

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.



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School System Leader Signature <i>K. Mehok</i>	Date 9/29/21

**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](#)

<b>Commitment: ATTENDANCE &amp; WELL-BEING</b> ✓ ✓				
Key Investment: <b>Attendance</b>	ESSER II	\$0	ESSER III	\$ 0
<b>How will the LEA identify students who need to be re-engaged?</b>				
Only responses using ESSER II or III dollars are required.				
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<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.				
<b>How will the LEA seek to re-engage students with poor attendance?</b>				
Only responses using ESSER II or III dollars are required.				
Key Investment: <b>Well-Being</b>	ESSER II	\$0	ESSER III	\$ 626,434
<b>How will the LEA identify students who need mental and behavioral supports?</b>				
<p>The LEA is a single-school LEA that serves students in grades PK-8.</p> <p>The school has a variety of screeners to use to help determine which students need mental and behavioral supports. 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.</p> <p>The school also analyzes data to determine which students need mental and behavioral supports. The school's robust data system tracks all student incidents and behavioral concerns throughout the year.</p> <p>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.</p> <p>Because Hurricane Ida forced the school to close for 3.5 weeks and LDOE refused to grant waivers for the completion of this plan, it is difficult to say at this point in time how many students will need mental and behavioral supports. However, based on data from the 2020-2021 school year, the school estimates that 10-20% of its students will need supports beyond what is offered to the typical student.</p>				
<b>(For Students) Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<input checked="" type="checkbox"/> Mental and Behavioral Health <input checked="" type="checkbox"/> Character Building <input checked="" type="checkbox"/> Trauma-informed care <input type="checkbox"/> Full Service Community Schools <input checked="" type="checkbox"/> Adoption/ integration of SEL curriculum <input checked="" type="checkbox"/> Professional development for staff				

- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

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

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

- 1 Director of Student Culture
- 1 Director of Student Support
- 1 Director of Family & Community
- 5 Behavior Specialists
- 3 Social Workers
- 2 School Nurses
- 1 Clinical Counselor
- 3 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 in the previous section (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.

100% of the school’s faculty participated 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.

**(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</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 626,434</b>
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Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: <b>Targeted Learning Support</b>	ESSER II	\$ 312,331	ESSER III	\$ 200,000
<p><b>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)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status</li> <li><input checked="" type="checkbox"/> Student outcome data, such as assessments</li> <li><input type="checkbox"/> State administrative data, such as unemployment claims</li> <li><input checked="" type="checkbox"/> Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19</li> <li><input checked="" type="checkbox"/> Conversations with community (stakeholder input)</li> <li><input checked="" type="checkbox"/> Student enrollment and attendance data</li> <li><input checked="" type="checkbox"/> Student instructional mode (virtual, hybrid, in-person)</li> <li><input checked="" type="checkbox"/> Student course enrollment data</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li> </ul>				
<p><b>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).</b></p>				
<p>The LEA is a single-school LEA that serves students in grades PK-8.</p> <p>The percentage of students scoring mastery or above on the LEAP assessment in 2021 fell from prior 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. 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.</p>				
<p><b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High-dosage Tutoring (ELA and Math) (if tutoring takes place during summer school or before or after school programs please use those categories)</li> <li><input checked="" type="checkbox"/> Literacy Interventions and Extensions</li> <li><input type="checkbox"/> Individual Graduation Plans (IGP)</li> <li><input checked="" type="checkbox"/> 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.</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li> <li><input type="checkbox"/> Other: Click or tap here to enter text.</li> </ul>				
<p><b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?</b></p>				
<p>The LEA is a single-school LEA that serves students in grades PK-8.</p> <p>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</p>				

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

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 8<sup>th</sup> 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 8<sup>th</sup> 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.

The school prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the previous school year.

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

**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)**

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

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 when providing expanded support through high-dosage tutoring and interventions.

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 8<sup>th</sup> 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 8<sup>th</sup> 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.

Key Investment: <b>Before and After School Programs</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)**

- 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?**

Only responses using ESSER II or III dollars are required.

Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$ 0	ESSER III	\$ 55,000
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**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 is a single-school LEA that serves students in grades PK-8.

The school ran a 4-week summer school program in June 2021, and 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 8<sup>th</sup> 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.

Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$ 0	ESSER III	\$ 55,000
<p><b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds?</b> <i>(check all that apply)</i></p> <p><input checked="" type="checkbox"/> Extended school day <i>(if implementing before/ after school programs separate from the school day, please use that category)</i></p> <p><input checked="" type="checkbox"/> Extended school week</p> <p><input type="checkbox"/> Extended school year</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
<p><b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b></p>				
<p>The LEA is a single-school LEA that serves students in grades PK-8.</p> <p>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 8<sup>th</sup> 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.</p> <p>The school will likely offer Saturday school 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 8<sup>th</sup> 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.</p>				
Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$ 0	ESSER III	\$ 0
<p><b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds?</b> <i>(check all that apply)</i></p> <p><input type="checkbox"/> Individual Graduation Plan (IGP)</p> <p><input type="checkbox"/> IGP Planning Partner</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
<p><b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b></p>				
<p>Only responses using ESSER II or III dollars are required.</p>				
<b>RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment</b>				<b>\$ 622,331</b>

<b>Commitment: PROFESSIONAL LEARNING &amp; DEVELOPMENT</b> ✓ ✓ ✓				
<b>Key Investment: School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds?</b> <i>(check all that apply)</i>				
<input type="checkbox"/> Instructional Leadership Teams (ILT) <input type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <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. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?</b>				
Only responses using ESSER II or III dollars are required.				
<b>Key Investment: Literacy Professional Development</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds?</b> <i>(check all that apply)</i>				
<input type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <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. How will the selected evidence-based activities address those disproportionate impacts?</b>				
Only responses using ESSER II or III dollars are required.				
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2021-2022 Total Funding Commitment</b>			<b>\$ 0</b>	

<b>EARLY CHILDHOOD EDUCATION</b> ✓				
<b>Early Childhood Program Expansion</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds?</b> <i>(check all that apply)</i>				
<input type="checkbox"/> Ready Start Networks <input type="checkbox"/> Fund Pre-K seats <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. How will the selected evidence-based activities address those disproportionate impacts?</b>				

Only responses using ESSER II or III dollars are required.

<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?**

Only responses using ESSER II or III dollars are required.

<b>EARLY CHILDHOOD EDUCATION</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 0</b>
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**SCHOOL SAFETY & OPERATIONS ✓**

<b>Safe School Reopening</b>	<b>ESSER II</b>	<b>\$ 138,720</b>	<b>ESSER III</b>	<b>\$ 168,000</b>
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**Provide the URL to the following LEA documents:**

<b>School Reopening Plan for In-Person Learning</b>	<a href="https://tubmancharterschool.org/parent-information/">https://tubmancharterschool.org/parent-information/</a>
<b>COVID-19 Vaccination policies for staff and students</b>	<a href="https://tubmancharterschool.org/parent-information/">https://tubmancharterschool.org/parent-information/</a>
<b>Mask wearing policies for staff and students</b>	<a href="https://tubmancharterschool.org/parent-information/">https://tubmancharterschool.org/parent-information/</a>
<b>Physical distancing, cohorts, or learning pods</b>	<a href="https://tubmancharterschool.org/parent-information/">https://tubmancharterschool.org/parent-information/</a>

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

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Provide vaccinations to educators, other staff, and students, if eligible
- Support universal and correct wearing of masks
- Physical distancing (e.g., including use of cohorts/learning pods)
- Handwashing and respiratory etiquette
- Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments

<input type="checkbox"/> Diagnostic and screening testing <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Continuity of Teaching &amp; Learning</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input type="checkbox"/> Educational technology (computers/ laptops) <input 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>\$ 306,720</b>	

<b>DATA INFRASTRUCTURE ✓</b>				
<b>Data Infrastructure</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<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>				
Only responses using ESSER II or III dollars are required.				
<b>DATA INFRASTRUCTURE</b>			<b>2021-2022 Total Funding Commitment</b>	
			<b>\$ 0</b>	

