

**Alice M. Harte Charter School**

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.



LEA Name Alice M. Harte Charter School	LEA Code WBC001
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School System Leader Name Jamar McKneely	
School System Leader Signature	Date 9-17-2021

**NEEDS ASSESSMENTS** ✓ ✓ ✓

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, 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).

<sup>1</sup> [ARP ESSER Fact Sheet](#)

Commitment: <b>ATTENDANCE &amp; WELL-BEING</b> ✓ ✓				
Key Investment: <b>Attendance</b>	ESSER II	\$N/A	ESSER III	\$ N/A
<b>How will the LEA identify students who need to be re-engaged?</b>				
<p>Students who need to be re-engaged are identified by examining student enrollment vs. attendance trends at the school. Students who have either not re-enrolled or attended school are identified initially by the homeroom teacher and then referred to the school Social Worker and/or Administrator for continuous follow-up until student either shows up or enrolls at another school. This information is shared with CMO leadership for additional monitoring and support as necessary.</p>				
<p>The LEA collects student attendance data in Power School, a student information system. This data captures students by: demographic (ethnicity, socio-economic status, diverse learner status. The LEA has 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.</p> <p>Below is a summary of key findings:</p> <ul style="list-style-type: none"> <li>• Overall, both student enrollment and attendance decreased from 2019-20 to 2020-21 for the LEA.</li> </ul>				
<p><b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b></p> <p> <input type="checkbox"/> Re-engagement supports  <input type="checkbox"/> Drop-out early warning systems  <input type="checkbox"/> Other: Click or tap here to enter text.  <input type="checkbox"/> Other: Click or tap here to enter text.         </p>				
<b>How will the LEA seek to re-engage students with poor attendance?</b>				
<p>For the 2020-21 school year, LDOE expected districts to collect and report student learning modality data. The student learning modality data are discussed weekly with senior leadership and used to provide technical assistance and support to schools to increase student attendance, engagement, and participation. When the attendance rate is 90% or less within a specified student group, that group of students is chronically absent, which also shows significant lost instructional time. As a system we will participate in the LSU Attendance Alliance initiative and prioritize schools with student groups whose attendance rates are 90% or less, based on the needs assessment findings. Our goal is to increase the targeted student group attendance rate to 95% or greater within the first three months of school. We will track and monitor re-engaged students' attendance daily. We will contract with part-time staff to conduct student outreach for any student marked as absent for two days consistently.</p>				
Key Investment: <b>Well-Being</b>	ESSER II		ESSER III	\$ Click or tap here to enter text.
<b>How will the LEA identify students who need mental and behavioral supports?</b>				
Click or tap here to enter text.				
<p>The LEA will administer SAEBRS Behavioral and Emotional Screening System to all students in grades Pre-K through grade 12 within the first 6 weeks of school. The LEA will disaggregate this data by student groups (ethnicity, socio-economic status, and diverse learner status) by school, and by grade level to drill down to information that would help identify the individual students' needs.</p>				

**(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: Diagnostic Assessments
- Other: Arts Based Instruction to support student mental and socio-emotional wellness through creative expression

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

**Weekly, teachers will provide SEL lessons for students focusing on targeted Second Steps lessons for Tier 1 instruction. Students who have been identified by SAEBRS of being at risk for socio-emotional or behavioral problems will receive additional Tier 2 & 3 support as necessary from specialized personnel (Youth Coach, Social Worker, outside provider, etc.). Arts based instruction will be provided to students through both integration within core academic areas as well as stand alone instruction which teaches students how to express their feelings in a productive manner.**

**(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.

<b>ATTENDANCE &amp; WELL-BEING 2021-2022 Total Funding Commitment</b>	\$ Click or tap here to enter text.
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**Commitment: RECOVERY AND ACCELERATION** ✓ ✓ ✓

<b>Key Investment: Targeted Learning Support</b>	<b>ESSER II</b>	<b>\$</b>	<b>ESSER III</b>	<b>\$</b>
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**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, 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

<sup>2</sup> [ARP ESSER Fact Sheet](#)

- 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).*

**The LEA consists of only one school. The data will be used to identify those students who have been most impacted by the pandemic, either academically, mentally, physically or socio-emotionally, and provide access to programming to include small group tutoring both during the school year and during summer programming, targeted literacy intervention and support, differentiated instruction, and review of IGP as appropriate. Diagnostic assessments will be administered at the beginning of the school year to determine the most appropriate supports for students.**

**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
- 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?**

Additional CSR personnel will be hired to provide high dose tutoring and intervention to students to address learning loss and acceleration. Student demographic information and assessment data will be used to identify students most in need of support and those students, along with students who were not engaged during last school year, will have priority placement within small groups.

**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)*

Study Skills Blocks are provided in student schedules to allow for foundational and core academic support to all students who did not score at the mastery level or above on state-wide assessments. Students will be grouped to provide maximum targeted support. Student group placement will be prioritized so that these students will be placed in classes taught by the most highly effective teachers available.

Key Investment: <b>Before and After School Programs</b>	ESSER II	\$ N/A	ESSER III	\$ N/A
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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?

N/A

Key Investment: **Summer Learning Programs**

ESSER II

\$ 0

ESSER III

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?

The LEA will provide summer programming taught by the most highly effective teachers available emphasizing continued learning acceleration for students. A mixture of Tier I curriculum and computer based supplemental instructional materials will be utilized to provide support to students. Those students who are most impacted, based on a review of EOY data, will be given priority placement in summer programming.

Key Investment: **Extended Instructional Time**

ESSER II

\$ N/A

ESSER III

\$ N/A

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?

N/A

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)

- Individual Graduation Plan (IGP)
- IGP Planning Partner
- Other: College & Career Readiness Support
- 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?

The LEA will provide IGPs for students developed in collaboration with school staff, the Social Worker, the CMO College & Career Readiness Specialist, the student and family to create a plan for success in HS and beyond. In addition to plotting out the expected academic progression for students, the planning process will also include discussions of how to provide access to student experiences such as college fairs, college visits, scholarships, internships and other initiatives which support students to completion of college enrollment, military enlistment or gainful employment post-HS. The funding will support students, especially those most deeply impacted based on data available, so that all have access to experiences regardless of demographics or student characteristics.

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

Key Investment: <b>School Improvement Best Practices</b>	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)

- Instructional Leadership Teams (ILT)
- Teacher Collaboration (Common Planning/PLC/ Cluster)
- Other: Summer Professional Learning Institutes
- 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 LEA will utilize an Instructional Leadership team, teacher PLCs and CMO wide Summer Professional Learning opportunities to provide new strategies for teachers and leaders to accelerate the curriculum through appropriate pacing, instructional strategies to enhance student engagement and literacy as well as strategies specific to leaders on how to effectively coach teachers through the acceleration process with the appropriate levels of rigor. These activities will allow teachers to effectively support all students impacted by the pandemic, but especially those students who have been unengaged during the pandemic and those in vulnerable populations (ELL & SPED).

Key Investment: <b>Literacy Professional Development</b>	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)

- Literacy Content Leaders
- Literacy Coaches
- Other: Fundamentals of Reading & Comprehension PD
- 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?



The LEA will provide PD to teachers on the fundamentals of both teaching reading and also literacy strategies for comprehension like CLOZE reading. The PD will focus on providing teachers with both a knowledge of the fundamentals of how students learn to read and also how students use reading strategies to comprehend and interact with complex text. The PD will also provide a toolkit of strategies that teachers can employ to support specific student needs as well. The most deeply impacted students will benefit from targeted strategies that teachers will be able to provide to support student learning after appropriate diagnosis and identification of student concerns.

**PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment** \$ 0

**EARLY CHILDHOOD EDUCATION** ✓

<b>Early Childhood Program Expansion</b>	<b>ESSER II</b>	<b>\$ N/A</b>	<b>ESSER III</b>	<b>\$ N/A</b>
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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?**

N/A

<b>Early Childhood Program Enhancement</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
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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.

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

The LEA will provide PD and support to EC teachers so that the EC curriculum can be implemented with fidelity and individualized to meet the needs of all students, particularly those who may have been unable to attend school previously due to the pandemic.

**EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment** \$ 0



SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II		ESSER III	\$
<b>Provide the URL to the following LEA documents:</b>				
<a href="#">School Reopening Plan for In-Person Learning</a>	Click or tap here to enter text.			
<a href="#">COVID-19 Vaccination policies for staff and students</a>	Click or tap here to enter text.			
<a href="#">Mask wearing policies for staff and students</a>	Click or tap here to enter text.			
<a href="#">Physical distancing, cohorts, or learning pods</a>	Click or tap here to enter text.			
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<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 checked="" 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 checked="" type="checkbox"/> Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments <input checked="" type="checkbox"/> Diagnostic and screening testing <input checked="" type="checkbox"/> Other: Incentives & celebrations to encourage testing and vaccinations for all <input type="checkbox"/> Other: Click or tap here to enter text.				
Continuity of Teaching & Learning	ESSER II	\$ 0	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<input checked="" 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 type="checkbox"/> Mobile hotspots with paid data plans <input 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.				
<b>SCHOOL SAFETY &amp; OPERATIONS</b>			<b>2021-2022 Total Funding Commitment</b>	
			<b>\$</b>	

<b>DATA INFRASTRUCTURE ✓</b>				
Data Infrastructure	ESSER II	\$ 0	ESSER III	\$ 0
<b>Which activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<input type="checkbox"/> Early warning system to track student progression <input type="checkbox"/> Data security/cybersecurity <input type="checkbox"/> Data storage <input type="checkbox"/> Staff upskilling in data literacy/science/analysis <input 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.				
<b>Describe the LEAs plan for implementing evidence-based activities.</b>				
Click or tap here to enter text.				
<b>DATA INFRASTRUCTURE</b>			<b>2021-2022 Total Funding Commitment</b>	
			<b>\$ 0</b>	