

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



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School System Leader Name Chakesha Scott	
School System Leader Signature	Date 09-30-2021

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: 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

\$3500

ESSER III

\$ 1200

How will the LEA identify students who need to be re-engaged?

Impact Charter Elementary School collects student attendance data in a student information system. Attendance data can be analyzed by demographic (race), socio-economic status, and diverse learner status. LPS disaggregated this data by the above student groups, by school, and by grade-level to analyze information that would help identify students who need to be re-engaged. Below is a summary of key findings:

Re-engagement was required by students who encountered mild, moderate, or significant academic shortfalls due to attendance issues caused by the pandemic. Academic goals were created to address learning impacts from the pandemic. Wellness checks were conducted during orientations to identify the need for mental and behavioral support. Teachers used classroom grades, LEAP 360 achievement levels, reading and mathematical benchmarking, and historical test data to recommend summer enrichment. Currently, 100% of students need to be re-engaged due to inconsistencies of in-person learning opportunities due to COVID-19 closures. Students currently do not miss excessively in-person learning due to individual quarantines due to the reduced number of days required to quarantine.

2019-2020 – PK-8th Grade Students missed in person instruction from March 2020-May 2020

2020-2021 – Approximately 45 students (13% student population) in grades PK-8 missed in-person instruction.

2021-2022 – 100% of the student population participated 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: 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?

Impact will monitor students who need to be re-engaged through Schoology and PowerSchool. Daily phone calls home will continue to occur for absent students. Per student, interventions will be identified and recorded such as parent meetings, student meetings, home visits, etc. as they occur. Impact will identify when students are required to quarantine through Powerschool and ensure that they have work packets and virtual access to their instructor.

Daily attendance reports will continue to be sent out by office managers to closely monitor the overall daily attendance rate. Our goal is to have students attend over 90% of school days. If students attend less than 90% of the academic year, then they will be missing over 18 days of school. Instructional minutes are necessary to increase student achievement. Students that are tracking to missing more than 90% of the school will be discussed during weekly school ILT meetings. Strategies and initiatives will be discussed to help increase student attendance to over 90% all staff. An understanding of the attendance issues for subgroups that have significant attendance issues such as our Sped subgroup must be determined.

Key Investment: **Well-Being**

ESSER II

\$50000

ESSER III

\$ 10000

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

During orientation, our parents were surveyed to determine the need for mental and behavioral supports for their students. It was determined that 8 students were identified to need some type of mental or behavioral support. Our teachers were also trained by our counseling staff to recognize areas of concern. All educators were given access to a mental health referral form and trained on how to complete the form. This form can be turned in to our counseling staff so that mental health services can be provided for struggling students. Classroom, cafeteria, restorative circle sharing, classroom wellness checks, and recess observations can help teachers identify students who need to be referred.

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

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

Sharing circles are used to begin the day. A social and emotional support activity is used to begin the day. Planned time for individual or small group sessions with our counseling team will be scheduled based on student referrals and parent input. Recommendations for outside counseling agencies will be provided as a follow-up for parents.

To implement evidence-based activities, Impact will provide students with behavioral and mental health training and teachers with trauma informed teaching practices professional development in Summer or Fall of 2022. We will seek to hire a school counselor will observe students with behavioral and mental health supports needs on a bi-weekly basis using a rubric and evaluation form. The counselor will continue to meet with students that needs supports until those needs cannot be identified. Students that need supports will be able to participate in social and academic circumstances with behavioral and emotional intelligence that result in student growth.

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

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 64,700
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Commitment: **RECOVERY AND ACCELERATION** ✓✓✓

Key Investment: Targeted Learning Support	ESSER II	\$ 41,000	ESSER III	\$ 452,000
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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: 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).

Impact Charter will support students that previously participated in virtual instruction, students with ten or more absences from the previous school year, students in grades four through eight who failed to achieve mastery on the LEAP assessment in the 20-21 and 21-22 school years, and students falling in the below average range on the NWEA MAP and LEAP math, vocabulary, and reading assessments. Approximately 80% or 380 students need targeted learning support in result from the COVID-19 pandemic.

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?

Impact Charter will implement high-dosage tutoring in ELA and math, literacy interventions and extensions, and use of high quality assessments with students most impacted by the COVID-19 pandemic as identified above. Students in grades four through eight who failed to achieve mastery on the LEAP assessment in the 20-21 and 21-22 school years will be prioritized for targeted learning support. The evidence-based activities will be implemented by Impact Charter teachers during the following frequencies:

Tutoring: Four days weekly from January 2022 – June 2022

Literacy Interventions: 90 minutes daily from August 2021 - June 2022

High Quality Assessments: Quarterly in September, January, April, and May.

80% of students should score higher on high quality and state assessments by May 2022.

² [ARP ESSER Fact Sheet](#)

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)

Impact Charter will provide expanded support for students who did not score mastery or above on the state-wide assessment with literacy interventions and extensions from The Writing Revolution and use of high-quality assessments. Students in grades four through eight who failed to achieve mastery on the LEAP assessment in the 20-21 and 21-22 school years will be prioritized for targeted learning support. The evidence-based activities will be implemented by Impact Charter teachers during the following frequencies:

- **Tutoring:** Four days weekly from January 2022 – June 2022
- **Literacy Interventions:** 90 minutes daily from August 2021 - June 2022
- **High Quality Assessments:** Quarterly in September, January, April, and May.
- **80% of students should score higher on high quality and state assessments by May 2022.**

Key Investment: Before and After School Programs	ESSER II	\$ 157,000	ESSER III	\$ 54,000
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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?

Impact Charter will provide expanded support for students who did not score mastery or above on the state-wide assessment with literacy interventions and extensions from The Writing Revolution and use of high-quality assessments. Students in grades four through eight who failed to achieve mastery on the LEAP assessment in the 20-21 and 21-22 school years will be prioritized for targeted learning support. The evidence-based activities will be implemented by Impact Charter teachers during the following frequencies:

- **Tutoring:** Four days weekly from January 2022 – June 2022
- **Literacy Interventions:** 90 minutes daily from August 2021 - June 2022
- **High Quality Assessments:** Quarterly in September, January, April, and May.
- **80% of students should score higher on high quality and state assessments by May 2022.**

Key Investment: Summer Learning Programs	ESSER II	\$ 75,000	ESSER III	\$ 134,355
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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?

Students not making sufficient academic progress will participate in summer learning from June 6, 2022 - June 30, 2022 four days a week. Impact will support students that have with ten or more absences from the current school year and students in grades four through eight who failed to achieve mastery on the LEAP assessment in the 20-21 and 21-22 school years. Students will participate in summer learning taught by Impact Charter educators with Tier 1 curriculum driven formative and summative assessments. Progress will be measured on a bi-weekly basis with reading fluency, written composition, and LEAP test scores. 80% of students that participate in summer learning should score higher on the LEAP 2025 given the following school year.

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: After School Programs
- ☐ 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?

Impact Charter School currently has an extended instructional time school day/year schedule.

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

ESSER II

\$ 21000

ESSER III

\$ 15,500

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?

Students who did not make a mastery or above in 6th -8th grade will receive a IAP which will be reviewed with families. Support will be provided to students regarding personal issues that may be impacting student achievement as needed. Progress will be kept by the counselor or student advisor. Meetings with parents and SBLC committee members will be conducted per the student's plan to monitor and review progress. Impact Charter key personnel will participate in SEL to support the child's needs personally or academically. SEL strategies will be implemented after development and regular classroom observations will be conducted to provide feedback on SEL strategies. Each 8th grade family will receive an IGP during the fall of the 2021 year. The school principal will host meetings with the families to ensure that students are aware of their options/pathways during high school. We expect that 100% of 8th graders continue to high school as proven through DCAI points. The student has time to

process and learn more about possible colleges and courses they need to take or career options available if a career pathway is more in line with the family's choice.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 949,855
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Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓✓✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 211,500	ESSER III	\$ 55,000
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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?

The master schedule was created to incorporate common planning/PLC time. Specific guidelines/agendas guide the daily planning time. Master Teachers will ensure that evidence-based activities (such as high-dosage tutoring in ELA, literacy interventions and extensions, and use of high quality assessments) are implemented with students most impacted by the covid-19 pandemic. Students in grades four through eight who failed to achieve mastery on the LEAP assessment in the 20-21 and 21-22 school years will be prioritized for targeted learning support. The literacy coaches will ensure that students receive evidence based have targeted learning support. Master Teachers will be used daily for the entire school year from August 2021 - June 2022. Master Teachers will support that 80% of students should score higher on high quality and state assessments by May 2022. Impact Charter Administration will provide support to the Master Teachers.

Key Investment: Literacy Professional Development	ESSER II	\$ 65,000	ESSER III	\$ 12,500
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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?

Impact Charter uses department heads to help with ELA, math, and science. Impact Charter will also partner with an LDOE approved Literacy PD Vendor for professional development of the staff. A Literacy Coach will ensure that

evidence-based activities (such as high-dosage tutoring in ELA, literacy interventions and extensions, and use of high quality assessments) are implemented with students most impacted by the covid-19 pandemic. Students in grades four through eight who failed to achieve mastery on the LEAP assessment in the 20-21 and 21-22 school years will be prioritized for targeted learning support. The literacy coaches will ensure that students receive evidence based have targeted learning support. Literacy coaches will be used daily for the entire school year from August 2021 - June 2022. The Literacy Coach will support that 80% of students should score higher on high quality and state assessments by May 2022. Impact Charter Administration will provide support to the Master Teachers.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 344,000
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$	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)

- ☐ Ready Start Networks
- ☐ Fund Pre-K seats
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

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

Early Childhood Program Enhancement	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)

- ☐ CLASS Certification
- ☐ Professional Development from High-Quality Instructional Materials Vendor Guide
- ☐ Other: Click or tap here to enter text.
- ☐ 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?

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	\$ 0.00
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SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$ 9500	ESSER III	\$ 85,000
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	www.impactcharter.org			
COVID-19 Vaccination policies for staff and students	www.impactcharter.org			
Mask wearing policies for staff and students	www.impactcharter.org			
Physical distancing, cohorts, or learning pods	www.impactcharter.org			
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 checked="" type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> Support universal and correct wearing of masks <input type="checkbox"/> Physical distancing (e.g., including use of cohorts/learning pods) <input checked="" type="checkbox"/> Handwashing and respiratory etiquette <input checked="" type="checkbox"/> Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems <input type="checkbox"/> Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments <input type="checkbox"/> Diagnostic and screening testing <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Continuity of Teaching & Learning	ESSER II	\$ 25,000	ESSER III	\$ 50,000
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input checked="" type="checkbox"/> Educational technology (computers/ laptops) <input checked="" type="checkbox"/> Educational technology (software/ programs) <input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input checked="" type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment				\$ 169,500

DATA INFRASTRUCTURE ✓				
Data Infrastructure	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 75,000
<p>Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p> <input checked="" type="checkbox"/> Early warning system to track student progression <input type="checkbox"/> Data security/cybersecurity <input type="checkbox"/> Data storage <input checked="" type="checkbox"/> Staff upskilling in data literacy/science/analysis <input checked="" type="checkbox"/> Statistical programs or analytics software <input type="checkbox"/> Enterprise data warehouse <input type="checkbox"/> Data dashboards or other activities to improve public transparency <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. </p>				
<p>Describe the LEAs plan for implementing evidence-based activities.</p> <p>Impact Charter identified a need in 20-21 for an updated data infrastructure system to track student data through a data dashboard. Such data tracking systems includes the following: summative assessments, social emotional tracking, attendance, and student academic progress. Schoology and PowerSchool will serve as the primary sources of data development and tracking for all student areas of need (SEL, Assessments, Attendance, Student Academic Progress, and Behavior). A data and compliance coordinator will be hired to help track data and work within the systems to allow for rich data to be easily accessible to all.</p>				
DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment			\$ 75,000	

