

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 Athlos Academy of Jefferson Parish	LEA Code WBR001
Planning Contact (name) Mrs. Cheryl Martin	
Planning Contact (title) Principal	
Planning Contact (email) cmartin@athlosjp.org	
Planning Contact (phone) (318)344-6116	
Fiscal Contact (name) Thomas Bickart	
Fiscal Contact (title) CFO	
Fiscal Contact (email) tbickart@athlosacademies.org	
Fiscal Contact (phone) (702)781-4958	
School System Leader Name: Cheryl Martin	
School System Leader Signature	Date 03/15/22

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).

¹ [ARP ESSER Fact Sheet](#)

Commitment: ATTENDANCE & WELL-BEING ✓ ✓				
Key Investment: Attendance	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
How will the LEA identify students who need to be re-engaged?				
Click or tap here to enter text.				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Re-engagement supports <input type="checkbox"/> Drop-out early warning systems <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
How will the LEA seek to re-engage students with poor attendance?				
Click or tap here to enter text.				
Key Investment: Well-Being	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
How will the LEA identify students who need mental and behavioral supports?				
Click or tap here to enter text.				
(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 type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
(For Students) Describe the LEAs plan for implementing evidence-based activities.				
Click or tap here to enter text.				
(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 type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment			\$ Click or tap here to enter text.	

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

Key Investment: **Targeted Learning Support**

ESSER II

\$ \$760,165

ESSER III

\$ \$546,311

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).

Priority decisions are also based in which students were quarantined the most during the 2020/2021 school year followed by

- Students with IDEA disabilities
- Students from economically disadvantaged households
- Students who receive ELL services
- **It is fully expected that Athlos Academy of Jefferson Parish will be able to use funds to support all students to the level that best meets their needs**

After reviewing the 20-21 achievement data, there were several steps taken to address the needs of students in grades 4-8. Some of the steps taken include revising our intervention program, partnering with outside service providers, and providing an extending school week.

Students in grades 4-8 who failed to achieve mastery were identified for additional support. Based on the 2021 **"SIMULATED"** LEAP assessment results, we administered the LEAP 360 diagnostic assessment throughout the 2022 SY to identify trends for specific standards across grade levels and individual classrooms. The students were then assigned to tiered intervention groups to address their needs. During the 2022 SY, we revised our intervention program to fit the master schedule which provided for small group instruction to the benefit of all students no matter their achievement level.

During the 2022 SY, we administered the iReady Diagnostic assessment which provided teachers and interventionists with specific information on students' individual needs. This allowed teachers and interventionists to design programming and track student progress over time. The interventions began in September 2021 and ran through April 2022. This chart illustrates student progress toward mastering grade-level material.

² [ARP ESSER Fact Sheet](#)

Diagnostic Growth



School: ATHLOS ACADEMY OF JEFFERSON PARISH
Subject: Math
Academic Year: 2021 - 2022
Comparison Diagnostic: Most Recent

Students Assessed/Total: 1,094/1,122

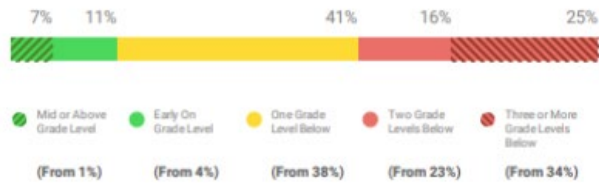
Progress to Annual Typical Growth (Median)



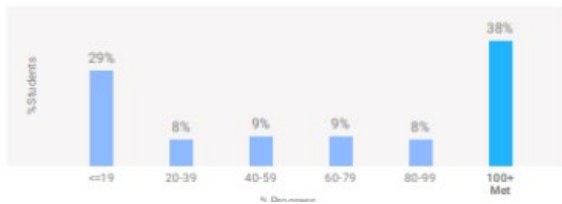
The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

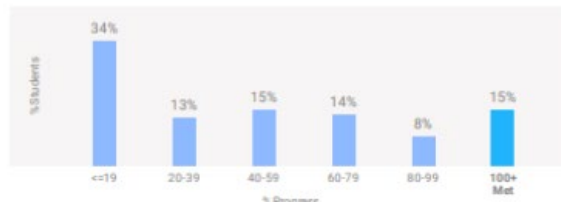
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



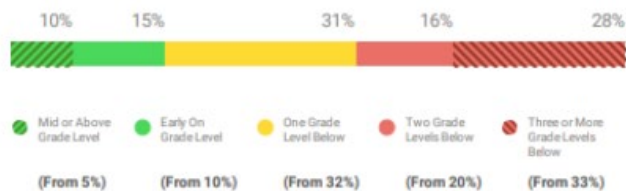
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 55%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

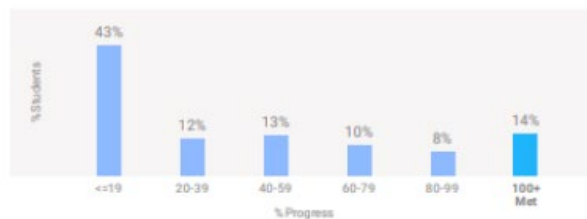
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Once the COVID restrictions were lifted in our community we extended the school week to include a Saturday Academy where students received support in grade-level standards. The Saturday Academy ran for six weeks from March to May. The program utilized released assessment items and the iReady Standardized Assessment materials to prepare students for the rigorous texts and format of the LEAP 2025 Assessment.

In addition to providing an extended day, we have re-designed our Master Schedule to include intervention blocks. Upon analyzing our 21-22 data students who need support will be identified and assigned to a group. Their progress will be monitored bi-weekly to determine the next steps and the effectiveness of the intervention program. We recognize that math is a challenge for our students and have hired another interventionist to provide additional support in this area.

As a school community, we are confident that the action steps outlined in our Comprehensive Evaluation along with participation in professional development provided by the state we will improve student achievement and demonstrate continued growth in the 22-23 school year.

Entering the 22-23 school year we have set goals to support students and to assist instructional staff in preparing rigorous standards-based instruction. While we await the results of the 21-22 assessment, we are offering an in-person summer program and have continued our partnership with Hercules Heroes to provide virtual learning for students who are unable to attend in person. The summer program will serve as a springboard for our after-school tutoring which is scheduled to begin in August and conclude in April.

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

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

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

- Each student in grades 5 – 8 will be provided with daily 60 acceleration block guided by a certified teacher or teacher who is in a certification program
- Students in need of more intense intervention will be linked with a certified interventionist
 - Additionally students who have scored unsatisfactory on the LEAP are offered space in our after school tutoring program for up to 6 hours weekly

Reflecting on the 2020-21 SY LEAP ELA results, 50% of students in Grades 7 & 8 scored Basic or above. 61% of students in Grade 5 scored below Basic. 67% of students in Grade 4 scored below Basic. 68% of students in Grade 3 scored below Basic. The Scale Score Average for Grades 6-8 is Basic. The Scale Score

Average for Grades 3-5 is Approaching Basic. Areas of concern include informational text, vocabulary, and written expression.

To address this concern, we partnered with Florida Virtual Learning School (FLVS) Flex online courses to provide supplemental literacy and math intervention support for students performing below grade level. Courses were personalized and self-paced. The implementation of FLVS created a blended learning environment in core content classes. This strategy allowed the classroom teachers of record, interventionists, and the virtual teacher to utilize a combination of learning strategies in an effort to improve students’ growth trajectory.

After fielding input from stakeholders and review of our budget allotments, we adopted the “Wit & Wisdom” curriculum to provide students with rigorous texts in preparation for spring high-stakes testing.

Reflecting on the 2020-21 SY LEAP Math results, 92% of students in 5th grade scored below Basic. 72% of students in Grade 7 scored below Basic. 73% of students in Grade 4 scored below Basic. The Scale Score Average for grades 3-8 is Approaching Basic. Most students fall within the Weak Performance Rating in Major Work for the grade.

To address concerns with the major work for each grade we implemented, weekly data cycles into our Professional Learning Communities. Teachers deconstructed standards, identified possible misconceptions, created scoring criteria, and tracked student progress towards mastery. The performance data was then used to determine which standards were mastered and which students needed additional targeted support. Additionally, Athlos offered targeted, ongoing professional development to ensure instructional quality, build the capacities of the faculty and share best practices. Promote effective teacher collaboration and professional development through job-embedded professional opportunities and coaching by individuals with subject matter and pedagogy expertise.

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)

- RTI Specialist will create group rosters based on 2021 LEAP Scores
 - Student who scored lower will be linked with Interventionist
- Interventionist para professionals will support 3rd and 4th grade high need homerooms MWF and other homerooms Tu/Th
- Due to the fact that none of Athlos Academy of Jefferson Parish’s 4 – 8th grade students scored mastery on all sections of the LEAP 2025 assessment in SY 21, all will participate in the acceleration program with those in most need identified by assessment scores being linked with the most qualified personnel based on experience and performance.

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

ESSER II

\$ [Click or tap here](#)

ESSER III

\$ \$136,578

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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: 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?

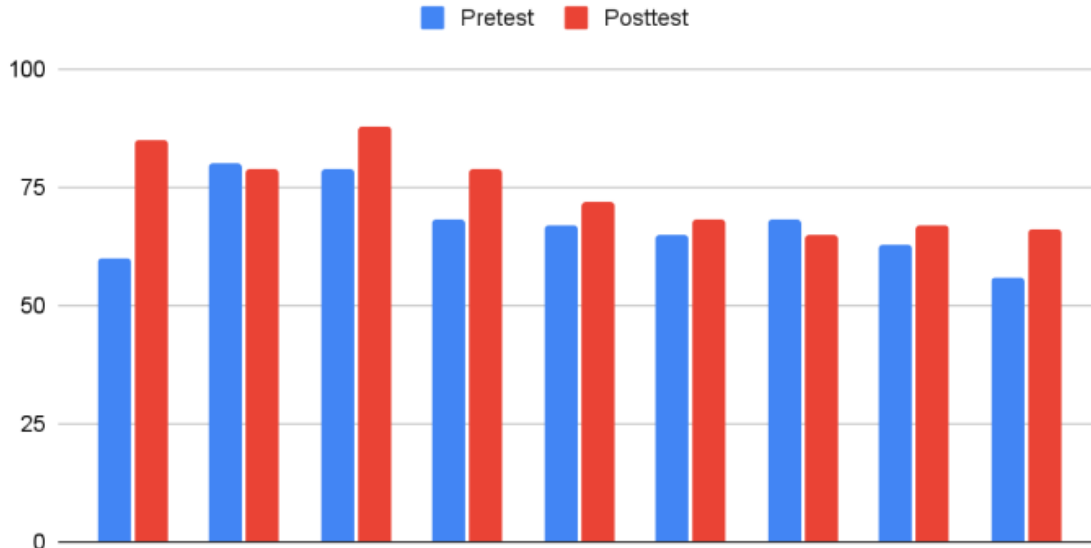
In practice:

For targeted students each period Literacy Interventionist will pull 1/3 for ELA and Math Interventionist will pull 1/3 for Math, the remaining 1/3 will stay with the home base teacher for Math.

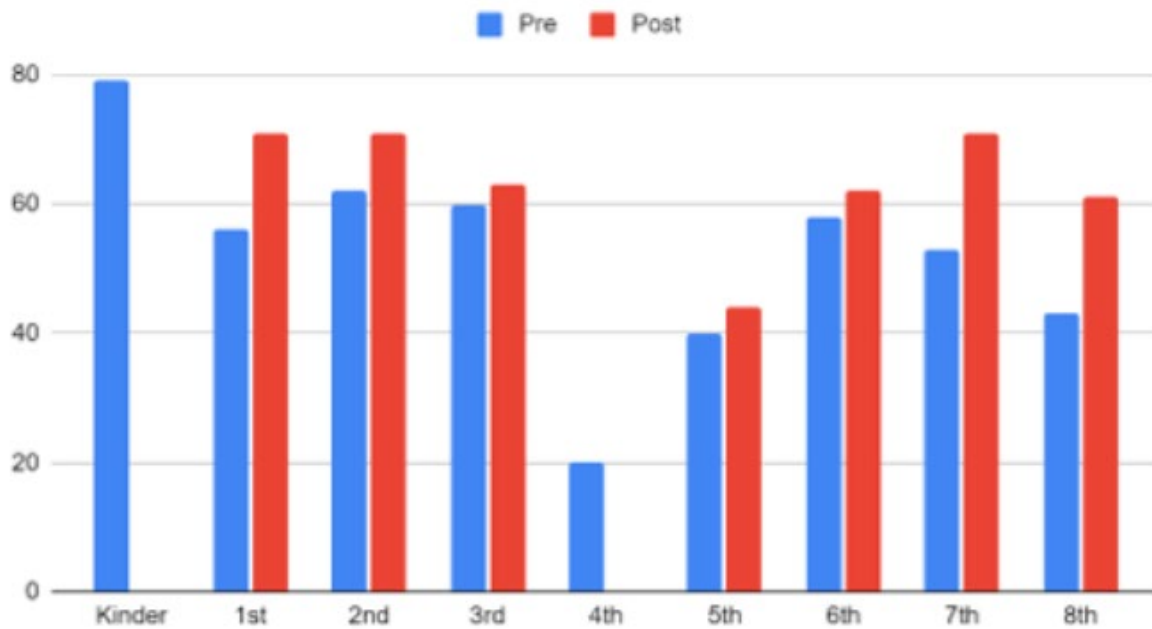
- LEAP prep books are on order and will be the foundation for pull out exercises
- Interventionist and Writing Lab teachers will coordinate with Specialist to determine the best lessons to follow
- Small groups will have their own dedicated space
- Tuesday, Thursday, Friday No students are pulled out and they will receive Tier 1 writing acceleration from a certified teacher or one that is in a certification program
- 5th grade Writing Lab will be iReady based
- Writing Lab Curriculum
 - Study/Test Taking Skills
 - Writing practice
 - Typing practice

Based on the promising Hercules Heroes intervention data from the 2020-21SY, we continued this intervention program into Spring 2022 and yielded strong gains, in both reading and math. During the 2022 SY, we partnered with Hercules Heroes to provide virtual tutoring after school. Hercules Heroes provides virtual tutoring with certified teachers. This program allowed students to receive support from certified teachers in a remote environment. The small group size of 6-8 students per tutor afforded students the opportunity to ask questions and receive individual support. This chart illustrates Hercules Heroes' pre and post-test results.

ELA HH Tutoring Results



Math HH Tutoring Results



Key Investment: Summer Learning Programs	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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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: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

Click or tap here to enter text.

Key Investment: Extended Instructional Time

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

- 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:
- Other: Click or tap here to enter text.

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

Click or tap here to enter text.

Key Investment: Individual Student Plans for Success

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

- Individual Graduation Plan (IGP)
- IGP Planning Partner
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

Click or tap here to enter text.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ \$1,443,054

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Instructional Leadership Teams (ILT) <input type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <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 the disproportionate impact of COVID-19 on subgroups of students?				
Click or tap here to enter text.				
Key Investment: Literacy Professional Development	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <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?				
Click or tap here to enter text.				
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment			\$ Click or tap here to enter text.	

EARLY CHILDHOOD EDUCATION ✓				
Early Childhood Program Expansion	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<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?				
Click or tap here to enter text.				

Early Childhood Program Enhancement	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<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			\$ Click or tap here to enter text.	

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	https://www.athlosjp.org/?s=COVID			
COVID-19 Vaccination policies for staff and students	https://www.athlosjp.org/?s=COVID			
Mask wearing policies for staff and students	https://www.athlosjp.org/?s=COVID			
Physical distancing, cohorts, or learning pods	https://www.athlosjp.org/?s=COVID			
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i> https://www.athlosjp.org/covid-resources-faq-flow-chart/				
For additional information, please see the Pandemic Relief Consolidated Program Desk Monitoring document filed with LDE.				
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: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Continuity of Teaching & Learning	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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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	\$ Click or tap here to enter text.
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DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

Describe the LEAs plan for implementing evidence-based activities.

Click or tap here to enter text.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment

\$ Click or tap here to enter text.