

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 Thrive Academy	LEA Code 3C1	Enter Grade levels served 7-12
Planning Contact (name) Paul Sampson		
Planning Contact (title) Superintendent		
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Planning Contact (phone) 225-236-6792		
Fiscal Contact (name) James Pounders		
Fiscal Contact (title) CFO		
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Fiscal Contact (phone) 225-367-6855		
School System Leader Name Paul Sampson		
School System Leader Signature	Date 9/29/2022	

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 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

\$4,231

ESSER III

\$15,769

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

Thrive Academy collects student attendance data utilizing PowerSchools student information system. This data captures students by demographic (race), socio-economic status, and diverse learner status. Thrive Academy disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. Below is a summary of key findings:

- Overall, Thrive Academy's student enrollment remained flat at 180 from 2020-2021 to 2021-2022

Categories	2020-21	2021-22
Remote Instruction %	50	0
Chronic Absenteeism%: AA students	64	26
Chronic Absenteeism%: students with disabilities	20	20
Number of female students: Chronic Absenteeism	60	9
Number of female students: Chronic Absenteeism	56	26

Thrive Academy's "Students of Concern Team" or SOC reviews student attendance and academic data weekly. The SOC team uses this data to plan interventions and support the staff in increasing attendance engagement and participation. When a student has combined over 20 unexcused absences in all classes, that student is considered chronically absent. We will continue to partner with the LSU Social Work College and prioritize students who meet the criteria of being chronically absent based on the needs assessment findings. Our goal is to increase the targeted student group attendance rate to 95% or greater within the semester months of school. We will track and monitor re-engaged students' attendance daily. We will contract with part time staff to conduct outreach and home visits for any student marked absent for two days consecutively.

The goal of Thrive Academy's reengagement supports is to reduce the number of students with 20+ absences from 35 to 9

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

ESSER II

\$0

ESSER III

\$94,000

The Thrive Academy will continue to partner with the LSU School of Social Work in administering a Behavioral and Emotional Screener to all students within the first 6 weeks of school. Thrive Academy will also administer Delaware School Climate Survey to all educators, families, students within the first six weeks of school.

Thrive Academy will disaggregate this data by student groups (demographic (race), socio-economic status, and diverse learner status) and by grade level to drill down to information that would help identify the individual student's needs.

Thrive Academy will continue to support student well-being by purchasing necessities some families cannot afford such as school food pantry, uniforms and toiletries

Approximately 100% of Thrive Academy students will receive either behavioral or emotional supports

Thrive Academy's SOC and PBIS teams have partnered to systematically address the socio-emotional health of our staff and students. Our administrative team will ensure all students, educators, and families can access and complete our chosen screeners so needs can be quickly identified.

To date, we have hired two social workers and contracted services with two additional social workers that specialize in school-based counseling to support our students and provide professional mental and behavioral health services. We plan on hiring

another part time social worker to meet the social emotional needs of students after school. Additionally, 100% of our faculty (administration, classroom teachers and paraprofessionals) participated in trauma-informed PD during the summer. Our Director of Social Work was given \$5,000 Each school leader was given to purchase an SEL character building and development curriculum/ program or supplies

Each week the SOC team reviews the progress of students based on documentation from teachers and other mental and behavioral health professionals to determine the students social and emotional health based on one of the previously administered screeners. This will inform our ongoing continued supports

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**.

Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$114,000

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

\$70,000

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

Thrive Academy will use a combination of attendance data, demographic data and standardized test scores to identify the students most impacted by covid and in need of targeted learning support. To this end Thrive Academy will invest in a more robust student information system to track and disaggregate data

Categories	2020-21	2021-22
ELA % Mastery	18	41
Math % Mastery	2.5	4.6
Social Studies % Mastery	0	24
Science % Mastery	5	11
ESS % Mastery	0	0

Based on this data, students in grades 7-12 who failed to achieve mastery on the 2021-22 statewide assessments will receive recovery after school tutoring throughout the school year. Students who failed to score mastery in grades 7-8 will be prioritized. (Thrive Academy is a single site school district servicing students grades 7-12)

Thrive Academy also hired an additional Special Education teacher and provided additional supports to students in that population in addition to providing all ELA and Math teachers PD addressing learning gaps.

Based on our needs assessment 173 students qualify for additional support in math, 106 in ELA , 160 in science and 137 in social studies.

2022-2023 Key Investment: **Before and After School Programs**

ESSER II

\$0

ESSER III

\$0

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

Thrive Academy's Instructional Leadership Team meets weekly to systematically address the academic needs of students. The Instructional Leadership Team will plan, implement, and monitor the progress of all in school interventions along with before and after school tutoring programs. The Instructional Leadership Team will use the results of high-quality assessments, aligned to the LEAP to monitor student progress towards closing gaps caused by covid over the course of the school year

- All Thrive Academy students (grades 7-12) will participate in the extended school calendar and day
- Students in grades 7-8 who did not score mastery will be prioritized in addition to rising seniors who have not earned a qualifying LEAP assessment score in order to graduate
- After school programming will occur three days a week during the 2022-2023 and 2023-2024 school years
- The goal of the after-school programming is to close the educational gaps that prevent students from mastering a particular content area
- Student progress will be monitored weekly and quarterly by the Instructional Leadership Team using data from rigorous assessments aligned to Louisiana's standardized tests
- Thrive will hire teachers from within and without the LEA to facilitate afterschool programming instructional specialists to facilitate afterschool programming

Thrive Academy will hire an after-school program coordinator to coordinate after school programming partnerships with outside vendors

2022-2023 Key Investment: **Summer Learning Programs**

ESSER II

ESSER III

\$20,000

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

Thrive Academy is a single site boarding school. Our students come to us from throughout the state of Louisiana. We are unable to implement traditional summer learning programs because of our boarding school model. We will instead develop

partnerships with neighboring school districts to allow our students to attend summer learning programs in the areas they live. Thrive Academy will cover transportation and enrollment costs of our student's participation in their local LEA or certified organization's participation in their local LEA summer learning programs.

2022-2023 Key Investment: Extended Instructional Time	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.

Thrive Academy's Instructional Leadership Team developed a school calendar and schedule that utilized both an extended school day and school year. The school calendar calls for students to spend three additional weeks in school and adds an additional 30 minutes to each school day. The increased instructional time will provide teachers more opportunities to address the educational impacts caused by covid.

- All Thrive Academy students (grades 7-12) will participate in the extended school calendar and day

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$30,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Thrive Academy will invest in training for our guidance department in developing Individual Graduation Plan for students. We will also upgrade our student information system and partner with outside vendors to facilitate stronger Individual Growth Plans. These actions will assist the guidance department in identifying student strengths and a graduation pathway that aligns with those strengths

- The School Counselor will develop Individual Graduation Plans for all students grades 9 and above. Prioritizing students who scored below Mastery on standardized tests

- Graduation Plans will be revisited with students yearly and modified when necessary

- Thrive Academy's goal is for 95% of students to graduate within 4 years and 100% graduate within 5 years.

- Thrive Academy's goal is for 70% of seniors to graduate with either an industry based credential or 12 hours of college credit through dual enrollment

- Thrive Academy will hire a Dual Enrollment Coordinator to oversee program logistics and assist the school counselor in monitoring student progress

- Thrive Academy's Instructional Leadership Team will monitor IGP indicators quarterly. The Instructional Leadership Team will use the data to progress monitor and plan interventions for targeted students. With the goal of 100% of 9th grade targeted students earning enough credits to qualify for 10th grade, 100% of 10th grade students earning enough credit to qualify for 11th grade, 100% of 11th grade students earning enough credits to qualify for 12th grade and 95% of 12th grade students to graduate during the 2021-22, 2022-23 and 2023-24 school years.

- Based on our needs assessment 180 students qualify for IGP progress monitoring and additional academic support in at least one subject

- Special Education students that qualify for additional support and IGP progress monitoring: 20

Thrive Academy will invest in training for our guidance department in developing Individual Graduation Plan for students. We will also upgrade our student information system and partner with outside vendors to facilitate stronger Individual Growth Plans. These actions will assist the guidance department in identifying student strengths and a graduation pathway that aligns with those strengths

- The School Counselor will develop Individual Graduation Plans for all students grades 9 and above. Prioritizing students who scored below Mastery on standardized tests

- Graduation Plans will be revisited with students yearly and modified when necessary

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**.

Click or tap here to enter text.

RECOVERY AND ACCELERATION

2022-2023 Total Funding Commitment

\$120,000

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$50,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Thrive Academy's Instructional Leadership Team meets weekly to systematically address the academic needs of students. The Instructional Leadership will plan, implement, and monitor the progress of all in school interventions along with before and after school tutoring programs. The Instructional Leadership Team will use the results of high-quality assessments, aligned to the LEAP to monitor student progress towards closing gaps caused by covid over the course of the school year

- Thrive Academy will invest in professional development centered on effective leadership team practices . Prioritizing 7-8th grade
- Thrive Academy will invest in on site vendor support in addition to professional development centered on effective leadership team practices. Prioritizing 7-8th grade and rising seniors who have not earned qualifying scores on the LEAP assessments
- Thrive Academy will provide \$2,500 stipends yearly to instructional leadership team members during 2021-22,23,24 school years

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$30,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Thrive Academy's Instructional Leadership Team meets weekly to systematically address the academic needs of students. The Instructional Leadership Team will plan, implement, and monitor the progress of all literacy programs and interventions. The Instructional Leadership Team will use the results of a literacy screener and high-quality assessments, aligned to the LEAP to monitor student progress towards closing literacy gaps caused by covid over the course of the school year

- All Thrive Academy students (grades 7-12) will participate in the schoolwide literacy intervention program
- Thrive Academy will literacy based professional develop along with rigorous standardized test aligned instructional materials
- Students in grades 7-8 who did not score mastery in ELA or Social Studies will be prioritized in addition to rising 12th graders who have earned a graduation qualifying LEAP score
- Thrive Academy will invest in a research-based literacy screener and will baseline screen all students during 2021-22 school year and each quarter afterwards
- Student progress will be monitored quarterly by the Instructional Leadership Team using data from quarterly literacy screenings and rigorous assessments aligned to Louisiana's standardized tests
- Based on our needs assessment 180 students qualify for IGP progress monitoring and additional academic support in at least one subject
- Special Education students that qualify for additional support and IGP progress monitoring: 27

Thrive Academy will hire a Literacy Instructional Specialist to assist teachers with implementing research based literacy practices in their classrooms

To

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.

Click or tap here to enter text.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$80,000

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$	ESSER III	\$215,964
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning **Click or tap here to enter text.**

COVID-19 Vaccination policies for staff and students **Click or tap here to enter text.**

Masking policies for staff and students **Click or tap here to enter text.**

Physical distancing, cohorts, or learning pods **Click or tap here to enter text.**

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.

Thrive Academy is a single site LEA and boarding school. Thrive Academy's Residential Leadership Team systematically uses data to prioritize areas of support in our Residential Program. Thrive Academy's Residential staff spends approximate 16 hours per day with students compared to the school team's 8 hours. Thrive Academy will invest in a Residential Staff and professional development for the Residential Leadership Team for 2022-23 and 2023-24

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment
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\$215,964

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	\$	114,000.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$	120,000.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$	80,000.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$	215,964.00
2022- 2023 Total Funding Commitment	\$	529,964.00

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

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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.](#)