

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 Signature	Date 9/27/21

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

- 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.
- ☐ 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](#)

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

Key Investment: Attendance	ESSER II	\$10,054	ESSER III	\$ 40,854
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How will the LEA identify students who need to be re-engaged?

Thrive Academy collects student attendance data utilizing PowerSchools student information system. This data captures students by demographic (race), socio-economic status, and diverse learner status. Thrive Academy disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. Below is a summary of key findings:

- Overall, Thrive Academy's student enrollment increased from 176 in 2019-20 to 180 in 2020-21.
- 50% of students accessed remote instruction in 2020-21
- 64% of students experienced chronic absenteeism (20 or more absences) 2020-21 compared to 10% 2019-20
- 64% of African American students experienced chronic absenteeism in 2021 compared 9% in 2019-20
- 20% of Students with disabilities experienced chronic absenteeism in 2021 compared to 5% in 2019-20
- 116: Approximate number of Thrive Academy students targeted for reengagement based on previous two years data (116 of the students are African American, 60 of the students are female, 56 are male, 5 of the students have exceptionalities/disabilities)

Current data indicates that there are 0 virtual students and 5 in person students who are currently on the truancy watchlist .

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?

Thrive Academy's "Students of Concern Team" or SOC reviews student attendance and academic data weekly. The SOC team uses this data to plan interventions and support the staff in increasing attendance engagement and participation. When a student has combined over 20 unexcused absences in all classes, that student is considered chronically absent. We will participate in the LSU Attendance Alliance initiative and prioritize students who meet the criteria of being chronically absent based on the needs assessment findings. Our goal is to increase the targeted student group attendance rate to 95% or greater within the semester months of school. We will track and monitor re-engaged students' attendance daily. We will contract with part time staff to conduct outreach and home visits for any student marked absent for two days consecutively.

- The goal of Thrive Academy's reengagement supports is to reduce the 116 target students' absences from +20 in 2020-21 to 9 during 2021-22 school year and beyond

Key Investment: Well-Being	ESSER II	\$15,100	ESSER III	\$55,000
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How will the LEA identify students who need mental and behavioral supports?

The Thrive Academy will partner with the LSU School of Social Work in administering a Behavioral and Emotional Screener to all students within the first 6 weeks of school. Thrive Academy will also administer Delaware School Climate Survey to all educators, families, students within the first six weeks of school.

Thrive Academy will disaggregate this data by student groups (demographic (race), socio-economic status, and diverse learner status) and by grade level to drill down to information that would help identify the individual student's needs. Thrive Academy will also support student well-being by necessities some families can afford such as school food pantry, uniforms and toiletries

- Approximately 160 Thrive Academy students will receive either behavioral or emotional supports

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

- ☒ Mental and Behavioral Health
- ☒ Character Building
- ☒ Trauma-informed care
- ☒ Full Service Community Schools
- ☒ Adoption/ integration of SEL curriculum
- ☒ Professional development for staff
- ☒ Other: Hire social workers
- ☐ Other: Click or tap here to enter text.

(For Students) Describe the LEAs plan for implementing evidence-based activities.

Thrive Academy's SOC and PBIS teams have partnered to systematically address the socio-emotional health of our staff and students. Our administrative team will ensure all students, educators, and families can access and complete our chosen screeners so needs can be quickly identified.

To date, we have hired two social workers and partnered with an agency that specializes in school-based counseling to support our students and provide professional mental and behavioral health services. Our goal is to hire/contract 6 social workers. Additionally, 100% of our faculty (administration, classroom teachers and paraprofessionals) participated in trauma-informed PD during the summer. Our Director of Social Work was given \$10,000 Each school leader was given to purchase an SEL or character building and development curriculum/ program.

Each week the SOC team reviews the progress of students based on documentation from teachers and other mental and behavioral health professionals to determine the students social and emotional health based on one of the previously administered screeners. This will inform our ongoing continued supports

(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: Hire additional social workers
- ☒ Other: Invest in trauma informed PD for staff and socio emotion curriculum for students

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$ 121,008

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ 37,500	ESSER III	\$ 112,500
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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

² [ARP ESSER Fact Sheet](#)

- ☒ 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).*

Thrive Academy will use a combination of attendance data, demographic data and standardized test scores to identify the students most impacted by covid and in need of targeted learning support. To this end Thrive Academy will invest in a more robust student information system to track and disaggregate data

- 2.5 % of students scored mastery or above in math
- 18 % of students scored mastery or above in ELA
- 5 % of students scored mastery or above in science
- 0 % of students scored mastery or above in social studies
- 0 % of Special Education students scored mastery or above in any subject

Based on this data, students in grades 7-12 who failed to achieve mastery on either 2020-21 or 2021-22 statewide assessments will receive recovery after school tutoring throughout the school year. Students who failed to score mastery in grades 7-8 will be prioritized. (Thrive Academy is a single site school district servicing students grades 7-12) Thrive Academy will also hire an additional Special Education teacher and provide additional supports to students in that population in addition to providing all ELA and Math teachers PD addressing learning gaps.

- Based on our needs assessment 175 students qualify for additional support in math, 148 in ELA, 171 in science and 180 in social studies.
- Special Education students that qualify for additional support: 27

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 an additional special education teacher
- ☐ 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?

Thrive Academy's Instructional Leadership Team meets weekly to systematically address the academic needs of students. The team meets weekly to review student academic data, plan ongoing professional development and plan interventions. Thrive Academy's teachers review student work from common assessments aligned to Louisiana's standardized tests. Teachers use student historical data to create academic goals for the 2021-22 school year.

- Thrive Academy will invest in additional ongoing professional development for teachers in grades 7-8
- Thrive Academy will invest in and administer high quality assessments that are valid and reliable to accurately assess students' progress
- Teachers review student data and plan interventions (including after school tutoring) for students who are not on pace to meet their 2021-22 academic goals
- Thrive Academy's Instructional Specialists and Administrators will monitor and support the schoolwide professional development, data disaggregation and interventions
- Thrive Academy's Instructional Leadership team will review academic data from quarterly benchmark tests aligned to the LEAP assessments. The Instructional Leadership Team will use this data to progress monitor and plan interventions for the targeted students

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)

Thrive Academy will provide expanded support for students who did not scored below mastery on statewide assessments. In addition to the tiered academic support, students who did not score mastery will receive the following:

- The Academic support will occur during the 2021-22 and 2022-23 school years
- Prioritized scheduling: Placement with teachers who are rated highly effective in the subject(s) they scored below mastery in
- Instruction in addition to the instruction normally provided for students
- Targeted instruction in the below mastery subject area(s)
- Instruction designed to assist student in achieving grade level performance in applicable subject area
- At least 30 hours of small group tutoring in below mastery subjects
- Tier 1 curriculum state assessment aligned curriculums by a person trained to use them
- Additional Instruction in groups of no more than 12 students
- Supplemental Instruction provided by the same instructor to the greatest extent possible
- Instruction in accordance with guidelines of research based best practices and strategies developed and tested by the DOE

- Accelerated Learning Community will analyze results and plan next steps for students who score below mastery in grades 7-8
- Accelerated Learning Plans will be developed for targeted students by August 31st 2021
- Thrive Academy will submit a report updating progress of students by June 1st of 2022 and 2023

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

ESSER II

\$ 25,000

ESSER III

\$ 40,000

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?

Thrive Academy's Instructional Leadership Team meets weekly to systematically address the academic needs of students. The Instructional Leadership will plan, implement, and monitor the progress of all in school interventions along with before and after school tutoring programs. The Instructional Leadership Team will use the results of high-quality assessments, aligned to the LEAP to monitor student progress towards closing gaps caused by covid over the course of the school year

- All Thrive Academy students (grades 7-12) will participate in the extended school calendar and day
- Students in grades 7-8 who did not score mastery will be prioritized
- After school programming will occur three days a during 2021-2022, 2023 and 2024 school years
- The goal of the after school programming is to close the educational gaps that prevent students from mastering a particular content area
- Student progress will be monitored weekly and quarterly by the Instructional Leadership Team using data from rigorous assessments aligned to Louisiana's standardized tests
- Thrive hire teachers from within and without the LEA to facilitate after school programming
- Thrive Academy will prioritize recruiting and hiring highly qualified teachers and instructional specialists to facilitate afterschool programming
- Thrive Academy will hire an after school program coordinator to coordinate after school programming partnerships with outside vendors and monitor the success of the partnerships utilizing standardized test aligned assessments

Key Investment: **Summer Learning Programs**

ESSER II

\$ 10,000

ESSER III

\$ 10,000

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: Partner with local LEAs to provide summer learning programs for Thrive Academy students who reside in their communities during the summer

☐ 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?

Thrive Academy is a single site boarding school. Our students come to us from throughout the state of Louisiana. We are unable to implement traditional summer learning programs because of our boarding school model. We will instead develop partnerships with neighboring school districts to allow our students to attend summer learning programs in the areas they live. Thrive Academy will cover transportation and enrollment costs of our student's participation in their local LEA or certified organization's summer learning programs.

- Students in grades 7-8 who did not score mastery will be prioritized
- The summer learning partnerships will occur every year during the summers of 2022, 2023 and 2024
- The goal of the summer learning partnerships is to close the educational gaps that prevent students from mastering a particular content area
- Thrive Academy will hire a coordinator to coordinate summer learning program partnerships for our students and monitor the success of the partnerships utilizing standardized test aligned assessments

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?

Thrive Academy's Instructional Leadership Team developed a school calendar and schedule that utilized both an extended school day and school year. The school calendar calls for students to spend three additional weeks in school and adds an additional 30 minutes to each school day. The increased instructional time will provide teachers more opportunities to address the educational impacts caused by covid.

- All Thrive Academy students (grades 7-12) will participate in the extended school calendar and day
- Student progress will be monitored weekly and quarterly by the Instructional Leadership Team using data from rigorous assessments aligned to Louisiana's standardized tests

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

ESSER II

\$ 10,000

ESSER III

\$ 10,000

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?

Thrive Academy will invest in training for our guidance department in developing Individual Graduation Plan for students. We will also upgrade our student information system and partner with outside vendors to facilitate stronger Individual Growth Plans. These actions will assist the guidance department in identifying student strengths and a graduation pathway that aligns with those strengths

- The School Counselor will develop Individual Graduation Plans for all students grades 9 and above. Prioritizing students who scored below Mastery on standardized tests
- Graduation Plans will be revisited with students yearly and modified when necessary
- Thrive Academy's goal is for 95% of students to graduate within 4 years and 100% graduate within 5 years
- Thrive Academy's goal is for 70% of seniors to graduate with either an industry-based credential or 12 hours of college credit through dual enrollment
- Thrive Academy will hire a Dual Enrollment Coordinator to oversee program logistics and assist the school counselor in monitoring student progress
- Thrive Academy's Instructional Leadership team will monitor IGP indicators quarterly. The Instructional Leadership Team will use the data to progress monitor and plan interventions for targeted students. With the goal of 100% of 9th grade targeted students earning enough credits to qualify for 10th grade, 100% of 10th grade students earning enough credit to qualify for 11th grade, 100% of 11th grade students earning enough credits to qualify for 12th grade and 95% of 12th grade students to graduate during the 2021-22, 2022-23 school years.
- Based on our needs assessment 180 students qualify for IGP progress monitoring and additional academic support in at least one subject
- Special Education students that qualify for additional support and IGP progress monitoring: 27

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 255,000
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 15,000	ESSER III	\$ 15,000
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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?

Thrive Academy's Instructional Leadership Team meets weekly to systematically address the academic needs of students. The Instructional Leadership will plan, implement, and monitor the progress of all in school interventions along with before and after school tutoring programs. The Instructional Leadership Team will use the results of high-quality assessments, aligned to the LEAP to monitor student progress towards closing gaps caused by covid over the course of the school year

- Thrive Academy will invest in professional development centered on effective leadership team practices . Prioritizing 7-8th grade
- Thrive Academy will invest in on site vendor support in addition to professional development centered on effective leadership team practices. Prioritizing 7-8th grade
- Thrive Academy will provide \$2,500 stipends yearly to instructional leadership team members during 2021-22,23,24 school years

Key Investment: **Literacy Professional Development**

ESSER II

\$ 8,447

ESSER
III

\$ 21,553

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?

Thrive Academy's Instructional Leadership Team meets weekly to systematically address the academic needs of students. The Instructional Leadership will plan, implement, and monitor the progress of all literacy programs and interventions. The Instructional Leadership Team will use the results of a literacy screener and high-quality assessments, aligned to the LEAP to monitor student progress towards closing literacy gaps caused by covid over the course of the school year

- All Thrive Academy students (grades 7-12) will participate in the schoolwide literacy intervention program
- Thrive Academy will literacy based professional develop along with rigorous standardized test aligned instructional materials
- Students in grades 7-8 who did not score mastery in ELA or Social Studies will be prioritized
- Thrive Academy will invest in a research-based literacy screener and will baseline screen all students during 2021-22 school year and each quarter afterwards
- Student progress will be monitored quarterly by the Instructional Leadership Team using data from quarterly literacy screenings and rigorous assessments aligned to Louisiana's standardized tests
- Based on our needs assessment 180 students qualify for IGP progress monitoring and additional academic support in at least one subject
- Special Education students that qualify for additional support and IGP progress monitoring: 27

Thrive Academy will hire a Literacy Instructional Specialist to assist teachers with implementing research based literacy practices in their classrooms

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment

\$ 60,000

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Ready Start Networks <input type="checkbox"/> Fund Pre-K seats <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> 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?				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> CLASS Certification <input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> 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.				
EARLY CHILDHOOD EDUCATION		2021-2022 Total Funding Commitment		\$ 0

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$ 117,253	ESSER III	\$ 232,859
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	https://www.thrivebr.org/covid-rules			
COVID-19 Vaccination policies for staff and students	https://www.thrivebr.org/covid-rules			
Mask wearing policies for staff and students	https://www.thrivebr.org/covid-rules			
Physical distancing, cohorts, or learning pods	https://www.thrivebr.org/covid-rules			
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) <input type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> 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: Enhanced cleaning
- ☒ Other: Increase transportation capacity

Continuity of Teaching & Learning

ESSER II

\$ 0

ESSER III

\$ 20,000

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

\$ 370,112

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$ 0

ESSER III

\$ 0

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

- ☒ Early warning system to track student progression
- ☒ Data security/cybersecurity
- ☒ Data storage
- ☒ Staff upskilling in data literacy/science/analysis
- ☒ Statistical programs or analytics software
- ☒ Enterprise data warehouse
- ☒ Data dashboards or other activities to improve public transparency
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

Thrive Academy's Senior Leadership Team meets weekly to address data infrastructure and operations needs. The Senior Leadership Team will plan, implement, and monitor the progress of all data infrastructure projects. The Senior Leadership Instructional Leadership Team will use the results of a data infrastructure needs assessment and timeline to monitor progress towards completion of the stated objectives.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ 0