DEPARTMENT of EDUCATION
louisiana Believes

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 Phillis Wheatley Community School	**LEA Code 399004**
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School System Leader Name Sabrina Pence	
School System Leader Signature	**Date: 10/28/2021**

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
☐ 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
X Student chronic absenteeism data
☐ Student instructional mode (virtual, hybrid, in-person)
☐ Student course enrollment data
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Criteria Checklist

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

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[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 not be using ESSER funding for students who need to be re-engaged.

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 not be using ESSER funding for students with poor attendance.

Key Investment: **Well-Being**	**ESSER II**	$0	**ESSER III**	$0

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

We will not be using ESSER funding for students who need mental and behavioral supports.

(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 not be using ESSER funding for students for evidence-based activities.

(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.

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Commitment: **RECOVERY AND ACCELERATION** ✔ ✔ ✔				
Key Investment: **Targeted Learning Support**	**ESSER II**	$ 864,351	**ESSER III**	$ 679,965

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. Based on our data from last year, 16% of students achieved mastery in ELA and 6% of students achieved mastery in math. We are focusing on students in 4th through 8th grade that did not achieve mastery.

We have reviewed our sub-group data, and there are not significant differences - needs for acceleration applies to all groups.

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?

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[2] ARP ESSER Fact Sheet

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 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. We are focusing on students in 4th through 8th grade that did not achieve mastery on LEAP 2025. Students will receive these interventions September - May, 4 days a week, for at minimum 30 minutes per day, depending on the intervention. These are in addition to core class instruction. Progress monitoring will happen every six weeks - reading is measured via AIMSWeb and math is measured via iReady. Interventionists will make changes based on data.

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.   Progress monitoring will happen every six weeks - reading is measured via AIMSWeb and math is measured via iReady. Interventionists will make changes based on data.

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

X 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 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?

We will not be using our ESSER funding to enhance this program.

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?

We will not be using our ESSER funding to enhance this program.

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	**$ 1,544,316**

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. Leaders will focus on coaching teachers in grades 4-8 literacy, helping them work with students who did not yet achieve mastery. 41 leaders across FirstLine Schools are participating in training. The training began this summer, and it will conclude in January, with participants doing approximately 40 hours of asynchronous work and 15 hours of in person learning. We found this program through the LDOE's recommendation on the Science of Reading through their literacy coach pilot program. Leaders are graded by the program through a pre and post assessment and have assessments throughout the course.

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	$ 405,066	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**	**$ 219,403**	**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**	**$ 624,469**

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**