

Key Investment: **Summer Learning Programs**

ESSER II

\$150000

ESSER III

\$0

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?

Click or tap here to enter text.

Summer Learning Program.

The information below describes New Vision's plan for implementing the Summer Learning Program. It also includes: (a) how the Summer Learning Program will address disproportionate impact of Covid-19; (b) the priority placed on students in grades 3-6 who failed to meet mastery on the LEAP; (c) the approximate number of students who have missed the most in person instruction during 2020-21 school year; (d) prioritizes frequency and timeline of the evidence-based activities implemented; (e) measurable outcomes and progress monitoring for evidence-based activities; and, (f) identify who will provide supports and services for the evidence-based activity:

New Vision's Plan for Implementing Evidence-based Summer Learning Program. New Vision will provide students impacted by COVID-19 a regimen of specialized, accelerated learning programs. Summer Learning/Summer School will be held 6 hours a day, 5 days a week, for 5 weeks. The program will be staffed by a team of well trained, experienced AS/ALP Coordinator; AS/ALP Counselor; 4 alp Teacher/Tutors; and, 4 Paraprofessionals. Summer learning will be held for 6 weeks in June-July of each year. Parents will be asked to pre-register their children.

The Summer Learning program will be built around key elements that are specifically designed to address the impacts of COVID-19: These elements include: 1. Accelerated Learning; 2. Experienced Staff; 3. Digitally-based curriculum; 4. Built-in Assessments; and, 5. Automatically-created individualized student learning plan. The Edmentum Study Island

and the Lumos/ABC LEAP Practice Tests will be the main curricula. Both are aligned with the Louisiana content standards and the LEAP assessment.

Measurable Outcome. 25% of the summer school students in grades 3-6 who previously failed LEAP will meet mastery in 2 or more subject areas on the LEAP, based on the LEAP student score report in July 2022.

Interim Progress Monitoring. 25% of the students in grades 3-6 who previously failed LEAP will attend 1 or more accelerated learning programs by May 31, 2022, based on the student enrollment data.

Key Investment: **Extended Instructional Time**

ESSER II

\$100000

ESSER III

\$0

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.

Saturday Academy Extended Learning Program.

The information below describes New Vision's plan for implementing the Saturday Academy Extended Learning Program. It also includes: (a) how the Saturday Academy Program will address disproportionate impact of Covid-19; (b) the priority placed on students in grades 3-6 who failed to meet mastery on the LEAP; (c) the approximate number of students who have missed the most in person instruction during 2020-21 school year; (d) prioritizes frequency and timeline of the evidence-based activities implemented; (e) measurable outcomes and progress monitoring for evidence-based activities; and, (f) identify who will provide supports and services for the evidence-based activity:

New Vision's Plan for Implementing Extended Learning-based Saturday Academy Program. New Vision will provide students impacted by COVID-19 a regimen of specialized, accelerated learning programs. Saturday Academy will be held 4 hours a day, on Saturdays, for 8 months. The program will be staffed by a team of well trained, experienced SA/ALP Coordinator; SA/ALP Counselor; 4 ALP Teacher/Tutors; and, 4 Paraprofessionals. Saturday Academy will be held for 8 months, October-May, of each year. Parents will be asked to pre-register their children who failed to achieve mastery on the LEAP.

The Saturday Academy program will be built around key elements that are specifically designed to address the impacts of COVID-19: These elements include: 1. Accelerated Learning; 2. Experienced Staff; 3. Digitally-based curriculum; 4. Built-in Assessments; and, 5. Automatically-created individualized student learning plan. The Edmentum Study Island

and the Lumos/ABC LEAP Practice Tests will be the main curricula. Both are aligned with the Louisiana content standards and the LEAP assessment.

The Saturday Academy curriculum included English, math, science, and social studies tutorials. We also provided LEAP Typing, because the students, who were African American, mostly low-income, often came from homes without computers or typing or keyboard experience. Recreation was also offered as an inducement to get students to participant on Saturdays.

Measurable Outcome. 25% of the Saturday Academy students in grades 3-6 who previously failed LEAP will meet mastery in 2 or more subject areas on the LEAP, based on the LEAP student score report in July 2022.

Interim Progress Monitoring. 25% of the students in grades 3-6 who previously failed LEAP will attend 1 or more accelerated learning programs by May 31, 2022, based on the student enrollment data.

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: 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.

N/A New Vision Learning Academy serves students in PK-6. It does not serve high school students.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment

\$355847

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

Key Investment: School Improvement Best Practices	ESSER II	\$90800	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)*

☐ 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.

New Vision's 25-member faculty and staff are organized into collaborative grade-level, subject-matter, and special task force teams. Each group is led by an experienced, capable Team Leader. New Vision will provide data-based professional development throughout the school year, including: a. Opening Inservices, led by the Curriculum Coordinator; b. Weekly Faculty Planning Meeting; c. Weekly Grade-level Team meetings; d. Best Practices-based Inservices, led by Vendor Presenters, University Consultants, etc.

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.

The information below describes New Vision's Professional Learning and Development program. It also includes: (a) how the School Improvement Best Practices Program will address disproportionate impact of Covid-19; (b) the priority placed on students in grades 3-6 who failed to meet mastery on the LEAP; (c) the approximate number of students who have missed the most in person instruction during 2020-21 school year; (d) prioritizes frequency and timeline of the evidence-based activities implemented; (e) measurable outcomes and progress monitoring for evidence-based activities; and, (f) identify who will provide supports and services for the evidence-based activity:

Evidence-based Activities Aligned to Needs Assessment. New Vision Learning Academy will deliver a comprehensive best practices-based professional development program. New Vision will provide professional development designed to keep approximately 25 teachers, paras and administrators informed of the best practices associated with the needs assessments and needs of the identified students. The sessions will address a range of topics --accelerated learning; teaching African American, male, female students; extended learning; digitally-based learning; tutoring; assessments; content/assessment-aligned instruction. Some of the inservices already scheduled for this fall are: Study Island (Aug. 2022); LEAP E/LA & Math (Sep. 2022); LEAP Science & Social Studies (Sep. 2022); and, the Digitals (Aug-Oct. 2022). The overall professional development focus and individual inservice topics are determined by Faculty Surveys administered at the beginning and end of the school year.

In addition, New Vision will provide weekly faculty planning meetings, led by the Curriculum Coordinator, and monthly inservices, led by professional presenters. The School will also fund coursework, test fee, and professional conference attendance for faculty and staff pursuing degrees or certifications.

Evidence-based Activities Based on Needs of Subgroups of Students. New Vision will hold professional development sessions on effectively helping students from a diversity of backgrounds --African Americans, males, females, low-income, students with disabilities, students experiencing homelessness, etc. -- recover from the impact of COVID-19.

Priority on Students in Grades 3-6 Who Failed to Meet Mastery on the LEAP from 2019-2021. New Vision will place priority on 3RD-6th graders who failed to meet mastery on the LEAP. These students include: 37 (100%) of 37 third graders in 2019; 31 (94%) of 33 third graders in 2021. 43 (100%) of 43 fourth graders in 2019; 23 (100%) of 23 fourth graders in 2021. 19 (100%) of 19 fifth graders in 2019; 25 (100%) of 25 fifth graders in 2021. 36 (100%) of 36 sixth graders in 2019; 43 (95%) of 43 sixth graders in 2021. The students are tested in four core subjects --English; math; science; and, social studies. The students are required to meet mastery in all areas.

Students Who Missed In-person Instruction Who Need Mental and Behavioral Support. In 2020-21, 196 (68%) of 279 students enrolled received in-person instruction; 88 (32%) received remote learning. Thus, the students who missed in-person instruction, when the option was available, between 2018-2022 are the 88 students in 2020-21 who attended remotely instead of in-person. These students are approximately 100% African Americans; 49% males; 51% females; 57% low-income; 15% students w/ disabilities; and, 4% students experiencing homelessness.

Frequency and Timeline of Evidence-based Activity. The Weekly Faculty planning Meetings will be held on Thursdays, 3:30-5 p.m. Inservices may be planned for a half-day or conducted during the weekly faculty meetings. The School's Curriculum Coordinator is the professional development leader.

Measurable Outcome. 25% of the Saturday Academy students in grades 3-6 who previously failed LEAP will meet mastery in 2 or more subject areas on the LEAP, based on the LEAP student score report in July 2022.

10% of the teachers of students in grades 3-6 who failed to meet mastery on LEAP will complete at least 1 professional development aligned with the needs assessment by May 31, 2023, as indicated by the teacher's professional development or travel report.

Interim Progress Monitoring. 25% of the students in grades 3-6 who previously failed LEAP will attend 1 or more accelerated learning programs by May 31, 2022, based on the student enrollment data.

10% of the teachers of students in grades 3-6 who failed to meet mastery on LEAP will attend at least 1 virtual inservice aligned with the needs assessment by May 31, 2023, as indicated by the teacher's inservice participant's assessment report.

Key Investment: Literacy Professional Development	ESSER II	\$ 5000	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)

☒ Literacy Content Leaders

☐ Literacy Coaches

☐ 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?

The information below describes New Vision's Literacy Professional Development program. It also includes: (a) how the Literacy Professional Development Program will address disproportionate impact of Covid-19; (b) the priority placed on students in grades 3-6 who failed to meet mastery on the LEAP; (c) the approximate number of students who have missed the most in person instruction during 2020-21 school year; (d) prioritizes frequency and timeline of the evidence-based activities implemented; (e) measurable outcomes and progress monitoring for evidence-based activities; and, (f) identify who will provide supports and services for the evidence-based activity:

In addition to the comprehensive professional development best practice-focused program described above, New Vision will also implement a strategic, literacy professional development program. One of its key features will be the literacy course that teachers and the School Administrator will complete during the 2022-23 school year. The course will be led by Professional Literacy Foundation. The faculty will attend monthly literacy-focused inservices led by textbook publishers (McGraw-Hill Reading Wonders); by digital resource producers (Edmentum Reading Egg/Study Island; and, Lumos LEAP English/Language Arts; along with consultant-led (Literacy Recovery).

Frequency and Timeline. The frequency and timeline of the literacy training will include: (a) Faculty Planning Meetings, weekly, 1.5 hours, Thursday, led by the Curriculum Coordinator; (b) Grade-level/Subject-matter Teams Meetings, weekly, 1 hour, on day Team chooses, led by the Team Leaders; and, (c) literacy-focused inservices, quarterly, from 1 hour up to half-day, led by consultants or text publishers or digital producer presenters. The literacy course which will be taken by selected teachers and the Administrator will be conducted over multiple weeks or months.

Measurable Outcomes: 4 (50%) of 8 PK-2 teachers will complete the Literacy Foundation-sponsored Literacy course, by May 31, 2023, based on the course roster.

Interim progress monitoring: 7 (50%) of 14 New Vision teachers for PK-6 will attend 1 or more literacy-based professional development training sessions, by December 31, 2022, based on the Weekly Faculty Planning Agenda and Inservice Participant's Assessment reports.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$95800
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	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)

☐ Ready Start Networks

☐ Fund Pre-K seats

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

☐ Other: Click or tap here to enter text.

New Vision will enhance ECE, rather than expand.

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.

New Vision will enhance ECE, rather than expand. See the information below on enhancing early childhood.

Early Childhood Program Enhancement

ESSER II

\$20989

ESSER III

\$59489

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

X ☐ 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?

Click or tap here to enter text.

New Vision will enhance the existing Pre-Kindergarten program. We provide an experienced, trained PK Team of Teachers and Paras to lead the PK program. We will provide an experienced team, professional development, and a new PK curriculum. The Team, consisting of 2 PK Teachers and 2 PK Paras, will be led by the PK Team Leader. They will staff the 2 existing PK classes. The PK professional development will consist of weekly faculty planning meetings, 1.5 hours, each Thursday. The PK Team will attend inservices, webinars and PK conferences, featuring best practices sessions led by PK specialists. The PK Team members seeking degrees or certifications will be provided additional support. The PK Team will also adopt a new curriculum by the end of July 2022. Each PK classroom will be equipped with a laptop, smart/interactive board, printer, and printer. The PK program will also be provided new books to support the reading initiative. NV will employ an experienced PK screener to coordinate the annual PK Round Up and Screenings, required prior to PK student admission. The screenings will be held in June and July.

NV will provide the following support to enhance the PK program:

1) Hire teachers and additional staff as needed: PK Teachers, plus PK Paras; 2) Recruit and enroll children through social media, advertising campaigns, and in-person outreach events; 3) Purchase high-quality instructional materials; 4) Purchase necessary supplies for classrooms. Measurable Outcome. 1 (50%) of 2 PK Teachers will complete 1 or more literacy trainings by May 31, 2023, based on the Literacy Training Participants Roster. Interim Progress Monitoring. 1 (50%) of 2 PK Teachers will attend 1 or more on-site, virtual inservice of PK best practices by December 31, 2022, based on the Inservice Participant's Assessment report.	
EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment \$80478

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$0	ESSER III	\$432000
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	The New Vision website and URL: www.newvisionlearningacademy.com			
COVID-19 Vaccination policies for staff and students	The New Vision website and URL: www.newvisionlearningacademy.com			
Mask wearing policies for staff and students	The New Vision website and URL: www.newvisionlearningacademy.com			
Physical distancing, cohorts, or learning pods	The New Vision website and URL: www.newvisionlearningacademy.com			
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
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
- X ☐ Support universal and correct wearing of masks
- X ☐ Physical distancing (e.g., including use of cohorts/learning pods)
- X ☐ Handwashing and respiratory etiquette
- X ☐ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- X ☐ 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.
- X ☐ Other: Click or tap here to enter text.

The New Vision website and URL: www.newvisionlearningacademy.com

The NV School Reopening Plan contains the following NV documents: (1) In-person Learning; (2) Covid-19 Vaccination policies for staff and students; (3) Mask/Face-cover wearing policies for staff and students; (4) Physical distancing; (5) cohorts and learning pods --Students remain in the classroom, while teachers come them to conduct the different classes.

New Vision has implemented a carefully planned system to ensure school safety and efficient operations, including:

- 1) Installed floor markings and other devices to designate appropriate distancing in classrooms, hallways, cafeteria, gym, etc.
- 2) Utilized PPE.
- 3) Purchased cleaning and sanitizing supplies on a regular basis, and employing sanitizing services (ex., A. Wade, \$2301 per month).
- 4) Installed multiple hand-hygiene stations throughout the School.
- 5) Divided reopening responsibilities between the Executive Assistant and Dean of Students.
- 6) Employed additional staff, including facility cleaners, Bus Aides and Monitors, etc.
- 7) Purchased an outdoor screen to support activities outdoor and in the gym.
- 8) Referring students and parents to COVID testing/vaccination sites, when needed.
- 9) Utilized various communication methods –school/home alert system, emails, phone calls, memo, PSAs, etc.

Continuity of Teaching & Learning	ESSER II	\$0	ESSER III	\$189200
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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

X ☒ Educational technology (computers/ laptops)

X ☒ 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.

New Vision conducted staff training/professional development to support safe reopening during the Opening Inservices which were held during the first week of school. 100% of the faculty and staff attended. NV will also provide a laptop and/or an Internet-connected desktop computer for students, teachers and learning spaces (i.e., classrooms, labs, library, etc.). The computers will be equipped with software necessary to process the digital programs in the accelerated learning programs.

200 (100%) of 200 students in K-6 will be provided digitally-based instruction during the regular school day, afterschool, Saturday Academy, and Summer programs.

SCHOOL SAFETY & OPERATIONS	2021-2022 Total Funding Commitment	\$621200
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DATA INFRASTRUCTURE

Data Infrastructure	ESSER II	\$0	ESSER III	\$131000
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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

X 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

New Vision will implement an online Student Information System, consisting of: (a) Student enrollment data --by school and class; (b) Attendance data; (c) Built-in, automatic drop-out alerts, after 10 unexcused absence; (d) Homework access; (e) Assessment performance data; (f) Student Grades and Scores; (g) Student Conduct; (h) Mental and Behavioral data; and, (i) Parent-Teacher Conference notices. The SIS will be staffed by the ARAP Coordinator and 2 Data Entry Techs.

New Vision will provide for training of school administrators, staff, faculty, parents, and students, as needed. The systems will also support more effective communication and collaboration among all parties involved during these unprecedented times.

New Vision will invest ESSER II and III funds into the following infrastructure, \$79,000: (a) Data software; (b) Early warning system (5,000); (c) Data security/cybersecurity (50,000); (d) Data storage (5,000); (e) Staff training in data literacy and analysis (5,000); (f) Statistical programs (2,500); (g) Data warehouse (7,000); and, (h) Data dashboards (5,000).

System Implementation and Progress Monitoring, \$11,500, including: (a) Enrollment data --by school and class (1,500); (b) Attendance data; (c) Built-in, automatic drop-out alert, after 5 unexcused absences (2,500); (d) Homework (3,500); (e) Assessment performance data (1,000); (f) Class grades (1,000); (g) Student Conduct Report (1,000); (h) Mental and Behavioral Supports; and, (i) Parent-Teacher Conference notices (1,000). Data Entry Techs, 2 (40,000).

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$131000
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