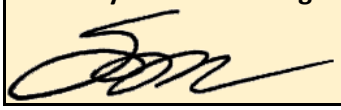
2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with federal and state requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and Louisiana Comeback Commitments. **LEAs must submit their plans in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Langston Hughes Academy	**LEA Code 399005**	**Enter Grade levels served** **K-8**
Planning Contact (name) Kirsten Feil		
Planning Contact (title) Executive Director of Teaching and Learning		
Planning Contact (email) kfeil@firstlineschools.org		
Planning Contact (phone) 504-228-4186		
Fiscal Contact (name) La J'ean Hunter		
Fiscal Contact (title) Finance Manager		
Fiscal Contact (email) lhunter@firstlineschools.org		
Fiscal Contact (phone) (504) 239-1259		
School System Leader Name Sabrina Pence		
School System Leader Signature 	**Date 1/10/2022**	

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent "other".

NEEDS ASSESSMENTS ✔ ✔ ✔

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

☑ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status

☑ Student outcome data, such as assessment scores

☐ 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.

LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:

☑ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
☑ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
☑ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
☑ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
☑ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
☑ Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

Commitment: ATTENDANCE & WELL-BEING ✓ ✓				
2022-2023 Key Investment: **Attendance**	**ESSER II**	**$0**	**ESSER III**	**$0**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. FirstLine used funding other than ESSER for attendance support criteria.				
2022-2023 Key Investment: **Well-Being**	**ESSER II**	**$0**	**ESSER III**	**$23,863**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. FirstLIne did not use any ESSER funding for well-being supports in 21-22. We are currently using ESSER funding for well-being supports in 22-23 by hiring an additional social worker at the school. The social worker will support the whole schools, 534 students. FirstLine uses an SEL screener to identify students who need additional support, provided in individual and small group settings. The intended outcome is to address any concerns revealed in the SEL screener. FirstLine monitors behavior data, send-outs, in-school suspensions, out-of-school suspensions to determine when students need extra support.				
The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**. N/A				
ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment				**$23,863**

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

All areas outlined in Act 294 should be addressed.

2022-2023 Key Investment: **Targeted Learning Support**	**ESSER II**	**$591,114**	**ESSER III**	**$720,477**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

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. In SY20-21, 17.3% of students achieved mastery in ELA and 10.1% 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 apply to all groups. In SY21-22, 22.9% achieved mastery in ELA and 14.5% achieved mastery in Math. The intended outcomes for the 22-23 school year are that 30% of students will achieve Mastery in Math and that 30% of students will achieve Mastery in ELA on the 2023 LEAP assessment.

For Targeted Learning Support, 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.

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.

2022-2023 Key Investment: **Before and After School Programs**	**ESSER II**	**$0**	**ESSER III**	**$0**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

LHA did not use ESSER funds for Before and After School programs in 21-22. LHA is not currently planning to use any ESSER funds for Before and After School programs in 22-23.

2022-2023 Key Investment: **Summer Learning Programs**	**ESSER II**	**$0**	**ESSER III**	**$61,440**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

For **Summer Learning programs**, LHA offered a four-week summer program with four hours of academic intervention and enrichment per day using the same interventions mentioned above and tier 1 curriculum in Math and ELA. This will continue after the 22-23 school year.

During SY 21-22, 97 students attended the summer learning program. The intended outcomes for the SY21-22 summer learning program will be measured during SY22-23:

- 50 % of 4th - 8th grade regular program participants will meet or exceed a LEAP growth percentile rank of 60 in ELA and math.
- 50% of K - 3rd grade regular program participants will meet or exceed a MAP growth percentile rank of 60 in ELA and math.

We will know the academic outcomes for these students at the end of this school year.

2022-2023 Key Investment: **Extended Instructional Time**	**ESSER II**	**$0**	**ESSER III**	**$0**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

FirstLine used funding other than ESSER for Extended Instructional Time criteria.

2022-2023 Key Investment: **Individual Student Plans for Success**	**ESSER II**	**$0**	**ESSER III**	**$0**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

FirstLine used funding other than ESSER for the Individual Student Plans for Success Criteria.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

Click or tap here to enter text.

RECOVERY AND ACCELERATION	**2022-2023 Total Funding Commitment**	**$1,373,031**

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓				
2022-2023 Key Investment: **School Improvement Best Practices**	**ESSER II**	**$0**	**ESSER III**	**$0**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. FirstLine did not use any ESSER funds for School Improvement Best Practices PD and does not **have any funds budgeted for School Improvement Best Practices.**				
2022-2023 Key Investment: **Literacy Professional Development**	**ESSER II**	**$0**	**ESSER III**	**$17,305**
Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment. FirstLine did not use ESSER funds in 21-22 for Literacy Professional Development. In SY22-23, ESSER funds will be used for training 15 K-3 teachers in the Science of Reading provided by the AIMS Pathway Institute. We anticipate one person per school will function as a literacy coach. We will use oral reading fluency rates to measure the effectiveness of this program. We anticipate 50% of our students will have on-grade level fluency rates by the end of the school year.				
The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments. N/A				
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment			**$17,305**	

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	$779,562	ESSER III	$0

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning **Family Update - COVID Guidance.pdf**

COVID-19 Vaccination policies for staff and students **FLS Staff COVID-19 Vaccination Policy-Oct 2021.docx.pdf**

Masking policies for staff and students **Updated COVID Guidance - FLS Summer 2022**

Physical distancing, cohorts, or learning pods **Updated COVID Guidance - FLS Summer 2022**

If all information is in the main School Reopening Plan, please enter the same URL for each.

2022-2023 School Safety Operations	***ESSER II or III budgeting for this section is not required as a part of this plan.***

School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by **assessing each school's safety posture** to create actionable next steps to consider.

Use the **guiding questions, examples, and resources** to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.

All FirstLIne Schools address safety in the school environment through our School Crisis Plans. These plans are based on all pertinent crisis data, including state and federally mandated crisis planning as well as data relevant to the local context. These documents address school threats through a comprehensive review of our school site and the creation of a thorough set of plans for all contingencies. Each of these plans entail an overview of how the school will ensure that all individuals in the school environment will be kept safe. Relevant features of the plans are shared with parents and other appropriate community stakeholders surrounding emergency preparedness.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	$779,562

Double Click to enter each Funding Commitment amount

Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.	
ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	$ 23,863.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	$ 1,373,031.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	$ 17,305.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	$ 779,562.00
2022- 2023 Total Funding Commitment	$ 2,193,761.00

Please recheck your plan to ensure you followed the below directions.

Directions: For plan approval, the following must be completed:

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- If other is selected as an option, please add content to represent "other".

LEA 2022 - 2023 ARAP Status

☐	ARAP Approved
☐	ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
☐	ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments
Reviewer Initials	**Click or tap here to enter text.**
Date	Click or tap to enter a date.