

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.



LEA Name Louisiana Virtual Charter Academy	LEA Code WAG
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School System Leader Signature	Date 9/30/2021

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:

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).

¹ [ARP ESSER Fact Sheet](#)

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

Key Investment: Attendance	ESSER II	\$63,826	ESSER III	\$70,207
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How will the LEA identify students who need to be re-engaged?

The Student Support Team (SST) empowers students to overcome challenges – academic, social, emotional, medical or otherwise – to succeed in school and beyond. This holistic approach includes all school staff, including teachers, administrators, Student Support Student Support Advisors and Student Support Team members and linking families to school and community-based resources. Members of the Student Support Team and teachers work with families to provide the support needed to foster at least one year of academic growth for every student.

The SST Team will provide quality, comprehensive training, resources, and consistent support with strengths-based interventions to promote engagement and academic success for LAVCA students.

Louisiana Virtual Charter Academy (LAVCA) is available to Louisiana students in grades K–12 through a partnership between K12 Inc. and Community School for Apprenticeship Learning Inc. (CSAL). Founded in 1997, CSAL is a not-for-profit with a mission to provide students with real-world experiences by giving them access to alternative forms of instruction. Since its inception, CSAL has operated a small middle school and high school centered on individualized attention, integrated project-based instruction, and motivating students to do their best. LAVCA is its third charter school.

Student Support Team Goals

- Promoting successful onboarding and meaningful connections to the school for all students
- Early identification of students needing additional layers support or intervention
- Ensuring interventions are implemented with fidelity and within established timelines
- Properly documenting connections, support, and interventions to ensure students receive the support they need to succeed.
- Commitment to engaging all students and families

We have a strong commitment to ongoing development and improvement of student support program; therefore, if a student is not-engaged, we are taking active steps to ensure participation during live remote instruction for all students.

To identify the students who need to be re-engaged, the LEA analyzed the student outcome data, student enrollment and student attendance data to identify the students with the greatest needs. The Student Support Team (SST) relies on two main sources to identify students in need of re-engagement:

1. Teacher/Staff Recommendations
 - When a staff member detects a lack of engagement, they complete an SST created Microsoft Form to recommend the student(s) for SST support.
 - Lack of engagement includes but is not limited to, no/low login, no/low class attendance, no/low participation in class, and inconsistent assignment submissions.
2. Guided Outreach (GO box) categories provided by Stride issued Academic Trackers

- Bi-weekly Stride/K12 sends academic trackers that allow us to isolate the students in need of re-engagement.
- The section that we use is known as the GO box (6-12 GO Box pictured below). We filter for students in the red and orange categories first and research the students to see if there are any extenuating circumstances or possible reasons for their name being on the list. We then reach out to the yellow category students.

The section that we use is known as the GO box (6-12 GO Box pictured below). We filter for students in the red and orange categories first and research the students to see if there are any extenuating circumstances or possible reasons for their name being on the list. We then reach out to the yellow category students. For SY 20-21, 463 students were disengaged and received student support. For SY 21-22, 295 students are currently receiving student support. The graph below displays their FRL status and ethnicity

GO (Guided Outreach) #of Students		Days logged last week			
		0	1-2	3-4	5+
% of Courses Passing	0%	25	12	30	96
	1-49%	2	8	35	109
	50-99%	2	6	43	311
	100%	1	0	30	495

Note: The LEA is all virtual. The students listed are those who are also considered as missing the most in-person instruction.

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:..

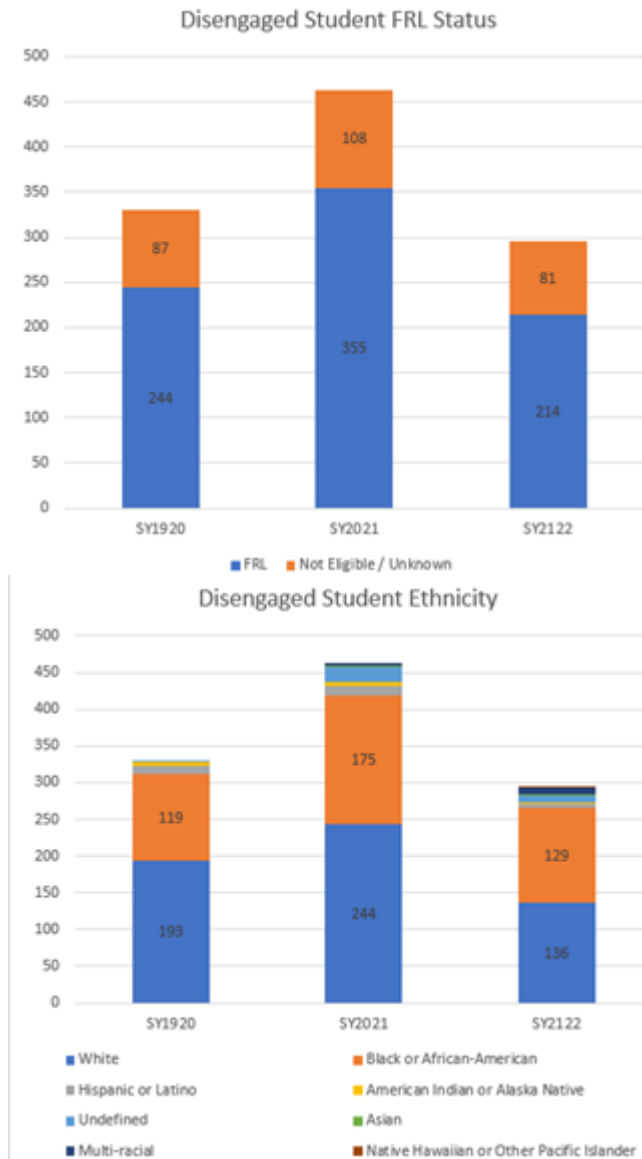
How will the LEA seek to re-engage students with poor attendance?

We have recently made shifts in Attendance in moving it from the SS Team to the Operations Team anticipating that this shift will further improve our attendance practices. The main tool used to re-engage students with poor attendance is early detection, which includes the following:

- Effective communication regarding attendance during orientation and onboarding
- Building Relationships with the families through monthly homeroom calls
- Notifications sent as earlier as 2 days of no login
- Attendance Training Sessions/Videos provided for parents
- System/Platform Training Sessions provided for parents as needed
- Teacher/staff recommendations to SST for re-engagement meetings
This can include a home visit if the initial interventions are not fruitful
- Curriculum lock

Data sources used in our needs assessment were our internal omnibus which identifies students disengaged according to their FRL status and student ethnicity. Because LAVCA is virtual, for the 19-20 SY we identified 331 students who received student support interventions. For SY 20-21, 463 students were disengaged and received student support. For SY 21-22, 295 students are currently receiving

student support. The graph below displays their FRL status and ethnicity.



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Measurables

- Notifications sent as earlier as 2 days of no login
 - o Since the 2-day notification have been in effect we have seen a steady decrease in students who are not attend class at least 75% of the time.

- o The first chart below shows the number of students attending classes less than 75% of the time.
- o The second and third charts display the number of students receiving the 2-day and 3-day no login notifications. The 2-day notification reduces the number of 3-day notifications on the following day. This information is monitored and tracked in the LAVCA Login Report.

Key Investment: **Well-Being**

ESSER II

\$72,432

ESSER III

\$386,000

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

LAVCA is currently in phase 2 of the 3 year phased implementation of Social Emotional Learning (SEL). We began implementing SEL during the 2020-21 school year.

- Phase 1- Build Awareness, Commitment, and Ownership
- Phase 2- Execute Shared Vision and Plan
- Phase 3- Full Implementation and Continuous Improvement

We help students reach their full potential by creating supportive learning environments with a systematic approach to social-emotional learning that promotes our shared social responsibility for equitable and inclusive communities. We strive to model, teach, and instill the SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making in all our students. Approximately, 200 students will need additional support to maintain active engagement.

(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:

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

School-wide implementation is accomplished with representation from all departments at LAVCA. We will meet regularly on the 3rd Thursday of each month. During each meeting, the team will discuss implementation progress and access areas of need. We will designate roles and responsibilities for team members. The team will consult stakeholders if needed when making decisions.

Name	Title	Contact Information
Danielle Scott-Johnson	Head of School	dscott@k12.com
Shawandalyn Johnson (Stride POC)	CommunityEngagement Specialist	shjohnson@lavirtual.org

Farrah Gregoire	4th Grade Science/SS	fgregiore@lavirtual.org
Ann Geiger	K5Reading Interventionist	ageiger@lavirtual.org
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Thomas Payne	Student Resource Coordinator	tpayne@lavirtual.org
Katherine Watson	HS Lead Teacher	kwatson@lavirtual.org
Eboni Dunn	Office Administration	edunn@lavirtual.org
Nette Archangel	MathInterventionist & Accelerate POC	aarchangel@lavirtual.org
Misti Wood	MSReading Interventionist	mwood@lavirtual.org
Shandal Walker-Hayes	HS Guidance Counselor	swalker-haynes@lavirtual.org
James Baker	CTE MS Teacher	jmbaker@lavirtual.org

All members of the school community will be engaged in foundational learning opportunities to help them understand their role in schoolwide SEL. Staff members will complete the K12 training, Welcome to Social Emotional Learning, PLM Trauma Informed Teaching for teachers and leaders. The SEL Team, administrators, and new staff members will participate in the 7 Mindsets Rejuvenation to recap and refresh on the 7 Mindsets. In addition, staff members will complete the self-paced individual professional development provided on the 7 Mindsets portal which has interactive learning modules and an intro to social emotional learning. At LAVCA, we will support staff in cultivating personal social and emotional competencies and fostering the competencies of peers and students. We will integrate SEL into staff meetings. Staff members will support each other by building a repository of best practices. We will support staff in developing SEL knowledge, dispositions, and skills through:

- Reflecting on their own social and emotional competencies and growth mindsets. [Rose, Thorn, Bud Icebreaker](#)
- Understanding motivation to increase workplace collaboration.
- Examining biases for cultural competence.
- Cultivating a growth mindset among staff.
- Developing strategies for self-care. [Give 1 Get 8 Activity](#)
- Developing a personalized learning plan to build skills and knowledge that support schoolwide SEL implementation

Our goal at LAVCA is to create a supportive classroom climate where students feel emotionally safe, part of a community of learners, motivated and challenged. This type of environment creates a strong foundation for students to engage fully and take academic risks. Teachers will establish classroom norms, routines, and procedures that promote SEL. They will use the following teaching practices to promote safe and supportive classrooms

- Teacher language
- Warmth and Support
- Competence Building
- Academic Expectations
- Responsibility and Choice

- Classroom Discussions

Our student support team will emphasize on building relationships with students rooted in consistent welcome and connection calls. We will incorporate SEL into daily communications such as announcements, newsletters and email signature. We will also incorporate student recognition tied to mindsets and competencies. During phase 2 of our SEL Implementation, we will provide consistent opportunities for all students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. Staff members will use the monthly [7 Mindsets Resource Kit](#) and the [7 Mindsets Portal](#) to implement SEL instruction during homeroom and advisory sessions, and growth mindset sessions with the Community Engagement Specialist and Student Resource Coordinator. We will also incorporate 7 Mindsets instruction during our monthly virtual outings and Monday Morning Mingles. The following themes will be incorporated in our monthly lessons and activities.

- August/September: We Are Connected
- October: 100% Accountable
- November/December: Attitude of Gratitude
- January: Everything is Possible
- February: Passion First
- March: The Time is Now
- April/May: Live to Give

Our students will complete a [pre- and post-assessment](#) at the beginning and end of each school year. Data collected from the assessment will determine needs related to SEL competencies. Student leaders from the growth mindset club will take ownership participating in foundational learning opportunities as peer leaders and serve as student representatives on LAVCA's SEL Team.

Finally, we will build partnerships with our families, so they are able to participate in SEL. During the initial welcome calls and student connection calls, we will gather information about students on how they learn and what kinds of support have been helpful in the past. Our monthly newsletters include the 7 Mindsets theme which has ways to practice SEL skills at home [7 Mindsets Summary for Parents](#).

Calendar and Activities

Month	7 Mindsets Theme	Activities
June/July		Advisor Hangouts Homeroom Hangouts SEL/Newrow Sessions with CES & SRC Parent LC Sessions

		Parent Attendance Sessions
August	We Are Connected	Strong Start Onboarding Parent LC Sessions Parent Attendance Sessions Back to School Dance
September	We Are Connected	Strong Start Onboarding Parent LC Sessions Parent Attendance Sessions Contest/video contest Escape Room Outing
October	100% Accountable	Attendance Awards STEAM Outing Red Ribbon Spirit Week Digital Citizenship Week Unity Day/Bullying Prevention Month
November	Attitude of Gratitude	Share pictures of your military family, Essay contest LAVCA Gives Back "DIY" Outing Write a Veteran Campaign Share your Thanksgiving Day Celebrations
December	Attitude of Gratitude	Parent LC Sessions Winter Wonderland Formal Dance (K-7 th) Attitude of Gratitude Bulletin Board
January	Everything is Possible	Strong Start Onboarding Parent LC Sessions Parent Attendance Sessions LAVCA Goals Outing LAVCA Spelling Bee National Day of Service Campaign
February	Passion First	Wear Red Day International Field Trip Outing Black History Month Spirit Week

March	The Time is Now	LAVCA Goes Wild Outing Read Across America Spirit Week
April	Live to Give	Autism Acceptance Spirit Week Earth Day Challenge
May	Live to Give	Teacher Appreciation Spirit Week

Data sources used in our needs assessment were our internal omnibus which identifies students referred to our student support team according to their FRL status and student ethnicity. For the 19-20 SY we identified 331 students who received student support interventions. For SY 20-21, 463 students received student support. For SY 21-22, 295 students are currently receiving student support. Due to the pandemic, we decided to take a school-wide approach and offer social and emotional support to all students using the 7 Mindsets curriculum.

(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

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$592,465

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$822,424	ESSER III	\$1,550,886
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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
✓ 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:

² [ARP ESSER Fact Sheet](#)

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic?

As a result of the COVID -19 pandemic, the LEA believes the 463 disengaged students during the SY 20-21 and the 295 students are currently receiving support were most impacted. As a result, Teachers, Specialists, Interventionists and Coordinators are strategically placed in our school to reduce class size, enhance and accelerate learning and provide targeted instruction to students disproportionately impacted by the pandemic. A just in time tutoring program designed to provide all students with extra time to connect unfinished learning to new learning. Educators will utilize beginning of year data (LEAP 2025) to select scholars who have not mastered prerequisite skills/standards connected to the current learning. Targeted students showed significant deficits in the 20-21 school year. Scholars will be invited to 3 –30 minute sessions Monday-Wednesday to engage in intense tutoring on the unmastered skill/standard with a formative assessment at the end the third session to assess understanding. In addition, students in grades 4th- 8th who are not on track to attain mastery during the 2021-2022 school session and or who do not score mastery on any state-wide assessment during the 2021-2022 will also be prioritized to attend.

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:

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

A just in time tutoring program designed to provide all students with extra time to connect unfinished learning to new learning.

Students identified via NWEA BOY as well as DIBELS data to determine which students displayed evidence of learning gaps. Due to the virtual nature of our school—we enroll students who reside throughout the state of Louisiana. Accelerate support is now available to all students who show learning deficits in specific grade band standards.

Educators will utilize beginning of year data (LEAP 2025) to select scholars who have not mastered prerequisite skills/standards connected to the current learning. Targeted students showed significant deficits in the 20-21 school year. Scholars will be invited to 3 –30-minute sessions Monday-Wednesday to engage in intense tutoring on the unmastered skill/standard with a formative assessment at the end the third session to assess understanding. Students who are targeted all reside in areas of the state that have been impacted by COVID-19.

Students who enroll or remain at the LEA for the 21-22 school year will be targeted based on learning deficits identified by NWEA, DIBELS, impacts from COVID-19, and LEAP 2025 from Spring 21 as well as Spring 22.

Educators will provide instruction using state approved, released, and aligned lessons to scholars indicated on a shared document. As the year progresses, educators will continue analyzing data and inviting scholars based on needs regarding selected standards/skills. Students referenced in data below who do not have LEAP scores have been impacted by COVID-19.

	students that did not achieve Mastery on any State Test (Including student with No LEAP Scores)			students that did not achieve Mastery on any State Test (Only Students with LEAP scores)			students with no LEAP scores		
	Count	Invited to Accelerate	%	Count	Invited to Accelerate	%	Count	Invited to Accelerate	%
4th Grade	75	41	55%	48	27	56%	27	14	52%
5th Grade	104	33	32%	49	18	37%	55	15	27%
6th Grade	193	154	80%	100	82	82%	93	72	77%
7th Grade	225	169	75%	160	126	79%	65	43	66%
8th Grade	188	154	82%	112	95	85%	76	59	78%

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)

Louisiana Virtual Charter Academy will ensure federal and state guidelines are followed. Each student who scored basic and below in two core subjects at the end of grade 4 will be placed on an individual academic improvement plan which will continue until the student the intervention support until the student scores basic or above. Students in 4th – 8th grade who did not score mastery on any state-wide assessment will be provided expanded support through a tutoring designed to provide additional time to connect unfinished learning to new learning and achieve academic growth. As noted, students will be taught by a highly effective teacher. The Leadership team, and counselors will be responsible for progress monitoring the implementation.

Key Investment: Before and After School Programs	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)

- ☐ 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:

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

- A just in time tutoring program designed to provide all students with extra time to connect unfinished learning to new learning.

Key Investment: Summer Learning Programs	ESSER II	\$36,000	ESSER III	\$67,323
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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: Summer Accelerate Program
- ✓ Other: Summer School Courses.

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

Will be implementing activities related to providing extended learning prospects. It will give students the opportunity to study concepts with greater depth, breadth and complexity, while also helping students to pursue their own areas of interest and strengths. Provide the highest quality teaching and learning environment. Students who have been impacted by COVID-19 will be identified based on demographic data as well as attendance and failure to reach mastery.

From May 21—June 17, 2022, fourth- through eighth-grade students who failed to meet growth to mastery targets on statewide assessment in the 2019-2020 and 2020-21 school years as reported by LDOE's Growth to Mastery Summary Report will participate in Pelican Summer Camp four days each week for up to 4 hours each day. Effective LAVCA teachers will instruct students in English language arts and mathematics using Tier I curricula provided by LDOE and/or Stride K-12. Teachers will embed ELA and mathematics instruction in engaging cross-curricula activities around a central, grade-appropriate theme. Participating students will increase ELA and mathematics academic achievement as measured by IXL by an average of 7 points.

Timeline: May 21-June 17, 2022, Summer 2022-23

Frequency—4 days/week; up to 4 hours/day

Who will provide supports—LAVCA teachers

Measurable Outcome—increase academic achievement in ELA and math as evidenced by LEAP 2025.

Progress Monitoring—IXL (standards based), analyzed by Lead Teacher and appropriate staff

Key Investment: **Extended Instructional Time**

ESSER II

\$686,448

ESSER III

\$735,264

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: After School Tutoring

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

To ensure the implementation of strategies that address student learning loss; unfinished learning; teaching effectively in a virtual setting; in response to and as a result of COVID-19. And to accelerate learning and provide targeted instruction to students disproportionately impacted by the pandemic. Provide engaging learning

experiences. Adapt instruction to individual and small group needs. Maximize student Help students allocate study time efficiently. Teach students how to use delayed judgments of learning to identify content that needs further study. Participation and attendance. Interleave worked example solutions with problem-solving exercises. Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned.

ELA and Math teachers in grades four-eight, Special Education teachers, and reading and math interventionists will provide extended instructional time via small groups to students in grades four through eight. The extended instructional time will begin September 2021 and conclude May 2022 and reconvene September 2022 and conclude May 2023. Identification of the students will be based on the following:

- Students who failed to meet mastery on LEAP 2025 during Spring 2022 and Spring 2023,
- Students impacted by COVID-19 based on demographics and absentee data, and
- Students with disabilities, and/or EL students.

The extended instructional time small groups will include up to 15 students and the sessions will be held weekly Monday-Thursday. During these student-centered extended instructional sessions, teachers will use mini reading and math lessons pulled from Tier 1 curricula to address learning gaps on grade level standards, provide real-time feedback to students, followed by reassessment of standards. Teachers will monitor students' progress through the completion of exit tickets via polling tools, engagement platform (Desmos and Nearpod) and tracking on the school wide data tracking system, BOSS (Book of Standards and Statistics), which aligns with Louisiana Student Standards. The expected measurable outcome is students will demonstrate mastery of the standard as evidenced by retesting on the standard. As a result, improving their score to mastery as tracked in the BOSS.

Frequency – 4 times a week

Timeline – September 2021-May 2022 & September 2022- May 2023

Support – General Teachers, Interventionists

Measurable Outcome – Student mastery in the BOSS

Key Investment: Individual Student Plans for Success	ESSER II	\$91,341	ESSER III	\$70,208
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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:

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

Assistance activities, including but not limited to working with students, school faculty and staff, parents, and guardians. They will help all high school students, individually and in groups, regarding high school graduation and completion, including but not limited to analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and facilitating career choices and planning. Will plan and implement educational programs for children with developmental, physical, mental, and psychological disabilities. All current and newly

enrolled 8th graders in the Quest for Success course for the 2021-2022 school year will participate in IGP meetings conducted by the high school counseling staff members. The initial IGP informational meeting with the eighth-grade students will take place during the Quest for Success class periods during Spring 2022 and will be conducted by the counselors. In addition, the school counseling staff members will confer individually with students to develop and review their IGP. As a result, of this evidence-based practice, student schedules for school year 2022-2023 will adequately address individual learning needs. Effectiveness will be measured by all students entering ninth grade with approved IGP and on-track class courses as reviewed by the high school counseling team.

Timeline: January ,2022; May, 2022; Spring Semester 2023

Frequency: Once during Spring 2022 and Once during Spring 2023

Who will provide support: Guidance Department

Measurable Outcome: Completed schedule; achieving credits

Progress Monitoring: Reviewing IGP and transcripts by School Counselors

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$4,059,894
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Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$25,000

ESSER
III

\$1,092,500

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: Stipends

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?

Professional Learning Community planning and professional development after school hours and summer to address learning loss; interventions; Tier 1 curriculum and other applicable needs as a result of the COVID 19 pandemic.

Content focus PD.

Approval Criteria: 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?

- Instructional Leadership Teams
- Stipend

ILT Meetings:

All departments hold bi-weekly ILT meetings. All content areas and teacher subgroups are represented. Student data is presented via mastery trackers such as BOSS and course passing rates. This data is collected by teachers on a weekly basis. Plans are derived based on the data to address learning loss and close learning gaps based on students who did not achieve mastery on statewide assessment during the 20-21 school year.

Frequency of ILT- Bi- Weekly

Timeline- Once data is collected and presented in the ILT meeting, content leaders bring the plan of action into the content level PLCs that week.

The next week the plan is implemented to the highest degree; data is collected and brought to the next ILT meeting.

Measurable Outcomes:

Student data is entered into a school-wide data tracking system known as the BOSS (Book of Standards and Statistics) for all subjects participating in statewide assessments. Course passing rates are also examined for mastery by tested subject area. From these trackers, teachers target students who did not reach mastery, as well as identify those students not on track to mastery. These students are then placed into instructional groups based on their performance level(s). Students are re-assessed, and data is tracked for growth and mastery with the overall goal to target students in tested grades success on tested standards. Progress Monitoring: Standards based checkpoints given weekly by course teachers. Data is placed into the BOSS as it relates to mastery of standards tested on LEAP 2025.

Who Provides Support? Content leaders who are members of the ILT team. These experts in their subject matter bring the plans to the teachers during weekly PLC meetings. Course teachers implement the plans and reassess students.

Stipend: Content leaders receive a semi-annual stipend for the additional work they complete during the ILT and Content meetings.

Key Investment: **Literacy Professional Development**

ESSER II

\$ 195,039

ESSER
III

\$0

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

- ✓ Literacy Content Leaders
- ✓ Literacy Coaches
- ✓ Other: Reading Interventionist, Teachers & Administrators

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

Narrative statement clearly summarizing all approval criteria elements:

LAVCA hired 3 K-2 Reading Interventionist in response to the data to provide small group instruction

~LEA identifies who will provide supports and services for the evidence-based activities indicated

~ LEA identifies evidence-based activities which aligns with the needs assessment

Salary/Benefits for Literacy Coaches and Interventionist

Resources: LDOE literacy library.

Based upon our LEAP 2025 data from 2021 2022 and continuing to the 2022 2023 school year, ELA teachers will be provided with professional development based upon the areas of weakness. Students in grades 4 through 8 who score below mastery, will be assigned to the MindPlay Reading Program. It is a research-based program that helps students learn to read and/or improves their reading skills. ✓

The following professional development has been planned for the 2021 2022 school year:

- The Science of Reading
- CKLA: phonics training
- Wit & Wisdom Module Study Protocols
- MindPlay Training
- IXL Training
- Weekly PLC meetings address both student and teacher needs based on data

Timeline: August, 2021; May, 2022/ August, 2022 May, 2023

Frequency: Weekly PLC/Monthly PD/Individual Coaching Sessions

Who will provide support: Literacy Coach/Content Leader

Measurable Outcomes: Percentage of students who reach Mastery on LEAP 2025 and MindPlay

Progress Monitoring: MindPlay/IXL (standards based)

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$1,312,539
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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:

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

Early Childhood Program Enhancement	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"/> CLASS Certification <input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide <input type="checkbox"/> Other: <input type="checkbox"/> Other				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment			\$ 0	

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$268,250	ESSER III	\$192,980
Provide the URL to the following LEA documents: School Reopening Plan for In-Person Learning https://lavca.k12.com/faqs/coronavirus-faqs.html COVID-19 Vaccination policies for staff and students https://lavca.k12.com/faqs/coronavirus-faqs.html Mask wearing policies for staff and students https://lavca.k12.com/faqs/coronavirus-faqs.html Physical distancing, cohorts, or learning pods https://lavca.k12.com/faqs/coronavirus-faqs.html <i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
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 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: For a safe & healthy environment for students, parents and staff.

Continuity of Teaching & Learning

ESSER II

\$ 0

ESSER III

\$1,338,905

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

X 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

X Other: Remove barrier and create equitable inclusive learning experiences for all students.

SCHOOL SAFETY & OPERATIONS

2021-2022 Total Funding Commitment

\$1,800,135

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$239,794

ESSER III

\$84,505

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: Data Analyst

Describe the LEAs plan for implementing evidence-based activities.

Make data part of an ongoing cycle of instructional improvement. Teach students to examine their own data and set learning goals. Establish a clear vision for school wide data use Provide supports that foster a data-driven culture within the school. Develop and maintain a districtwide data system. Will direct intensive intervention with students. Assist in developing a systematic school-wide approach. Facilitates and coordinates the implementation of a

classroom intervention program. Provides direct curriculum and instructional support services to teachers including effective strategies and intervention.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$324,299
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