

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 Heather Bourgeois	
School System Leader Signature	Date 10/11/2021

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

\$3,500

ESSER III

\$ \$1,200

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

LKA evaluated all attendance data, adopted a new attendance monitoring procedure, and has set forth a set of actions for those that are not attending school regularly. Students that missed more than ten school days from the 2020-2021 school year are identified as students that need to be re-engaged. Approximately twenty percent (80-100 students) of LKA students need to be reengaged based upon the attendance data. Currently there are not any students that participate in remote instruction on a consistent basis, all healthy students report for in person instruction. In the event that an individual student needs to quarantine, the student will participate in remote instruction for the period of the quarantine. Students that missed out on the most in-person instruction during the following school years are reported below.

2019-2020 – 1st-8th Grade Students missed in person instruction from March 2020-May 2020

2020-2021 – 1st-5th Grade Students missed the most in person instruction compared to the school population.

2021-2022 – 4th-5th Grade students have missed the most in person instruction thus far.

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?

LKA has a series of calls, meetings, and contact with FYSC based on attendance thresholds. LKA has hired a school counselor for support and has also purchased a plug in for our SIS to better monitor attendance. LKA will provide students with individual feedback embedded in individual student goals to improve student engagement and performance. LKA will evaluate the student's formative and summative assessments on a quarterly basis to determine if student goals have been met. LKA will use Aimsweb Assessments and curriculum based assessments to monitor student progress. LKA small group reading and math teachers will provide students with continuous support and services to ensure the evidence-based activities support student academic growth.

Key Investment: **Well-Being**

ESSER II

\$50,000

ESSER III

\$ Click or tap here to enter text.

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

LKA teachers will use counseling referrals, student safety questionnaires, and functional behavior assessments to identify students that need mental and behavioral supports. LKA school counselor will provide services to students and provide service referrals to LKA parents. Additionally, LKA take parent information and referrals on an as needed basis. Approximately 40 students need behavioral and/or mental supports.

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

- ☒ Mental and Behavioral Health
- ☒ Character Building
- ☒ Trauma-informed care

- ☐ Full Service Community Schools
- ☐ Adoption/ integration of SEL curriculum
- ☒ Professional development for staff
- ☐ Other: 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.

To implement evidence based activities, LKA will provide students with behavioral and mental health training and teachers with trauma informed teaching practices professional development in January of 2022. The 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 needs 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: professional development
- ☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$ 54,700

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ 27,735	ESSER III	\$ 269,100
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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).

² [ARP ESSER Fact Sheet](#)

LKA is a single site school. The funds will be used to create smaller reading and math groups through the addition of new teachers, additional tutoring within the classroom and under the guidance of a trained teacher through City Year. City Year corps Members have a target list of students who need additional support – in addition to the small group instruction already being provided.

LKA 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 Aimsweb math, vocabulary, and reading assessments. Approximately 80% or 350 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?

LKA 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 LKA teachers during the following frequencies:

Tutoring: Two 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.

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)

LKA 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 LKA teachers during the following frequencies:

Tutoring: Two 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

\$ 0

ESSER III

\$ 0

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?

Click or tap here to enter text.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 10,500

ESSER III

\$ 0

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 27, 2022 - July 22, 2022 for days a week. LKA 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 LEA educators with 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: 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?

LKA already has an extended school year schedule

Key Investment: Individual Student Plans for Success	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Individual Graduation Plan (IGP) <input type="checkbox"/> IGP Planning Partner <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 disproportionate impacts? Click or tap here to enter text.				
RECOVERY AND ACCELERATION			2021-2022 Total Funding Commitment	
			\$ 307,335	

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓				
Key Investment: School Improvement Best Practices	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <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	\$ 80,000
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 checked="" 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 impact of COVID-19 on subgroups of students?				

Literacy coaches 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. Literacy coaches will support that 80% of students should score higher on high quality and state assessments by May 2022. LKA Administration will provide support to the literacy coaches.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 80,000
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

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

Click or tap here to enter text.

Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ CLASS Certification
- ☐ Professional Development from High-Quality Instructional Materials Vendor Guide
- ☐ Other: 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?

Click or tap here to enter text.

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

Safe School Reopening

ESSER II

\$ 0

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://irp.cdn-website.com/42b0cbbb/files/uploaded/COVID%20FAQ%202021%20-%202022%20School%20Year.pdf>

COVID-19 Vaccination policies for staff and students

<https://irp.cdn-website.com/42b0cbbb/files/uploaded/COVID%20FAQ%202021%20-%202022%20School%20Year.pdf>

Mask wearing policies for staff and students

<https://irp.cdn-website.com/42b0cbbb/files/uploaded/COVID%20FAQ%202021%20-%202022%20School%20Year.pdf>

Physical distancing, cohorts, or learning pods

<https://irp.cdn-website.com/42b0cbbb/files/uploaded/COVID%20FAQ%202021%20-%202022%20School%20Year.pdf>

If all information is in the main School Reopening Plan, please enter the same URL for each.

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

- ☒ Provide vaccinations to educators, other staff, and students, if eligible
- ☒ Support universal and correct wearing of masks
- ☒ Physical distancing (e.g., including use of cohorts/learning pods)
- ☒ Handwashing and respiratory etiquette
- ☒ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- ☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- ☒ Diagnostic and screening testing
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$ 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)

- ☐ 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

\$ 0 – already used round one of funding for these upgrades

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$ 0

ESSER III

\$ 0

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

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

Describe the LEAs plan for implementing evidence-based activities.

Click or tap here to enter text.

DATA INFRASTRUCTURE

2021-2022 Total Funding Commitment

\$ 0

