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.**

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School System Leader Name Sabrina Pence	
School System Leader Signature	**Date 9/22/2021**

NEEDS ASSESSMENTS ✔ ✔ ✔

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

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

Criteria Checklist

X The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
X Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
X The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
X 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**	**$0**	**ESSER III**	**$ 0**
How will the LEA identify students who need to be re-engaged?				
We will be working with our social work and counseling teams to track attendance and to determine which families require support. At this time, we will not need ESSER funding to do this work.				
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?				
We will assess why the student and family have not re-engaged and will create engagement plans for the family but will not be using ESSER funding to do this.				
Key Investment: **Well-Being**	**ESSER II**	**$0**	**ESSER III**	**$0**
How will the LEA identify students who need mental and behavioral supports?				
We are implementing a universal screener for mental health and have adopted several SEL curricula (depending on grade-level). All schools have had Trauma-Informed training for all staff. Currently, we do not need ESSER funding to do this work.				
(For Students) **Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)* ☐ Mental and Behavioral Health ☐ Character Building ☐ Trauma-informed care ☐ Full Service Community Schools ☐ Adoption/ integration of SEL curriculum ☐ Professional development for staff ☐ Other: Click or tap here to enter text. ☐ Other: Click or tap here to enter text.				
(For Students) **Describe the LEAs plan for implementing evidence-based activities.**				
We will be implementing the Valor Collegiate SEL model for our middle school and the Responsive Classroom model in our primary school. We started these initiatives several years ago.				
(For Educators) **Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)* ☐ Mental and Behavioral Health (virtual health coaches) ☐ Other: Click or tap here to enter text. ☐ Other: Click or tap here to enter text.				

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	$0

Commitment: **RECOVERY AND ACCELERATION** ✔ ✔ ✔				
Key Investment: **Targeted Learning Support**	**ESSER II**	**$ 418,470**	**ESSER III**	**$ 510,307**

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)*

X Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
X Student outcome data, such as assessments
☐ State administrative data, such as unemployment claims
X Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
X Conversations with community (stakeholder input)
X 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).*

We are one charter school, so allocations are not allocated across schools. Our students were deeply impacted by COVID-19 as compared to peers across the state, as evidenced by more severe drops in student assessment data. Resources within the school will be allocated based on data-driven priorities.

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)*
X Literacy Interventions and Extensions
☐ Individual Graduation Plans (IGP)
X 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?

We have hired eight additional FTEs to do high-dosage tutoring and literacy interventions and extensions. Six interventionists are dedicated to literacy, and two are dedicated to mathematics. We analyzed our end of year student assessment data for all students PK-8 and determined our highest gaps. Additionally, we worked with the LDOE in the strategic planning process to identify key gaps. Our data suggests that both ELA and math need to be a priority. We have prioritized ELA while also adding supports in math. All tutoring programs and interventions have been selected by reviewing the supported research. For ELA, we have realized we need to focus heavily on decoding

[2] ARP ESSER Fact Sheet

supports as a significant number of students are not at grade level for decoding. We are also measuring student fluency levels and regularly providing a reading fluency intervention. Decoding and fluency interventions will help students build the bridge to reading comprehension. In math, we are working towards math fact fluency and individualized programming based on student skills assessments. All interventions are research-based. In math, we have also hired Kumon Math as a during the day high-dosage tutoring program for students.

To ensure that we have a strong workforce, we have hired master teachers, Special Education teachers and paid a COVID-19 retention response stipend to staff that assisted during COVID-19.

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)*

Above, we have outlined expanded support for students. We determine what students need support based on testing data, including their LEAP test scores. Our intervention plan includes:

- **targeted instruction based on state test and other testing data,**
- **support provided in addition to regular classes (not a replacement of),**
- **support provided four days per week (approximately 60+ hours per year),**
- **support designed as acceleration to grade-level instruction,**
- **curricula that are designed to supplement core instruction,**
- **groups of less than 12 students at one time,**
- **support provided by teachers who are evaluated by a school leader, and**
- **materials that are research-based for acceleration.**

The school will convene its SBLC committee to regularly review progress of students, including students in grades 4-8. Parents will be provided a copy of their child's accelerated learning plan and will be informed of progress. If the student does not achieve expected gains in this school year, the parent will be provided the appropriate reasons for not achieving at grade-level and what will be done the following year. We will also provide the state with the number of students needing academic support, number of students provided academic support, and the number of students who failed to achieve mastery.

Key Investment: **Before and After School Programs**	**ESSER II**	**$ 0**	**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?

We will continue to operate our afterschool programming, which includes tutoring. This is staffed by LEA educators and Americorps members. We will not be using our ESSER funding to enhance this program.

Key Investment: **Summer Learning Programs**	**ESSER II**	**$ 0**	**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

X Partner with organizations to provide summer learning programs X Partner with vendors to specifically provide tutoring during summer programming X 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?				
All selected curricula are aligned to our state curriculum for regular grade-level instruction which has a strong evidence base. All vendors/partner organizations are trained in the curricula. They are also paired with LEA educators to implement the curricula.				
Key Investment: **Extended Instructional Time**	**ESSER II**	**$ 0**	**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?				
Our school day is 7.75 hours per day, an extended day model.				
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?				
We will not be using any ESSER funds to implement IGPs.				
RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment				**$ 928,777**

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

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)* ☐ Instructional Leadership Teams (ILT) ☐ Teacher Collaboration (Common Planning/PLC/ Cluster) ☐ Other: 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?
We will not use ESSER funds for school improvement best practices.

Key Investment: **Literacy Professional Development**	**ESSER II**	**$ 25,000**	**ESSER III**	**$ 0**

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)* ☐ Literacy Content Leaders X Literacy Coaches X Other: Outside provided Science of Reading Training ☐ 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?
We are sending our school leaders who coach ELA to the Pathways to Literacy Leadership program through the AIM Institute for Learning and Research, which is training our leaders in the Science of Reading. This will help our school leaders understand the research base in reading instruction, which will in turn impact scheduling, how they put together the flow of the block, how they monitor instruction, and how they coach teachers.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	**$ 25,000**

EARLY CHILDHOOD EDUCATION ✔

Early Childhood Program Expansion	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**

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?
We will not be expanding our Pre-K program at this time.

Early Childhood Program Enhancement	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)* ☐ CLASS Certification ☐ Professional Development from High-Quality Instructional Materials Vendor Guide ☐ Other: Click or tap here to enter text. ☐ Other: Click or tap here to enter text.
We will not be using ESSER funding for Early Childhood Program Enhancement at this time.
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?
N/A

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

SCHOOL SAFETY & OPERATIONS ✔

Safe School Reopening	**ESSER II**	**$ 499,322**	**ESSER III**	**$ 0**

Provide the URL to the following LEA documents:	
School Reopening Plan for In-Person Learning	https://drive.google.com/file/d/1UXmmewYokbiPyKq94KOymD_xxJUMpqHd/view?usp=sharing
COVID-19 Vaccination policies for staff and students	https://drive.google.com/file/d/1UXmmewYokbiPyKq94KOymD_xxJUMpqHd/view?usp=sharing
Mask wearing policies for staff and students	https://drive.google.com/file/d/1Rd2WFnno1kCwEIi7003kP2hPFL9Prcfx/view?usp=sharing
Physical distancing, cohorts, or learning pods	https://drive.google.com/file/d/1Rd2WFnno1kCwEIi7003kP2hPFL9Prcfx/view?usp=sharing
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)*

X 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
X Diagnostic and screening testing
X Other: Enhanced cleaning protocols

☐ Other: Click or tap here to enter text.				
Continuity of Teaching & Learning	**ESSER II**	**$ 125,641**	**ESSER III**	**$ 0**
Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)* ☐ Staff Training/Professional Development to support remote learning or safe reopening 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 X Other: Updated Smartboards to enhance virtual instruction during quarantine ☐ Other: Click or tap here to enter text.				
SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment			**$ 624,963**	

DATA INFRASTRUCTURE ✔				
Data Infrastructure	**ESSER II**	**$ 0**	**ESSER III**	**$ 0**
Which activities will the LEA invest in using ESSER II & III funds? *(check all that apply)* ☐ Early warning system to track student progression ☐ Data security/cybersecurity ☐ Data storage ☐ Staff upskilling in data literacy/science/analysis ☐ Statistical programs or analytics software ☐ Enterprise data warehouse ☐ Data dashboards or other activities to improve public transparency ☐ 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.				
We are not planning to use our ESSER funding in this way.				
DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment			**$ 0**	