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

LEA Name Bogalusa City Schools	**LEA Code 066**
Planning Contact (name) Lisa Tanner	
Planning Contact (title) Superintendent	
Planning Contact (email) ltanner@bogschools.org	
Planning Contact (phone) 985281-2110	
Fiscal Contact (name) Deloris Walker	
Fiscal Contact (title) Finance Director	
Fiscal Contact (email) deloriswalker@bogschools.org	
Fiscal Contact (phone) 985-281-2126	
School System Leader Name Lisa Tanner	
School System Leader Signature *Lisa Tanner*	**Date 9/30/2021**

NEEDS ASSESSMENTS ✓ ✓ ✓

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

☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
☒ Student outcome data, such as assessments
☐ State administrative data, such as unemployment claims
☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
☒ Conversations with community (stakeholder input)
☒ Student enrollment and attendance data
☒ Student chronic absenteeism data
☒ Student instructional mode (virtual, hybrid, in-person)
☒ Student course enrollment data
☒ Other: District Developed Surveys – The district received 152 responses from community stakeholders
☐ 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

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓				
Key Investment: **Attendance**	**ESSER II**	**$**Click or tap here to enter text.	**ESSER III**	**$ 15000**

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

Click or tap here to enter text.The Bogalusa City School System use J Campus to identify the students with excessive absences or excessive tardies. JCampus is monitored daily by our Graduation/Attendance Coach. The Coach designs reports for the administrative staff to stay abreast of the student's daily attendance. The Coach creates newsletters for parents and charts student's daily attendance. The following findings were extremely significant:

- All BCS students were hybrid or virtual for the 2020-2021 school year. Of these students 43% did not finish the necessary course work to be promoted to the next grade level without summer remediation and intensive assistance from teachers.
- The district is comprised of 94% Economically Disadvantaged, 78% African American, 17% Caucasian and 5% Hispanic and other. All students showed an increased in absences from 2019 to 2021.
- Current data reflects that the truancy rate for 2021-2022 is currently at 76% in October, which already exceeds the truancy rate for the entire 2019-2020 school year which was 52%

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: Hiring of Graduation/Attendance Coach
☒ Other: Create a School Based Task Force

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

In Bogalusa City School System, the classroom teacher will make parent contact daily when a student is not in attendance in school. The school will send weekly newsletters that addresses the importance of daily attendance. The school will offer a monthly drawing for students who has not missed any days of school for the month. The school will also do a monthly breakfast with the principal for students with perfect attendance and a certificate will be awarded to the students. The other following initiatives are also being implemented:

- Hiring Graduation/Attendance Coach
- Implement drop out and early warning system (DEWS) with TDS
- Work with Middle school and High School JAG specialist
- Family and Engagement Community Partnerships
- Work with FINS Family in Need of Support

Our goal is to reduce the truancy rate by 15%

Key Investment: **Well-Being**	**ESSER II**	**$**Click or tap here to enter text.	**ESSER III**	**$ 223000**

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

Bogalusa City Schools implemented Mosaic by ACT Comprehensive Learning Solution. Mosaic is a BASC-3 Behavioral

and Emotional Curriculum that included a detail screener for Pre- K to 12th grade students. Over (1800) students were screened within the first semester of 2021-2022 school year. This system was implemented to identify students who may need mental and behavioral support. Bogalusa City Schools also administer a system designed needs assessment to all educators and families to identify strengths/weaknesses, social and emotional stability.
Bogalusa City Schools SEL Coach will disaggregate this data by student grade levels, student groups such as race, socio-economic status, learning abilities, mental health status to each school administrator and leadership team to help identify students mental and behavioral needs.

Bogalusa City Schools created a SEL Community over the summer that included teachers, parents, support staff, social workers, mental and behavioral agencies, bus drivers, ministers, local government agencies, and administrators to prepare for students returning to school mentally and physically. Each school created a plan to identify potential students who may exhibit mental health challenges. The plan identified the potential students and behaviors these students may exhibit. The plan also included local resources that assist families with a smooth transition back to school and everyday life needs. Bogalusa City School's screener and needs assessment will help administrator distinguish the needs of their families to ensure we are providing efficient resources to those families.
School psychologist, social workers, guidance counselors, behavioral interventionists, hospital and local behavioral health services will be available 24 to serve the students and their families.

(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
☐ Other: Click or tap here to enter text.

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

Bogalusa City Schools purchased and implemented Mosaic Comprehensive Learning Solution Curriculum with all students in the Bogalusa School District. A SEL coach was hired to implement the program to administrators as well as teachers. The SEL coach oversees the data and deliver it to the administrators and staff. If a student is identified with needing additional resources, the administrators/counselors make a referral to an outside mental/ behavioral health agency. To date we have hired a social worker for each school, a SEL coordinator of the district, a school nurse for each school, guidance counselors, and attendance/graduation coaches.

(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)
X Other: Second Steps SEL for Educators
☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING **2021-2022 Total Funding Commitment**	**$ 238,000**

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8.21.21

Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓					
Key Investment: **Targeted Learning Support**		**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$ 3,422,775**

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

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

During the 20-21 school year 50% of BCS students were Hybrid and 50% were 100% virtual. Washington Parish remained above the 5% COVID infection rate for almost the entire school year.

To identify student needs, various forms of assessment data is used in the Bogalusa City Schools. The 2021 LEAP 2025 assessment data provides us with needed information on strengths and weaknesses in student growth. We use D2i, Data to Information system, to review LEAP 308 trend data in Reading, Writing, and Major Content Subcategories in Mathematics. At the beginning of the school year, the Instructional Leadership Teams analyzed LEAP 2025 data to determine the needs of the students and plan/schedule interventions and student supports. The LEAP data indicated that 13.6% of students in the 4th - 8th grade scored Mastery or Above in ELA and only 2.8% scored Mastery or Above in Mathematics. The expected outcomes for the 2021-2022 is that by the end of the school year, students in grades 4 through 8 scoring Mastery or Above in ELA and Mathematics will increase by 20%. The following is a timeline of the activities planned for reaching the expected outcomes for the 2021-2022 school year:
- July 2021- employ paraprofessionals to serve as interventionists in 4th – 8th grade classrooms (LAE)
- July 2021- employ Literacy coaches at 4th – 8th grade schools (LAE)
- August 2021-May 2022- State School Improvement Support Specialist- Monthly support in planning and implementing evidence-based activities, ILTs, PLCs, and effective instruction. (A. Ancar)
- August 2021-May 2022- NIET -Senior Specialist Support- Implementing Best Practices (R. Verest)
- August 2021-May 2022- Center for Literacy and Learning, Regional Literacy Specialist Support- On-going support and PD for Literacy Coaches (Kelly Morris)
- August 2021-May 2022- Weekly Instructional Leadership Meetings (Principals)
- August 2021- May 2022- Weekly Professional Learning Communities (Coaches)
- August 2021- ILT LEAP Data Analysis – Student Support and/or Intervention Planning (Principal,

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[2] ARP ESSER Fact Sheet

Assistant Principal, Coaches)

- August 2021- Curriculum Professional Development for staff and interventionist (Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Coaches)
- August 2021- Professional Development – Intervention Best Practices for teachers and interventionist (Principals)
- September 2021-May 2021- Weekly Interventions for students who did not achieve mastery (weekly monitoring assessments for intervention groups)
- September 2021 – LEAP 360, Pre- Assessments, Acadience Reading Assessments (Coaches and Teachers)
- September 2021- Group Students According to Assessment Data (Teachers)
- October 2021- Benchmark Testing- Acadience Progress Monitoring (Teachers)
- October 2021- Group Students According to identified needs (Benchmark Testing) (Teachers and Coaches)
- January 2022- Benchmark Testing – Mid-Year Testing- Acadience Progress Monitoring (Teachers)
- January 2022 – Group Students according to identified needs (Benchmark Testing) (Coaches and Teachers)
- January 2022-March 2022 - After-school Tutoring- Accelerated Learning (Principals and Teachers)
- April 2022- State Testing – End of Year Assessments – Acadience Reading Testing (Teachers and Coaches
- May 2022- Planning for Summer Camp -Activities and Instruction (Principals and Coaches)
- Purchase of digital materials and screeners N2Y, Kurzweil, FastForward, MClass (Supervisors)

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?

Bogalusa City Schools uses assessment data to identify strengths and weaknesses in student growth. Data to Information (D2I) is a system used for the 2021-2022 school year that provides a more detailed report of data in a three year span. This system also supports district and school level planning by indicating areas of need based on sub categories of the state wide assessment data. BCS also uses Acadiance Reading assessments to identify reading levels of students in grade K-3. All students that score below level will be placed in our 3 tiered intervention program. Students in grades K-2 use Amplify Reading materials for interventional lessons and Zearn for Math Interventions. Students needing support in Grades 3-6 participate in Corrective Reading lessons and are provided Math interventions through Zearn lessons. The implementation of Mastery Connect in our schools provides our system the ability to monitor the intervention programs. Student growth will be measured by CASE Benchmark testing through Mastery Connect. The data analysis , planning, and implementation of the intervention program is supported by district, school, and state leaders. The schools are also provided additional supports through NIET, Mastery Connect, D21,

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8.21.21

Corrective Reading and ZEARN. The LEAP data indicated that 13.6% of students in the 4th - 8th grade scored Mastery or Above in ELA and only 2.8% scored Mastery or Above in Mathematics. The expected outcomes for the 2021-2022 is that by the end of the school year, students in grades 4 through 8 scoring Mastery or Above in ELA and Mathematics will increase by 20%. In order to prioritize inventions for students that did not score Mastery and Above in 4th through 8th grade (which would constitute 97.2% of all 4th-8th graders in Math). The expected outcomes for the 2021-2022 is that by the end of the school year, students in grades 4 through 8 scoring Mastery or Above in ELA and Mathematics will increase by 20%. The following is a timeline of the activities planned for reaching the expected outcomes for the 2021-2022 school year:

- July 2021- employ paraprofessionals to serve as interventionists in 4th-8th grade classrooms (LAE)
- July 2021- employ Literacy coaches (LAE)
- August 2021-May 2022- State School Improvement Support Specialist- Monthly support in planning and implementing evidence-based activities, ILTs, PLCs, and effective instruction. (A. Ancar)
- August 2021-May 2022- NIET -Senior Specialist Support- Implementing Best Practices (R. Verest)
- August 2021-May 2022- Center for Literacy and Learning, Regional Literacy Specialist Support- On-going support and PD for Literacy Coaches (Kelly Morris)
- August 2021-May 2022- Weekly Instructional Leadership Meetings (Principals)
- August 2021- May 2022- Weekly Professional Learning Communities (Coaches)
- August 2021- ILT LEAP Data Analysis – Student Support and/or Intervention Planning (Principal, Assistant Principal, Coaches)
- August 2021- Curriculum Professional Development for staff and interventionist (Elem. Supervisor, Secondary Coordinator, Principals, Assistant Principals, and Coaches)
- August 2021- Professional Development – Intervention Best Practices for teachers and interventionist (Principals)
- September 2021-May 2021- Weekly Interventions for students that did not score mastery (weekly monitoring assessments for intervention groups)
- September 2021 – LEAP 360, Pre- Assessments, Acadience Reading Assessments (Coaches and Teachers)
- September 2021- Group Students According to Assessment Data (Teachers)
- October 2021- Benchmark Testing- Acadience Progress Monitoring (Teachers)
- October 2021- Group Students According to identified needs (Benchmark Testing) (Teachers and Coaches)
- January 2022- Benchmark Testing – Mid-Year Testing- Acadience Progress Monitoring (Teachers)
- January 2022 – Group Students according to identified needs (Benchmark Testing) (Coaches and Teachers)
- January 2022-March 2022 - After-school Tutoring- Accelerated Learning (Principals and Teachers)
- April 2022- State Testing – End of Year Assessments – Acadience Reading Testing (Teachers and Coaches
- May 2022- Planning for Summer Camp -Activities and Instruction (Principals and Coaches)

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)*

Ninety three percent of BCS students are not scoring Mastery and above. Therefore expanded support is being offered to all students. However, priority to all services is being provided to the students in 4th-8th grade that did not score mastery. Interventions, Coaches, Extra Data Analysis, Learning Communities are provided to these grade

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8.21.21

levels. The district goal is to improve the Mastery and above level by 20% in ELA and Math.

Key Investment: **Before and After School Programs**	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$ 20000**

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?

Bogalusa City Schools will provide after-school tutoring beginning in January 2022. The Accelerate Learning Model will be followed to provide tutoring and extra time that is needed to address unfinished learning. The activities used in the After-School program will be within the Tier 1 Curriculum used in daily core instruction. The Principals, Assistant Principals, Coaches, and Teachers will be responsible for the planning and implantation of the afterschool programs. After-School tutoring supports will be provided from January 2022 to March of 2022. Benchmark assessments given in January 2022 will provide data on student needs and assist in setting the expected outcomes of the program. Students will take another Benchmark assessment in March 2022. The analysis of the data collected on attending students will provide information on student growth. The expected outcome of the After-School Program is: The percentage of students scoring proficient will increase by 20% from January benchmark testing to March benchmark testing.

Fourth – Eighth grade students that have not scored mastery and above will be given priority to all after school slots being offered for students. Any student that falls in this category will be provided the opportunity to attend.

Key Investment: **Summer Learning Programs**	**ESSER II**	**$** Click or tap here to enter text.	**ESSER III**	**$ 1,225,000**

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

☐ Vendor-provided summer learning programs
☐ Partner with organizations to provide summer learning programs
☐ Partner with vendors to specifically provide tutoring during summer programming
☒ Develop LEA direct-run summer learning program, staffed by LEA educators
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

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

The Instructional Coaches in the Bogalusa City School System will attend Accelerated Learning. This training includes support for the planning implementation of a Summer Learning Program. In June of 2021 over 35% of BCS students attended the Accelerate Learning summer camp, and BCS is actively promoting a bigger program for summer 2022 to support learning recovery.
Bogalusa City Schools will plan and implement a "Summer Camp" program during June 2022. This will be a 3 week

summer camp that is filled with fun "Camp Like" activities and learning that is aligned to the Accelerate Model. Principals and Teachers will be responsible for the planning and implementation of the summer program. Student supports will be provided through tutoring, or extra learning time that accelerates the learner to a fast track for learning on grade level content. The expected outcomes for the Summer Camp program is: To increase the number of students on grade level at the beginning of the 2022 school year indicated by Pre-Assessment data from 2021 to 2022.

Fourth – Eighth grade students that have not scored mastery and above will be given priority to all summer slots being offered for students. Any student that falls in this category will be provided the opportunity to attend.

Key Investment: **Extended Instructional Time**	**ESSER II**	$ Click or tap here to enter text.	**ESSER III**	$ Click or tap here to enter text.

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**	$ Click or tap here to enter text.	**ESSER III**	15000

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

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

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

BCS will partner with Career Compass for IGP planning for 7th-12th grade Students. Seventh and Eighth grade students have only 15.8 scoring Mastery and Above in ELA, and 1.4% scoring Mastery or Above in Math demonstrating a lack of preparation for High School Classes. There was also a significant decrease in DCAI, this was predominantly due to virtual students that did not complete Carnegie Credits in the 9th grade during the 20-21 school year. The district developed surveys show parents would like to learn about CTE offerings and still lack adequate knowledge of all pathway options. Instructional leadership teams have assigned committees at all schools are assigned to create IGP for all students, since 93% have not scored Mastery and Above on Assessments. Bogalusa High school is a 7th-12th school and is partnering with Career Compass and TDS to work on IGP planning, online IGPS, and High School Success. Career Compass meets with students weekly. All students will update their IGPs annually, however with a targeted review for students that did not achieve Mastery, the ILT team anticipates an outcome of

improving DCAI by 15%

  The district is partnering with EdGear, TDS, and Career Compass to obtain IGP data on individual students. This data will be used to measure students' career interests and align them with course offerings at BHS. The student IGP becomes a document for the student to set short and long term goals, demonstrate their goal attainment status and document for review by school counselors and parents. The plan will reflect tasks, goals and action items related to a student's academic coursework and college/career plans.

Funding has been allocated through 2024 for Pre-ACT assessments to be administered to all freshmen. The Pre-ACT assessment will allow BHS to continue to track our 8th grade students who failed to achieve mastery on statewide assessments during the 2020-21 and 2021-2022 school years. This data will be used to identify those students who are still struggling and the LEA will offer them the opportunity to attend an ACT Boot Camp in conjunction with Mastery Prep.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	**$ 1,226,500**

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓				
Key Investment: **School Improvement Best Practices**	**ESSER II**	$ Click or tap here to enter text.	**ESSER III**	$ Click or tap here to enter text.

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: 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 the disproportionate impact of COVID-19 on subgroups of students?

Click or tap here to enter text.

Key Investment: **Literacy Professional Development**	**ESSER II**	$ Click or tap here to enter text.	**ESSER III**	$ Click or tap here to enter text.

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?

Click or tap here to enter text.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	$ Click or tap here to enter

	text.

EARLY CHILDHOOD EDUCATION ✔️

Early Childhood Program Expansion	ESSER II	$ Click or tap here to enter text.	ESSER III	$ Click or tap here to enter text.

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?

Not Applicable

Early Childhood Program Enhancement	ESSER II	$ Click or tap here to enter text.	ESSER III	$ 18567

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
X Other: High Quality Instructional Materials
☐ Other: Click or tap here to enter text.

All preschool teachers in the network will be certified in Class by the end of the 2021-2022 school year. This certification will help teachers prepare Pre-K students for Kindergarten. Additionally, all Pre-K teachers will participate in High Quality PD through Teachstone.

- **Teachstone PD**
- **TS Gold Checkpoints on phonemic awareness, letter recognition, letter sound correspondence, print concepts, emergent, reading skills and retelling will occur October, February and May for the years 2021-2024.**
- **LEA goal is for at least 80% of pre-Kindergarten students to meet or exceed literacy, language and cognition objectives from the Teaching Strategies Gold assessment by the final benchmark assessment in May of each year 2022-2024.**
- **LEA goal is for 80% of the Pre-K students will score mastery or higher for the four-year old widely held expectations on 14 of 18 objectives/indicators in Literacy, Language and cognitive development as addressed by TS Gold.**
- **Purchase of Creative Curriculum Cloud Online**

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities

address those disproportionate impacts?	
EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	**$ 18567**

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	**ESSER II**	**$ 5508194**	**ESSER III**	**$** Click or tap here to enter text.

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	Achieve reopeningplan.pdf (bogschools.org)
COVID-19 Vaccination policies for staff and students	Achieve reopeningplan.pdf (bogschools.org)
Mask wearing policies for staff and students	Achieve reopeningplan.pdf (bogschools.org)
Physical distancing, cohorts, or learning pods	Achieve reopeningplan.pdf (bogschools.org)

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**	**$** Click or tap here to enter text.	**ESSER III**	**$ 170000**

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**	**$ 5,678,194**

DATA INFRASTRUCTURE ✓

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

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

☐ Early warning system to track student progression
☐ Data security/cybersecurity
☐ Data storage
☐ Staff upskilling in data literacy/science/analysis
☐ Statistical programs or analytics software
☐ Enterprise data warehouse
☐ Data dashboards or other activities to improve public transparency
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

N/A

DATA INFRASTRUCTURE **2021-2022 Total Funding Commitment**	**$** Click or tap here to enter text.