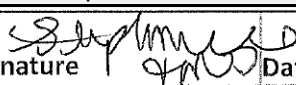


2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups 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 LEA Name Advantage Charter Academy	LEA Code W1B	Enter Grade levels served K-8
Planning Contact (name) Ashley N. Benton		
Planning Contact (title) Finance Manager		
Planning Contact (email) abenton@nhaschools.com		
Planning Contact (phone) 616-222-1700		
Fiscal Contact (name) Jodie Sager		
Fiscal Contact (title) Manager of Grants and Special Education Accounting		
Fiscal Contact (email) jsager@nhaschools.com		
Fiscal Contact (phone) 616-222-1700		
School System Leader Name Stephanie Jones		
School System Leader Signature  Date Click or tap to enter a date. 1/25/2023		

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 4th – 8th 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: Click or tap here to enter text.

☐ 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

\$64,814

ESSER III

\$64,814

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

The year to date average daily attendance for the 22-23 SY is 92%. The school will continue to monitor the attendance module to identify students who are considered chronically absent and those students who are at high risk of being chronically absent. The 22-23 SY total absences, which is 534.6, has already exceeded the year to date 21-22 total absences of 488.9 days. 30.4% of students are considered to be chronically absent in 22-23SY. 23 students have missed more than 23 days of instruction for the 22-23 SY. 33% of students have missed more than 8 days in 22-23SY.

Attendance has fluctuated over the past few years. In the 20-21 SY the average daily attendance rate was 90.7% and 49% of students had more than 8 absences. The outcome for students in 20-21 SY who received attendance supports through increased parent communication on the importance of consistent attendance and the impact of chronic absenteeism was a slight increase in the average daily attendance. Based on the 21-22 SY data, the average daily attendance rate increased to 91.7% although the percentage of students who missed more than 8 days increased to 63%. These students, who missed more than 8 days, were identified as being chronically absent and truant for the 21-22SY. This increase in the average daily attendance rate was attributed to the leadership's continued focus and outreach to families regarding the importance of attendance and the impact on their student's academic achievement.

Despite the increase in daily average attendance from 20-21 to 21-22 SY, the number of students who are chronically absent increased. To decrease the percentage of students who are chronically absent as well as increase the average daily attendance the school has invested ESSER III for a student family liaison for the 22-23 and 23-24 SY.

The school will monitor attendance and participation data to identify students who need to be re-engaged in the instructional program. The ESSER III funded student family liaison will work with students and parents/guardians to monitor attendance and implement strategies to reduce chronic absenteeism. They will also coordinate outreach, implement a support system to remove attendance barriers and educate parents/guardians on the importance student attendance.

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

ESSER II

\$0

ESSER III

\$333,187

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

The school has a social worker that is not grant funded. They will work with the school leadership and staff to ensure students with behavioral needs are identified and receive services.

Student discipline had remained consistent, with the 20-21 being an outlier due to remote/virtual instruction. In the 19-20 SY there were 5 in-school suspension and 57 out-of-school suspensions. In the 21-22 SY the numbers were very similar with 1 in-school suspension and 54 out-of-school suspensions. The 22-23 SY has seen a significant increase in disciplinary issues resulting in 28 out-of-school suspensions. These students have been identified for needing well-being (mental and behavioral) supports in 22-23SY.

Behavior plans also had remained consistent, again with 20-21 SY being an outlier due to COVID-19 and remote/virtual instruction. In the 19-20 SY 9 students had a behavior plan and 8 students had behavioral plan in 21-22 SY. 705 behavioral events were documented for the 21-22 SY. These behavioral plans identified the desired outcomes, which are unique to each student, but were all centered around providing additional social-emotional interventions through services from the school's social worker, so the number of behavioral events are reduced.

Currently for the 22-23 SY there have been 348 behavioral events. In comparison, at this point in the year last there were only 315 behavioral events. If this trend continues, we will exceed the behavioral events for the 22-23 SY. Based on this data point, the behavioral events were not reduced at the overall school level, however there were some students who did have the number of behavioral events decreased from 21-22 to 22-23SY.

The school is using ESSER III funds for an achievement behavior support specialist (ABSS) for the 22-23 and 23-24 SY to help reduce the discipline and behavioral events. This position is an evidence-based well-being (mental and behavioral) support that will continue in the 22-23SY. The ABSS will work with students whose behaviors interfere with their academic growth resulting in educational time loss or other challenges to academic achievement. They will also assist students in the responsible thinking process allowing students to be proactive in making choices that lead to academic success. in an effort to reduce behavioral and disciplinary events. They will work collaboratively with a certified social worker and or counselor.

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**.

The LEA will work with the student's family with support from the instructional team, school leadership, and the social worker, to identify the roadblock to the student's attendance and what student specifics need to be put in place to increase attendance. An action plan will be developed and monitored. Adjustments will be made based on the student's attendance record.

The school will use their intervention criteria to identify and prioritize students for evidence-based mental and behavioral supports. Those identified students may receive services and supports from the school's social worker and or the ABSS.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$426,815

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

\$377,855

ESSER III

\$0

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

The percentage of students who tested proficient on the state test increased from 20-21 to the 21-22 SY. In 20-21 15% of students were proficient in math, 22% of students were proficient in reading, 7% of students were proficient in science, and 9% of students were proficient in social studies. The most significant growth from 20-21 SY to the 21-22 SY was in math with 31% of students testing proficient. In 21-22 SY 34% of student tested proficient in reading, 10% of students tested proficient in science, and 11% of students tested proficient in social studies.

Identification of students needing targeted learning support (tutoring and participation in the summer learning program) in 21-22SY was based on students who did not test as proficient on the state test were prioritized for targeted support through their participation in the tutoring and or summer learning program. The anticipated outcome for these students who received targeted learning support (tutoring and participation in the summer learning program) was an increase in their performance on the state test. Although student participation in the 21-22SY tutoring and summer learning program is not the only factor in the growth on the state test, we anticipate a correlation to participation and performance.

In the 22-23 SY student identification will be based on students who did not test as proficient on the state test will be prioritized for targeted support through their participation in the tutoring and or summer learning program. The anticipated outcome for students in 22-23SY receiving targeted learning support (tutoring and participation in the summer learning program) is that their participation in additional learning opportunities will help to combat the negative impact of COVID-19 and increase academic achievement and proficiency and they will test proficient on the state test.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$297,119	ESSER III	\$438,652
---	-----------------	------------------	------------------	------------------

The school budgeted ESSER III funding for before and or after school tutoring during the 21-22 SY using the school staff members. Tutoring support was provided in the core content areas. State testing data and other formal assessment and diagnostic testing was used to determine the content areas in which students receive support. The school had difficulties securing staff to implement the tutoring program. Additionally, staff attendance was lower than anticipated, which resulted in lower academic results. To combat these issues, the school added online tutoring company for 22-23 SY and 23-24 SY, in addition to the school based tutoring program.

The anticipated outcome for these students who participated in the before and or after school tutoring program in 21-22SY was an increase in their performance on the state test. Although student participation in the 21-22SY tutoring is not the only factor in the growth on the state test, we anticipate a correlation to participation and performance. The anticipated outcome for students who are participating in the before and or after school tutoring program in 22-23SY is an increase in their performance on the state test.

The before and or after school tutoring program will consist of certified teachers and paraprofessionals, and transportation coordinator. They will provide small group instruction using the school's curriculum as well as intervention materials. State testing data and other formal assessment and diagnostic testing will be used to determine the content areas in which students receive support so their specific learning gaps can be addressed.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$315,816
---	-----------------	------------	------------------	------------------

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

The school will provide a summer learning program that combines academics and enrichment activities to help mitigate the negative impact of the The anticipated outcomes for all students participating in the 21,22,23, and 24 summer learning program is to combat the negative impact of COVID-19 and to increase student performance on the state test. Although student participation in the 21-22SY summer learning program is not the only factor in the growth on the state test, we anticipate a correlation to participation and performance. learning loss due to COVID-19 during the summers of 21, 22, 23, and 24. All activities will be evidence-based and focused on accelerating student achievement. Additionally, as part of the planning process before each summer learning program the frequency and timeline of the evidence-based activities will be identified and will be based on input from staff, parents, and leadership. The school's leadership team and summer learning staff will provide supports and services for the evidence-based activities through academic and enrichment activities. The school will provide small group instruction using the school's curriculum as well as intervention materials. All students were impacted by the negative effects of COVID-19 and therefore the program will be open to all students,

however students in grades fourth through eighth grade who failed to achieve mastery on any statewide assessment will be prioritized. The school will use informal and formal assessment data to measure the impact of the summer learning program. A progress monitoring tool will also be used to support the identification of students that are not making progress and or adequate growth.

The school budgeted ESSER III funding for summer programming. For the summer learning program of 21 the school employed their current staff members. Tutoring support was provided in the core content areas. State testing data and other formal assessment and diagnostic testing was used to determine the content areas in which students receive support. The school had difficulties securing staff to implement the summer 21 program which may have resulted in lower academic results. To combat these issues, the school added online tutoring company for summer 22, in addition to the school based tutoring program.

2022-2023 Key Investment: **Extended Instructional Time**

ESSER II

\$0

ESSER III

\$0

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

The LEA isn't currently planning to use any ESSER II and or ESSER III funds on extended instructional time activities. If this changes and an ESSER II and or ESSER III amendment is submitted to include this activity, the school will ensure that all activities are evidence-based. If extended instructional time is provided by the school system, it will be funded by another funding source other than COVID grant funding to meet these criteria.

2022-2023 Key Investment: **Individual Student Plans for Success**

ESSER II

\$0

ESSER III

\$0

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

The LEA isn't currently planning to use any ESSER II and or ESSER III funds on individual student plans for success activities. If this changes and an ESSER II and or ESSER III amendment is submitted to include this activity, the school will ensure that all activities are evidence-based. The school system will utilize another funding source other than COVID grant funding to meet these criteria.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

The school will use their intervention criteria to identify and prioritize students for targeted learning support. The LEA will ensure students in 4th through 8th grade, who failed to achieve mastery on any state assessment during 20-21 and 21-22 will be provide expanded academic support through the schools intervention program. Parents will be given options on how the accelerated instruction is provided. The school's intervention team will meet to review and adjust the student's learning plan based on triangulation of data.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$1,429,442

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$0
--	----------	-----	-----------	-----

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

Funds won't be used for school improvement. The school system will utilize another funding source other than COVID grant funding to meet these criteria.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$9,617	ESSER III	\$0
--	----------	---------	-----------	-----

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

Some students are 2-3 grade levels behind in reading. They are struggling with comprehension, fluency, and vocabulary. As a result, we believe this is impacting proficiency levels in all core content areas. To help increase the instructional effectiveness in reading the school identified a need for a literacy coach.

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.

The literacy coaches, which are included in the Achieve! budget under literacy professional development for an amount of \$9,617 for the 22-23SY, will provide staff with supplemental, individualized coaching throughout the year. The literacy coach will provide professional development and coaching to increase teaching effectiveness to impact student learning and reduce the impact of learning loss due to COVID-19. Costs is for staff salaries. Staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary. The literacy coach will be implemented as a schoolwide support and will also work with teachers in grades fourth through eighth in order to increase the instructional effectiveness. The timeline of implementation is 4 hours per week throughout the grant project period. The school will use informal and formal student assessment data and progress monitoring to measure the impact of the literacy coach on student achievement.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$9,617
---	----------------

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$100,000

ESSER III

\$400,000

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nhaschools.com/getattachment/09f5c7d1-6dfb-4f94-bd58-2fcea53b710f/advantage-srts-sp22-final.pdf

COVID-19 Vaccination policies for staff and students chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nhaschools.com/getattachment/09f5c7d1-6dfb-4f94-bd58-2fcea53b710f/advantage-srts-sp22-final.pdf

Masking policies for staff and students chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nhaschools.com/getattachment/09f5c7d1-6dfb-4f94-bd58-2fcea53b710f/advantage-srts-sp22-final.pdf

Physical distancing, cohorts, or learning pods chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nhaschools.com/getattachment/09f5c7d1-6dfb-4f94-bd58-2fcea53b710f/advantage-srts-sp22-final.pdf

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.

Please see our handbook for our safety operations. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nhaschools.com/getmedia/7eb4d499-f6bb-4fe7-8197-c9b1f75ff456/Advantage-(LA)-Final-2022-23.pdf

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$500,000

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.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$ 462,823.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 1,429,442.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 9,617.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 500,000.00
2022- 2023 Total Funding Commitment	\$ 2,401,882.00

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

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 4th – 8th 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”.

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

Date Click or tap to enter a date.