

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by **September 30, 2021** in the *Achieve!* eGMS application.



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School System Leader Signature	Date September 15, 2021

## NEEDS ASSESSMENTS ✓ ✓ ✓

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☐ State administrative data, such as unemployment claims
- ☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☐ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student chronic absenteeism data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☐ Student course enrollment data
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

## Criteria Checklist

- ☒ The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- ☒ Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- ☒ The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- ☒ The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

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

**Commitment: ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: **Attendance**

ESSER II

\$ 286,880

ESSER III

\$ 0

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

The City of Baker School System (COBSS) collects student attendance data in JCAMPUS, a student information system. This data captures students by: demographic (race), socio-economic status, and diverse learner status.

The COBSS disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. Below is a summary of key findings:

- Overall, the COBSS LEA student enrollment decreased from 1,649 enrolled to 1,183 at the EOY in 2019-20 to 1,532 enrolled to 1,130 at the EOY in 2020-21.
- 2019-2020
  - During the 2019-20 school year, 126 ESS students were absent for 3 or more days with a range of 3-48 days per student averaging 10 days absent.
  - During the 2019-20 school year, 651 students were absent 5 or more days.
  - 26 ELL students were absent for more than 3 days during the 2019-20 school year with a range of 3-102 days per student and an average of 15 days.
- 2020-2021
  - During the 2020-21 school, 68 ESS students were absent for 3 or more days with a range of 3-126 days per student averaging 24 days absent.
  - During the 2020-21 school year, 580 students were absent 5 or more days.
  - During the 2020-21 school year, 228 virtual students were absent 5 or more days.
  - 23 ELL students were absent for more than 3 days during the 2020-21 school year with a range of 3-26 days per student and an average of 14 days.
- 2021-2022
  - During the 2021-22 school year, 446 students have been absent 5 or more days.
  - During the 2021-22 school year, 27 virtual students have been absent 5 or more days.

All of the above students will need re-engaging throughout the school year.

**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: High School Family Liaison
- ☒ Other: Elementary Family Liaison

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

With the onset of the pandemic and subsequent closing of schools for months, the bonds between students and school, connections that often influence school attendance have been frayed and in some instances broken. Some students have lost family members and classmates to the pandemic. Families are facing the stresses of unemployment and housing insecurity, causing some students to seek employment to assist their families financially. In an effort to re-engage our students we have taken the following action steps:

For the 2020-21 school year, student learning data are discussed weekly with the District Leadership Team and used to provide technical assistance and support to schools to increase student attendance, engagement, and participation. Good attendance helps kids succeed in school and bolster their self-esteem.

As a system, we have hired two **Family Liaisons** to contact parents of students who are chronically absent and work to resolve the issue(s) and utilize strategies inclusive of but not limited to: Re-engagement letters, Attendance Re-entry Plans and We Miss You Postcards.

Students who had chronic absenteeism in the 2020-2021 school year are encouraged to attend the **COBSS Saturday Academic Learning Academy** for students in grades four through eight to provide tutoring to help students achieve grade-level standards, December 2021 – May 2022, 9:00 AM – 12:00 PM.

In 2020-2021, the grades with the most chronic absences were 6<sup>th</sup> – 8<sup>th</sup> grade. In 2021-2022, our goal is to increase the percent of attendance for grades 6<sup>th</sup> – 8<sup>th</sup> grades by 10% from 85.31% to 95.31%.

Attendance Category	% of Days Missed	Levels of Strategies/Interventions
Satisfactory Attendance	0 - 4.99	Tier I
At-Risk Attendance	5.0 - 9.99	Tier II
Chronic Absenteeism	10.0 – 19.99	Tier III
Severe Chronic Absenteeism	20% or higher	Tier IV

**Tiered plans will include strategies and interventions for the 5 core ingredients.**

- **Monitor Data**
- **Engage Students and Families**
- **Recognize Good and Improved Attendance**
- **Provide Personalized Outreach**
- **Remove Barriers**

**Tier 1 Strategies for Attendance** - identifies students who have absences fewer than 5 absences.

Monitor Data

- Attendance Clerk reviews teacher attendance records for accuracy daily per administration. Teachers will be reminded by attendance clerk to record attendance.
- At the beginning of each month, administrator responsible for attendance will request a report for current year attendance categories to monitor improvement and oversee the direction of attendance initiatives.

Engage Students and Families

- Family Liaison will reach out to parents by phone or email about the importance of attendance in the early grades.
- Parents are made aware of the attendance policy through the school's handbook as well as through the school's website, email blasts, and robo calls.

Recognize Good and Improved Attendance

- Highlight those students who have perfect attendance each quarter during school announcements to promote attendance. Students will earn an incentive award.
- Recognition events will occur throughout the year. These will include (but not limited to) quarterly certificates and/or invitations to honor roll assemblies.

Provide Personalized Outreach

- Attendance will be included on all student report cards.

- Integrate information about chronic absences into parent programs and communication throughout the school year.

**Tier 2 Strategies and Interventions to Improve Attendance** - Identifies students using early warning indicators to make connections with students and families at the onset of the school year or emergence of patterns of non-attendance. At-Risk Absenteeism: Absent for 5-10% or more school days. These absences include excused, unexcused, and suspensions as days of instruction missed.

**Monitor Data**

- Administration, leadership team, and support staff will review the non-attendance report from JCampus during child meetings. Students will be identified and teachers will be notified which of their students might be at risk.
- Teachers will monitor attendance using JCampus and consult with Family Liaison for help in redirecting absenteeism.
- School counselor will monitor attendance with the leadership team to help identify students that may have a need for more services.

**Engage Students and Families**

- School counselor as part of the leadership team will reach out by phone to speak with parents of chronically absent students and identify if any support is needed for the family.
- If needed, parents and students will work with the School Social Worker to develop a personalized "Student Success Plan for Attendance" to make sure the child avoids missing too many days. The School Counselor and Social Worker will share with the family that there is a strong correlation between good attendance and good academic performance.

**Recognize Good and Improved Attendance**

- Recognize these students routinely for good and improved attendance through positive reinforcement. For example, allowing these students to have lunch with the principal or perhaps spending time with a former teacher who they have a good relationship with. Building strong bonds with staff will improve attendance.

**Provide Personalized Outreach**

- Parent-Teacher conferences with support staff will be scheduled to discuss absences and challenges to identify the barriers that school personnel may be able to assist with.

**Remove Barriers**

- Public agencies and community partners will be contacted to address the barriers identified through parent conferences, communication with family or other sources.
- Involve the school nurse when necessary to follow-up on medically related absences and train staff to recognize signs of illness.
- Connect families with the School Social Worker to provide clinical support and services if needed.

**Tier 3/4 Strategies and Interventions to Improve Attendance**

**Tier 3/4** - Address intervention and support for students that are absent 10% or more school days during the year.

**Monitor Data**

- Administration, leadership team, and support staff will review the non-attendance report from jcampus during child meetings. Students will be identified and teachers will be notified which of their students might be at risk.

**Engage Students and Families Recognize Good and Improved Attendance**

- Refer students to appropriate service agencies (social services, human resources, counseling, housing, homeless education or health services).

- Share data with appropriate agencies as an indicator for assisting families.
- Utilize best practices schools within the District that have been successful at decreasing chronic absenteeism and increasing satisfactory attendance.
- Child Welfare and Attendance may initiate truancy letters to hold meetings with parents, administration, District representative and State Attorney's Office.
- Provide Personalized Outreach
- Communicate with parents at regular intervals. Plan itself has to be monitored if to be successful
- Consult with School Social Worker as a resource for helping families with attendance issues.
- When the student misses school, follow up on each absence and report findings.
- Remove Barriers
- Implement an agreed upon family intervention plan with fidelity and monitor progress.
- For cases of suspected abuse, neglect or endangerment, contact the appropriate agencies to report.

For the current school year, 2021-2022, students who are showing patterns of chronic absenteeism are assigned a buddy who they check-in with daily. The buddy can be the homeroom teacher or the Family Liaison. The attendance buddy is responsible for calling home when the student is absent, helping the student set attendance-related goals, and connecting the student with additional staff and resources.

- When the student has daily absences, the Attendance Buddy will call the parent or guardian and assist the student with any schoolwork missed.
- When a student accumulates three (3) unexcused absences, the Attendance Buddy will notify the principal. The principal will schedule a parent conference that will include the school counselor and the family liaison.
- When a student accumulated five (5) unexcused absences, the principal notifies COBSS Supervisor of Child Welfare and Attendance.

These students are offered Saturday Academic Learning Academy and Virtual Tutoring Academy to address learning loss. Grades will be monitored by the Virtual Tutoring Academy and Saturday Learning Academy teachers. Students will be assessed using MAPS assessments in three intervals, beginning, middle, and end of year. Results from the MAPS assessments will be used to assign students' skill based questions using IXL to address learning deficits.

Key Investment: <b>Well-Being</b>	ESSER II	\$0	ESSER III	\$ 180,399
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**How will the LEA identify students who need mental and behavioral supports?**

The City of Baker School System will administer a survey included in the Positive Action curriculum to determine the needs of students regarding mental and behavioral supports.

The results from the Positive Action student survey showed self-management as the lowest of the positive action categories. Three hundred, ninety (54%) of the 726 students surveyed in grades K-5 indicated that Self-Management

(which includes managing thoughts, managing feelings, managing actions, managing time, managing talents) is their weakest area.

By the end of the 2021-2022 school year, students will improve in the area of self-management by 20% based on the end of year Positive Action student survey.

**(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: Social Worker

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

**Positive Action** well exceeds the requirements to qualify as an evidence-based program. The COBSS has implemented the **Positive Action** (PA) program in each school. The PA program is designed to improve youth academics, behavior and character using an audience-centered, curriculum-based approach to increase positive behaviors and decrease negative ones. This program addresses diverse problems, such as substance abuse, violence-related behavior, disruptive behavior, and bullying, as well as social-emotional learning, positive youth development, character and academics. Overall, PA addresses mental health, connects schools, families and communities, and supports students facing trauma.

The **Positive Action** program should yield gains in attendance, as well as other indicators such as academics, SEL, physical and mental health, character and behavior. Positive Action stresses a self-concept curriculum, getting along with others, and self-management. In some instances, bullying affects attendance. PA helps to decrease the incidences of bullying and cause students to be more prone to attend school in a safe environment. According to the data from PA, the key findings were:

- 28% decrease in absenteeism
- 51% decrease in bullying
- 85% decrease in Disciplinary referrals
- 73% decrease in Suspensions
- 75% decrease in truancy in middle school students
- 37% decrease in high school dropout rate
- 23% increase in self-control
- 19% increase in pro-social interactions
- 18% increase in affiliation with good friends
- 8% increase in altruistic behavior
- 81% decrease in aggressive problem-solving

Positive Action classroom curriculum will be implemented in the ancillary classes 3 times a week for 20 minutes for grades Pre-K through 12. During the Positive Action program, students will take unit assessments, create positive behavior plans, participate in positive behavior celebrations, and discussion questions.

Through the use of surveys, Positive Action will be used to progress monitor by:

- Targeting key issues of concern for a given participant

- Adjusting midstream to achieve progress
- Determining if participants achieve target outcomes
- Documenting changes over time as a function of participation
- Ensuring participant outcomes are realized

Students who are not showing progress by second semester will be referred to COBSS Social Worker by the School Counselor.

A **Social Worker** was hired to counsel ESS and regular-education students with personal and psychological issues, and address relevant issues in the school, such as school attendance, illegal drugs, teen pregnancy, and social adjustment issues.

**Sensory Rooms** will be created at each school. The sensory rooms will be equipped with a variety of equipment that provides not only students with special needs but all students with personalized sensory input. This will help students to calm down and focus themselves so they can be better prepared for learning and interacting with others.

**(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**

**\$ 467,279**

**Commitment: RECOVERY AND ACCELERATION** ✓ ✓ ✓

**Key Investment: Targeted Learning Support**

**ESSER II**

**\$ 46,633**

**ESSER III**

**\$ 1,387,064**

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☐ State administrative data, such as unemployment claims
- ☐ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☐ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☐ Student course enrollment data
- ☐ 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).**

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

The City of Baker School System recognizes the instructional challenges and interruptions in student learning caused by the COVID-19 pandemic during the 2020-2021 school year. The impact caused challenges through virtual instruction, a decline in social and emotional well-being, and a significant decrease in students' attendance and academic performance. The academic decline is illustrated within the district's 2021 Spring LEAP 2025 assessment data. Specifically, the state assessment data shows that 85% of our 4<sup>th</sup>-8<sup>th</sup> grade students failed to achieve mastery on state assessments in English/Language Arts and 97% failed to achieve mastery in mathematics during the 2020-2021 school year.

Student achievement is our top priority, and the data reflects our need to move swiftly and effectively in prioritizing our commitment to accelerate learning for all students. Our commitment to comeback is prioritized around the City of Baker School Systems 4<sup>th</sup>-8<sup>th</sup> grade student population, which is comprised of 90% African American and 10% White, Hispanic/Latino, and other. As indicated within our data, no one group was disproportionately impacted by the COVID-19 pandemic; rather, data shows that ultimately 85%-96% of our 4<sup>th</sup>-8<sup>th</sup> grade students—as noted in the table below—were impacted by the instructional challenges caused by the pandemic.

Spring 2021 LEAP 2025 Achievement Results: 4 <sup>th</sup> – 8 <sup>th</sup> Grades		
Most Academically Impacted Groups		
Grades	Achievement Below Mastery in English/Language Arts and Mathematics	
	Total Testers	Percentage (Approximate Number) of Students Not Achieving Mastery
4 <sup>th</sup> Grade English/Language Arts	52	79% (41 Students)
4 <sup>th</sup> Grade Mathematics		96% (50 Students)
5 <sup>th</sup> Grade English/Language Arts	62	92% (57 Students)
5 <sup>th</sup> Grade Mathematics		98% (61 Students)
6 <sup>th</sup> Grade English/Language Arts	73	92% (67 Students)
6 <sup>th</sup> Grade Mathematics		100% (73 Students)
7 <sup>th</sup> Grade English/Language Arts	86	87% (75 Students)
7 <sup>th</sup> Grade Mathematics		97% (83 Students)
8 <sup>th</sup> Grade English/Language Arts	80	74% (59 Students)
8 <sup>th</sup> Grade Mathematics		94% (75 Students)
Total 4 <sup>th</sup> -8 <sup>th</sup> Grade Testers	353	
Total Non-Mastery ELA (4 <sup>th</sup> - 8 <sup>th</sup> )		299
Total Non-Mastery Math (4 <sup>th</sup> –8 <sup>th</sup> )		342

State assessment data is a critical indicator that informs us of our students' academic, on-level abilities, and it is important to provide resources and support to both teachers and students in order to positively shift the performance outcomes of our students.

The allocation of funds was specifically assigned to respond to identified deficits that have impacted the academic achievement of 4<sup>th</sup>-8<sup>th</sup> grade students. Therefore, to address students' needs, it was determined that prioritizing allocated funds to address unfinished learning and academic gaps in 4<sup>th</sup>-8<sup>th</sup> grades would best support our commitment to accelerate learning. The implemented support is inclusive of, but not limited to Mastery Prep, instructional field experiences, tutoring, learning academies, and materials to support Tier I curriculum implementation.

The City of Baker School System's school leaders of 4<sup>th</sup>-8<sup>th</sup> grade students who failed to achieve Mastery on state assessments for the 2020-2021 school year have been allocated funding to hire five (5) part-time literacy tutors to address learning loss caused by pandemic. Extended academic programs have been created to address learning loss in students in 4<sup>th</sup>-8<sup>th</sup> grades who failed to achieve mastery on state assessments in 2020-2021.

**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?**

The City of Baker School System's average ACT Score is 14 which is below the state average (18.7) by 4.7 points. In an effort to increase student achievement in addition to ACT performance scores, the system will implement an ACT Initiative that includes, but is not limited to, virtual boot camps; online bell ringers; online diagnostic and testing; eBook access to curriculum; virtual classes; professional development; product training; and customer support provided by **MasteryPrep**. Although ACT Prep is typically assigned to high school students, the ACT Initiative will also include all students in 6<sup>th</sup> – 8<sup>th</sup> grades. The initiative will be implemented during the 2021-2022 school year for 6<sup>th</sup>-12<sup>th</sup> grade students. With a commitment to prioritize our support for 4<sup>th</sup>-8<sup>th</sup> grade students who did not obtain mastery on the state assessments, 6<sup>th</sup>-8<sup>th</sup> grade students will be included in the MasteryPrep Initiative. Prioritizing 6<sup>th</sup>-8<sup>th</sup> grade students in this initiative will be beneficial as we continue to close academic gaps and prepare students for college and career opportunities. With the target of a 4.7 composite point increase to meet the state's average, we recognized the need to include 6<sup>th</sup>-8<sup>th</sup> grade students to ensure that they are prepared to exceed the state's average within the next three to five years.

This school year, the school system anticipates the average ACT score will increase by 2 composite points. To achieve this goal, students will be supported with an ACT MasteryPrep Course timeline with specific student performance goals.

**Timeline**

October 22, 2021 – December 17, 2021

**ACT MasteryPrep Implementation Plan & Performance Goals**

Implementation Plan: October 2021 – April 2022

ACT MasteryPrep Teacher Training

Introduction to ACT MasteryPrep – **Daily Bell-Ringers**

Introduce ACT MasteryPrep Dashboard

Introduction to Tru Score & Study Hall

**Tru-Score** - Assign students pre-tests/practice tests

ACT MasteryPrep – Continue with bell ringers as well

January 5, 2022 – March 4, 2022

November 12 – December 17, 2021

January 5 – February 4, 2022

Bootcamp(s):  
February 8, 2022 – March 4, 2022

Principals will create schedules to accommodate a four-hour bootcamp session for all 6<sup>th</sup> – 12<sup>th</sup> grade students. Specifically, all 11<sup>th</sup> – 12<sup>th</sup> grade students will need this session prior to the 2022 Spring ACT assessment.

State Assessment  
(ACT) March 8<sup>th</sup> – 10<sup>th</sup>, 2022  
March 15<sup>th</sup> – 18<sup>th</sup>, 2022

**ACT State Assessment**

**Spring Performance Goal:** – During the Spring 2022 ACT state assessment, students will obtain a composite score of 16 or better.

**How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment?** (all areas outlined in [Act 294](#) should be addressed)

The City of Baker School System will build tutoring into the school day to address learning deficits of students who have not achieved Mastery on any statewide assessments during the 2020-2021 school year. **Literacy Tutors** will be **hired** to provide individualized and/or small group instruction for literacy intervention and to address learning loss using Tier I curriculum support materials. Literacy tutors will provide extended support to students three times a week at the elementary and middle schools. Literacy Tutors will progress monitor students' reading comprehension and literacy growth every 4 ½ weeks using Tier I materials. Students' growth will be assessed using the NWEA (MAPS) assessment at the beginning (August 2021), middle (December 2021), and end of the school year (May 2022) checkpoints. By the end of the 2021-2022 academic school year, 75% of the identified students will increase their reading comprehension by one grade level as indicated by their end of year NWEA (MAPS) assessment.

In an effort to expand students' background knowledge and academic vocabulary, the school system, when safe, will provide **Instructional Field Experiences**. **Transportation and entrance fees** will be provided for all students to increase participation opportunities for students most impacted by the COVID-19 pandemic.

**Additional Learning Supports:**

- Class Reduction for Teachers
- Purchased laptops
- Instructional Resources for Students with Disabilities
- Materials to Support Tier I Curriculum Implementation

- Individualized Learning Toolbox for Math Students
- Materials to Support Community Service Endorsement Activities
- JumpStart/CTE Credentials

JumpStart Pathways Resources and Materials for Pre-Educator Pathway

Key Investment: **Before and After School Programs**

ESSER II

\$ 0

ESSER III

\$ 71,101

**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?**

Due to the impact of the global pandemic resulting in district-wide options for virtual instruction, six-hundred forty-six (646) students participated in virtual learning over the course of the 2020-2021 academic school year. The district recognizes the interruption caused by the pandemic and understands the need to provide virtual students with ongoing extended support to minimize learning gaps, as evidenced in the district's overall state assessment results. To best support students who are continuing with virtual instruction, the City of Baker School System will hire **Virtual Tutors** to implement a **Virtual Tutoring Academy** that will provide targeted tutoring assistance for students who are participating in the virtual learning option due to COVID-19 and belong to the district's disproportionate impacted group of students. Targeted tutoring will provide academic support using Tier I curriculum support materials as well as social emotional well-being support for virtual students, Monday – Thursday (two-hours per day), September 2021 – May 2022. Virtual Tutors will be responsible for assisting students academically during live tutoring sessions and facilitating daily Learning/Wellness Checks to promote student achievement and school success. Tutors will also progress monitor students' grades in JCampus weekly as well as discuss and create individualized improvement academic plans with students, as needed, to ensure students' success. To promote student engagement, tutors will maintain consistent contact with students and parents each week. By the end of the 2021-2022 school year, 80% of the students identified to receive virtual tutoring support will meet or exceed their individualized academic improvement plan goals.

The City of Baker School System has identified students in grades 4th - 8th who failed to achieve mastery on any statewide assessment during the 2020-2021 school year, the assessment results indicate that 90% of our targeted 4th through 8th students will need intentional intervention to address unfinished learning and to support their achievement in current grade-level standards. To address students' achievement needs, the District will hire **coordinator/teachers** to implement a **Saturday Academic Learning Academy** for students in 3<sup>rd</sup> through 5<sup>th</sup> grades using the Accelerate curriculum in mathematics and English/language arts to provide tutoring over the course of 14-weeks.

Students will be progress monitored using pre-and post-assessments, IXL, and NWEA MAPS assessments. By the end of the 14-week program, 60% of the program participants will demonstrate growth using MAPS assessments.

Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$ 20,000	ESSER III	\$ 394,239
<p><b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds?</b> <i>(check all that apply)</i></p> <p> <input type="checkbox"/> Vendor-provided summer learning programs  <input type="checkbox"/> Partner with organizations to provide summer learning programs  <input type="checkbox"/> Partner with vendors to specifically provide tutoring during summer programming  <input checked="" type="checkbox"/> Develop LEA direct-run summer learning program, staffed by LEA educators  <input type="checkbox"/> Other: Click or tap here to enter text.  <input type="checkbox"/> Other: Click or tap here to enter text.         </p>				
<p><b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b></p>				

**Key Investment: Summer Learning Programs**

The City of Baker School System's Summer Learning Programs are designed to provide students with additional opportunities for learning and growing during the summer months. The benefits of summer learning programs, especially for children in low-income families, includes, but are not limited to: Acceleration, maintenance, or extension of academic skills; allows students to explore activities and interests that develop the whole child; helps prevent summer learning loss; provides a safe, positive environment; enhances overall student well-being; builds student-teacher relationships; decreases discipline referrals; decreases likelihood of students repeating a grade; increases attendance; and stronger academic performance (standardized test scores and GPA). The City of Baker School will utilize MAP Growth to determine students' progress at three phases of the summer: beginning, middle and end of the summer learning programs.

To address students in 4<sup>th</sup>-8<sup>th</sup> grades who failed to achieve Mastery on the LEAP 2025 state assessments during either the 2020-2021 or 2021-2022 school year, the City of Baker School System will **hire coordinators/teachers** to offer **Accelerate Summer Learning Programs**. The program will be implemented during June-July 2021 and June-July 2022 for up to five weeks, Monday – Thursday, 8:30 AM – 3:30 PM at Baker Heights Elementary (Elementary Site), Baker Middle School (Middle School Site). The program will utilize the Accelerate curriculum in mathematics and English/language arts to provide tutoring over the summer session. The targeted student audience will be students who require additional learning time to meet grade level expectations. By the Spring 2022 LEAP assessment, 60% of the program participants will increase their score by one achievement level.

The City of Baker School System will **hire coordinators/teachers** to offer **STEAMSATIONAL Summer Learning Programs** June-July 2021 for up to five weeks, Monday – Thursday, 8:30 AM – 3:30 PM at Park Ridge Academic Magnet School (Middle School and Elementary Site) and Baker High School. The targeted student audience will be students who meet grade level expectations. STEAMSATIONAL will provide academics that include ELA and math tutoring along with other opportunities for students to engage with all core content areas. STEAMSATIONAL will also focus on engaging and interactive enrichment activities focused on science, technology, engineering, arts, and mathematics. STEAMSATIONAL will also provide enrichment field experiences to extend students' background knowledge and vocabulary; improve peer interactions and social emotional wellness.

The City of Baker School System **will hire coordinator/teachers** to offer **Summer High School Credit Recovery** for high school students; students may earn no more than two Carnegie units annually and a maximum of seven credit recovery units that may be applied towards diploma graduation requirements. Students earning Carnegie credits recovery course must have previously taken and failed in the field. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.

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?**

Click or tap here to enter text.

Key Investment: **Individual Student Plans for Success**

ESSER II

\$ 121,000

ESSER III

\$ 0

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

- ☐ Individual Graduation Plan (IGP)  
☐ IGP Planning Partner  
☒ Other: JumpStart/CTE  
☐ Other: Click or tap here to enter text.

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

The City of Baker School System's instructional programs created to support JumpStart and Career and Technical Education are implemented at the district's middle and high schools. The middle school offers Jobs for America's Graduates (JAG) and Quest for Success as courses for 6th -8th grade students. Through these programs, students are exposed to workforce opportunities that are aligned and tailored to their career interests and prepares them for course options at the high school level.

When students advance to high school and are identified as Jump Start pathway students, they are provided opportunities to acquire certification credentials that align to their career interests. Students will develop individual graduation plans (IGPs) and will be progress monitored by the CTE Coordinator and School Counselor. By the end of the 2021-2022 school year, 75% of the participants within the program will be on track for meeting the goals of the IGP and/or have passed the required examination to obtain certification credentials.

JumpStart/CTE Credentials: Purchase certification examinations; tuition; certification licenses

JumpStart Pathways: Purchase materials for Pre-Educator Pathway

CTE: Purchase Community Service Portfolios; textbooks, CTE-related uniform

**RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 2,040,037**

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: <b>School Improvement Best Practices</b>	ESSER II	\$ 1,270,970	ESSER III	\$ 60,000
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Instructional Leadership Teams (ILT) <input type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input checked="" type="checkbox"/> Other: Bailey Education Group <input checked="" type="checkbox"/> Other: National Institute for School Leaders				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?</b>				
<p>The City of Baker School System will partner with <b>Bailey Education Group</b> to offer our 4<sup>th</sup> -8<sup>th</sup> grade teachers customized professional development and side-by-side teacher- coaching performed by certified instructional coaches with a deep understanding of state standards for Reading, Math, Science, and Social Studies using Tier I curriculum materials. Bailey Education Group will offer comprehensive school enhancement services through a unique blend of on-site, online, and print resources. Bailey will also offer professional development and training in school/district leadership, special needs services, early childhood, technology, multi-tiered systems of support, and many other areas.</p> <p>The district will progress monitor the partnership of the Bailey Education Group with 4<sup>th</sup> -8<sup>th</sup> grade teachers by utilizing teacher observations and teacher and student surveys. The teachers will progress monitor students using exit tickets, formative assessments, and project-based activities using the Tier I curriculum. By the end of each unit, 75% of students will score 75% or better on the formative assessment.</p> <p>The City of Baker School System will partner with the <b>National Institute for School Leaders (NISL)</b> to offer an executive development program (EDP) for school and district level leaders at all stages in their career. The year-long fellowship strives to help school leaders become visionary drivers of change, instructional leaders, strategic thinkers, and creators of just, fair, and caring school cultures. School and district culture can be transformed by providing an Executive Development Program to entire school leadership teams including district staff, aspiring leaders, assistant principals, and principals. The National Institute for School Leadership (NISL) is designed to be delivered to cohorts of leaders across a district, consortia of school systems, or across the state. District and/or state leaders partner with the National Institute for School Leadership (NISL) on the model of delivery that best meets needs.</p>				
Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$ 15,000	ESSER III	\$ 16,000
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <input checked="" type="checkbox"/> Other: Children's Literacy Initiative <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
<p>The City of Baker School System will partner with <b>Children's Literacy Initiative (CLI)</b> to provide our teachers with a comprehensive, expanding, and research-based resource to read about, watch, and discuss the best practices for comprehensive early literacy instruction. CLI will coach teachers in-person, virtually and through blended learning,</p>				

stock classrooms, and provide workshops & seminars on research-based early literacy best practices to improve instruction so children become powerful readers, writers, and thinkers.

The district will progress monitor the partnership of the Children's Literacy Initiative with Pre-K-8<sup>th</sup> grade teachers by utilizing teacher observations and teacher and student surveys. All teachers will progress monitor students using exit tickets, formative assessments, and project-based activities using Tier I curriculum with a focus on literacy. By the end of each unit, 75% of students will score 75% or better on the formative literacy assessment.

Students in grades 4 to 8 who failed to achieve mastery on LEAP tests during the 2020-2021 or 2021-2022 school year will be assigned Literacy tutors. Literacy Tutors will be hired to provide individualized and/or small group instruction for literacy intervention and to address learning loss using Tier I curriculum support materials. Literacy tutors will provide extended support to students three times a week at the elementary and middle schools. Literacy Tutors will progress monitor students' reading comprehension and literacy growth every 4 ½ weeks using Tier I materials. Students' growth will be assessed using the NWEA (MAPS) assessment at the beginning (August 2021), middle (December 2021), and end of the school year (May 2022) checkpoints. By the end of the 2021-2022 academic school year, 75% of the identified students will increase their reading comprehension by one grade level as indicated by their end of year NWEA (MAPS) assessment.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2021-2022 Total Funding Commitment</b>	<b>\$ 1,361,970</b>
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## EARLY CHILDHOOD EDUCATION

<b>Early Childhood Program Expansion</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 20,285</b>
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☐ Ready Start Networks
- ☐ Fund Pre-K seats
- ☒ Other: Instructional Literacy Materials
- ☒ Other: Children's Literacy Initiative

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

The City of Baker School System will partner with **Children's Literacy Initiative** to provide our Pre-K teachers with a comprehensive, expanding, and research-based resource to read about, watch, and discuss the best practices for comprehensive early literacy instruction. CLI will coach teachers in-person, virtually and through blended learning, stock classrooms, and provide workshops & seminars on research-based early literacy best practices to improve instruction so children become powerful readers, writers, and thinkers.

The district will progress monitor the partnership of the Children's Literacy Initiative with Pre-K teachers by utilizing teacher observations and teacher surveys. The teachers will progress monitor Pre-K students using Teaching Strategies Gold (TS-Gold) at the beginning, middle, and end of year checkpoints. By the end of the 2021-2022 school year, 75% of Pre-K students will meet TS-Gold academic and developmental expectations.

<b>Early Childhood Program Enhancement</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> CLASS Certification <input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
Click or tap here to enter text.				
<b>EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment</b>			<b>\$ 20,285</b>	

<b>SCHOOL SAFETY &amp; OPERATIONS</b>												
<b>Safe School Reopening</b>	<b>ESSER II</b>	<b>\$ 934,389</b>	<b>ESSER III</b>	<b>\$ 3,716,045</b>								
<b>Provide the URL to the following LEA documents:</b> <table border="0"> <tr> <td><b>School Reopening Plan for In-Person Learning</b></td> <td><a href="https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan">https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan</a></td> </tr> <tr> <td><b>COVID-19 Vaccination policies for staff and students</b></td> <td><a href="https://drive.google.com/file/d/1UzbTiR6Ai6kAxi5HjjPfLfb0t-UA5c/view?usp=sharing">https://drive.google.com/file/d/1UzbTiR6Ai6kAxi5HjjPfLfb0t-UA5c/view?usp=sharing</a></td> </tr> <tr> <td><b>Mask wearing policies for staff and students</b></td> <td><a href="https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan">https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan</a></td> </tr> <tr> <td><b>Physical distancing, cohorts, or learning pods</b></td> <td><a href="https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan">https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan</a></td> </tr> </table> <p><i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i></p>					<b>School Reopening Plan for In-Person Learning</b>	<a href="https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan">https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan</a>	<b>COVID-19 Vaccination policies for staff and students</b>	<a href="https://drive.google.com/file/d/1UzbTiR6Ai6kAxi5HjjPfLfb0t-UA5c/view?usp=sharing">https://drive.google.com/file/d/1UzbTiR6Ai6kAxi5HjjPfLfb0t-UA5c/view?usp=sharing</a>	<b>Mask wearing policies for staff and students</b>	<a href="https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan">https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan</a>	<b>Physical distancing, cohorts, or learning pods</b>	<a href="https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan">https://www.bakersschools.org/apps/pages/CBSS_2021-2022_Read_y_to_ACHIEVE_Reopening_Plan</a>
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<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input checked="" type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> Support universal and correct wearing of masks <input checked="" type="checkbox"/> Physical distancing (e.g., including use of cohorts/learning pods) <input checked="" type="checkbox"/> Handwashing and respiratory etiquette <input checked="" type="checkbox"/> Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems <input checked="" type="checkbox"/> Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments <input type="checkbox"/> Diagnostic and screening testing <input checked="" type="checkbox"/> Other: Remodeling restrooms <input checked="" type="checkbox"/> Other: Flooring, roof, and window replacement												
<b>Continuity of Teaching &amp; Learning</b>	<b>ESSER II</b>	<b>\$ 150,900</b>	<b>ESSER III</b>	<b>\$ 380,000</b>								

**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**

**\$5,181,334**

**DATA INFRASTRUCTURE** ✓

**Data Infrastructure**

**ESSER II**

**\$ 0**

**ESSER III**

**\$ 0**

**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.**

Click or tap here to enter text.

**DATA INFRASTRUCTURE**

**2021-2022 Total Funding Commitment**

**\$ 0**