

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 Akili Academy of New Orleans	LEA Code 381001	Enter Grade levels served
		PK-8
Planning Contact (name) Christopher Hines		
Planning Contact (title) Chief Operating Officer		
Planning Contact (email) chines@crescentcityschools.org		
Planning Contact (phone) 504-708-4136		
Fiscal Contact (name) Christopher Hines		
Fiscal Contact (title) Chief Operating Officer		
Fiscal Contact (email) chines@crescentcityschools.org		
Fiscal Contact (phone) 504-708-4136		
School System Leader Name Kate Mehok		
School System Leader Signature Kate Mehok	Date 9/30/2022	

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	\$0	ESSER III	\$0
---	----------	-----	-----------	-----

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

Click or tap here to enter text.

2022-2023 Key Investment: Well-Being	ESSER II	\$0	ESSER III	\$312,950
---	----------	-----	-----------	-----------

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

The LEA is a single-school LEA that serves students in grades PK-8. The LEA determined that all of its students needed well-being supports in 2021-2022 because of COVID and Hurricane Ida, as well as the challenges that are correlated with being economically-disadvantaged, as the vast majority of its students are. For the same reasons, all of the LEA's students will be receiving well-being supports in 2022-2023.

The school has a variety of screeners to use to help determine what levels of mental and behavioral supports each student needs. Some of these, such as Mind Up and Second Step, are included in the school's Social Emotional Learning (SEL) curriculum, while others, including BASC and SDQ are implemented independently.

The school also analyzes student data to determine which students need which mental and behavioral supports. The school's robust data system tracks all student incidents and behavioral concerns throughout the year.

And finally, school staff are always able to refer students for mental and behavioral concerns to the school's student support team. The team meets regularly to determine which students need additional screening, interventions, and/or supports.

The school employs a robust team of full-time professionals to support the mental and behavioral needs of students. This includes:

- 1 Dean of Culture
- 1 Dean of Behavior Intervention
- 5 Behavior Specialists
- 2 Social Workers
- 1 School Nurse
- 4 School Psychologists (shared with the 2 other schools in the Crescent City Schools network)

This team meets at least monthly (more frequently when needed) to analyze the data described above (results of screeners, student behavior data, staff referrals), create plans for individual students, assess the progress of implemented plans, and revise existing plans when needed. The team members also provide direct support to students and families throughout the school day as part of their job responsibilities. Among the many supports offered are: implementation of the SEL curriculum and character building programming, individual or group or family counseling, therapy, physical health supports, peer mediation, connection to social services, and restorative justice practices.

100% of the school’s faculty participate over the summer in trauma-informed professional development sessions to help ensure they could support students who have mental and behavioral support needs. This training included instruction on proper implementation of the school’s SEL and character building programming.

Throughout the year (at least monthly), school leadership monitors the effect of its mental and behavioral supports programming by analyzing data, including:

- Suspension rates
- Student incidents & behavioral concerns reported in the school’s student information system
- Referrals from school staff for mental and/or behavioral supports

Based on this monitoring, school leadership determines if changes need to be implemented to the supports being provided.

The LEA examined suspension and expulsion data from 2021-2022 and compared it to 2018-2019 (the most recent year without COVID closures or significant hurricane closures that skewed data) to determine the success rate of its well-being supports. The expulsion rate stayed at 0. The out-of-school suspension rate stayed the same at 15%, but the days of out-of-school suspension per enrollment fell from 0.51 to 0.43.

The LEA anticipates lower rates of suspensions and a continued low rate of expulsions as an outcome of the implementation of well-being supports in 2022-2023.

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	\$312,950
---	------------------

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	\$223,399	ESSER III	\$190,597
--	-----------------	------------------	------------------	------------------

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

The LEA is a single-school LEA that serves students in grades PK-8.

The percentage of students scoring mastery or above on the LEAP assessment is lower in 2021 and 2022 compared to pre-COVID years. There is no significant difference in performance among subgroups of students defined by demographic data, FRPL eligibility, disability status, or EL status. The academic performance of all student groups at the school were significantly impacted by the COVID-19 pandemic and Hurricane Ida-related closures. The school intends to prioritize students in grades four through eight who failed to achieve mastery on any statewide assessments in the prior year, which is almost all students.

Specifically, between 2019 and 2022, 8th grade mastery rates fell from 30 to 19 in ELA from 14 to 1 in math, and from 6 to 4 in science (they increased in social studies from 13 to 14). However, there is evidence that the targeted learning support the LEA put in place for the 2021-2022 school year had some impact. 3rd grade mastery rates increased from 8 to 18 in ELA, from 2 to 10 in math, from 0 to 8 in social studies, and from 0 to 4 in science.

The school has examined LEAP assessment scores from the prior year and has identified which students did not score mastery or above. Unfortunately, this is the vast majority of students. The school will prioritize these students - especially those in grades 4-8 - when providing expanded support through high-dosage tutoring and interventions.

The school is implementing a robust intervention program consisting of high-dosage tutoring and interventions in literacy and math. The school administers the LEAP360 diagnostic at the beginning of each year to students in grades 3-8, the MAP beginning of year assessment to students in grades K-2, and the DIBELS literacy screener to students in grades K-3. The school analyzes the results of these diagnostics and creates plans for high-dosage tutoring and interventions based on demonstrated student needs. Tutoring and interventions take place on at least a weekly basis, and may occur as frequently as daily for students with the most severe needs.

During the school year, the school administers the LEAP360 interim assessments to students in grades 3-8 and MAP interim assessments to students in grades K-3. The school then takes a professional development day to analyze the results of these interim assessments and create new high-dosage tutoring and intervention plans for students, as needed.

Additionally, throughout the year teachers administer formative assessments that are included with the Tier-1 curricula that the school has implemented. Teachers use the results of these assessments to inform day-to-day instruction.

The long-term goal for each student is to reach mastery on the state's LEAP assessment by 8th grade. The interim goal is to achieve the growth-to-mastery target each year to ensure that they are on track to reach mastery by 8th grade. The

school faculty implements high-dosage tutoring and interventions based on diagnostic and interim assessment data with the goal of achieving these outcomes and monitors progress towards these goals during the dedicated Data Days that happen 3-4 times per year.

Full-time teachers provide high-dosage tutoring and interventions.

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.

Click or tap here to enter text.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$45,151
---	----------	-----	-----------	----------

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

The LEA is a single-school LEA that serves students in grades PK-8. Between 2019 and 2022, 8th grade mastery rates fell from 30 to 19 in ELA from 14 to 1 in math, and from 6 to 4 in science (they increased in social studies from 13 to 14). However, there is evidence that the summer school the LEA put in place for in 2021 had some impact. 3rd grade mastery rates increased from 8 to 18 in ELA, from 2 to 10 in math, from 0 to 8 in social studies, and from 0 to 4 in science.

The school ran a 4-week summer school program in June 2021 and again in June 2022. It plans to continue to do this. The school will prioritize students in grades four through eight who failed to achieve mastery on any statewide assessment during the previous year. The program will utilize the school's Tier 1 curricula and continue the high-dosage tutoring and literacy and math interventions that the school implements during the regular school year. The school's desired outcomes are that students will achieve their growth-to-mastery targets each year and score mastery on the LEAP assessment by their 8th grade year. Progress towards these outcomes is monitored on dedicated Data Days held 2-3 times per year. The school will also administer formative assessments at the conclusion of the summer school program to determine the progress students made towards the desired outcomes. The school's full-time staff teach during the extended day and will receive additional stipends for doing so.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$36,210
--	----------	-----	-----------	----------

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

The LEA is a single-school LEA that serves students in grades PK-8. Between 2019 and 2022, 8th grade mastery rates fell from 30 to 19 in ELA from 14 to 1 in math, and from 6 to 4 in science (they increased in social studies from 13 to 14). However, there is evidence that the extended learning time the LEA put in place for the 2021-2022 school year had some impact. 3rd grade mastery rates increased from 8 to 18 in ELA, from 2 to 10 in math, from 0 to 8 in social studies, and from 0 to 4 in science.

The school runs an extended-day program everyday, effectively implementing a before/after school program into its regular school day. During this extended day, the school implements the evidence-based activities aligned with its need assessment, as described in the above sections. The school prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessment in the prior year. The school's desired outcomes are that students will achieve their growth-to-mastery targets each year and score mastery on the LEAP assessment by their 8th grade year.

Progress towards these outcomes is monitored on dedicated Data Days held 2-3 times per year. The school's full-time staff teach during the extended day and are paid a stipend for doing so.

The school will offer additional instructional time afterschool on weekdays and/or on Saturdays to students during the school year. The school will prioritize students in grades four through eight who failed to achieve mastery on any statewide assessment in the prior year. The school's desired outcomes are that students will achieve their growth-to-mastery targets each year and score mastery on the LEAP assessment by their 8th grade year. Progress towards these outcomes is monitored on dedicated Data Days held 2-3 times per year. The school's full-time staff will teach Saturday school and be paid a stipend for doing so.

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.

Click or tap here to enter text.

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	\$495,357
----------------------------------	---	------------------

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.

Click or tap here to enter text.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$15,600
--	----------	-----	-----------	----------

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

The LEA did not provide the Foundations of Literacy PD during the 2021-2022 school year (though it did provide professional development to all its staff that covered literacy and its teaching, as it does every year). The LEA did not provide professional learning to any staff to become literacy content leaders and/or literacy coaches. There is therefore no impact to describe from 2021-2022.

In 2022-2023, the LEA is providing the Foundations of Literacy PD to all its instructional staff who teacher students in grades K-3. It is not currently planning on providing professional learning to any staff to become literacy content leaders or literacy coaches.

The LEA examines data from the K-3 literacy screener, interim literacy scores from Dibels, and LEAP data to inform its professional development decisions. The LEA will continue examining this data to determine if the professional development is effective.

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	\$15,600
---	-----------------

SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$0	ESSER III	\$0
Provide the URL to the following LEA documents.				
School Reopening Plan for In-Person Learning https://akiliacademy.org/wp-content/uploads/2022/07/CCS-COVD-return-to-school-policy-August-2022.pdf				
COVID-19 Vaccination policies for staff and students https://akiliacademy.org/wp-content/uploads/2022/07/CCS-COVD-return-to-school-policy-August-2022.pdf				
Masking policies for staff and students https://akiliacademy.org/wp-content/uploads/2022/07/CCS-COVD-return-to-school-policy-August-2022.pdf				
Physical distancing, cohorts, or learning pods https://akiliacademy.org/wp-content/uploads/2022/07/CCS-COVD-return-to-school-policy-August-2022.pdf				
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
2022-2023 School Safety Operations	<i>ESSER II or III budgeting for this section is not required as a part of this plan.</i>			
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			\$0	

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	\$ 312,950.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 495,357.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 15,600.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ -
2022- 2023 Total Funding Commitment	\$ 823,907.00

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

Date Click or tap to enter a date.