

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by **September 30, 2021** in the *Achieve!* eGMS application.



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School System Leader Name Stephanie Jones	
School System Leader Signature	Date Click or tap here to enter text.

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, 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).

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

¹ [ARP ESSER Fact Sheet](#)

Key Investment: Attendance	ESSER II	\$0	ESSER III	\$0
How will the LEA identify students who need to be re-engaged?				
Responses are required when ESSER II and or ESSER III funds are being used.				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Re-engagement supports <input type="checkbox"/> Drop-out early warning systems <input checked="" type="checkbox"/> Other: The LEA is not currently planning to use any COVID grant funds for these activities <input type="checkbox"/> Other: Click or tap here to enter text.				
How will the LEA seek to re-engage students with poor attendance?				
Responses are required when ESSER II and or ESSER III funds are being used.				
Key Investment: Well-Being	ESSER II	\$0	ESSER III	\$0
How will the LEA identify students who need mental and behavioral supports?				
Responses are required when ESSER II and or ESSER III funds are being used.				
(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Mental and Behavioral Health <input type="checkbox"/> Character Building <input type="checkbox"/> Trauma-informed care <input type="checkbox"/> Full Service Community Schools <input type="checkbox"/> Adoption/ integration of SEL curriculum <input type="checkbox"/> Professional development for staff <input checked="" type="checkbox"/> Other: The LEA is not currently planning to use any COVID grant funds for these activities <input type="checkbox"/> Other: Click or tap here to enter text.				
(For Students) Describe the LEAs plan for implementing evidence-based activities.				
Responses are required when ESSER II and or ESSER III funds are being used.				
(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Mental and Behavioral Health (virtual health coaches) <input checked="" type="checkbox"/> Other: The LEA is not currently planning to use any COVID grant funds for these activities <input type="checkbox"/> Other: Click or tap here to enter text.				
ATTENDANCE & WELL-BEING		2021-2022 Total Funding Commitment		\$ 0

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓				
Key Investment: Targeted Learning Support	ESSER II	\$ 0	ESSER III	\$0

How will the LEA identify the disproportionate impact of COVID-19 on student groups², 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.

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).

Responses are required when ESSER II and or ESSER III funds are being used.

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: The LEA is not currently planning to use any COVID grant funds for these activities
- ☐ 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?

Responses are required when ESSER II and or ESSER III funds are being used.

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)

Responses are required when ESSER II and or ESSER III funds are being used.

Key Investment: Before and After School Programs

ESSER II

\$ 0

ESSER III

\$ 258,018

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.

² [ARP ESSER Fact Sheet](#)

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

The school is still going through the competitive bid process to secure the best vendor for the evidence-based tutoring program. Currently the school is planning to provide tutoring support in the core content areas. State testing data and other formal assessment and diagnostic testing will be used to determine the content areas in which students receive support. In August, the LEA will ensure students in 4th through 8th grade, who failed to achieve mastery on any state assessment during 20-21 and 21-22 will be provided expanded academic support through the schools intervention program. Parents will be given options on how the accelerated instruction is provided. The school's intervention team will meet to review and adjust the student's learning plan based on triangulation of data. The school's intervention program will begin during Fall 2021 and will continue throughout the school year. The LEA will monitor student progress during scheduled intervals.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 0

ESSER III

\$ 893,733

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: 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?

The school will provide a summer learning program that combines academics and enrichment activities to help mitigate the negative impact of the learning loss due to COVID-19. All activities will be evidence-based and focused on accelerating student achievement. The exact activities have not yet been identified; however, the LEA will begin planning for the activities during the Spring 2021 semester. Additionally, as part of the planning process the frequency and timeline of the evidence-based activities will be identified. The school's leadership team and summer learning staff will provide supports and services for the evidence-based activities. All students were impacted by the negative effects of COVID-19 and therefore the program will be open to all students, however students in grades fourth through eighth grade who failed to achieve mastery on any statewide assessment during the 2020-2021 and 2021-2022 school years will be prioritized. The school will use informal and formal assessment data to measure the impact of the summer learning program. A progress monitoring tool will also be used to support the identification of students that are not making progress and or adequate growth.

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?

Responses are required when ESSER II and or ESSER III funds are being used.

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?

Responses are required when ESSER II and or ESSER III funds are being used.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 893,733

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?

Responses are required when ESSER II and or ESSER III funds are being used.

Key Investment: **Literacy Professional Development**

ESSER II

\$ 26,695

ESSER
III

\$133,572

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?

The literacy coaches will provide staff with supplemental, individualized coaching throughout the year. Staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary. The literacy coach will be implemented as a schoolwide support and will also work with teachers in grades fourth through eighth in order to increase the instructional effectiveness. The timeline of implementation is 4 hours per week throughout the grant project period. The school will use informal and formal student assessment data and progress monitoring to measure the impact of the literacy coach on student achievement.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 160,267
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
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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?

Responses are required when ESSER II and or ESSER III funds are being used.

Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0
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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: The LEA is not currently planning to use any COVID grant funds for these activities
- ☐ Other: Click or tap here to enter text.

Responses are required when ESSER II and or ESSER III funds are being used.

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

Responses are required when ESSER II and or ESSER III funds are being used.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	\$ 0
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SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$ 189,888

ESSER III

\$ 130,000

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning

<https://www.nhaschools.com/getattachment/a18ba9ed-066c-43a6-91a5-6475c0f4b827/advantage-safe-return-to-school-plan-june-2021.pdf>

COVID-19 Vaccination policies for staff and students

<https://www.nhaschools.com/schools/advantage-charter-academy/en/covid-19>

Mask wearing policies for staff and students

<https://www.nhaschools.com/getattachment/a18ba9ed-066c-43a6-91a5-6475c0f4b827/advantage-safe-return-to-school-plan-june-2021.pdf>

Physical distancing, cohorts, or learning pods

<https://www.nhaschools.com/getattachment/a18ba9ed-066c-43a6-91a5-6475c0f4b827/advantage-safe-return-to-school-plan-june-2021.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: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$ 299,184

ESSER III

\$ 235,956

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: The LEA is not currently planning to use any COVID grant funds for these activities
- ☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS

2021-2022 Total Funding Commitment

\$ 535,140

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: The LEA is not currently planning to use any COVID grant funds for these activities
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

Responses are required when ESSER II and or ESSER III funds are being used.

DATA INFRASTRUCTURE

2021-2022 Total Funding Commitment

\$ 0