2021-2022 Academic Recovery and Acceleration Plan

NEEDS ASSESSMENTS ✓ ✓ ✓

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

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

2021-2022 Academic Recovery and Acceleration Plan

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.**

Commitment: **ATTENDANCE & WELL-BEING ✓ ✓**				
Key Investment: **Attendance**	**ESSER II**	**$**Click or tap here to enter text.	**ESSER III**	**$** Click or tap here to enter text.
How will the LEA identify students who need to be re-engaged?				
N/A				
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?				
N/A				
Key Investment: **Well-Being**	**ESSER II**	**$56,224**	**ESSER III**	**$ 54,902**
How will the LEA identify students who need mental and behavioral supports?				
The Social Academic and Emotional Behavior Risk Screener (SAEBERS) is given during the first two months of school to all Pre-K through 8 grade students. Based on these results approximately eighty students were identified as needing mental and behavioral supports. **The results are discussed with the mental health team and then disaggregated by student groups and grade level to identify individual student needs. Additionally, all teachers and staff been trained in the Attitude is Altitude Social and Emotional Learning Curriculum for Grades K-12. A Social and Emotional Coach and Counselor has been hired to work with student groups.**				
***(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.**

Approximately eighty students were identified as needing mental and behavioral supports.

The school leadership team will have monthly meetings to review discipline referrals and parent/teacher counseling requests. Students identified as high risk will be targeted for weekly small group and/or individual counseling sessions.

Mental Health team which is comprised of Social-Emotional Coach, Counselor and Dean of Students will use data from screener to great goals for high- risk students. Progress monitoring will happen at mid-year and end of the year.

(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	**$111,126**

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

Key Investment: **Targeted Learning Support**	**ESSER II**	**$ 68,523**	**ESSER III**	**$ 322,774**

How will the LEA identify the disproportionate impact of COVID-19 on student groups[2], which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? *(check all that apply)*

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

[2] ARP ESSER Fact Sheet

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).*

SWLCA is located in Lake Charles, LA and our students were not only impacted by the Covid-19, but also by displacement because of extreme devastation caused by two hurricanes striking the city.

Data sources used to identify students most impacted by the Covid-19 pandemic and hurricane devastation are as follows: LEAP 2025 and I-Ready Diagnostic & Benchmark Assessments.

100% of our students attended school virtually until October 26, 2020, due to limited access to housing, electricity and water as a result of the hurricanes. Approximately 50% of the school's population return in-person in October and the other 50% remained virtual. The number of in-person learners increased to 70% by February of 2021.

Data supports that approximately 255 students in grades 4-8 were impacted by school interruptions due to Covid-19 and hurricane displacement.

2021 LEAP test results show that the following percentages of 4th-8th graders did not achieve Mastery: 79% ELA, 94% Math, 88% Social Studies & 91% Science. All students are considered economically disadvantaged and of the students with disabilities population more that 90% did not achieve Mastery on any part of the LEAP test.

Students in 4th -8th grades who failed to achieve mastery on any statewide assessment during the 2020-2021 school year will be prioritized in receiving targeted learning support.

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

- ☒ High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
- ☒ Literacy Interventions and Extensions
- ☐ Individual Graduation Plans (IGP)
- ☒ Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- ☒ Other: Hire Math Interventionist and Literacy Coach
- ☐ 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?

2021 LEAP test results show that the following percentages of 4th-8th graders did not achieve Mastery: 79% ELA, 94% Math, 88% Social Studies & 91% Science.

- **The school has purchased high quality core instructional materials and will provide ongoing professional development for digital and consumable materials in grades 4 through 8.**
- **Purchased Accelerated Reader to ensure that students are reading on their individual levels.**
- **Hiring 2 Math Interventionist to support classroom and small group instruction.**
- **Hiring a Literacy Coordinator to support ELA instruction.**
- **After school tutoring will be offered to students that did not score mastery beginning in September**
- **Targeted students will receive 30 to 45 minutes of additional support in ELA and Math daily using I-Ready and Coach Digital throughout the school year.**

- **The school will use I-Ready to progress monitor students in December and April.**
- **The goal is to increase mastery for 4th – 8th grade students in the following areas: ELA 21% to 31%, Math 8% to 15%, Social Studies 11% to 16% and Science 9% to 15%.**

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)*

2021 LEAP test results show that the following percentages of 4th-8th graders did not achieve Mastery: 79% ELA, 94% Math, 88% Social Studies & 91% Science. The school has purchased high quality core instructional materials and will be providing ongoing professional development for digital and consumable materials in grades 4 through 8. We have purchased Accelerated Reader to ensure that students are reading on their individual levels. We have hired 2 math interventionists to support classroom and small group instruction. A Literacy Coach to support ELA instruction. After school tutoring will be offered to students that did not score mastery beginning in September and ending in May; and targeted students will receive 30 to 45 minutes of additional support in ELA and Math daily using I-Ready and Coach Digital through the school year.

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

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

☐ Partner with organizations to provide before and/or after school programs
☐ Partner with vendors to specifically provide tutoring before and/or after school
☐ Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

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

N/A

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

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

☐ Vendor-provided summer learning programs
☐ Partner with organizations to provide summer learning programs
☐ Partner with vendors to specifically provide tutoring during summer programming
☐ Develop LEA direct-run summer learning program, staffed by LEA educators
☐ Other: Bus Transportation
☐ 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?

N/A

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

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

☐ Extended school day *(if implementing before/ after school programs separate from the school day, please use that category)*
☐ Extended school week
☐ Extended school year
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

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

N/A

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

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

☐ Individual Graduation Plan (IGP)
☐ IGP Planning Partner
☐ Other: 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?

N/A

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	**$ 391,297**

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

Key Investment: **School Improvement Best Practices**	**ESSER II**	**$ 227,349**	**ESSER III**	**$ 119,048**

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

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

2021 LEAP test results show that the following percentages of 4th-8th graders did not achieve Mastery: 79% ELA, 94% Math, 88% Social Studies & 91% Science. These students will be prioritized in receiving services:

- **Three Curriculum Resource Teachers will be hired to facilitate teacher collaboration during weekly PLC meetings.**
- **Teachers will have scheduled time to meet 45 mins weekly during the school day and 45 minutes monthly afterschool.**
- **Teacher stipends for the extra planning time afterschool.**
- **During PLC meetings, teachers and CRTS will analyze data, unpack modules, develop common assessments and plan lessons.**
- **CRTs will work individually with teachers to plan for small groups based on class data.**
- **All teachers and paraprofessionals will be trained on best practices for effective student communication during the second semester.**
- **Measurable outcomes will be overall improved student performance on LEAP 2025 and I-Ready Benchmark Assessments.**

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

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

☐ 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?

N/A

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	**$ 395,552**

EARLY CHILDHOOD EDUCATION ✓

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

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

☐ Ready Start Networks
☐ Fund Pre-K seats
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
N/A				
Early Childhood Program Enhancement	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$** Click or tap here to enter text.
Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)* ☐ CLASS Certification ☐ Professional Development from High-Quality Instructional Materials Vendor Guide ☐ Other: Click or tap here to enter text. ☐ Other: Click or tap here to enter text.				
N/A				
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		**$** Click or tap here to enter text.		

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	**ESSER II**	**$ 108,431**	**ESSER III**	**$ 491,100**
https://www.swlouisianacharter.org/Welcome%20Back%20to%20School%20Plan%2021-22%20SWLCA.pdf				
School Reopening Plan for In-Person Learning	**https://www.swlouisianacharter.org/Welcome%20Back%20to%20School%20Plan%2021-22%20SWLCA.pdf**			
COVID-19 Vaccination policies for staff and students	**https://www.swlouisianacharter.org/Welcome%20Back%20to%20School%20Plan%2021-22%20SWLCA.pdf**			
Mask wearing policies for staff and students	**https://www.swlouisianacharter.org/Welcome%20Back%20to%20School%20Plan%2021-22%20SWLCA.pdf**			
Physical distancing, cohorts, or learning pods	**https://www.swlouisianacharter.org/Welcome%20Back%20to%20School%20Plan%2021-22%20SWLCA.pdf**			
If all information is in the main School Reopening Plan, please enter the same URL for each.				

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

- ☐ Provide vaccinations to educators, other staff, and students, if eligible
- ☐ Support universal and correct wearing of masks
- ☐ Physical distancing (e.g., including use of cohorts/learning pods)
- ☐ Handwashing and respiratory etiquette
- ☐ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- ☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- ☐ Diagnostic and screening testing
- ☒ Other: Providing full-time nurse
- ☒ Other: Enhanced Structures (Sidewalk, outdoor seating for lunch, awnings to allow for social distancing and safety of students.
- ☒ Other: Outdoor equipment and walking track to allow for social distancing and safety of students.
- ☐ Other: Gym Divider Curtain to allow for social distancing of multiple classes.

Continuity of Teaching & Learning	**ESSER II**	**$ 48,956**	**ESSER III**	**$ 236,164**

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

- ☐ Staff Training/Professional Development to support remote learning or safe reopening
- ☒ Educational technology (computers/ laptops)
- ☐ Educational technology (software/ programs)
- ☐ Mobile hotspots with paid data plans
- ☐ Internet connected devices with paid data plans
- ☐ Cost of home internet subscription
- ☐ Cost of home internet through LEA-managed wireless network
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS	**2021-2022 Total Funding Commitment**	**$ 884,651**

DATA INFRASTRUCTURE ✓

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

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

- ☐ Early warning system to track student progression
- ☐ Data security/cybersecurity
- ☐ Data storage
- ☐ Staff upskilling in data literacy/science/analysis

☐ Statistical programs or analytics software ☐ Enterprise data warehouse ☐ Data dashboards or other activities to improve public transparency ☐ Other: Click or tap here to enter text. ☐ Other: Click or tap here to enter text.
Describe the LEAs plan for implementing evidence-based activities.
Click or tap here to enter text.

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