DEPARTMENT of **EDUCATION**
louisiana Believes

2021-2022 Academic Recovery and Acceleration Plan
✓ **LA Comeback**   ✓ **Federal Reporting**   ✓ **Act 294** Investing ESSER Funds
11.2.21

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 Name Sito J. Narcisse, Ed.D.	
School System Leader Signature	**Date November 2, 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: District Benchmark Assessments and SEL Screener Data
☐ 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
Louisiana Believes

2021-2022 Academic Recovery and Acceleration Plan
✓ **LA Comeback** ✓ **Federal Reporting** ✓ **Act 294** Investing ESSER Funds
11.2.21

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓				
Key Investment: **Attendance**	ESSER II	$0	ESSER III	$ 0

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

The distinct utilizes a variety of resources and strategies to identify and reach out to students and families who need to be re-engaged. In addition to the work of our Child Welfare and Attendance department, the district collects and reviews student demographic data daily via a dedicated employee (Student Assignment Systems Analyst). Daily membership reports available to district leaders include student counts by grade and school; subgroup counts inclusive of gifted and talented and students with disabilities; and ethnicity and gender reporting. Report design breaks data down by district, school and grade level to allow for careful analysis and data driven decision making. Below is a summary of key data points regarding recent enrollment and attendance trends:

- Using pre-pandemic official counts (39,325 students- Oct 1, 2019), the district saw a decrease in the fall of 2020 (38,766 students - Oct 1, 2020). September 2021 data from the district's SIS platform reflects a current September (tentative) MFP count enrollment of 39,510. This recent increase is trending back towards pre-pandemic numbers.
- The attendance analysis for students in the school district for the school year of 2019-2020 is 94.09% and 91.44% for the school year of 2020-2021. The impact of the pandemic led to a significant decrease in attendance rates according to data pulled from our local SIS platform.
- Additionally, there is data evidence of declines in all subgroups of students with the most significant declines of at least 3 to 4 percentage points specifically for the Black, Hispanic, Economically Disadvantaged, English Learners, and Students with Disabilities.
- In the 2020-2021 school year, 2, 233 students had to self-isolate or self-quarantine. During this year, over 12, 231 students learned in a virtual environment.
- In the 2021-2022 school year, 3371 students had to self-isolate or self-quarantine. Approximately five percent or 176 students did not consistently participate in remote learning.
- The data shows that students in the Black, EL, SWD, and Hispanic subgroups have shown the most attendance issues that have contributed to the learning loss that has been impacted by hybrid and virtual instruction.

In order to increase attendance and access to high quality seats, the district has expanded its portfolio of schools for the 2021-2022 school year to include three new charter schools and the expansion of a PreK-12 direct run virtual school. Re-engagement strategies across all district schools include the addition of expanded resources in the area of family engagement. For the 2021- 2022 school year, the district has added 42 dedicated family engagement specialists to serve individual schools, English Language Learners and ESS students and families. The district is also developing a comprehensive family and community engagement framework and has established an office of Family and Community Engagement.

Additionally, the district has purchased Illuminate eduCLIMBER and Achievement Dashboard platforms for implementation in the 2021-2022 school year. The eduCLIMBER platform enables a whole child data visualization and a Multi-Tiered Support System (MTSS) collaboration and management platform with built-in tools for essential MTSS practices. The platform allows the ability to import multiple data measures and sources into a single platform with built-in tools for intervention tracking, collaboration, effectiveness reporting, early warning, driving system-level improvement, through a customizable early warning system, the platform allows for the alignment of attendance, behavioral and academic data. The online data visualization and early warning system indicators allow for quick intervention to provide the necessary support to keep students in school and re-engage those who are not currently attending.

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: Expanded Family Engagement Resources and Staff
☐ Other: Click or tap here to enter text.

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

The district is leveraging multiple resources to re-engage students with poor attendance. Through a dedicated employee (Student Assignment Systems Analyst), the district tracks attendance and demographic membership daily through reports available and analyzed for staff. Weekly data is shared with site leaders. School leaders have the ability to run the same data reports in real time at any time of day or week.

As part of the district's recent organizational realignment, staff in the Child Welfare and Attendance (CWA) Office and TASC program were assigned to schools in one of five regions. This change allows support staff to provide direct and intentional support to schools and families in each region based on the needs of the area. Additionally, the CWA Office was moved to the Division of Student Support which includes programs/departments designed to support the needs of the "whole child". This realignment of services will result in a reduction in attendance and behavioral issues due to an efficient and timely delivery of appropriately tiered services under the MTSS structure.

The district had approximately 20,940 students that scored low or very low on a SEL screener. Approximately 20% or 4,200 students will need a more intense mental or behavioral health support.

During the 2021-2021 school year, the district will partner with the LSU Attendance Alliance initiative to accomplish the following goals: assist the district in locating students who did not attend school during the 2020-2021 school year, re-enroll eligible PK-12 students for the 2021-2022 school year, and promote good attendance practices. This project is in partnership and collaboration with the district's Child Welfare and Attendance Department.

Additionally, the district maintains a re-engagement office that is a cross department collaboration of multiple support areas. The Re-Engagement Program's goal is to provide meaningful and measurable learning outcomes for students who have experienced behavioral challenges, academic difficulties, or barriers to acquiring successful matriculation in a traditional learning environment. In conjunction with the re-engagement office, each alternative education program or school will meet the unique needs of students and equip them with the tools needed to thrive.

The immediate goal of the above comprehensive strategies and action steps is to increase student attendance (+4%) back to pre-pandemic rates by specifically targeting subgroups identified in the previous section. An additional goal is to have the district maintain a rate at or above 96%. The dedicated staff member above will support school and district leaders with progress monitoring and tracking data to support strategy implementation.

Key Investment: **Well-Being**	ESSER II	$1,180,509	ESSER III	$ 3,391,689

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

There are approximately 7,900 students in the district that will need some form of mental or behavioral health intervention. This is compounded by the 20,940 students that scored low or very low on a SEL screener. The district is utilizing various resources to both identify and assist students who need mental and behavioral support. This was achieved through the utilization of ESSER funding for both the acquisition of additional staff and programs as well as the reorganization and prioritization of staff. The district realigned the student support departments in order to reinforce

the mental and behavioral health of students. The role of the school counselor was changed from one of testing and compliance to one of student support under the MTSS structure. In addition to this, the district created a MTSS Department which includes one director and ten SEL specialists to support Social Emotional Learning (SEL) in the district. SEL is the foundation of all academic and behavioral improvements. Six social workers (One Lead Social Worker and five School Social Workers) were hired to provide support with tier 3 behavioral interventions. Staff from these areas will work in collaboration with the district's ICARE department. ICARE is an alcohol drug abuse, and violence prevention program for the school system. It provides prevention education to students in public, parochial, and participating private and charter schools in the areas of alcohol, tobacco, other drugs, violence, crisis response, and management. I CARE staff includes twenty Licensed Prevention Professionals who are career educators with a five-year minimum classroom teaching experience and a master's degree in education. Specific services include individual family and student consultation, small group student support, classroom education, staff and parent training, prevention campaign support, and a variety of other services related to social-emotional learning. The ICARE program operates off a referral system and provides a unique offering of added support to identified students. In addition to a Supervisor of Health Services, the district is also adding 10 additional school nurses to provide for the physical well-being of students. The new supervisor will provide COVID 19 support, lead health initiatives, and coordinate partnerships to assist medical and health services. The addition of school nurses will lower the staffing ratio of school nurses to schools from 1 nurse:4 schools to 1 nurse:2.2 schools.

(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: 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 primary evidence-based activities to support the wellbeing of students focuses on Social Emotional Learning and two contracts to deepen district resources to address this area. The district has utilized ESSER funding to purchase licenses for the rethink Ed program in order to implement and administer a comprehensive research based SEL curriculum and screener. Rethink Ed's evidence-based, technology-driven platform is designed to: provide aligned instructional and assessment tools, accelerate social and emotional learning, and enhance collaboration between educators and families. The Rethink Ed screener will be completed by all of the students twice a year to measure student SEL growth. Rethink ED aligns with the five core SEL competencies which are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL screener data (a component of Rethink Ed) has been added to leading and lagging key performance indicators as part of the district's strategic plan. Rethink Ed curriculum is being implemented by classroom teachers at each K-12 site at all grade levels for fifteen minutes daily or a minimum of 70 minutes weekly with time for lessons built into the district's instructional calendars and curriculum pacing documents.

The district has also contracted with the *Collaborative for Academic, Social, and Emotional Learning* (CASEL) (ESSER funded) to provide professional development, coaching services, and an audit of the district's current SEL resources. CASEL *is* a nationally recognized organization that supports schools and school districts in growing and developing SEL frameworks. The contracted services provided will occur over a 3-year period and include the following components:

1. SEL Readiness and Engagement Analysis (SELREA) which helps districts create a roadmap for systemic SEL to ensure the work ahead is coordinated, doable, and sustainable
2. Learning Together SEL Workshops, a four-part virtual series on schoolwide social and emotional learning that helps school teams plan, sustain, and continuously improve systemic SEL implementation throughout the school community.
3. District Level SEL Coaching

A comprehensive summary of SEL screener data and a first quarter audit conducted by CASEL staff will provide needs assessment data to formulate a specific district framework and plan with targeted and measurable goals, timeline and progress monitoring tools. Preliminary fall of 2021 screener data demonstrates that approximately 53% 20,940) of students scored at the two lowest levels of SEL competencies. As students progress through the Rethink Ed curriculum and upcoming framework developed in consultation with CASEL, SEL staff will measure student curricular outcomes and monitor attendance and behavioral data to track progress.

Lastly, a character-building program (Manners of the Heart) will be implemented via contracted services at selected elementary and early childhood learning centers. The program provides a comprehensive social-emotional support system based on the core values of integrity, respect, care, continuous improvement and excellence. Contracted services include student weekly implementation of SEL centered curriculum, aligned professional development and parent workshops. Pre and post data from the district's SEL screener will assist with progress monitoring of program goals. The SEL pre-screener is administered to all students in the first 30 days of school. The post-SEL screener is administered in the last 45 days of the school year. With over 20,000 students scoring at the two lowest levels on SEL screeners, the goal of the district is to move at least 25% of enrolled students (approximately 10, 300 students) up one level (on five level scale) and reduce the number of low level students to under 15,000 students on the posttest assessment after year one completion For the instructional months in between the pre (first 30 days of instructional school year) and post assessments (last 30 days of instructional school year, students participate in 70 minutes of weekly SEL instruction in identified areas of need.

(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	**$ 4,572,198**

Commitment: **RECOVERY AND ACCELERATION** ✔ ✔ ✔				
Key Investment: **Targeted Learning Support**	**ESSER II**	**$ 22,787,847**	**ESSER III**	**$ 4,822,602**

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

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[2] ARP ESSER Fact Sheet

☐ 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.

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).*

District attendance and student achievement data highlights those most impacted by the pandemic. The district is leveraging ESSER funding in a variety of ways in order to target those who have the largest gaps with learning loss. Of the district's 30,782 economically disadvantaged students, 17 % scored Mastery or Above. Of the district's 3,146 EL students, >5 % scored Mastery or Above. Of the district's 3,769 students with disabilities,9 % scored Mastery or Above. The above referenced groups reflect those most challenged by learning loss as historical achievement gaps increased during the pandemic.

The Superintendent has instituted advisory groups from the following stakeholder groups: students, teachers, principals, parents and community. Additionally, a Health advisory group with the following stakeholder groups: medical physicians from Our Lady of the Lake, Health Centers in Schools Partners, and Louisiana Department of Health representative (some of whom overlap as parents of district students) was instituted to prioritize COVID-19 infection data, vaccination rates, and mitigation measures for the district. These individual groups meet monthly with district leaders in the spirit of continuous improvement and commitment to stakeholder feedback. During the spring semester, a focus of the April advisory sessions was how to best increase instructional time to address learning loss as a result of the pandemic. During these sessions, instructional mode data, student enrollment data, and internal benchmarking data was shared, and participants collaboratively discussed strategies to make recommendations to staff regarding the school calendar and related areas. Additionally, three town halls were conducted at various locations across the city on the same topic to receive feedback from a broader community stakeholder group.

To prioritize students who failed to meet mastery in grades 3-8 and those secondary students in danger of not graduating on time, the district allocated ESSER funding to support various resources. In order to achieve a full 1:1 technology status, the district purchased additional devices, hot spots and chargers to ensure access for all students. For instructional support high quality programs were selected for vertical and horizontally aligned instruction. Examples of such include but are not limited to the following: Edgenuity for credit recovery and remediation for secondary students; Achieve 3000 for literacy universal screening and tiered intervention across all elementary and secondary schools; and Dreambox for mathematics intervention and support across all elementary and secondary schools.

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?

In order to prioritize students in grades 3-8 who have not reached mastery levels, the district has standardized and adopted various curriculum support platforms for both horizontal and vertical alignment across district elementary and secondary schools. Supplemental resources to Tier 1 Curriculum and online intervention programs have been purchased. Examples include, but are not limited to the following: Amplify mClass interventions aligned to DIBELS 8 results; Edgenuity for credit recovery and remediation for secondary students; Achieve 3000 for literacy universal screening and tiered intervention across all elementary and secondary schools; and Dreambox for mathematics intervention and support across all elementary and secondary schools. These programs follow a RTI model and staff implements tutoring as part of those programs. Resources identified by the LDOE are also incorporated during the school day tutoring and intervention sessions.

The Kindergarten DIBELS data for school years 2018-2020 report an overall decline of at least 7 percentage points over the past three school years for students who are performing on or above level on the Kindergarten screener (49%, 44%, 42%) even though the percentage for white students' subgroup are performing on level or above all other sub groups in the district are performing are performing disproportionately to white students. For the elementary grades, the district has also adopted DIBELS 8 online literacy screening and interim assessment platform through Amplify Education. In addition to the online assessment platform, the district acquired mClass supplemental intervention products and resources. Amplify has been recognized for Tier 1 curriculum and intervention products by the Louisiana Department of Education's materials review process. DIBELS 8 assessment is on the Louisiana Department of Education's approved list of K-3 literacy screeners and recognized as a high-quality assessment tool. The district has planned to go beyond the required beginning of the year assessment and administer the middle of the year and end of the year assessments via the Amplify online platform unlike previous years. Moving forward, there will be 3 administration of the DIBELS assessment throughout the year: Beginning of the Year (first 30 days of instruction/ August-September); Middle of the Year (last 30 days of first semester/Mid-November-December); End of Year (Last 30 days of instructional year / Mid-April-May). In between DIBELS assessments, identified students will participate in mClass interventions (through Amplify platform) administered by classroom teachers and/or para interventionists under the supervision of classroom teachers at a minimum of once a week throughout the school year. K-3 literacy data will be tracked and monitored in alignment with the district's newly adopted strategic plan KPIs and standard measures strategies. The addition of two additional formal assessment windows throughout the year will enable the district to address individual students and subgroups (specifically economically disadvantaged and ELS subgroups) who were most impacted by COVID 19 learning loss. The overall goal is to move each grade level's beginning of the year on level data up by a minimum of 5%. Specifically, moving grade K (3,402 students) from 28% to above 32%; increasing grade 1 (3,344 students) from 34% to 39%; increasing grade 2 (3,086 students) from 40% to 45% at or above grade level; and increasing grade 3 (2,956 students) from 42% on or above level to 47% at or above level.

In middle and high schools, foundational literacy lessons for grades 6th through 12th grades will be supported through the purchase of various resources to support the instruction of students who have yet to achieve mastery. As an example, Word Studio, provides instructor-led videos and guided and independent practice in the area of reading skills. Through effective implementation, Word Studio builds phonics, decoding, and word recognition skills. The program may be used independently or for small group instruction; and provides teachers with extensive support materials. Student outcomes will be tracked and measured through ANET benchmark assessments administered at four points during the year.

In order to monitor and track the progress of both Tier 1 instruction and tutoring and remediation sessions, the district is implementing a variety of evidence-based strategies to tighten the alignment of tier 1 curriculum, targeted professional learning and high-quality assessments in order to directly impact student achievement. The mastery and above sub group percentages of ELA and Math for students scoring Mastery and above data for school years 2018-2020 reflect

that there has been a decline of at least 5- 8 percentage points in both 3rd and 8th ELA and Math scores with impacts throughout all subgroups of students. The most impactful decreases have been to the subgroups of English Learners in 3rd and 8th ELA and Math, while Economically Disadvantaged, Black, and Student with Disabilities experience significant declines in 8th grade Math 8th.

In response to sub group percentages of students scoring Mastery and above in grades 3-11 on LEAP 2025, the district has purchased ANET benchmark assessment program for students in grades 3-11 in both ELA and math. The ANET assessment program in grades 3-8 has undergone an intense evaluation and review via the Louisiana Department of Education's materials review process earning its highest rating. In the elementary grades, 100% of the texts offer opportunities for students to demonstrate evidence of mastering grade-level standards. Furthermore, assessment reviews noted the following: the materials are unbiased and accessible to all students. Some of the ideas may be complex for lower-level students, but the texts are included in the sets that increase in rigor, allowing for a base of understanding. ANET Assessments will be administered 3-4 times a year September, November, January & March - for three-week windows) via the myANET platform. District core content benchmark assessment data will be tracked and monitored in grades 3-11 in alignment with the district's newly adopted strategic plan KPIs and standard measures strategies. Totaled diagnostic data reflected a district score of an average 33% correct scored on assessment items. The district goal is to raise this number by 3% on each interim assessment for a total change from 33% to 45% by the end of the year assessments in year one the district is working with the vendor to differentiate reporting by subgroup data in order to better address learning gaps identified with students who did not earn mastery and/or who have been most impacted by learning loss associated with the COVID 19 pandemic.

Dreambox will be used to provide math intervention and support across all elementary and secondary schools. Implementation of Dreambox began in August 2021 through May 2022. The platform is intended for daily use with a recommendation of 75 minutes with five completed lessons per week. District-wide math coaches, in conjunction with classroom teachers and administrators will participate in the implementation, support, and monitoring of effective use of the high-quality evidence-based activity. Implementation is being supported with professional development on progress monitoring to collect the measurable outcomes with fidelity. Measurable outcomes will include student usage and student progress toward mastery of state standards. Reports will be generated weekly and discussed in math professional learning communities and vertical planning meetings. The math department will track and monitor district-wide reports on the first day of every month to coordinate plans and next steps for best practices. Our goal for Dreambox is to average 5 lessons per week district-wide and attain a progress score of 90% by May 2022. Beginning of year data shows our district is averaging 3.5 lessons per week and has a progress score of 6%. The Progress score shows a student's progression through Dreambox's curriculum. As students complete and show proficiency in lessons their Progress continues to improve showing their mastery of Dreambox's lessons. Progress in Dreambox measures completeness and proficiency. It does not include lessons that are not completed with proficiency. As students struggle in Dreambox the curriculum adapts to the student and teaches at the current learning level.

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)*

In alignment with the district's strategic plan to improve student achievement, schools have been prioritized in regions to ensure that families of schools are provided high quality and targeted professional development to school leaders and teachers in the Louisiana state standards, teaching and learning, assessment, and interventions.   To enhance the region's approach and provide vertical alignment, each department assigns differentiated staff to meet the unique needs of each particular region. Staff from curriculum and instruction; special education; human resources; accountability and assessment; federal programs business operations; technology and others are assigned per region to provide intense support to that cluster of schools. Region support teams will facilitate data roundtables for district schools to review lagging and leading indicators such as attendance and behavior data; course passage rates and credit accumulation; and

progress monitoring of benchmark assessment data. Having multi-department support teams participate in data roundtables provides for increased opportunity for early intervention and differentiated support by school needs.

The district has a combined 42 UIR and CIR schools. To meet the needs of those students who have not yet achieved mastery, Tier I curriculum coupled with ESSER funded interventions (identified in other sections of this document) are being implemented during the school day in order to address learning loss with an emphasis in the C, D, and F schools. Intervention programs are being implemented at a minimum of 90 minutes per day. Staffing allotments of literacy and math coaches were also prioritized in C, D, and F schools to provide job embedded professional development and program development support.

To better track, monitor and support the students who have yet to earn Mastery and above in grades 3-11 on LEAP 2025, the district has purchased ANET benchmark assessment program for students in grades 3-11 in both ELA and math. The ANET assessment program in grades 3-8 has undergone an intense evaluation and review via the Louisiana Department of Education's materials review process earning its highest rating. In the elementary grades, 100% of the texts offer opportunities for students to demonstrate evidence of mastering grade-level standards.

Furthermore, assessment reviews noted the following: the materials are unbiased and accessible to all students. Some of the ideas may be complex for lower-level students, but the texts are included in the sets that increase in rigor, allowing for a base of understanding. ANET Assessments will be administered 3-4 times a year (September, November, January & March - for three-week windows) via the myANET platform. District core content benchmark assessment data will be tracked and monitored in grades 3-11 in alignment with the district's newly adopted strategic plan KPIs and standard measures strategies.

Totaled diagnostic data reflected a district score of an average 33% correct scored on assessment items. The district goal is to raise this number by 3% on each interim assessment for a total change from 33% to 45% by the end of the year assessments in year one. ANET platform provides differentiated reporting by subgroup data in order to better address learning gaps identified with students who did not earn mastery and/or who have been most impacted by learning loss associated with the COVID 19 pandemic. Additionally, myANET provides an interactive platform for teachers to use the reports to identify learning gaps within the Louisiana Grade Standards. The platform not only identifies the standards but also has linked instructional content and resources to remediate taught material. The implementation of this platform directly impacts nearly 26,596 students who are scheduled to take the LEAP 2025 assessments in the spring of 2022.

The overall goal is to increase the district's overall LEAP performance in ELA from 34% to 44% and in mathematics from 20% to 30% district wide in all subjects tested in one year. Meeting this target would take direct steps towards addressing the vast learning loss suffered from pandemic. Additionally, reaching these targets would bring the district averages back closer to where they were prior to the COVID pandemic.

Lastly, to meet the requirements of Bulletin 1566 and to implement approved strategies in Individual Academic Improvement Plans (targeted for students in grades 3-8 based on LEAP data), each school receives a general fund after school tutoring budget for weekly sessions in addition to access to the district's summer remediation program. ESSER funded Tier 1 curriculum and intervention supports are used to provide instructional materials.

Key Investment: **Before and After School Programs**	**ESSER II**	$ 0	**ESSER III**	$ 10,298,500

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?

To meet the requirements of Bulletin 1566 and to implement approved strategies in Individual Academic Improvement Plans (targeted for students in grades 3-8 based on LEAP data), each school receives a general fund after school tutoring budget for weekly sessions. Amplify mClass intervention kits were purchased for ELA support as well as the Achieve 3000 and Dreambox platforms for ELA and math instruction. This budget pays teacher stipends for after school tutoring programs to implement the ESSER purchased previously identified resources via a blended learning approach. Instructional staff also utilizes resources on the LDOE website to integrate into tutoring programs.

Dreambox will be used to provide math intervention and support across all elementary and secondary schools during after and before school programs. Implementation of Dreambox began in August 2021 through May 2022. The platform is intended for daily use with a recommendation of 75 minutes with five completed lessons per week. District-wide math coaches, in conjunction with classroom teachers and administrators will participate in the implementation, support, and monitoring of effective use of the high-quality evidence-based activity. Implementation is being supported with professional development on progress monitoring to collect the measurable outcomes with fidelity. Measurable outcomes will include student usage and student progress toward mastery of state standards. Reports will be generated weekly and discussed in math professional learning communities and vertical planning meetings. The math department will track and monitor district-wide reports on the first day of every month to coordinate plans and next steps for best practices. Our goal for Dreambox is to average 5 lessons per week district-wide and attain a progress score of 90% by May 2022. Beginning of year data shows our district is averaging 3.5 lessons per week and has a progress score of 6%. The Progress score shows a student's progression through Dreambox's curriculum. As students complete and show proficiency in lessons their Progress continues to improve showing their mastery of Dreambox's lessons. Progress in Dreambox measures completeness and proficiency. It does not include lessons that are not completed with proficiency. As students struggle in Dreambox the curriculum adapts to the student and teaches at the current learning level.

The district also maintains partnerships for before and after school tutoring. External partner City Year is one of those collaborations providing corps members to identify low performing schools. Funding is also being allocated for a pilot program with Studyville. Studyville, an additional, contracted external partner provides qualified staff to assist students with standards-based homework completion and standardized test prep. The overall goal is to increase the district's overall LEAP performance in ELA from 34% to 44% and in mathematics from 20% to 30% district wide in all subjects tested in one year. Meeting this target would take direct steps towards addressing the vast learning loss suffered from pandemic. Additionally, reaching these targets would bring the district averages back closer to where they were prior to the COVID pandemic.

Funding is also being allocated for "night school" and after school credit recovery platforms. Using a blended approach, district employed and certified classroom teachers and instructional staff supports secondary students with credit recovery opportunities. The district's data roundtable process focusing on core school data points and KPI scorecards aligned to the new strategic plan will monitor and track student outcomes (at least 3 times per year) to document effective implementation. The desired outcome is to improve the district's graduation rate from 75.5% to above 80%. in the next immediate year. Data will be monitored in quarterly data roundtables facilitated by district Executive Directors for School Leadership to track attendance, behavioral and course credit/ grade distribution data.

Key Investment: **Summer Learning Programs**	ESSER II	$ 0	ESSER III	$ 516,117

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?

To meet the requirements of Bulletin 1566 and to implement approved strategies in Individual Academic Improvement Plans (targeted for students in grades 3-8 based on LEAP data), the district hosts a general funded (salaries) summer remediation program for identified students. Schools are clustered for efficiency and highly effective and effective proficient teachers are hired to provide instruction to students. Instructional resources are Tier 1 core and supplemental materials (some purchased via ESSER funding) referenced in other sections of this document. Summer participation data reflects the following: elementary (759 students served); middle (435 students served); and high (569 students served). Students in summer remediation programs complete district level pre and post assessments via the ESSER funded Illuminate platform to monitor growth. In summer learning programs, daily instruction is provided by district certified teachers. Hiring priority is given to those earning Highly Effective and Effective Proficient in previous evaluation cycles. The goal of programs is to have students' diagnostic data on benchmark assessments increase from 36% overall to over 40% diagnostic averages for the next year

Additionally, ESSER funding was used to support the staffing and resources used to provide free summer literacy and sports clinics to students in PreK-8th grade. The district hosted seven weeks of clinics from June 1 – July 15. Each clinic was held from 7:30 am – 3:30 pm, Monday through Thursday. Over 650 EBRPSS students enrolled in the clinics throughout the district. There were three sites of each of the four grade clusters (PreK to 1st, 2nd-3rd, 4th-5th, and 6th-8th grade). Students were provided free breakfast, lunch, literacy tutoring sessions, skills, and small-sided gameplay during the clinics. The students participated in the following sports: flag football, volleyball, soccer, basketball, and track & field while also participating in core content literacy activities. To better impact those students who have not achieved mastery levels on LEAP assessments, EBRPSS students had to attend the morning academic literacy-based sessions in order to participate in the athletic skills clinics. End of the year state and district assessment data as compared to beginning of the year ANET core diagnostics (ESSER funded) will provide tools for measuring program outcomes and progress monitoring student achievement.

In summer learning programs, daily instruction is provided by district certified teachers. Hiring priority is given to those earning Highly Effective and Effective Proficient in previous evaluation cycles. The goal of summer learning programs is to have students' diagnostic data on benchmark assessments increase from 36% overall in the current year to over 40% diagnostic averages for the next year.

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?

During the 19-20 school year, the district lost nine weeks of instructional days. Furthermore, upon return in the fall, the first month of school was virtual instruction with a transition to hybrid during months of September and October. After approximately ten weeks into the school year, the district returned to a more consistent face to face format. Even so, families were given the option for students to remain virtual. To address the identified learning loss and the decrease of students scoring mastery and above in all subgroups in all content areas, particularly in 8th grade math (19%) from the previous two school years.   The 2021-2022 district approved calendar has a total of 67.375 minutes - the equivalent over 9.4 additional days from previous years. Four additional days for professional development were also included, both the elimination of half days, and addition of full instructional days affords added opportunities to maximize instructional time and reduce gaps in learning. ESESR and general funds were braided to make the extended learning time coupled for intense professional development opportunities possible. The added instructional time allows for a more effective implementation of Tier 1 curriculum. Added time for high quality professional learning allows for aligned PD to support standards-based curriculum implementation. While continuing to prioritize students who failed to reach mastery in grades 3-8, this strategy directly impacts all students throughout district schools.

Key Investment: **Individual Student Plans for Success**	**ESSER II**	**$ 1,118,470**	**ESSER III**	**$ 830,808**

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: Added Employment for School Counselors to focus on IGP initiatives
☐ 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?

To address historical fluctuations in grad rate at the district level, significant gaps among subgroups and a gap between the district and its statewide peers (-8.5%), the district is engaging in multiple strategies to impact individual student plans for success. Through its newly adopted strategic plan, the district will be tracking, monitoring and publicly sharing leading and lagging indicators at scheduled time points throughout the year. A key strategy of the strategic plan is to develop standard measures across district schools via a KPI scorecard. Indicators tracked and measured in all grades (as appropriate by indicator) will include but are not limited to the following: benchmark assessment data for students in grades 3-11; literacy screener data; math and ELA intervention program data; April Dunn Act student progress; attendance and discipline data; middle and high school course completion; and SEL assessment as well as survey school climate and culture data. The district braids various funding sources to provide focused CTE coursework and supplies, as well as support for increased access to dual enrollment, ACT and AP exams to address contributing factors to strength of diploma. The district lagged -17.17% behind its statewide peers (Class of 2020) for the percent of cohort earning Advanced + Basic credentials. The district saw gains in both the 2020 Cohort Graduation Cohort and Graduation Cohort earning Basic or Advanced Credentials. Cohort Graduation Rate was 75.5 and Graduation Cohort earning Basic was 33.9 which is an increase from the previous two school years, additionally the school district also had an increase in all subgroups. However, there was a decrease in the average ACT score (17.9) and the number of

graduates who were eligible for TOPS (890)**.** The aforementioned areas are contributing factors to ensuring a student remains on track in their individual graduation plan, but also ensures that they are career and college ready. The new KPI scorecard aligned to the district's strategic plan formally and publicly supports the progress monitoring of all students, especially the 76% of them who failed to achieve mastery on statewide assessments.

An additional component of the district's plan is to supplement the human resources needed to assist identified students. To help to support the psycho-social and academic planning needs of students and their families, funding was allocated for all district employed school counselors to work one additional month. This gives school counselors the opportunity to plan and implement a comprehensive counseling program which will help prepare students for the future by supporting their academic, career, and personal/social emotional learning. It also affords added time to review student transcripts and academic records to ensure that students are progressing academically. In implementing this strategy focused attention and priority will be given to students in grades 4 through 8 who did not yet earn mastery in multiple ways. Specifically, counselors are now afforded ample and extra time to meet with students and parents each semester to complete and progress monitor Individual Academic Improvement Plans (students in grades 4-8) and Individual Graduation Plans (students in grades 8 and with transitional 9th grade considerations.) Academic data will be monitored weekly through grade level PLC meetings. Counselors also use this extra time to plan and implement focused counseling lessons on a weekly basis. The overall goal is to increase the district's overall LEAP performance in ELA from 40% to 45% and in mathematics from 27% to 32% district wide in all subjects tested in one year. Meeting this target would take direct steps towards addressing the vast learning loss suffered from pandemic. Additionally, reaching these targets would bring the district averages back closer to where they were prior to the COVID pandemic

 In an effort to impact graduation rate, strength of diploma and the attainment of individual graduation plans, a new position was added through district reorganization, to central office staff to better support schools in this area. An Executive Director for School Leadership in the area of Graduation Excellence collaborates across district department and school leaders to collect, track, and analyze data that directly relates to students meeting graduation requirements in a timely and successful manner. Aligned professional development and coaching is provided to school leaders, school counselors, and teachers as a key function to align K-12 instructional strategies to positively impact and improve the district's graduation rate. The desired outcome is to improve the district's graduation rate from 75.5% to above 80%. in the next immediate year. Data will be monitored in quarterly data roundtables facilitated by district Executive Directors for School Leadership to track attendance, behavioral and course credit/ grade distribution data.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	**$ 40,374,344**

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓				
Key Investment: **School Improvement Best Practices**	ESSER II	$ 216,576	ESSER III	$ 13,827,741

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: District Leaders' Professional Development
☒ Other: Teacher Professional Development

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?

In effort to better support the 76% of district students who have yet to earn mastery, the district is implementing various strategies to support high quality instruction and aligned, job embedded professional learning. Targeted focus areas include but are not limited to the following: leadership development; data driven decision making; standards-based teaching and learning supports; and best practices as advocated by LDOE for meeting the needs of diverse learning populations. In addition to impacting LEAP mastery rates, professional development activities are also intended to directly impact the district's graduation rate (-8.5% behind state peers), ACT averages (-.6 decline in 3-year trend) and the number of Tops eligible graduates (-50 decline from previous year). A breakdown of key groups and their learning focuses are described below.

School Leadership Institute

School leaders and their Instructional Leadership Teams will attend two week-long professional development focusing on the following:
- Continuous Improvement (school improvement planning)
- Social Emotional Learning
- Graduation Excellence (examining graduation rates and indicators to accelerate students to graduation)

Instructional Leadership Teams

Each school will receive at least two days of professional development and year-long coaching on developing Instructional Leadership Teams (ILTs). This professional development and coaching will strengthen school leaders' and their teams' practice in the following ways to improve student learning to scale:
- The school leader models being the lead learner
- The school leader coaches and supports teachers in their learning
- The school leader is a reflective thought partner and reflects on his or her own learning as well
- The school leader focuses on:
  - Student growth
  - Building teacher capacity
  - Supporting professional development based on teacher and student needs

Principal Supervisor/District Leaders Professional Development

Each principal supervisor will receive year-long professional development and coaching. This year-long professional development and coaching will strengthen the principal supervisor's skills to coach and support the district's school

leaders and ILTs. The coaching and professional development is grounded in the University of Washington's Principal Support Framework and the CCSSO Model Standards for Principal Supervisors.

Principal supervisors will develop:
- Skills to gather and use evidence of principal effectiveness, including planning effective professional learning for principals.
- Strategies to strengthen relationships with principals as their coach, mentor and supervisor.
- Enhanced ability to recognize highly effective instruction and equitable learning environments, and to discern inequities in student learning.
- An approach and skill to organize and facilitate principal PLCs that sustains principal improvement.

SEL Targeted Professional Development for Teachers & Leaders

As the district begins to implement a Multi-Tiered System of Supports, core, first instruction is the key to accelerate students and to mitigate the impact of frequent interruptions to learning. The goal of this year-long plan is to ensure that each teacher in each content area is prepared to deliver high quality instruction so that students are learning each day. The goal of the summer sessions was to provide job-embedded, relevant, peer-to-peer learning opportunities for core content teachers.

Teacher Development Week

The district hosted a seven-day professional development opportunity program during the first week of August 2021 for all teachers and additional instructional staff. These five days of professional learning were conducted in both in person and virtual formats from 8:00 - 3:30 each day. Topics included but were not limited to the following:
- Literacy Framework/ Science of Reading
- Eureka math and Tier 1 Curriculum Implementation
- Peer to peer breakouts for special populations teachers (EL and SWD)
- Dreambox intervention platform
- Achieve 3000 intervention platform
- Amplify Science platform

All elementary and secondary school teachers were provided tier 1 curricular resources and training in order to address the disproportionate impact of Covid-19 on subgroups of students. The 4th - 8th grade teachers were specifically targeted with collaborative lesson planning sessions in order to address students that failed to achieve mastery on the state-wide assessment. Teacher attendance for this event was approximately 4,500 participants.

COVID Learning Loss Professional Development

The 2021-2022 Professional Development Initiative is intended to mitigate student learning loss due to absences related to COVID-19. The 2021-2022 Professional Development Initiative is directly linked to Employee Development, which is referenced in our district Strategic Plan.

All elementary and secondary school teachers were provided tier 1 curricular resources and training through afterschool professional development opportunities in order to address the disproportionate impact of Covid-19 on subgroups of students. The 4th - 8th grade teachers were specifically targeted with collaborative lesson planning sessions in order to address students that failed to achieve mastery on the state-wide assessment and were averaging 300 rostered teachers per session twice monthly. This professional development opportunity is monitored by the Professional Development department and evidence is tracked through submission of session artifacts. Teachers also register and receive continuing learning units through the Frontline platform.

The overarching goal of all professional learning activities is to return students to not only where they were pre-pandemic, but to supersede achievement levels gained prior to the 2019-2020 school year. Specific measurable outcomes are as follows:

- Increase overall ELA performance from 34% to 44%
- Increase overall math performance from 20% to 30%
- Increase overall science performance from 19% to 25%
- Increase overall social students' performance from 21 to 26%

ANET benchmark assessments administered three times a year (math and ELA), Illuminate assessments administered twice a year (science and social students) as well as LEAP practice tests will progress monitor and track student data towards desired goals

Key Investment: **Literacy Professional Development**	ESSER II	$ 41,000	ESSER III	$ 275,089

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

☐ Literacy Content Leaders
☒ Literacy Coaches
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

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

The district braided funding from multiple sources for a comprehensive literacy plan under the supervision of a newly created position for the districtwide Chief of Literacy. Braided funds inclusive of ESSER provided funding for literacy coaches to provide job embedded teacher training; contracts to support formal professional development; and professional learning stipends for teachers and instructional staff.

A total of six District Literacy coaches and forty-five school-based literacy coaches were newly hired in the 2021-2022 school year to provide literacy support and instructional strategies based on the Science of Reading and the alignment to the Louisiana State standards to teachers and school administrators. Specifically, six district wide literacy coaches and fourteen school-based literacy coaches were hired with ESSER funding. The goal of ongoing literacy coaching and job embedded support is to enhance a teachers' ability to provide high quality instruction that is not only engaging, but also academically rigorous, and culturally responsive. School based coaches service classrooms on a daily basis; district-based staff support schools at a high frequency level based on a weekly support model.

Historically, district DIBELS data has been below 50% of students at or above on level. The past three school years have shown a decline of seven percentage points. This decline has been exaggerated by the pandemic. Additionally, the mastery rates of ELA of grade 3 and grade 8 have experienced a decline of 5 to 8 percentage points in all subgroups, especially in the subgroups of English Learners, Black, and Economically Disadvantaged. Using student performance data and classroom observations to guide their work, dedicated literacy staff will focus their work on modeling high quality curriculum implementation, and coaching collaborative teaming across grade levels. While all grades will be served across schools, priority will be given to classrooms of students in grades 4-8 who have yet to achieve mastery. Fluency incorporates procity, rate and accuracy. For students who demonstrate difficulty, fluency is the bridge through reading comprehension. We will provide support through homogeneous grouping using the data collected from ANET oral reading fluency daily routines along with Word Studio from Achieve 3000. Students are being progress monitored through the interim assessments. ANET assessments are administered three times a year (September, November, January and March). Students participate in Achieve 3000 online learning for 90 minutes each week. Students who score 30% or less on interim assessments will receive additional support through individual student plans for success to accelerate student learning.

Two Innovation Coordinators are in place to support selected schools and birth to five sites with historically at-risk population subgroups in the identified "qualified opportunity zones" per federal labels. The intent is to utilize data to improve historically low-performing schools by accelerating progress and implementing evidence-based transformational strategies. Additionally, one parent liaison serves as a link between home, school, and community in cooperation with classroom teachers and guidance counselors. The liaison will also facilitate literacy focused training for parents and families within the identified zone.

The Science of Reading and *Three Core Actions in Literacy* are the foundations for the district's PreK- Grade 12 literacy plan incorporating resources from the LDOE Literacy Library. During a multiple day, full day, summer literacy institute, elementary and secondary school administrators, teachers, and literacy staff attended sessions to introduce the literacy plan and its foundation areas. During Literacy Coaching Content Meetings (LCCM), District Leaders Learning Meetings (DLLM), and Leading for Student Learning Meetings (LSL) district staff will provide ongoing and follow up professional learning opportunities in both elementary and secondary sites. Braided grant funding is also providing opportunities for additional literacy professional development in LETRS (*Language Essentials for Teachers of Reading and Spelling*); and Literacy Studio will be provided throughout the school year. LETRS is essential to assisting teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student. Literacy Studio is a professional learning support structure that maximizes active learning time and student inquiry to integrate reading and writing instruction.

For early elementary grades, DIBELS test administration at three times of the year (beginning, middle and end) will monitor and track student progress towards program goals. For students in grades 4-8 who have not yet earned mastery and high school students in grades 9-11, ANET benchmark assessments will track and monitor student achievement in reading comprehension and other ELA standards. These leading indicators will be publicly shared at a minimum of three times a year on the district's KPI scorecard aligned to its strategic plan.

TIMELINE OF EVIDENCE BASED ACTIVITIES
DISTRICT LITERACY COACHES

PROVIDERS OF SUPPORTS AND SERVICES	MEASURABLE OUTCOMES/OBJECTIVES	PROGRESS MONITORING	FREQUENCY OF ACTIVITY	EVIDENCE
The New Teacher Project (TNTP)	≥11 district coaches will demonstrate proficiency in the delivery of content level training. Staff developers will train coaches to identify the three core actions and model instructional practices Success will be measured when students receive access to high-quality instructional materials.	Vision Walks Cycle Data Indicators on the Instructional Practice Guide (IPG) Complex texts used in classes Identified levels of use of Tier I curricular resources	Weekly Virtual and Face to Face. Quarterly providing Face to Face training around 3 Core Actions	Vision Walk Data Cycle Data IPG rubric Tier I usage

	Success will be measured when educators indicate that they are well prepared to implement the three core actions as measured by teacher surveys.	Curricular use audit that shows that complex texts are the center of instruction			
Louisiana Department of Education (LDOE) Regional Literacy Specialists	3 Regional Literacy Specialists will provide support utilizing walk throughs with district coaches to calibrate around literacy best practices Regional Coaches will provide 6 hours in The Art of Coaching to coaches	State coaches will assist district literacy coaches and region leads with analyzing data and provide support to determine COVID-19 impact of disproportionalities among subgroups	Monthly Bi-weekly check ins Certificate of Completion Frontline Hours	Completion of The Art of Coaching Course	
The Science of Reading Course	≥11 of participants will successfully complete the course. Pre-K-12 grade educators will receive training grounded in the Science of Reading and the essential components of reading	An approved provider will train educators in the Science of Reading and the essential components.	Progress Monitoring of educator performance will occur weekly through the data management platform Web conferencing progress monitoring opportunities will occur at the onset of each unit of instruction	Completion of The Science of Reading Course Certificates of Completion	

Achievement Network	≥11 district coaches are provided guidance of test administration and utilization of student performance data ≥11 district coaches receive instructional strategies for improving student reading trajectories ≥11 district coaches will monitor accommodations for Exceptional Student Services and English Language Learners ≥11 district coaches will support teachers with developing individual student plans for success to accelerate student learning.	Interim Assessments	Monthly virtual support Quarterly data reviews	Interim Data Reports PLC Meeting Agenda Sign In Sheets
DIBELS 8th Edition	6 elementary district coaches will attend and actively engage in DIBELS 8th edition training sessions as measured by sign in sheets and assessment platform access During these training sessions, participants will gain an in depth understanding of the basic early literacy skills and how they align to DIBELS 8th measures	Meetings facilitated by Amplify representatives to ensure that progress monitoring assessments are conducted and student learning acceleration plans are followed	Quarterly	Sign In Sheets Agendas

TIMELINE OF EVIDENCE BASED ACTIVITIES
SCHOOL BASED LITERACY COACHES

PROVIDERS OF SUPPORTS AND SERVICES	MEASURABLE OUTCOMES	PROGRESS MONITORING	FREQUENCY OF ACTIVITY	EVIDENCE
Achievement Network	≥36 of 45 coaches is provided guidance of test administration and utilization of student performance data ≥36 of 45 Coaches will receive instructional strategies for improving student reading trajectories ≥36 of 45 coaches will provide Literacy support to Exceptional Student Services and English Language Learners	Accountability Virtual Meetings Digital Professional Learning Community Portfolio Interim Assessments Literacy Coach Monthly Meeting Collaboration Daily Fluency Routines	Weekly accountability virtual meetings Monthly virtual support Quarterly data reviews Monthly Collaboration Meetings	Digital Sign-in Sheets Virtual Recordings Agenda Canvas Course
Division of Literacy Coach Monthly (LCMM)	≥36 of 45 will Utilize Assessing the Impact of Professional Learning, Taking the Lead and Coaching Matters to support instruction for the purpose of decreasing the disproportionality of COVID-19 impacts of subgroups ≥36 of 45 Delineate specific changes in adult behavior necessary to produce adults needed for effective coaching ≥36 of 45 will participate in 9 Literacy Coach Monthly Meetings	Literacy Coaches Meetings	Monthly	Sign in Sheets Agendas Deliverables
Division of Literacy Learning Meetings (DLLM)	80% or higher standardize and provide learning structures in order to ensure high quality teaching across the district.	Monthly surveys and deliverables that will impact classroom instruction	Monthly	Sign in Sheets Agendas Google Forms
Leading for Student Success Meetings	285 leaders will gain an understanding and implement	Measure success of the literacy focus for	Quarterly	Sign in Sheets

	literacy initiatives and yearly focus on the 3 Core actions of high-quality text for all students, appropriate questioning and tasks, and student engagement. District literacy coaches provide professional development for all instructional leadership teams, Executive Directors, and department heads on the literacy focus	student improvement in text complexity Observations of Professional Learning Communities (PLC's)		Agendas Google Forms Coaching Binders
The New Teacher Project (TNTP) and Learning Forward	≥36 of 45 coaches will demonstrate proficiency in the delivery of content level training. To set the Literacy Focus for the year and prepare coaches to redeliver for Teacher Professional Development Week	Survey indicators of agree and strongly agree will determine the coach's readiness to redeliver content during Teacher Professional Development Week. Surveys will be given twice per year.	Yearly Four Day Institute	Calendar Invitations Sign in sheets Frontline

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	$ 14,360,406

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	$ 15,067,706	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?

The EBR Early Childhood Community network achieved designation as a Ready Start Network in the 2019-2020 school year. The purpose of this designation was to begin the work of building a team of leaders across the community with a vision and mission of delivering increased access to high quality care and education to ensure that all children are ready for kindergarten on time and on level with high quality being defined as a site scoring at least proficient on their Early Childhood Performance Profile Rating. A set of four goals were developed for the network for attainment in the next five years:

- Goal 1. Create a broader coalition of early childhood stakeholders with a shared decision-making structure that generates additional funding
- Goal 2. Increase quality of sites through increased professional development and strategic coaching cycle
- Goal 3. Increase access through opening additional seats at high quality sites
- Goal 4. Use fundraising to provide support to programs that have assisted Ready Start EBR through seat expansion.

To this end, the network has already accomplished Goals 1and 2 and continues to make progress towards Goals 3 and 4 of the EBR Ready Start Network.

Progress has been achieved through the following:
- Development of a Ready Start Advisory Network made up of representatives from childcare (administrators/owners), Community organizations and businesses (LPB & Capital Area United Way), Early Head Start and Head Start, The Mayor's Office, and school system representatives. The board meets every other month and uses a shared decision-making structure to strategize achieving goals 2-4. The board is progress monitored through attendance using sign in sheets and through votes on initiatives.
- Increasing the professional development offerings as shown through the network's PD calendar and supporting instructional coaches to develop a coaching plan for sites with attainable short-term goals that are progress monitored each semester.
- Coaches develop and release the professional development calendars at the beginning of each semester. For each PD attended, participants are awarded from 1-3 clock hours and given certificates. Attendance is tracked through submission of a survey that is linked on our website.
- According to our attendance survey data (monitored each semester), network staff has awarded more than 1500 clock hours since additional professional development sessions began. A targeted goal is to increase participation by 250 clock hours each year. Additionally, each August- September, coaches work with sites to determine the annual site goals in a site coaching plan.
- Once developed, coaches keep a hard copy record of the coaching plan and progress monitor for goal attainment at the end of each semester and reset goals or recommend strategies for improvement. Individual sites set goals on either performance profile ratings, TS GOLD student progress, CLASS certification, and/or Tier I curriculum usage.

As a result of these measures, data demonstrates an increase in participation in professional development activities, an increase in sites with the designation of proficient or above on their annual performance profile ratings, an increase in the efficient usage of Tier I Curriculum products, an increase in the number of site personnel certified in the CLASS tool, and an increase to our Network PPR rating each year. Progress monitoring of Ready Start Network's Goals 1 and 2 occurs through regular tracking (annual and by semester), of the CLASS portal, TS GOLD quarterly check point data, the number of new CLASS certifications, and the annual performance profile rating.

Goals 3 and 4 of EBR Ready Start Network focus on funding pre-k seats. The overarching goal is to overall increase kindergarten readiness through increasing access to high quality early childhood seats. The funding of high-quality seats is prioritized for students who would be identified as at risk due to income and screening population in geographical areas that will serve the greater numbers of at-risk students. During the 2019 school year Pre-Kindergarten enrollment was 1,966 due to the pandemic the enrollment suffered a significant decline in enrollment (-449 students). To address recent declines, one of the commitments of the district's strategic plan is to increase the number of seats of Pre-K enrollment. A vast array of district level marketing, advertising, and city-wide recruiting events are used to bolster coordinated enrollment for early childhood seats; these also include, but are not limited to websites, billboards, and social media. Demand will be measured primarily by the number of seats available in the area in comparison to the number of student citizens.

A secondary measure of demand will consist of the evaluation of academic performance with lower performing areas receiving additional support. Quality will be measured by the Performance Profile rating as determined by the CLASS accountability system. In this system, high quality is defined as sites that perform at a level of Proficient or Above. ESSER funding was used to support the addition of three new district level Pre-K literacy coaches, twelve Pre-K classroom teachers, and twelve Pre-K paras for added instructional staff and support. These newly funded positions were placid at sites with identified populations of at-risk students.

The district has engaged in a partnership with Baton Rouge Early Childhood Inc (BRECEC) for the purpose of providing early childhood education and support to parents and caregivers families with under-resourced preschoolers, to help prepare them for kindergarten and school success. BRECEC will provide educational services and support to families with preschoolers entering the program at ages 16- 24 months, who are not enrolled in a learning center, daycare or Head Start. BRECEC will utilize the Parent Child Plus Program, an evidence-based model that provides families with literacy and other school readiness skill building activities, in the home or small group settings. TS Gold and CLASS data will provide information to support measurable outcomes and progress monitoring of the district's implemented activities.

Early Childhood Program Enhancement	ESSER II	$ 932,294	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.

In order to increase the quality of Early Childhood teachers, a portion of ESSER funding is being utilized for more school and site administrators to become CLASS certified. This will provide increased instructional support by affording increased opportunities for coaching teachers on effective interactions that yields higher performance scores. Investments are also being made in Tier 1 Curriculum and training for new and expanded sites. Purchased resources include but are not limited to additional material resources and aligned professional development from the following vendors: Big Day, Eureka Math, OWL, Frogstreet, and Creative Curriculum. All are Tier I curriculum products as rated by the LDOE materials review process and are scheduled to be implemented weekly if not daily. TS Gold and Class data will provide necessary information to support measurable outcomes and progress monitoring of the district's targeted strategies.

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

All efforts to increase quality are focused on professional development training for administrators and teachers on the CLASS observation measures and the purchase, training, and support for Tier I Curriculum materials. High quality instructional environments that positively impact students need well prepared educators and administrators. CLASS Performance profile ratings for each site, collective network, and in GOLD student assessments measure and track growth in the number of students that "meets or exceeds" expectations; in addition to providing the appropriate interventions for students who measure not meeting expectations. High quality instruction and interventions are essential to ensure that all students are exhibiting academic progress.

Monthly progress monitoring of CLASS certification will examine the number of school and site administrators that obtain initial certification by the end of each year with the goal being an increase of at least 20 additional administrators obtaining and/or maintaining CLASS certification each year until 100% of school and site administrators are certified

and main annual certification in the tool. Additional growth measures include, an increase in CLASS Performance profile ratings for each site, the collective network, and in the number of GOLD student assessments measuring at "meets or exceeds" expectations at three checkpoints throughout the school year. Further, any students not performing at the "meet or exceeds" expectations level in GOLD will be provided with the appropriate interventions using the Tier I curriculum resources. The goal of the interventions is an increased student performance at the next checkpoint

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	$ 16,000,000

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	$ 3,444,500	ESSER III	$ 16,564,031

Provide the URL to the following LEA documents: COVID-19 and 2021-2022 Reopening Plan - EBR Schools
https://ebrschools.org/hurricane-ida-recovery/

School Reopening Plan for In-Person Learning	https://ebrschools.org/wp-content/uploads/2021/08/0803-Release_COVID-19-School-Health-Guidance.pdf
COVID-19 Vaccination policies for staff and students	https://ebrschools.org/news/ebrpss-to-mitigate-spread-of-covid-19-through-employee-optional-student-testing/
Mask wearing policies for staff and students	https://ebrschools.org/wp-content/uploads/2021/08/0803-Release_COVID-19-School-Health-Guidance.pdf
Physical distancing, cohorts, or learning pods	https://ebrschools.org/wp-content/uploads/2021/08/0803-Release_COVID-19-School-Health-Guidance.pdf

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	$ 2,250,000	ESSER III	$ 7,547,479

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
☒ Educational technology (computers/ laptops)
☒ Educational technology (software/ programs)
☒ Mobile hotspots with paid data plans
☐ 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	$ 29,806,010

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	$ 0	ESSER III	$ 300,000

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.

The district braided funding sources inclusive of ESSER to address data infrastructure, technology access for all students, data storage and expand its capacity to communicate data visualization with stakeholders. ESSER funding has afforded the district with an opportunity to purchase Illuminate eduCLIMBER and Achievement Dashboard platforms. The eduCLIMBER platform enables a whole child data visualization and MTSS collaboration and management platform with built-in tools for essential MTSS practices. The platform allows the ability to import multiple data measures and sources into a single platform with built-in tools for intervention tracking, collaboration, effectiveness reporting, early warning, driving system-level improvement, through a customizable early warning system, the platform allows for the alignment of attendance, behavioral and academic data. Specifically, the product allows for the Examination of multiple sources of both formative, interim and summative assessment data; attendance patterns, positive and problematic behavior incidents, and other qualitative data alongside academics to deeply understand needs and remove barriers to learning. As part of the district' strategic plan, a Key Performance Indicator Scorecard and related dashboards are being created to improve public transparency and communication at multiple points during the school year designated by the district's strategic plan.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	$ 300,000

Count of Student (K-12) by October 1 Enrollment by Student Groups							
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2019	39325	1453	28214	4557	4530	30782	3509	3850
2020	38766	1525	27620	4561	4455	30512	3146	3769
2021								

Count of Students (K-12) by October 1 Enrollment by Grade Bands														
Year	PK	K	1	2	3	4	5	6	7	8	T9	9	10	11	12
2019	1966	3436	3407	3251	3180	3143	3152	3113	2973	2708	75	2887	2909	2447	2644
2020	1517	3190	3342	3260	3139	3086	2995	3129	2999	2861	29	2839	2854	2586	2457
2021															

Percentage of K Students Performing On/Above Level on All Literacy Screeners							
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	49	64	46	34	70	43	33	32
2019	44	67	42	18	70	38	20	25
2020	42	59	38	26	70	35	17	24

Percentage of Grade 3 Students Performing at Mastery and Above on 2021 LEAP 2025									
		All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	All	39	75	34	31	75	34	26	21
2019	All	42	81	38	28	75	36	19	25
2021	All	34	68	29	24	67	27	8	19
2018	ELA	33	80	28	30	67	28	28	19
2019	ELA	39	86	32	34	72	32	26	21
2021	ELA	27	71	20	25	59	20	15	18
2018	MATH	21	56	15	17	54	15	14	10
2019	MATH	23	61	18	19	54	18	13	13
2021	MATH	16	47	11	12	43	11	4	11
2018	SS	21	56	15	17	54	15	14	10
2019	SS	23	61	18	19	54	18	13	13
2021	SS	16	47	11	12	43	11	4	11
2019	SCI	23	65	16	19	58	17	14	13
2021	SCI	17	47	12	15	46	11	4	9

Percentage of Grade 8 Students Performing at Mastery and Above on 2021 LEAP 2025									
		All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	All	37	73	31	25	68	30	4	7
2019	All	42	72	37	30	72	33	5	11
2021	All	37	75	30	32	71	29	4	10
2018	ELA	28	73	21	24	64	21	8	5
2019	ELA	33	77	24	27	68	24	14	10
2021	ELA	19	69	11	19	52	12	3	3
2018	MATH	28	72	22	23	63	21	4	6
2019	MATH	36	73	29	27	65	27	7	12
2021	MATH	29	72	22	24	66	20	2	7
2018	SS	24	67	16	16	58	16	2	6
2019	SS	21	71	13	19	58	14	1	4
2021	SS	37	73	31	25	68	30	4	7
2019	SCI	42	72	37	30	72	33	5	11
2021	SCI	37	75	30	32	71	29	4	10

Cohort Graduation Rate								
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	72.4	94.6	72.1	47	78.5	65	22.4	45.1
2019	68.6	91	69	43.7	76.9	62	23.4	51.1
2020	75.5	95.7	76.2	54.2	81.7	70.3	37.5	60.2

Percentage of Cohort earning Basic or Advanced Credentials								
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	30.5	81.1	23.7	22.8	58.5	20.4	3.4	6
2019	33	82.9	27.4	26.8	62	23.8	10.8	10.2
2020	33.9	83.9	28.2	26.5	63.6	25.1	8.5	5.3

# Graduates of Eligible for TOPS		
2018	2019	2020
870	940	890

Average ACT Score				
Year	All	Asian	Black	Hispanic	White
2018	18.5	25.3	17.2	17.3	23.9
2019	18.2	25	17	17	24.3
2020	17.9	25.8	16.6	16.7	23.5

ESSER Funding Overview

LEA	ESSER II	ESSER III	Total ESSER II &III*	20% of ESSER II & III
017 East Baton Rouge Parish School Board	64,383,822	144,596,915	208,980,737	41,796,147.40

Estimated allocation 90%