

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.



<b>LEA Name</b> Lake Forest Elementary Charter School (LFECS)	<b>LEA Code</b> WBH - 001
<b>Planning Contact (name)</b> Dr. Tamara L. Warner	
<b>Planning Contact (title)</b> Executive Director of Curriculum & Instruction	
<b>Planning Contact (email)</b> twarner@lakeforestcharter.org	
<b>Planning Contact (phone)</b> 504-862-7140	
<b>Fiscal Contact (name)</b> Mr. Bernell St. Cyr	
<b>Fiscal Contact (title)</b> Director of Finance and Operations	
<b>Fiscal Contact (email)</b> bstcyr@lakeforestcharter.org	
<b>Fiscal Contact (phone)</b> (504) 593-8243	
<b>School System Leader Name</b> Ms. Mardele S. Early	
<b>School System Leader Signature</b> <i>Mardele S. Early</i>	<b>Date</b> 09/30/2021, 11/02/2021

## NEEDS ASSESSMENTS ✓ ✓ ✓

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

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

### Criteria Checklist

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

<sup>1</sup> [ARP ESSER Fact Sheet](#)

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

Key Investment: **Attendance**

ESSER II

\$N/A

ESSER III

\$ N/A

How will the LEA identify 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?

Key Investment: **Well-Being**

ESSER II

\$21,000.00

ESSER III

\$ Click or tap here to enter text.

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

Within the first eight weeks of school, LFECS will administer the Social Academic and Emotional Behavior Risk Screener (SAEBRS) to all students in grades Kindergarten - grade 8 (approximately 603 students) as a universal screener. Consequently, students who fall within the "moderate to at-risk" ranges of concern will be assessed using the BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS). The school social worker and the student coordinator will be responsible for interpreting data, identifying trends by sub-population (e.g., demographic (race), socio-economic status, and diverse learner status), and coordinating a plan for each student who needs targeted support. To date, 14.1% of students in grades Kindergarten - grade 8 (85 students) have been identified as needing additional targeted mental and behavioral support.

**(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.**

Within the first eight weeks of school, LFECS will administer the Social Academic and Emotional Behavior Risk Screener (SAEBRS) to all students in grades Kindergarten - grade 8 (approximately 603 students) as a universal screener. Consequently, students who fall within the "moderate to at-risk" ranges of concern will be assessed using the BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS). The school social worker and the student coordinator will be responsible for interpreting data, identifying trends by sub-population (e.g., demographic (race), socio-economic status, and diverse learner

status), and coordinating a plan for each student who needs targeted support. To date, approximately 14.1% of students in grades Kindergarten - grade 8 (85 students) have been identified as needing additional targeted mental and behavioral support.

Based on individual student plans and targeted support offered, it is desired and expected that 100% of students will meet all individual goals by the end of the school year. Utilizing the Social Skills Improvement Systems (SSIS) Rating Scales, students' progress towards meeting specific social, behavioral, and emotional goals will be evaluated and progress monitored four times throughout the school year. Plans and goals will be adjusted when warranted.

In addition to the school's School-wide Positive Behavior Intervention & Support program (PBIS), the school will partner with and hire a Social & Emotional Learning (SEL) consultant who will be tasked with providing social, behavioral, and emotional support to all students. Using a research-based SEL curriculum/program, the consultant will engage students in interactive and reflective sessions multiple times throughout the school year (approximately once per quarter). Two times per year (Winter & Spring), informal surveys will be given to students and/or staff to assess the effectiveness of the consultant's sessions and to determine if adjustments are warranted. In conjunction with key leadership team members, the school social worker and the student coordinator will review the results from the informal surveys and coordinate with the contracted Social & Emotional Learning (SEL) consultant to make necessary adjustments and refine focus areas for additional support.

**(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**

**\$ 21,000.00**

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

**Key Investment: Targeted Learning Support**

**ESSER II**

**\$96,912.00**

**ESSER III**

**\$ Click or tap here to enter text.**

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, 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.

<sup>2</sup> [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).**

LFECS is a single-site LEA. The review of multiple data sources will inform decision-making related to prioritizing and allocating funds to students most impacted by the Covid-19 pandemic.

Based on the review of various data sources (e.g., demographic, attendance state standardized assessments (LEAP), benchmark assessments (NWEA MAP/iReady/Achieve 3000), Response to Intervention (RTI), DIBELS, report card grades, and informal stakeholder feedback) students in grades 4-8 have been most impacted by the Covid-19 pandemic which is evidenced by the following results (numbers are approximate):

- In Spring 2021, 13% of students in grades 3-8 (54 of 416 students) scored below mastery in ELA on the LEAP assessment.
- In Spring 2021, 30% of students in grades 3-8 (126 of 416 students) scored below mastery in Math on the LEAP assessment.
- In Spring 2021, 27% of students in grades 3-8 (112 of 416 students) scored below mastery in Science on the LEAP assessment.
- In Spring 2021, 28% of students in grades 3-8 (54 of 416 students) scored below mastery in Social Studies on the LEAP assessment.
- 17.4% of current students receiving special education services in grades 4-8 (4 of 23 students) scored below mastery in one or more subjects on the Spring 2021 LEAP assessment.
- 87.5% of current students receiving Section 504 accommodations/services in grades 4-8 (7 of 8 students) scored below mastery in one or more subjects on the Spring 2021 LEAP assessment.
- 33.3% of current students receiving English Language (EL) accommodations/services in grades 4-8 (3 of 9 students) scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or did not make adequate progress on 2021 ELPT.

Additionally, the analysis identified other areas where the Covid-19 pandemic impacted additional groups of students:

- 17.4% of students in grades 4-8 (56 of 322 students) have been identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
- 32.7% of students in grades K-3 (92 of 281 students) have been identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.

With respect to allocating funds, LFECS will utilize the following tiered order to prioritize and offer additional learning supports/services:

- ❖ Students receiving SPED/EL/504 services who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT)
- ❖ All students in grades 4-8 who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT)
- ❖ All students in grades 4-8 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations
- ❖ All students in grades K-3 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations
- ❖ Any student needing additional support as determined by teacher recommendations

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

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

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

At the start of the school year, academic screeners will be administered to all students to determine initial levels of need (iReady/Achieve 3000/DIBELS). The assessments will be both diagnostic and prescriptive. Accompanying benchmark assessments (iReady/Achieve 3000/DIBELS) will be administered three times throughout the school term. Utilizing the RTI model, specific data-driven interventions and instructional plans will be developed to address learning gaps and deficiencies for individual students in all content areas. The data, along with input from teachers, will be used to develop the academic plans. This process will take place within the first 30 days of school.

With respect to allocating funds, LFECS will utilize the following tiered order to prioritize and offer additional learning supports/services:

- ❖ Students receiving SPED/EL/504 services who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT)
- ❖ All students in grades 4-8 who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT)
- ❖ All students in grades 4-8 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations
- ❖ All students in grades K-3 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations
- ❖ Any student needing additional support as determined by teacher recommendations

LFECS will utilize various Tier I/high caliber curriculum resources and digital instructional platforms to engage all students in high-quality instruction and differentiated support. Additional staff members will be hired to provide interventions, 1-to-1 or small group tutoring, ensure eligible students receive meals daily, assist with student intake procedures, lower the PTR, and ensure that social distancing practices are followed. Students identified as needing Tier II support will receive interventions from their classroom teachers, at a minimum, once per week for 45 minutes in ELA and/or mathematics. Students identified as needing Tier III interventions will receive direct support from hired interventionists, at minimum, twice per week for 45 minutes in ELA and/or mathematics. Utilizing the iReady program, progress monitoring will occur every 2-3 weeks. With respect to addressing diverse learning needs, an interdisciplinary team will be used to support the academic, social, and emotional wellbeing of all stakeholders focusing on English language learners as well as students with various learning challenges and exceptional gifts and talents. Tutoring will take place once per week after school for one hour. A maximum of 12 students will attend each session. Tutoring will be facilitated by classroom teachers and/or retired teachers.

Where necessary, students with diverse needs will receive additional instructional and/or technical support to ensure access to all budgeted resources, programs, and initiatives. The Leadership Team will closely monitor formative and summative data, including classwork assignments (paper-based and online), quarterly progress reports, quarterly exams, report cards, benchmarks as well as the previous year's LEAP assessment results. Additionally, student engagement and the use of technology as an instructional tool will be an area of focus for classroom observations. Administrators will review these data points twice per quarter with teachers to determine when instructional adjustments are necessary.

Based on the noted multi-layered support system, the following outcomes are desired and expected:

- At a minimum, 75% of students will demonstrate mastery by earning a score of 80% or higher on each standard-based quarterly exam in each content area (ELA, mathematic, science, and social studies).
- At a minimum, 85% of students will meet and/or exceed their individual growth targets in ELA and mathematics, as evidenced by the iReady benchmark assessment results.
- At the end of each iReady benchmark period, the percent of students in grades K-3 identified as needing Tier II/Tier III support will decrease by 15%.
- At the end of each iReady benchmark period, the percent of students in grades 4-8 identified as needing Tier II/Tier III support will decrease by 15%.
- In Spring 2022, 93% of students in grades 3-8 (364 of 391 students) will score mastery and above in ELA on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Math on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Science on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Social Studies on the LEAP assessment.

High-quality instruction and the noted support systems will be deeply embedded into LFECS's school-wide framework for assessments, teaching and learning, data analysis, and instructional decision-making (see enclosed LFECS Framework for Data Analysis, High-Quality Instructional Delivery, Assessments, & Support).

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)

Extended Day Program, Saturday Tutoring, and Response to Intervention (RTI) Program will be provided for students with high needs to address learning gaps associated with the pandemic and school closures. These support systems will be deeply embedded into LFECS's school-wide framework for assessments, teaching and learning, data analysis, and instructional decision-making (see enclosed LFECS Framework for Data Analysis, High-Quality Instructional Delivery, Assessments, & Support).

#### Extended Day Program

- Timeframe: October 2021 - May 2022
- Frequency: twice per week for 1.5 hours
- Group size: not to exceed 12 students
- Person(s) Providing Support/Services: Classroom teachers/retired teachers
- Targeted/Prioritized Groups of Students:
  - With respect to allocating funds, LFECS will utilize the following tiered order to prioritize and offer additional learning supports/services:
    - ❖ Students receiving SPED/EL/504 services who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
    - ❖ All students in grades K-3 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
    - ❖ Any student needing additional support as determined by teacher recommendations.

- **Number of Participants:**
  - To date, approximately 40% of students in grades K-8 (241 of 603 students) participate in the Extended Day Program.
    - K-3: 33.5 % (94 of 281 students in grades K-3)
    - 4-8: 45.7 % (147 of 322 students in grades 4-8)

**Saturday Tutoring Program**

- **Timeframe:** January 2022 - April 2022
- **Frequency:** Once per week for 2.5 hours (10 Saturdays)
- **Group size:** not to exceed 12 students
- **Person(s) Providing Support/Services:** Classroom Teachers
- **Targeted/Prioritized Groups of Students:**
  - With respect to allocating funds, LFECS will utilize the following tiered order to prioritize and offer additional learning supports/services:
    - ❖ Students receiving SPED/EL/504 services who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
    - ❖ All students in grades K-3 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
    - ❖ Any student needing additional support as determined by teacher recommendations.
- **Number of Participants:** 200 students (expected)

**Tier II/Tier III**

- **Timeframe:** September 2021 - May 2022
- **Frequency:**
  - Tier II: once per week for 45 minutes
  - Tier II: twice per week for 45 minutes
- **Group size:** not to exceed 12 students and/or individual
- **Person(s) Providing Support/Services:** Classroom Teachers & Interventionists
- **Targeted/Prioritized Groups of Students:**
  - With respect to allocating funds, LFECS will utilize the following tiered order to prioritize and offer additional learning supports/services:
    - ❖ Students receiving SPED/EL/504 services who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
    - ❖ All students in grades K-3 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
    - ❖ Any student needing additional support as determined by teacher recommendations.
- **Number of Participants:**
  - To date, approximately 24.5% of students in grades K-8 (148 of 603 students) participate in the Extended Day Program.
    - K-3: 32.7 % (92 of 281 students in grades K-3)
    - 4-8: 17.4 % (56 of 322 students in grades 4-8)

Based on the noted multi-layered support system, the following outcomes are desired and expected:

- At a minimum, 75% of students will demonstrate mastery by earning a score of 80% or higher on each standard-based quarterly exam in each content area (ELA, mathematic, science, and social studies).
- At a minimum, 85% of students will meet and/or exceed their individual growth targets in ELA and mathematics, as evidenced by the iReady benchmark assessment results.
- At the end of each iReady benchmark period, the percent of students in grades K-3 identified as needing Tier II/Tier III support will decrease by 15%.
- At the end of each iReady benchmark period, the percent of students in grades 4-8 identified as needing Tier II/Tier III support will decrease by 15%.
- In Spring 2022, 93% of students in grades 3-8 (364 of 391 students) will score mastery and above in ELA on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Math on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Science on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Social Studies on the LEAP assessment.

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

ESSER II

\$23,650.00

ESSER III

\$27,600.00

**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?**

Extended Day Program and Saturday Tutoring will be provided for students with high needs to address learning gaps associated with the pandemic and school closures. These support systems will be deeply embedded into LFECS's school-wide framework for assessments, teaching and learning, data analysis, and instructional decision-making (see enclosed LFECS Framework for Data Analysis, High-Quality Instructional Delivery, Assessments, & Support).

**Extended Day Program**

- Timeframe: October 2021 - May 2022
- Frequency: twice per week for 1.5 hours
- Group size: not to exceed 12 students
- Person(s) Providing Support/Services: Classroom teachers/retired teachers
- Targeted/Prioritized Groups of Students:
  - With respect to allocating funds, LFECS will utilize the following tiered order to prioritize and offer additional learning supports/services:
    - ❖ Students receiving SPED/EL/504 services who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).

- ❖ All students in grades 4-8 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
- ❖ All students in grades K-3 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
- ❖ Any student needing additional support as determined by teacher recommendations.
- Number of Participants:
  - To date, approximately 40% of students in grades K-8 (241 of 603 students) participate in the Extended Day Program.
    - K-3: 33.5 % (94 of 281 students in grades K-3)
    - 4-8: 45.7 % (147 of 322 students in grades 4-8)

#### Saturday Tutoring Program

- Timeframe: January 2022 - April 2022
- Frequency: Once per week for 2.5 hours (10 Saturdays)
- Group size: not to exceed 12 students
- Person(s) Providing Support/Services: Classroom Teachers
- Targeted/Prioritized Groups of Students:
  - With respect to allocating funds, LFECS will utilize the following tiered order to prioritize and offer additional learning supports/services:
    - ❖ Students receiving SPED/EL/504 services who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).
    - ❖ All students in grades 4-8 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
    - ❖ All students in grades K-3 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
    - ❖ Any student needing additional support as determined by teacher recommendations.
- Number of Participants: 200 students (expected)

Based on the noted multi-layered support system, the following outcomes are desired and expected:

- At a minimum, 75% of students will demonstrate mastery by earning a score of 80% or higher on each standard-based quarterly exam in each content area (ELA, mathematics, science, and social studies).
- At a minimum, 85% of students will meet and/or exceed their individual growth targets in ELA and mathematics as evidenced by the iReady benchmark assessment results.
- At the end of each iReady benchmark period, the percent of students in grades K-3 identified as needing Tier II/Tier III support will decrease by 15%.
- At the end of each iReady benchmark period, the percent of students in grades 4-8 identified as needing Tier II/Tier III support will decrease by 15%.
- In Spring 2022, 93% of students in grades 3-8 (364 of 391 students) will score mastery and above in ELA on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Math on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Science on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Social Studies on the LEAP assessment.

<b>Key Investment: Summer Learning Programs</b>	<b>ESSER II</b>	<b>\$N/A</b>	<b>ESSER III</b>	<b>\$N/A</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Vendor-provided summer learning programs <input type="checkbox"/> Partner with organizations to provide summer learning programs <input type="checkbox"/> Partner with vendors to specifically provide tutoring during summer programming <input type="checkbox"/> Develop LEA direct-run summer learning program, staffed by LEA educators <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b>  Click or tap here to enter text.				
<b>Key Investment: Extended Instructional Time</b>	<b>ESSER II</b>	<b>\$ Click or tap here to enter text.</b>	<b>ESSER III</b>	<b>\$102,060.00</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input checked="" type="checkbox"/> Extended school day (if implementing before/ after school programs separate from the school day, please use that category) <input type="checkbox"/> Extended school week <input type="checkbox"/> Extended school year <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
<p>Extended Day Program and Saturday Tutoring will be provided for students with high needs to address learning gaps associated with the pandemic and school closures. These support systems will be deeply embedded into LFECS's school-wide framework for assessments, teaching and learning, data analysis, and instructional decision-making (see enclosed LFECS Framework for Data Analysis, High-Quality Instructional Delivery, Assessments, &amp; Support).</p> <p><b>Extended Day Program</b></p> <ul style="list-style-type: none"> <li>• Timeframe: October 2021 - May 2022</li> <li>• Frequency: twice per week for 1.5 hours</li> <li>• Group size: not to exceed 12 students</li> <li>• Person(s) Providing Support/Services: Classroom teachers/retired teachers</li> <li>• Targeted/Prioritized Groups of Students:           <ul style="list-style-type: none"> <li>○ With respect to allocating funds, LFECS will utilize the following tiered order to prioritize and offer additional learning supports/services:               <ul style="list-style-type: none"> <li>❖ Students receiving SPED/EL/504 services who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).</li> <li>❖ All students in grades 4-8 who scored below mastery in one or more subjects on the Spring 2021 LEAP assessment and/or who demonstrate additional support as determined by the IEP Team, IAP, and/or School Assistance Team (SAT).</li> <li>❖ All students in grades 4-8 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.</li> </ul> </li> </ul> </li> </ul>				

- ❖ All students in grades K-3 identified as needing Tier II/Tier III support services based on 2021 diagnostic assessments and teacher observations/recommendations.
- ❖ Any student needing additional support as determined by teacher recommendations.
- Number of Participants:
  - To date, approximately 40% of students in grades K-8 (241 of 603 students) participate in the Extended Day Program.
    - K-3: 33.5 % (94 of 281 students in grades K-3)
    - 4-8: 45.7 % (147 of 322 students in grades 4-8)

Based on the noted multi-layered support system, the following outcomes are desired and expected:

- At a minimum, 75% of students will demonstrate mastery by earning a score of 80% or higher on each standard-based quarterly exam in each content area (ELA, mathematic, science, and social studies).
- At a minimum, 85% of students will meet and/or exceed their individual growth targets in ELA and mathematics, as evidenced by the iReady benchmark assessment results.
- At the end of each iReady benchmark period, the percent of students in grades K-3 identified as needing Tier II/Tier III support will decrease by 15%.
- At the end of each iReady benchmark period, the percent of students in grades 4-8 identified as needing Tier II/Tier III support will decrease by 15%.
- In Spring 2022, 93% of students in grades 3-8 (364 of 391 students) will score mastery and above in ELA on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Math on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Science on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) will score mastery and above in Social Studies on the LEAP assessment.

Key Investment: **Individual Student Plans for Success**

ESSER II

\$ N/A

ESSER III

\$ N/A

**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.

<b>RECOVERY AND ACCELERATION</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 250,222.00</b>
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Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ N/A

ESSER III

\$ N/A

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: Job-Embedded/After School PD  
☐ 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?

Key Investment: **Literacy Professional Development**

ESSER II

\$ 19.719.00

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: Partner with Tier I Curriculum Consultant (Savvas My View)  
☐ 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?

Based on the review of various data sources students in grades 4-8 have been most impacted by the Covid-19 pandemic which is evidenced by the following results (numbers are approximate):

- In Spring 2021, 13% of students in grades 3-8 (54 of 416 students) scored below mastery in ELA on the LEAP assessment.
- In Spring 2021, 24.2% of students in grades 3-8 (101 of 416 students) demonstrated weak to moderate command (below mastery) in the Reading Subcategory: Literary Text on the LEAP assessment.
- In Spring 2021, 19.2% of students in grades 3-8 (80 of 416 students) demonstrated weak to moderate command (below mastery) in the Reading Subcategory: Informational Text on the LEAP assessment.
- In Spring 2021, 18.5% of students in grades 3-8 (77 of 416 students) demonstrated weak to moderate command (below mastery) in the Writing Subcategory: Written Expression on the LEAP assessment.

To improve literacy instruction, LFECs will partner with Savvas, a Tier I Curriculum, to offer PD on components of effective reading/literacy instruction components. Teachers will participate in 5 days of Literacy PD during the months of June and July. Subsequent job-embedded professional learning opportunities will be offered during the school during weekly PD sessions. By engaging in this PD, teachers will be better equipped to address various learning needs of students in grades 4-8 who scored below mastery in ELA and/or demonstrated weak to moderate command in the noted reading and writing subcategories. The instructional impact of the literacy professional development will be monitored through weekly classroom observations by administrators, two formal observations/evaluations throughout the school year, and student achievement data/results from annual LEAP assessments, quarterly benchmark exams, and iReady benchmark assessments, which will occur twice per year.

As a result of teachers' participation in the Literacy PD, the following outcomes are desired and expected:

- 95% of ELA teachers' formal observations will be rated as Effective: Proficient and/or Highly Effective.
- At a minimum, 75% of students will demonstrate mastery by earning a score of 80% or higher on each standard-based quarterly exam in ELA.
- At a minimum, 85% of students will meet and/or exceed their individual growth targets in ELA, as evidenced by the iReady benchmark assessment results.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) demonstrated strong command (mastery or advanced) in the Reading Subcategory: Literary Text on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) demonstrated strong command (mastery or advanced) in the Reading Subcategory: Informational Text on the LEAP assessment.
- In Spring 2022, 85% of students in grades 3-8 (332 of 391 students) demonstrated strong command (mastery or advanced) in the Writing Subcategory: Written Expression on the LEAP assessment.

**PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment** \$ 19.719.00

## EARLY CHILDHOOD EDUCATION ✓

<b>Early Childhood Program Expansion</b>	<b>ESSER II</b>	<b>\$ N/A</b>	<b>ESSER III</b>	<b>\$ N/A</b>
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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  
☐ 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.

<b>Early Childhood Program Enhancement</b>	<b>ESSER II</b>	<b>\$ N/A</b>	<b>ESSER III</b>	<b>\$ N/A</b>
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ CLASS Certification  
☐ Professional Development from High-Quality Instructional Materials Vendor Guide  
☐ Other: Click or tap here to enter text.  
☐ Other: Click or tap here to enter text.

Click or tap here to enter text.

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

Click or tap here to enter text.

<b>EARLY CHILDHOOD EDUCATION</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ N/A</b>
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**SCHOOL SAFETY & OPERATIONS** ✓

**Safe School Reopening**

ESSER II

\$ 63,575.00

ESSER III

\$ Click or tap here to enter text.

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning

<https://www.lakeforestcharter.org/covid-19/>

COVID-19 Vaccination policies for staff and students

<https://www.lakeforestcharter.org/covid-19/>

Mask wearing policies for staff and students

<https://www.lakeforestcharter.org/covid-19/>

Physical distancing, cohorts, or learning pods

<https://www.lakeforestcharter.org/covid-19/>

*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: School Nurse with Partnership with Ochsner
- ☐ Other: Click or tap here to enter text.

**Continuity of Teaching & Learning**

ESSER II

\$192,769.00

ESSER III

\$ 50,700.00

**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: Full-Time Substitutes/Generalist Teachers
- ☐ Other: Click or tap here to enter text.

**SCHOOL SAFETY & OPERATIONS**

**2021-2022 Total Funding Commitment**

**\$ 243,469.00**

**DATA INFRASTRUCTURE** ✓

**Data Infrastructure**

**ESSER II**

**\$ N/A**

**ESSER III**

**\$ N/A**

**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**

**\$ N/A**

**Lake Forest Charter Elementary School**  
**2021-2022**  
**Framework for Data Analysis, High-Quality Instructional Delivery,**  
**Assessments, & Support**  
*(timeframe is tentative)*

*Please note that focus on high-quality instructional delivery is interwoven throughout each component of LFECS's framework and practices.*

<b>April/May 2021</b>	<p>End of Year (EOY) Benchmarks Administered</p> <ul style="list-style-type: none"> <li>• MAP/NWEA - ELA &amp; Math (Grades: K-8)</li> <li>• MAP/NWEA - Reading Fluency (Grades: K-2)</li> <li>• Level Set: Achieve/Smarty Ants - ELA (Grades: K-8)</li> </ul>
<b>June 2021</b>	<p>Leadership Team Conducts Data Review</p> <ul style="list-style-type: none"> <li>• 2018-2019 LEAP/ELL/Diagnostic/Benchmark Data</li> <li>• 2020-2021 Map/NWEA Diagnostic/Benchmark Data</li> <li>• 2020-2021 Tier II/Tier III Interventions Progress Monitoring Data</li> <li>• 2020-2021 Early Literacy Screening Data (DIBELS 8)</li> <li>• 2020-2021 Quarter Exam Data/Action Plans</li> <li>• 2020-2021 Report Card Grades</li> <li>• 2020-2021 Retention Study Documentation</li> </ul>
<b>June 2021/July 2021</b>	<p>Teachers will participate in PD tailored to address unfinished learning, learning gaps, and/or learning deficits:</p> <ul style="list-style-type: none"> <li>• Small-Group/Differentiated Instruction, Writing Workshop, Reading Workshop <ul style="list-style-type: none"> <li>◦ Consultant: Savvas</li> </ul> </li> <li>• Engaging Students in LSSS-Aligned Instruction <ul style="list-style-type: none"> <li>◦ Consultant: STEM Learning Lab</li> </ul> </li> </ul>
<b>June 2021/July 2021</b>	<p>Students complete summer enrichment activities for ELA &amp; Math (Summer Brain Power).</p>
<b>July 2021</b>	<p>Leadership Team Conducts Data Review</p> <ul style="list-style-type: none"> <li>• 2018-2019 LEAP/ELL/Diagnostic/Benchmark Data</li> <li>• 2020-2021 LEAP/ELL/Diagnostic/Benchmark Data</li> </ul>
<b>August 2021</b>	<p>Leadership Team &amp; Teachers Conduct Data Review</p> <ul style="list-style-type: none"> <li>• 2018-2019 LEAP/ELL/Diagnostic/Benchmark Data</li> <li>• 2020-2021 LEAP/ELL/Diagnostic/Benchmark Data</li> <li>• Data from Summer Brain Power 2021</li> </ul>
<b>August 2021</b>	<p>Teachers create &amp; submit curriculum pacing guides integrating skill/standard deficits from previous grade levels. (Attention will be given to the natural progression of standards. Pacing Guides will be reviewed &amp; adjusted each quarter in response to scheduled data</p>

	reviews.)
<b>August 2021/May 2022</b>	<p>Weekly PD (Tuesday/4:00 - 6:00) &amp; Professional Development Days Teachers will participate in PD tailored to address unfinished learning, learning gaps, learning deficits, and/or instructional technology:</p> <ul style="list-style-type: none"> <li>• Addressing Unfinished Learning, Learning Loss, &amp; Learning Deficits <ul style="list-style-type: none"> <li>◦ Leadership Team</li> <li>◦ Consultants</li> </ul> </li> <li>• Small-Group/Differentiated Instruction, Writing Workshop, Reading Workshop <ul style="list-style-type: none"> <li>◦ Leadership Team</li> <li>◦ Consultant: Savvas</li> </ul> </li> <li>• Engaging Students in LSSS-Aligned Instruction <ul style="list-style-type: none"> <li>◦ Leadership Team</li> <li>◦ Consultant: STEM Learning Lab</li> </ul> </li> <li>• Instructional Technology <ul style="list-style-type: none"> <li>◦ Leadership Team</li> <li>◦ Consultant: AXI Educational Solutions</li> </ul> </li> <li>• Supporting Diverse Learners <ul style="list-style-type: none"> <li>◦ Leadership Team</li> <li>◦ Consultant: Educational Diagnostic Services &amp; Consulting of Louisiana, LLC</li> </ul> </li> <li>• Assessments/Data-Informed Decision Making <ul style="list-style-type: none"> <li>◦ Leadership Team</li> <li>◦ Consultant: Curriculum Associates</li> </ul> </li> </ul>
<b>August 2021/September 2021</b>	<p>Beginning of Year (BOY) Benchmarks Administered</p> <ul style="list-style-type: none"> <li>• iReady - ELA &amp; Math (Grades: K-8)</li> <li>• iReady - Fluency (Grades: K-2)</li> <li>• Level Set - Achieve/Smarty Ants - ELA (Grades: K-8)</li> <li>• DIBELS 8 (Grades K-3)</li> <li>• Kindergarten Early Literacy Screening (DRDP)</li> <li>• Learning Styles Inventory (K-8)</li> </ul>
<b>August 2021</b>	<p>Leadership Team &amp; Teachers Conducts Data Review</p> <ul style="list-style-type: none"> <li>• iReady- ELA &amp; Math (Grades: K-8)</li> <li>• Level Set/Achieve 3000 - ELA (Grades: 2-8)</li> <li>• DIBELS 8 (Grades K-3)</li> <li>• Kindergarten Early Literacy Screening (DRDP)</li> <li>• Learning Styles Inventory (K-8)</li> </ul>
<b>August 2021</b>	RTI Tier II & Tier III interventions begin. (coordinated by Student Services Department)
<b>August 2021/September 2021</b>	Student Assistance Team (SAT) - begins meeting
<b>September 2021</b>	After-school tutoring begins. (All teachers are required to offer targeted tutoring once per week.)
<b>October 2021</b>	Extended School Day begins. (Twice per week/1.5hours)

<b>November 2021</b>	Quarter 1 Exams Administered Quarter 1 Data Review Meetings with Teachers & Leadership Team Quarter 1 Re-teaching Action Plans Developed & Executed
<b>January 2022</b>	Quarter 2 Exams Administered Quarter 2 Data Review Meetings with Teachers & Leadership Team Quarter 2 Re-teaching Action Plans Developed & Executed
<b>January 2022</b>	Middle of Year (MOY) Benchmarks Administered <ul style="list-style-type: none"> <li>• iReady - ELA &amp; Math (Grades: K-8)</li> <li>• DIBELS 8 (Grades K-3 - Targeted Students)</li> </ul>
<b>January 2022</b>	Teacher Check-ins/Data Review with School Leaders
<b>January 2022</b>	Saturday Math & Writing Camps (3 hours)
<b>February 2022</b>	Administration of National Assessment of Education Progress - Grade 8
<b>February 2022</b>	Middle of Year (MOY) Data Review PD - <ul style="list-style-type: none"> <li>• iReady- ELA &amp; Math (Grades: K-8)</li> </ul>
<b>February 2022</b>	Retention Study Meetings: Parents, Students, Teachers, SAT, Curriculum Team & Principal
<b>March 2022</b>	Quarter 3 Exams Administered Quarter 3 Data Review Meetings with Teachers & Leadership Quarter 3 Re-teaching Action Plans Developed & Executed
<b>April/May 2022</b>	LEAP Testing
<b>May 2022</b>	Quarter 4 Exams Administered Quarter 4 Data Review Meetings with Teachers & Leadership Team
<b>May/June 2022</b>	End of Year (EOY) Leadership Team & Teachers Conducts Data Review <ul style="list-style-type: none"> <li>• iReady- ELA &amp; Math (Grades: K-8)</li> <li>• Level Set - Achieve/Smarty Ants - ELA (Grades: K-8)</li> <li>• DIBELS 8 (Grades K-3)</li> </ul>