

**2022-2023 Louisiana Comeback 2.0 Directions:** School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [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 in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Louisiana Key Academy	LEA Code W7A001	Enter Grade levels served K-8
Planning Contact (name) Portia Reyna		
Planning Contact (title) Principal		
Planning Contact (email) portia.reyna@lakeyacademy.com		
Planning Contact (phone) 225-298-1223		
Fiscal Contact (name) Troy Jones		
Fiscal Contact (title) Director of Finance		
Fiscal Contact (email) troy.jones@lakeyacademy.com		
Fiscal Contact (phone) 225-298-1223		
School System Leader Name Portia Reyna		
School System Leader Signature	Date 11/2/2022	

**Directions: For plan approval, the following must be completed:**

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4<sup>th</sup> – 8<sup>th</sup> data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

**NEEDS ASSESSMENTS** ✓ ✓ ✓

**How will the LEA identify the disproportionate impact of COVID-19 on student group, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- ☐ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessment scores
- ☐ 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: Students with disabilities, dyslexia.
- ☐ Other: Click or tap here to enter text.

**LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:**

- ☒ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
- ☒ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
- ☒ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
- ☒ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
- ☒ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
- ☒ Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

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

2022-2023 Key Investment: **Attendance**

ESSER II

\$83,870

ESSER III

\$0

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

LKA conducted surveys with our families to identify barriers to student attendance. 44% of those surveyed indicated that their barrier is lack of transportation, 34% indicated their absence was related to COVID and 10% indicated student illness. To improve student attendance LKA has partnered with our family engagement team to provide attendance solutions for our families that include: free before care and after school care, community partnerships and resources to support students, carpooling solutions, student illness plans, and additional methods to reach out to families that have attendance concerns. We expect this to reach at least 50% of our students.

Students who received attendance supports in 2020-2021 were provided with core academic instruction during summer learning. Students were evaluated to measure their academic growth in reading fluency, vocabulary and mathematics through Aimsweb Testing. 61% of students who were provided opportunities for attendance support engaged in summer learning activities. Attendance was taken each day of summer learning to gather data on student attendance. Students who attended were provided with instruction from 8am – 12pm with increased feedback and educational minutes from the teacher.

2022-2023 Key Investment: **Well-Being**

ESSER II

\$56,247

ESSER III

\$0

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the 21-22 SY 30% of students were provided with evidence based well-being supports. For the 22-23 SY the school is providing a school-based mental health center in partnership with Our Lady of Lake. These supports include our school nurse, a LCSW, and an educational therapist. To track student and family need, support and effectiveness we will use PowerSchool. We will also use a character building program to reach 100% of students that will include our culture engagement team, focus on our core values, positivity campaigns, school beautification, anti-bullying campaign, and school clubs and afterschool activities. The data that demonstrates improved student well being will be reflected in student attendance and behavioral data. To understand and evaluate the effectiveness of the evidence-based well-being supports implemented in SY 2021-2022 LKA looked at number of students. We will start using a mental health support dashboard.

Outcomes - Students and families that received mental and behavioral supports in 2021-2022 were provided with opportunities and support for identification and strategies to implement for individuals with ADD/ADHD.

Anticipated Outcomes - Students and families that receive well being supports in 2022-2023 experience more time in the classroom and decreased suspension rates. We anticipate to provide an increased number of students that will receive wrap around services that support mental and behavioral support.

The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**.

LKA conducted surveys with our families to identify barriers to student attendance. 44% of those surveyed indicated that their barrier is lack of transportation, 34% indicated their absence was related to COVID and 10% indicated student illness. LKA has partnered with our family engagement team to provide attendance solutions for our families that include: free before care and after school care, community partnerships and resources to support students, carpooling solutions, student

illness plans, and additional methods to reach out to families that have attendance concerns. We expect this to reach at least 50% of our students.

During the 21-22 SY 30% of students were provided with evidence based well-being supports. For the 22-23 SY the school is providing a school-based mental health center in partnership with Our Lady of Lake. These supports include our school nurse, a LCSW, and an educational therapist. To track student and family need, support and effectiveness we will use PowerSchool. We will also use a character building program to reach 100% of students that will include our culture engagement team, focus on our core values, positivity campaigns, school beautification, anti-bullying campaign, and school clubs and afterschool activities. The data that demonstrates improved student well being will be reflected in student attendance and behavioral data. To understand and evaluate the effectiveness of the evidence-based well-being supports implemented in SY 2021-2022 and LKA will continue to use behavior and attendance data. We will start using a mental health support dashboard.

**ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment**

**\$140,117**

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

*LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.*

**How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?**

*All areas outlined in [Act 294](#) should be addressed.*

2022-2023 Key Investment: **Targeted Learning Support**

**ESSER II**

**\$0**

**ESSER III**

**\$0**

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2022-2023 Key Investment: <b>Before and After School Programs</b>	ESSER II	\$14,000	ESSER III	\$156,000
<p>Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.</p> <p>200 students will be provided access to before and after school supports during the 22-23 SY free of cost for families. The focus of the after-school instructional time should enhance daily learning and align with the strategic academic goals and priorities of the LKA. ALL students enrolled in after school programming will receive monitoring of progress. Student Progress in oral reading fluency shall be monitored using bi-weekly administration of AIMSWEB oral reading fluency progress monitoring measures. Student Progress in math shall be monitoring using bi-weekly administration of MAP. Baseline scores shall be captured in the first two weeks of instruction. The program was started during the 22-23 SY. Anticipated Outcomes – 60% of students enrolled will have increased scores in Aimsweb oral reading fluency testing and 60% of students enrolled will have increased scores in MAP testing.</p>				
2022-2023 Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$30,000	ESSER III	\$31,142
<p>Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.</p> <p>LKA is a school for students with dyslexia. All students enter in one or several grade levels behind in reading. All students are provided with the option to receive evidence based targeted learning support over the summer. &lt;1% of our students scored mastery on the LEAP 2025 assessment because of their dyslexia. 81 students were provided summer learning during 21-22 SY. To measure student achievement and progress we use: Oral reading fluency-Aimsweb, CTOPP, and Aimsweb Math assessments. Improvement's in the students reading fluency and CTOPP scores are used to measure the improvement of student outcomes. LKA will continue to offer summer learning to all of our students and monitor reading and math fluency using Aimsweb Testing and CTOPP. Students will receive instruction by a dyslexia therapist in a small group setting.</p> <p>SY 2021-2022 Outcomes - 63% of students that attended summer learning had an increase in math and/ or oral reading fluency scores.</p> <p>SY 2022-2023 Anticipated Outcomes - 60% of students enrolled will have increased scores in CTOPP, Aimsweb testing, or MAP testing.</p>				
2022-2023 Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$0	ESSER III	\$0
<p>Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.</p> <p>Click or tap here to enter text.</p>				
2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$0	ESSER III	\$0
<p>Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.</p> <p>Click or tap here to enter text.</p>				
<p>The <b>Recovery and Acceleration Commitment</b> can be written as one narrative response in this section. Please be sure to include response criteria from at least two <b>key investments</b>.</p> <p>Before and After School:</p>				

200 students will be provided access to before and after school supports during the 22-23 SY free of cost for families. The focus of the after-school instructional time should enhance daily learning and align with the strategic academic goals and priorities of the LKA. ALL students enrolled in after school programming will receive monitoring of progress. Student Progress in oral reading fluency shall be monitored using bi-weekly administration of AIMSWEB oral reading fluency progress monitoring measures. Student Progress in math shall be monitoring using bi-weekly administration of MAP. Baseline scores shall be captured in the first two weeks of instruction. The program was started during the 22-23 SY.

**Summer Learning:**

LKA is a school for students with dyslexia. All students enter in one or several grade levels behind in reading. All students are provided with the option to receive evidence based targeted learning support over the summer. <1% of our students scored mastery on the LEAP 2025 assessment because of their dyslexia. 81 students were provided summer learning during 21-22 SY. To measure student achievement and progress we use: Oral reading fluency-Aimsweb, CTOPP, and Aimsweb Math assessments. Improvement's in the students reading fluency and CTOPP scores are used to measure the improvement of student outcomes. LKA will continue to offer summer learning to all of our students and monitor reading and math fluency using Aimsweb Testing and CTOPP. Students will receive instruction by a dyslexia therapist in a small group setting.

**RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment**

**\$231,142**

**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	ESSER II	\$5,427	ESSER III	\$77,981
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

LKA provided 100% of educators professional learning opportunities where they can collaborate with teachers during common planning or PLC's during professional development days. Professional learning activities were lead by a certified academic language therapist, professional development vendor training by MultiSensory Math, and on site coaching by a dyslexia consultant. LKA will continue to provide 100% of teachers professional learning opportunities. LKA will provide support to educators who need additional assistance in implementing best practices by being given additional time with a dyslexia consultant or CALT throughout the school year. These teachers would be based on student achievement.

2022-2023 Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

LKA provided 100% of educators professional learning opportunities where they can collaborate with teachers during common planning or PLC's during professional development days. Professional learning activities were lead by a certified academic language therapist, professional development vendor training by MultiSensory Math, and on site coaching by a dyslexia consultant. LKA will continue to provide 100% of teachers professional learning opportunities. LKA will provide support to educators who need additional assistance in implementing best practices by being given additional time with a dyslexia consultant or CALT throughout the school year. These teachers would be based on student achievement.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$83,408</b>
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## SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$0	ESSER III	\$378,513
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning Not applicable. We have had in person learning for all students since August 2021.

COVID-19 Vaccination policies for staff and students <https://drive.google.com/drive/u/0/folders/1SkG-q6UhOAIzomKE4ji2AUQsQnJbKZMq>

Masking policies for staff and students <https://drive.google.com/drive/u/0/folders/1SkG-q6UhOAIzomKE4ji2AUQsQnJbKZMq>

Physical distancing, cohorts, or learning pods <https://drive.google.com/drive/u/0/folders/1SkG-q6UhOAIzomKE4ji2AUQsQnJbKZMq>

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

2022-2023 School Safety Operations

**ESSER II or III budgeting for this section is not required as a part of this plan.**

School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by **assessing each school's safety posture** to create actionable next steps to consider.

Use the [guiding questions, examples, and resources](#) to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.

**Click or tap here to enter text.**

**SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment**

**\$378,513**

***Double Click to enter each Funding Commitment amount***

**Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.**

<b>ATTENDANCE &amp; WELL-BEING 2022-2023 Total Funding Commitment</b>	<b>\$ 140,117.00</b>
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>	<b>\$ 231,142.00</b>
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$ 83,408.00</b>
<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>	<b>\$ 378,513.00</b>
<b>2022- 2023 Total Funding Commitment</b>	<b>\$ 833,180.00</b>

**Please recheck your plan to ensure you followed the below directions.**

**Directions: For plan approval, the following must be completed:**

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- If other is selected as an option, please add content to represent “other”.

LEA 2022 - 2023 ARAP Status

- ☐ ARAP Approved
- ☐ ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
- ☐ ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments

Reviewer Initials **Click or tap here to enter text.**

Date Click or tap to enter a date.