2021-2022 Academic Recovery and Acceleration Plan
✔ **LA Comeback**   ✔ **Federal Reporting**   ✔ **Act 294** Investing ESSER Funds

8.21.21

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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 Sabine Parish	**LEA Code 043**
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Fiscal Contact (phone) 318-256-9228 ext. 248	
School System Leader Name Sara P. Ebarb Ed.D	
School System Leader Signature	**Date September 30, 2021**

NEEDS ASSESSMENTS ✔ ✔ ✔

How will the LEA identify the disproportionate impact of COVID-19 on student groups[1], 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).

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[1] ARP ESSER Fact Sheet

DEPARTMENT of EDUCATION
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2021-2022 Academic Recovery and Acceleration Plan
✔ LA Comeback   ✔ Federal Reporting   ✔ Act 294 Investing ESSER Funds
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Commitment: **ATTENDANCE & WELL-BEING** ✔ ✔				
Key Investment: **Attendance**	ESSER II	$N/A	ESSER III	$ N/A

How will the LEA identify students who need to be re-engaged?

Sabine Parish Schools collects student attendance data using JCampus, a Student Information System (SIS). This data captures students by: race, socio-economic status, and diverse learner status. Sabine Schools will identify students in need of re-engagement through a regular review of attendance data. For all students in grades 7-12, JCAMPUS provides a District (DEWS) Drop out Early Warning System Detail Student report to identify at-risk students. These students are being "flagged" for Attendance, Discipline, GPA, and Age. Automatic emails are sent to the Supervisor of Child Welfare and Attendance for review and dissemination to the appropriate school counselor/graduation coach.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*
☒ Re-engagement supports
☒ Drop-out early warning systems
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

How will the LEA seek to re-engage students with poor attendance?

Sabine's student enrollment decreased from 4278 in 2019 to 4039 in 2020 and as of September 2021 decreased to 4086. Currently our total online population is 116 students.

A summary of attendance data follows:
- Based on attendance during the 20-21 SY, of the student who were most chronically absent (10 or more days) were Native American students (64% or 537 students), Black students (57% or 511 students), Students with Disabilities (63.5% or 333 students) and 504 students (59.7% or 258 students).
- Sabine Online beginning 20-21 enrollment was _____. The ending 20-21 enrollment was

School and district outreach is the first line of defense to re-engage students suffering from poor attendance. Outreach efforts include letters, phone calls, welfare visits, and conferences with families. The goal is to identify how the school system can better assist and serve the family and what supports can be provided upon return. A plan of action is created and implemented. During conferences, plans of action are tailored to include after school remediation support, counseling, or placement into a specific dropout prevention program. As needed, families will also be referred to the district court's FINS services. We will track and monitor engaged students' attendance daily through JPAMS. The principal or principal designee will contact any student who is marked as absent for two days consecutively. The district CWA will make regular contacts with identified students. The school will discuss the importance of attendance regularly (Parent/Teacher meetings/regular attendance updates in newsletter/good attendance highlighted in assembly). Strategies to address attendance concerns and increase good attendance will be addressed in each school's PBIS plan. PBIS Rewards will reinforce students for meeting PBIS attendance expectations.

The goal is to see 95% ADA among the group by the end of the school year.

Key Investment: **Well-Being**	ESSER II	$Click or tap here	ESSER III	$ 354,622

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		to enter text.		

How will the LEA identify students who need mental and behavioral supports?

Sabine Schools will identify students in need of mental and/or behavioral support through student self-identification,

referral from parents or teachers, and discipline data. Sabine Parish will administer Social Academic and Emotional Behavior Risk Screener (SAEBRS) to any student referred for behavioral support throughout the school year. This K-12 screener includes three categories: social, academic and emotional behavior. It includes 19 characteristics that are screened using a 4-point Likert scale. The screener can be administered by a teacher or self-administered. The average time to complete screening is 1-3 minutes per student. The FastBridge system is a subscription-based online platform that supports universal screening and progress monitoring for behavior and academics (K-12 reading and math). The social-emotional behavior suite includes SAEBRS (for teacher rating) and mySAEBRS (student self-rating) for screening. FastBridge enables online administration and scoring and delivers accurate, actionable reports for screening, skills analysis, and instructional planning along with integrated online training and certification.

Currently, 42 (1%) of students receive intensive supports for mental and/or behavioral difficulties.

During the 20-21 school year, the LEA discipline data for major infractions are as follows:
- Out of 4139 students enrolled:
  - 22 recommended expulsions
  - 6 out of schools suspensions

As of October 1st, the LEA discipline data for major infractions are as follows:
- Out of 4086 students enrolled:
  - 20 recommended expulsions
  - 7 out of schools suspensions

Students with completed risk assessments is as follows:

2019-2020: 7 students

2020-2021: 12 students

As of September 2021

(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: District Level Mental Health Coordinators
☐ Other: Click or tap here to enter text.

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

Additional full time employees will be hired, including two mental health coordinators to provide strategic support (individual and group therapy, agency referrals, mental health screening, intervention support) for SPSB students as recommend by staff. Efforts have begun to provide Mental Health First Aid to middle and high school staff as well as Threat and Suicide Risk Assessments for counselors. Sabine Parish will administer Social Academic and Emotional Behavior Risk Screener (SAEBRS) to all students. It can be used up to 5 times a year. Specific school staff members will receive professional development (GateKeeper Training) for administering risk assessments when students either self-report or are identified as being in danger of self-harm. Follow-up steps include referral to professional healthcare facilities if a student's assessment indicates factors that he/she is in immediate danger of loss of life or

additional self-harm. Students returning from mental health facilities and others in need of on-site counseling will be served by our district level MHC. Additionally, our MHC will provide on-site professional development for school staff regarding trauma informed instruction and how to better serve students suffering from childhood trauma. Currently, there are approximately 3% (126) students identified as in need of additional support and intervention.

Progress Monitoring will be conducted during regular classroom instruction using Direct Behavior Rating (DBR). With DBR, educators, counselors and mental health coordinators can easily determine if social-emotional behavior interventions are working. At least five to 10 data points be collected within each phase of data collection. For instance, if the student's behavior is being monitored during both baseline (i.e., prior to intervention) and intervention phases (i.e., while an intervention is being applied), at least five to 10 data points will be collected before the intervention starts and another five to 10 during the intervention, resulting in 10-20 overall. PBIS Rewards will reinforce students for meeting PBIS behavioral expectations.

Three schools are implementing "Leader in Me" to help improve school culture and student experiences.

The goal is to keep the number of students in need of mental health supports between 1-2% of our student population (84 or less).

(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.

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment	**$ 354,622**

Commitment: **RECOVERY AND ACCELERATION** ✔ ✔ ✔

Key Investment: **Targeted Learning Support**	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$** Click or tap here to enter text.

How will the LEA identify the disproportionate impact of COVID-19 on student groups[2], 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
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

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[2] ARP ESSER Fact Sheet

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).*

Sabine's student enrollment decreased from 4022 in 2019 to 3946 in 2020 but as of September 2021 increase to 4095. Currently our total online population is 116 students. We have two UIR-a schools and one UIR-N school. ELA performance among grade 3 students increased in the following subgroups: black, Hispanic, ED, and EL. Decreases were noted in SWD. Math performance among grade 3 students increased in the following subgroups: white and EL whereas decreases were noted in all other subgroups with the largest decrease among black students. ELA performance among grade 8 students increased in the following subgroups: black, Hispanic, and SWD. Decreases were noted among white and ED students. Math performance among grade 8 students increased for SWD only. Decreases were noted among all other subgroups with the white and ED subgroups with much larger decreases from 2019.

The following data is based on Louisiana Department of Education Academic Recovery and Acceleration Plan Data for Sabine Parish:
- Overall, Kindergarten enrollment dropped by 15% (51 students) from 2019 to 2020.
- 100% of all Kindergarten students across all subgroups are performing on/above grade level of all literacy screeners.
- Based on the percentage of students scoring Mastery or above in 3rd grade and 8th grade our most impacted groups include Students with Disabilities, Black, and Economically Disadvantaged.
  - **Students with Disabilities:** Grade 3 student proficiency declined in ELA, Math, Science and Social Studies for 2019 to current 2021 results. 3rd ELA (10% on or above grade level); 3rd Math (3% on/above grade level); 3rd Science (7% on/above grade level); 3rd SST (0% on/above grade level).
    8th grade proficiency showed some improvement but not what it should be: ELA (5% on/above grade level), Math (3% on/above grade level), Science (8% on/above grade level), SST (8% on/above grade level). This indicates that approximately 95% of our Students with Disabilities are performing below grade level/Mastery.
  - **Black Subgroup:** Grade 3 ELA increased (20% on/above grade level); Math declined (7% on/above grade level); Science increased (5% on/above grade level); SST increased (5% on/above grade level). Grade 8 ELA increased (22% on/above grade level); Math declined (22% on/above grade level); Science increased (13% on/above grade level); SST increased (17% on/above grade level). This indicates that approximately 89% of our Black subgroup is performing below grade level/Mastery.
  - **Economically Disadvantaged:** Grade 3 ELA increased (40% on/above grade level); Math decreased (25% on/above grade level); Science increased (19% on/above grade level); SST (14% on/above grade level). Grade 8 ELA decreased (33% on/above grade level); Math decreased (26% on/above grade level); Science (24% on/above grade level); SST (30% on/above grade level). This indicates that approximately 77% of our Economically Disadvantaged students are performing below grade level/Mastery.

Sabine Schools will utilize EB interventions to support the academic and mental health of students who were disproportionately impacted by COVID-19. We will analyze summative assessment data from Spring 2021, as well as historical data for student groups to gather more information on students who have been most impacted. Funding will be provided based on the number of students targeted for support.

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: 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 interventions address those disproportionate impacts?

Sabine will administer district benchmarks three times a year in all content areas to identify next steps for students. LEA will utilize the information from benchmarks to determine how to accelerate learning for students in tutoring and throughout the school day. Universal screening data and reporting will inform grouping decisions for interventions.

Sabine Schools will utilize "Accelerate" in small group instruction and afterschool/extended day programs to effectively address and prevent unfinished learning. They will also utilize Really Great Reading "Countdown", "Boost" and "Blast" for specific reading interventions. The purpose of Accelerate is to provide an equal-access, just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. The model has three pillars: intentional structures, effective instruction, and high-quality materials. Schools will use diagnostic assessments and high-quality, curriculum-embedded assessments to determine areas of unfinished learning that need to be addressed in tutoring groups.

Students will work with their school counselors to complete and IGP by the end of grade 8; school counselors, students and families review, update, and sign the IGP every year until the student graduates. Sabine will partner with Career Compass of Louisiana for IGP support and postsecondary related services: college and career awareness seminars, FASFA completion & family engagement. They will work one on one with students and complement our graduation coaching staff.

Sabine will use diagnostic assessments and high-quality, curriculum-embedded assessments to determine areas of unfinished learning that need to be addressed in tutoring groups. Screeners and/or assessments include LEAP 360, DIBELS, TS Gold, and ANet.

The measurable outcomes for all students in grades 4-8 is to increase from 27% to 50% overall scoring at or above the proficiency level over the next 3 years.

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)*

Sabine will provide expanded support for students who did not score mastery or above on the state-wide assessments through the following: Summer Accelerate Learning Program, After School Academic Support, Response to Intervention (RTI") time and "Whatever I Need" (WIN) time.

Sabine Schools will develop IAIP's and/or "accelerated learning plans" for all students not scoring mastery or above on the state-wide assessment. The parent or legal guardian of a student identified in need of expanded academic support shall be provided at least two of the following supports:
   ○ **High-quality curriculum**: Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

- ○ **Highly-effective teacher**: Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- ● **Be provided for not less than 30 hours total during the summer and school, and include instruction for not less than once per week:**
  - ○ **Additional in-school support**: Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
  - ○ **Summer program**: Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

The measurable outcomes for all students in grades 4-8 is to increase from 27% to 50% overall scoring at or above the proficiency level over the next 3 years. Weekly assessment reviews of student work including exit tickets will be implemented to determine progress. Our goal is that by January 2022, at least 5-7% growth towards Mastery will be observed for students in grades 3-8 participating in after school programs.

Key Investment: **Before and After School Programs**	ESSER II	$ Click or tap here to enter text.	ESSER III	$ $645,923

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?

Sabine Schools will utilize "Accelerate" in small group instruction and afterschool/extended day programs to effectively address and prevent unfinished learning. They will also utilize Really Great Reading "Countdown", "Boost" and "Blast" for specific reading interventions. The purpose of Accelerate is to provide an equal-access, just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. The model has three pillars: intentional structures, effective instruction, and high-quality materials. Schools will use diagnostic assessments and high-quality, curriculum-embedded assessments to determine areas of unfinished learning that need to be addressed in tutoring groups. After school academic supports will be provided beginning in October 2021.

Additional full time employees will be hired for provide supports and services for the evidence based activities. These fulltime employees include: Instructional Coaches, technology coordinators, K-2 interventionists and Parent & Family Engagement Coordinator.

Targeted group of students are those in grades 4-8 who scored below mastery on LEAP 2025 in 2020-2021 and 2021-2022 AND K-3 students scoring below grade level on DIBELS. Sabine will administer district benchmarks three times a year in all content areas to identify next steps for students. LEA will utilize the information from benchmarks to determine how to accelerate learning for students in tutoring and throughout the school day. Universal screening data and reporting will inform grouping decisions for interventions. Quarterly assessment reviews will be implemented

to determine progress. Our goal is that by January 2022, at least 5-7% growth towards Mastery will be observed for participating students. Instructional coaches at each site will provide support and services for these efforts, including tracking progress, guiding planning, and observing instruction and use of high quality assessments.

The measurable outcomes for all students in grades 4-8 is to increase from 27% to 50% overall scoring at or above the proficiency level over the next 3 years.

Key Investment: **Summer Learning Programs**	ESSER II	$ Click or tap here to enter text.	ESSER III	$ 245,636

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?

Summer Opportunities for Academics & Recreation (SOAR) will provide expanded supports for students who did not score mastery or above on the state-wide assessment. Sabine Schools will utilize "Accelerate" during the summer program effectively address and prevent unfinished learning. They will also utilize Really Great Reading "Countdown", "Boost" and "Blast" for specific reading interventions. The purpose of Accelerate is to provide an equal-access, just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. The model has three pillars: intentional structures, effective instruction, and high-quality materials. Targeted groups of students are those in grades 4-8 who scored below mastery on LEAP 2025 in 2020-2021 and 2021-2022 AND K-3 students scoring below grade level on DIBELS. Sabine will administer district benchmarks three times a year in all content areas to identify next steps for students. LEA will utilize the information from benchmarks to determine how to accelerate learning for students in tutoring and throughout the school day. Universal screening data and reporting will inform grouping decisions for interventions. SOAR was first implemented in the Summer of 2021 and will continue until 2024. **Approximately 747 students attending the summer learning program in the summer of 2021. The outcomes for summer 2021 are as follows: (1) 83.8% (626) of student were successful in summer learning and met outcomes for progress; (2) Approximately 121 (16.2%) of all students that did attend summer learning continue to need intensive reengagement supports. As the program continues, it is our goal for all grades to have a 90% proficiency rate for students attending SOAR. Daily and weekly exit tickets and assessments will be used to monitor progress and reviewed to make informed decisions about future interventions and actions.**

Key Investment: **Extended Instructional Time**	ESSER II	$ 0	ESSER III	$ 0

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?				

Key Investment: **Individual Student Plans for Success**	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$ 46,000**

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: 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?

Career Compass will continue to work with Sabine counselors and students to provide resources needed for informed decisions concerning diploma and career pathways. Jcampus also provides trainers and support, at no additional cost, in utilizing IGP templates to customize student pathways for individual or groups of students. Career Compass will provide data and updates quarterly. IAIP's will be developed for all students in grades 4-8 who scored below mastery on the any LEAP 2025 during 2020-2021 and 2021-2022. School graduation coaches and counselors will meet monthly to discuss.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	**$ 1,292,181**

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✔ ✔ ✔				
Key Investment: **School Improvement Best Practices**	**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)*

☐ Instructional Leadership Teams (ILT)
☒ Teacher Collaboration (Common Planning/PLC/ Cluster)
☒ Other: LSU Leadership Development Initiative
☒ Other: Achievement Network
☒ Other: A+PEL Foundational Literacy (ACT 108)
☒ Other: New Directions: Educational Solutions

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?

LSU LDI will deliver each participant their Development Plan during coaching session #1. Coaching sessions will be conducted at approximately three-week intervals throughout the year. The final data report will be presented at the culmination of the project after the year has ended. 1. Individualized Assessments and Development Plans: Each

participant will receive an individualized assessment of his or her disposition/skill level of leadership using the Leadership Alphabet for Disposition Development Engagement and Reflection (LADDER). Results from these assessments will be used to identify areas of focus and used in the creation of Development Plans. 2. 6 Follow-up Coaching Sessions per participant: The LDI will provide six individual sessions of leadership coaching based on these action plans throughout the year. These sessions will be approximately one hour each in duration, and will be provided onsite, online, or a combination of the two. Goals for coaching will be customized to each participant. 3. Final Data Report: At the end of the contract period, a final data report will be presented to leadership highlighting the results of participation in the LDI Disposition and Coaching for development. Matrices will vary, but may include such markers as job-satisfaction, self-efficacy, intent to return/remain, and student outcomes (over time).

Achievement Network: Interim Assessments, Partner specific coaching/training sessions, coaching interactions, classroom observations with school leadership, planning support with ILT and data support meetings. Observations of adapted instruction and mid/end of year meetings to monitor & review progress.

New Directions will provide Focused Needs Assessments and Reports including documentation from surveys, testing data review, on-site observations, and interviews for 10 schools in Sabine Parish School District: Converse, Ebarb, Florien High, Many Elementary, Many Jr. High, Many High, Negreet High, Pleasant Hill, Zwolle Elementary, Zwolle High
Consultants will utilize information and evidence to report the following for each school in curriculum, assessment, and instruction:
What they are doing well
Where they need to develop and review
Implications for future action
➢ NDES Needs Assessments reflect that the Curriculum, Instruction and Assessment are grounded in the theory of action that learning improves when the relationship between the student, teacher and content-the instructional core-is improved.

- ELA: Teachers will continue participating in PD opportunities and follow up (LearnZillion, Science of Reading, Exact Path, Accelerate, etc) to ensure the implementation of strategies. Other contracted services include: Content Leader Training, Writing Revolution, EL OUR new teacher training, ELA Guidebook training and unit unpacking.
- Math: Teachers will continue participating in PD opportunities and follow up (Great Minds – INSync, Math Content Leader Training, Exact Path, and Accelerate) to ensure the implementation of strategies. Teachers also participated in module unpacking and attend monthly math meetings to discuss best practices strategies.
- Science: Teachers will continue participating in PD opportunities and follow up (Amplify Science, Unit Unpacking, STEM strategies).
- Social Studies: The best social studies instruction is a balance of content instruction and reading strategy instruction. Teachers will participate in PD that focuses on incorporation literacy strategies including teacher students to construct meaning, think critically, and build content knowledge, while stimulating their interests, using multiple texts and technology, and providing collaborative opportunities and high engagement during instructional activities. Literacy strategies will be incorporated.

Approximately 90 K-2 teachers, interventionists, and school leaders are completing a Foundational Literacy Course as required by ACT 108. We have purchased this from A+PEL.

Training and supports will be prioritized around the state assessment content levels grades 4-3 and students who failed to achieve Mastery on LEAP 2025.

![Louisiana Department of Education - Louisiana Believes]

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Instructional coaches are placed at each school to provide supports and services for the evidence based activities needed (coaching cycles, co planning, modeling lessons, facilitating PLCs, assist teachers & staff with Tier I strategies and appropriate interventions to address unfinished learning). Two additional coaches are placed at UIR-A schools to assist with interventions for subgroups of student with the highest need- Students with Disabilities, Black and Economically Disadvantaged.

Training, stipends, and supports will be prioritized around the state assessment content levels for grades 4-8 and students who failed to achieve mastery on statewide assessments. Our goal is to continue to train additional staff and provide ongoing professional development over the course of the next 2-3 years to help teachers identify and efficiently address learning loss experienced as a result of the pandemic.

The measurable outcomes for all students in grades 4-8 is to increase from 27% to 50% overall scoring at or above the proficiency level over the next 3 years. Quarterly assessment reviews will be used to determine progress. Our goal is that by January, our subgroups and diverse learners will have a 4-5% growth towards Mastery.

Key Investment: **Literacy Professional Development**	ESSER II	$ 869,107	ESSER III	$

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

☒ Literacy Content Leaders
☒ Literacy Coaches
☒ Other: K-3 Paraeducators to deliver high quality interventions
☐ 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?

Teachers need knowledge of the science of reading and an understanding of how to put that knowledge into practice. Building expertise in literacy instruction is key. Coaches are in place at each school campus. UIR-A schools have two coaches. Literacy coaches and Content Leaders will provide teachers with the support and professional development need to deliver high-quality literacy instruction to all students. 1. Expand pedagogical and content expertise in the school context; 2. Use adult learning theories; 3. Promote collaboration and co-learning; 4. Focus on data-driven instruction and student learning; 5. Create the vision for being a change agent. Sabine will prioritize students in grades 4-8 who scored below the mastery level on LEAP 2025 during 2021-2021 and 2021-2022. Sabine will also target students in K-3 who are below benchmark on DIBELS. PLC's are held weekly at the school level.
K-2 paraeducators were hired and participated in the Science of Reading training.

Spring 2021 LEAP 2025 results indicate that 32.5% of our students in grades 3-8 are on grade level in reading /English Language Arts. Spring 2019 LEAP 2025 results indicate that 39.5% of our students in grades 3-8 were on grade level in reading/English Language Arts. This is a decline 7%. Current DIBELS data indicates that 58% of K-3 students are reading on level.
Our goal is that by 2024, 80% of our students in grade 4-8 and K-3 will be on level for reading/ELA and state screeners.

Interventionists in grades 3-8 provide supports and services for students in need of further reading support. This will allow schools and the district to prioritize students in grades 4-8 who failed to achieve mastery on any statewide assessment. Teachers began instruction in Fall 2021. Teachers are utilizing Accelerate materials, Really Great Reading

materials, and Tier I materials to deliver content. Exit tickets and progress monitoring will be conducted daily and weekly, along with grades and other benchmark testing to track student progress in reading and social studies.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	$ 869,107

EARLY CHILDHOOD EDUCATION ✔

Early Childhood Program Expansion	ESSER II	$ 0	ESSER III	$ 0

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?

Click or tap here to enter text.

Early Childhood Program Enhancement	ESSER II	$ 0	ESSER III	$ 0

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.

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?

Click or tap here to enter text.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	$ 0

SCHOOL SAFETY & OPERATIONS ✔

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://www.sabine.school/Page/5184
COVID-19 Vaccination policies for staff and students	Click or tap here to enter text.
Mask wearing 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.

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
☐ Diagnostic and screening testing
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning	**ESSER II**	$ 4,088	**ESSER III**	$ 232,647

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

☐ Staff Training/Professional Development to support remote learning or safe reopening: Stipends plus benefits for teacher training @ $25 per hour for 10 hours for 30 teachers to support remote learning
☒ Educational technology (computers/ laptops): 2 laptops for mental health counselors @$1,800 each; 3 spare teacher laptops per campus @ $1,800 each for 11 sites; 50 student touch model Chromebooks @ $415 each; 50 Chromebook licenses @ $32 each and 50 theft management licenses @ $5.50 each
☒ Educational technology (software/ programs): Learning Management System/Digital library service @ approximately $100,000
☒ Mobile hotspots with paid data plans: Cradlepoint management licenses @$10,000 per year to manage 37 Cradlepoint/hotspots; Data plan package for 37 Cradlepoints @$20,000 per year.
☐ Internet connected devices with paid data plans
☐ Cost of home internet subscription
☐ Cost of home internet through LEA-managed wireless network
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS	**2021-2022 Total Funding Commitment**	$ 236,735.

DATA INFRASTRUCTURE ✔

Data Infrastructure	**ESSER II**	$ 57,400	**ESSER III**	$ Click or tap here to enter text.

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

☒ Early warning system to track student progression

☒ Data security/cybersecurity
☒ Data storage
☒ Staff upskilling in data literacy/science/analysis
☐ Statistical programs or analytics software
☐ Enterprise data warehouse
☐ Data dashboards or other activities to improve public transparency
☐ 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.
Cradlepoints are utilized to offer safe, high-speed internet service at locations across the parish. These selected areas were identified based on student population maps; Training in the effective use of Google Classroom and digital curriculums to support student learning provided by certified staff; Spare laptops for teachers and spare Chromebooks/licenses for students is a necessity to off-set repair needs within the district; Learning Management system and/or digital library services to provide district, school, teacher, student and family a uniform system of managing and accessing digital resources for remote learning in all content areas. Wireless access points, switches and a server will improve the quality of connectivity.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment	$ 57,400