

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 Iberia Parish	LEA Code 023
Planning Contact (name) Gleacia Durand	
Planning Contact (title) Director of Federally Funded Programs	
Planning Contact (email) gmdurand@iberiaschools.org	
Planning Contact (phone) 337-365-2343	
Fiscal Contact (name) Katie Bouillion	
Fiscal Contact (title) Director of Business and Operations	
Fiscal Contact (email) kabouillion@iberiaschools.org	
Fiscal Contact (phone) 337-365-2341	
School System Leader Name Carey Laviolette	
School System Leader Signature	Date 9/30/21

NEEDS ASSESSMENTS   

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, 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).

¹ [ARP ESSER Fact Sheet](#)

Commitment: **ATTENDANCE & WELL-BEING**  

Key Investment: Attendance	ESSER II	\$755700	ESSER III	\$ 5390140
-----------------------------------	----------	----------	-----------	------------

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

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- State assessment data analysis
- Subgroup performance data analysis
- Teacher coaching
- Dropout risk analysis
- Software purchases to support student engagement
- Hiring and training of lead teachers
- Professional development
- RISE / Accelerate classes
- Embedded interventions

District staff disaggregated data from the spring 2021 test results for each school site. That data was broken into pivot tables that allowed schools to concentrate on subgroups. Schools with UIR or UIN labels were guided to focus on those subgroups in particular, and devise plans to prioritize learning recovery for the most disproportionately impacted groups. Additionally, each high school campus has been coached on how to identify students most at risk of dropping out of school, and they are devising plans for those students. The district has purchased the OnCourse Assessment platform and data warehouse and will soon be trained on the functions within that platform that can be used to identify the most at-risk students in need of re-engagement. Finally, each school hired a Lead Teacher / Instructional Coach to ensure fidelity to Tier 1 curricula, and this person is leading cluster meetings to discuss and develop curriculum implementation, but with thoughtful reflection and ongoing analysis of student performance. These individuals are being trained by NIET. A significant focus will be on re-engaging students who were strictly virtual students last school year (2020-2021), and have since returned to the classroom. This is approximately 3,771 students. Middle and High school students who were hybrid during the 2020-2021 school year are being re-engaged using RISE and Accelerate (time built into the school day utilizing resources that are directly aligned to the tier 1 curriculum in order to fast forward students to on-grade-level content). Schools are assigning students to RISE and Accelerate classes based on an evaluation of attendance and performance data from both the 2019-2020 and 2020-2021 school years. Students who suffer from frequent quarantines are captured in this data collection. The elementary schools are using these same identified groups to embed intervention time into daily schedules. This captures students with COVID-related absences who are suffering academically as a result from 2019-2021. The district also hired three additional virtual staff, one dedicated strictly to Students with Disabilities. These people are focusing on remote learners during the 2021-2022 school year and ensuring appropriate attendance and participation of students who were not consistently participating in remote instruction. The number of virtual students they are working with is about 97, and 23 additional SPED students. The data indicates that the following subgroups are also in need of re-engagement: SWD AI declined from 35.1-28.7 (3rd – 8th) and 40.6-18.6 (HS); EL AI declines from 38.6-33.6 (3rd – 8th) and 39.7-20.5 (HS). Although the district has only had two school-building closures throughout the pandemic, the response has been to move all of the student population to virtual instruction during the shutdown. Teachers provided office hours and afterschool tutoring during this time, and students who were noncompliant with virtual participation were offered tutoring both in person upon return, and virtually.

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

- Re-engagement supports
- Drop-out early warning systems
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- Two full-time Child Welfare and Attendance Supervisors
- Partnership with District Attorney’s Office for truancy early intervention services
- Academic technological supports for chronic quarantines

Although the initiative is not funded by the ESSER grant, the district employs 2 full-time Child Welfare and Attendance Supervisors and also partners with the District Attorney’s Office to provide early intervention for students with poor attendance and / or behavior concerns. Students who are chronically absent due to quarantines are provided academic technological supports by their teachers utilizing tools such as inSync, Equip, Gizmos, Legends of Learning, Screen Cast-o-matic, Learnzillion Licenses, Aristotle, etc. Teachers measure student progress while in quarantine using Google Classroom, Google Forms, Edulastic, OnCourse Assessments, and other Tier 1 digital assessments.

Key Investment: Well-Being	ESSER II	\$0.00	ESSER III	\$ 1726099
-----------------------------------	----------	--------	-----------	------------

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

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- Partnership with Communities in Schools
- Part-time contracts with local LPCs
- SRSS Global Screener

The district has partnered with a third-party vendor, Communities in Schools (CIS), to provide social workers or LPCs on each school campus. Since CIS has been unable to secure personnel to fulfill this contract at all schools (current staffing is 9 of 25), the district is working with local LPCs to contract part-time work to ensure all campuses have a mental health professional on site and available for crisis intervention, but also for students identified as those in need of ongoing mental health support. To date, 5 potential hires have been identified only one week into the search. The district uses the SRSS tool as a global screener to tier students in grades PreK – 12th. Although the global screener is administered in October and current year data is not yet available, past years suggest that approximately 6% of students (about 708 students) will surface as “high risk” for either mental or behavioral supports as a result of the global screener. These students need tier three mental health interventions, and schools are instructed to open an SBLC meeting on the students and follow SBLC procedures to ensure they receive the appropriate interventions. CIS social workers and the locally contracted LPCs will provide the tier 3 interventions. In a typical year, approximately 10%-12% of students (about 1416 students) are targeted for either mental or behavioral supports, based on the global screener, for tier two interventions. CIS personnel and locally hired LPCs will work with these students in groups to provide a tier two level of intervention. Students who are not progressing will be re-assessed for potential tier 3 interventions along with an SBLC referral. These processes are being monitored by a wellness team.

(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.

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- New SEL Curriculum
- Trauma-Informed Care

The district is in the process of vetting new SEL curriculum options. The goal is to purchase a curriculum that will have quarterly or bi-annual self-assessments and will group students according to their needs. The curriculum will include not only mental health components, but also character development. The goal will be for the curriculum to be implemented about 40 minutes per week for tier one student groups, and then increasing in time spent on SEL for tiers two and three students. The curriculum at the forefront of the search is about \$35,000 per year. Additionally, the district is training district counselors and third-party staff on trauma-informed care. Those trained will become trainers so that the practices are sustainable. The cost to train these people will be about \$12,000. These processes are being monitored by a wellness team.

Please note that it is not possible to respond to this question entirely until we have chosen an SEL curriculum. Upon selection of a curriculum, LEA will determine reasonable measurable outcomes and a plan to progress-monitor evidence-based activities. We will also identify who will provide support and services for the evidence-based activities and resubmit this plan at that time with this section completed.

(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	\$ 7871939
------------------------------------	---	-------------------

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

Key Investment: Targeted Learning Support	ESSER II	\$ 496801	ESSER III	\$ 2447245
--	----------	-----------	-----------	------------

How will the LEA identify the disproportionate impact of COVID-19 on student groups², 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).

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- Prioritize schools based on greatest impact of COVID-19 to student population
- Incentivizing effective teaching
- Teacher professional development
- After-school tutoring
- Summer learning opportunities for students

In general, the entire LEA community has been grossly impacted by the COVID-19 pandemic with positivity rates as high as 25% during surges, and so all schools are targeted to benefit from the use of ESSER funds. In grades 4-8, 58% of ELA testers (2491 students), 71% of math testers (3049 students), 73% of social studies testers (3135 students), and 75% of science testers (3221 students) [69% overall] did not score mastery on the state assessment. The schools who suffered the most significant loss in proficiency will receive more funds. There are five schools who suffered a greater loss in staff and in student performance, and using that data, those schools have received additional supports not afforded to the other schools such as stipend pay for student performance to incentivize effective teaching. These schools lost 5-10% of their staff in a couple of years. All of these schools had significant declines in the assessment index, and most of their assessment indices went from Cs to Fs. All of them are currently at an F.

Additionally, schools identified students in grades 4-8 who did not achieve mastery on any statewide assessments during the 2020-2021 school year (2964 students total) and are focusing on those students by providing teacher supports, after-school tutoring, summer programming, tier 1 curricula, and embedded schooltime for the use of state resources like Accelerate to recover learning loss. Although the feedback rubric we received is requesting data for the 2021-2022 school year, we are unable to provide this data until after the 2022 spring testing cycle. The plan will be updated to reflect that data when it becomes available.

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

² [ARP ESSER Fact Sheet](#)

- 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: Graduation Interventionists
- 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?

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- High-dosage virtual tutoring
- Supplemental software purchases to support tier 1 curricula
- Benchmark assessments / progress monitoring
- Graduation interventionists / IGP monitoring
- Credit recovery
- After-school tutoring
- Summer learning

High-dosage virtual tutoring is provided on-demand through the purchase of Concept Coaching with Edgenuity. Literacy Interventions and Extensions include the purchase of Eureka Equip, and Great Minds inSync to target the lower performing students, especially those not scoring mastery on the LEAP. These activities are built into the day via centers or during intervention time, along with the use of Accelerate resources. Students will be progress monitored throughout the year with Benchmark Assessments created utilizing LEAP 360 resources through the OnCourse Assessment Platform, and data will be reviewed in the OnCourse Data Warehouse guided by the Instructional Coaches. At the conclusion of each quarter, there will be a benchmark assessment to progress monitor student mastery of grade level standards. The measurable outcome will be mastery of the grade level standards. These evidence-based activities will be provided by and monitored by classroom teachers, master teachers, interventionists, and school-based administrators.

IGPs will be monitored closely by Graduation Interventionists, and students at most risk of dropping out or not graduating on time will be afforded credit recovery opportunities (not funded by ESSERF). All of these tools help to identify the gaps created by learning loss as a result of the pandemic and provide instructional resources which allow teachers to intervene with students disproportionately impacted.

Additionally, schools identified students in grades 4-8 who did not achieve mastery on any statewide assessments during the 2020-2021 school year (2964 students total) and are focusing on those students by providing teacher supports, after-school tutoring, summer programming, tier 1 curricula, and embedded schooltime for the use of state resources like Accelerate to recover learning loss. Although the feedback rubric we received is requesting data for the 2021-2022 school year, we are unable to provide this data until after the 2022 spring testing cycle. The plan will be updated to reflect that data when it becomes available.

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)

Analysis of grades 4 - 8 student LEAP data from Spring 2021 indicated that 58% of ELA testers and 71% of math testers did not score mastery or above. Due to the widespread needs, additional instructional time was embedded into all school schedules. After district staff participated in the LDOE webinar, Staffing and Scheduling Best Practices, and redelivered this training to school-level administrators, the district provided schools with two options for embedding this additional instructional time. This embedded time is in addition to any before/after school tutoring and summer learning opportunities. A Guidance Document was created by district staff identifying the purpose of Accelerate, and the resources teachers should use to address unfinished learning. Additionally, curriculum staff provided professional development for instructional leaders and teachers to share research-based best practices for addressing unfinished learning during the acceleration instructional time. All schools repurposed their traditional intervention time to focus instruction on just-in-time supports.

Elementary teachers dedicate an additional thirty minutes daily to accelerate their student's learning to bridge the gaps between foundational knowledge and on-grade-level content to address unfinished learning. In addition, teachers use Tier I curriculum and LDOE resources such as Accelerate and Foundational Reading to supplement instruction, expand learning, and provide academic support. For example, teachers administer a diagnostic assessment, and based on student results, the teacher offers targeted instruction on the prerequisite skills students need to master in order to address grade-level content.

Middle and high schools all implemented a daily intervention time, titled "Rise", into their daily schedules. During "Rise," teachers provide just-in-time supports aligned to the Tier I and LDOE-approved curricula. While planning the on-grade level lesson, teachers anticipate student deficiencies in pre-requisite skills and use LDOE Accelerate resources or supports embedded in the curriculum to prepare students for the on-grade level lesson they will encounter during the regular content period. This allows the majority of the content lesson to be spent on grade level. Additionally, middle and high schools were also encouraged to create a separate Accelerate class targeting students who demonstrated the greatest need. The goal of this separate class is also to address pre-requisite skills needed to access the on-grade level lesson and the same resources are used; however, these students need more supports and, therefore, need more time than is available in the shorter "Rise" intervention period. Because all courses were impacted, every teacher was assigned to support students and was trained on how to address pre-requisite skills using Tier I / state-approved curricula prior to engaging students in the on-grade level lesson.

Iberia Parish School District provided summer learning in 2021, and students were prioritized based upon their classroom performance in lieu of available LEAP data. The district staffed and operated four summer learning sites throughout the parish that serviced students from various schools. The district provided on-grade level instruction using Tier 1 Resources, meals, transportation, and enrichment activities to over 1000 students in grades PK - 12. during the Summer of 2021. In planning for summer learning in 2022, the district will use the same model, but also factor in the most recent available LEAP results to target students who did not score mastery in Spring 2021.

At the conclusion of each quarter, there will be a benchmark assessment to progress monitor student mastery of grade level standards. The measurable outcome will be mastery of the grade level standards. These evidence-based activities will be provided by and monitored by classroom teachers, master teachers, interventionists, and school-based administrators.

Key Investment: Before and After School Programs	ESSER II	\$ 130000	ESSER III	\$ 258424
---	----------	-----------	-----------	-----------

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?

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- Tutoring
- Transportation
- Certified teachers
- Benchmark testing / progress monitoring
- Prioritizing students in grades 3-8 who have not yet scored mastery on statewide assessments
- Accelerate materials

Schools will receive tutoring funds and funds for transportation to ensure that the students most at risk of not achieving mastery are afforded additional learning before or after school. Tutoring programs have already begun in some cases where Title I funds were braided, but all remaining ESSER funded tutoring programs will begin in October, with a focus on ELA and Math, providing about 2 hours of additional instruction per week to at-risk groups. Tutoring will continue through the spring semester. Student data on benchmark assessments will be analyzed and the tutoring program’s success will be monitored by the Supervisor of Federal Academic Affairs. Teachers hired will be certified full-time teachers already teaching Tier One curriculum, and those resources along with resources provided by LDOE will be used to recover learning loss among students.

At the conclusion of each quarter, there will be a benchmark assessment to progress monitor student mastery of grade level standards. The measurable outcome will be mastery of the grade level standards. These evidence-based activities will be provided by and monitored by classroom teachers, master teachers, interventionists, and school-based administrators.

Additionally, schools *prioritized* students in grades 4-8 who did not achieve mastery on any statewide assessments during the 2020-2021 school year (2964 students total) and are focusing on those students by providing teacher supports, after-school tutoring with transportation, summer programming, tier 1 curricula, and embedded schooltime for the use of state resources like Accelerate to recover learning loss. Using the OnCourse testing system, schools will continue to track progress toward mastery among students who have not yet achieved mastery, and schools will target individualized instruction to meet their needs in the areas of deficiency specified by the results of the OnCourse assessments. Although the feedback rubric we received is requesting data for the 2021-2022 school year, we are unable to provide this data until after the 2022 spring testing cycle. The plan will be updated to reflect that data when it becomes available.

Key Investment: Summer Learning Programs	ESSER II	\$ 0.00	ESSER III	\$ 993408
---	----------	---------	-----------	-----------

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?

Last summer, students were tiered for summer learning and will continue to be tiered based on the following:

Tier 1- Students who require summer school to meet promotional matrix

Tier 2- Student who have passed, but demonstrated weakness based on state assessment data, with a focus on grades 4-8

Tier 3- Students who will repeat the grade, and summer school will not enable them to pass

Tier 4- Students who successfully passed to the next grade without demonstrating weaknesses, but wish to participate in summer learning

Tier 5- Independent Virtual Remediation

The summer program is 4 weeks in length, provides students with two well-balanced meals and fun enrichment activities (including SEL), and lasts about 7 hours per day. Transportation, supplies, external vendors to provide enrichment, and the salary, benefits, and performance stipends of all personnel are included in this program. All students in grades 3-8 were administered pre and post ELA and Math assessment. Grades K-2 were administered DIBELS and math pre and post assessment. The results identified disproportionate impacts and guided instructional decisions. Accelerate lessons were used in conjunction with Tier I resources for core instruction.

A special focus was placed on diverse populations with an emphasis on instruction for ELs, Migrant Students, and SWDs. Additional staff were hired to meet their individual needs.

Moving forward, we will focus on the students who failed to make mastery on any statewide assessments in grades 4 - 8 by opening enrollment to all of the students in this category. Students will be progress monitored weekly on the state grade level standards and teachers will adjust instruction accordingly to ensure the desired measurable outcome of mastery of standards.

Key Investment: **Extended Instructional Time**

ESSER II

\$ 0.00

ESSER III

\$ 0.00

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?

The district is not proposing Extended Instructional time outside of summer learning and before and after school programs.

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

ESSER II

\$ 0.00

ESSER III

\$ 90908

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: Graduation Interventionist
- 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 graduation interventionist position was created to monitor and support the graduation rate at the district's school where the rate was less than 80%. Efforts and intervention are being provided to select students identified as being at a higher risk of not graduating on time due to such factors as:

1. Overage
2. In need of remedial courses
3. Not receiving enough credits to progress to the next grade level by the end of the year

An emphasis was placed on students entering the 9th and 10th grade during the 21-22 school year.

An infrastructure was developed to identify students, provide small group and individualized support, and progress monitoring with the emphasis on the student's IGP. The small group and individualized supports are provided on a set rotational schedule. Additionally, through these supports, students can also receive academic counseling. Students are educated and supported on jointly determined benchmark in order to building capacity and ownership for all stakeholders.

Additionally, schools identified students in grades 4-8 who did not achieve mastery on any statewide assessments during the 2020-2021 school year (2964 students total) and are focusing on those students by providing teacher supports, after-school tutoring, summer programming, tier 1 curricula, and embedded schooltime for the use of state resources like Accelerate to recover learning loss. Although the feedback rubric we received is requesting data for the 2021-2022 school year, we are unable to provide this data until after the 2022 spring testing cycle. The plan will be updated to reflect that data when it becomes available. At the conclusion of each quarter, there will be a benchmark assessment to progress monitor student mastery of grade level standards. The measurable outcome will be mastery of the grade level standards. These evidence-based activities will be provided by and monitored by classroom teachers, master teachers, interventionists, and school-based administrators.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	\$ 4416786
---	-------------------

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 17731	ESSER III	\$ 1988697
--	-----------------	-----------------	------------------	-------------------

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: Vendor Provided PD on Best Practices
- Other: Lead Teachers / Instructional Coaches

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?

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- District data teams
- Development of ILTs (instructional leadership teams) on each campus
- Data dives
- Professional development
- Monthly Lead Teacher collaborations
- Weekly or bi-weekly teacher collaborations on each campus
- Prioritizing students not yet achieving mastery on state assessments in grades 3-8

District data teams met with school instructional leadership teams to engage in an initial review of school-wide assessment data and early literacy DIBELS data. ILTs, with the guidance of district data teams, were able to prioritize most significantly impacted groups of students and develop recovery plans for those groups. Instructional Coaches / Lead Teachers were hired on each campus to focus on academic recovery. They are charged with leading collaborations weekly or bi-weekly with teachers to provide professional development around the student needs, based on qualitative and quantitative formative data. Teams were trained by NIET on best practices around collaboration, and principals received NIET training about how to effectively establish and utilize an instructional leadership team. District data teams will visit schools quarterly, and NIET will coach the lead teachers and instructional leadership team members quarterly at the schools. Teams will be coached on the walkthrough and feedback cycle as well as collaboration planning and delivery. District staff is hosting monthly Lead Teacher collaboration sessions to build capacity to impact instruction and student learning. All schools have set measurable goals grounded in student data and developed long range plans to address the school priorities. The goals and the long-range plans are being monitored by the ILTs and district staff.

Additionally, schools identified students in grades 4-8 who did not achieve mastery on any statewide assessments during the 2020-2021 school year (2964 students total) and are focusing on those students by providing teacher supports, after-school tutoring, summer programming, tier 1 curricula, and embedded schooltime for the use of state resources like Accelerate to recover learning loss. Although the feedback rubric we received is requesting data for the 2021-2022 school year, we are unable to provide this data until after the 2022 spring testing cycle. The plan will be updated to reflect that data when it becomes available. At the conclusion of each quarter, there will be a benchmark assessment to progress monitor student mastery of grade level standards. The measurable outcome will be mastery of the grade level standards. These evidence-based activities will be provided by and monitored by classroom teachers, master teachers, interventionists, and school-based administrators.

Key Investment: Literacy Professional Development	ESSER II	\$ 17731	ESSER III	\$ 2062915
--	----------	----------	-----------	------------

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

- Literacy Content Leaders
- Literacy Coaches
- Other: Top Ten Tools Training
- 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?

A bulleted list is provided to summarize the answer; however, more details can be found in the narrative that follows this bulleted list:

- “The Reading Teacher’s Top Ten Tools” training
- Lead teachers
- Classroom observations with feedback
- Prioritizing students in grades 3-8 who did not yet achieve mastery on state-wide assessments

All teachers of students in grades K – 6th and at least one administrator per school are participating in a two-year long professional development about literacy foundational skills. The PD is entitled “The Reading Teacher’s Top Ten Tools”. The teachers engage in independent learning via an online platform, and teachers are compensated for after-hours learning with a stipend. Throughout the module of learning (The Tool), Lead teachers / Instructional Coaches support the classroom teachers to apply the new learning in classroom instructional practices. At the end of the module, Lead teacher hold collaboration sessions to emphasize key points from each Tool. The Lead Teachers conduct walk-throughs to gauge evidence of implementation. Throughout the process, the Lead Teachers participate in ongoing coaching and professional development with the vendor to ensure mastery of the topic and enhance redelivery. The completion of lessons is being monitored by Lead teachers and district staff, and the redelivery is being monitored by district staff. Additionally, although not funded by ESSERF, a district DIBELS screening team was established to ensure consistent progress monitoring data. These results will be used to inform teacher goals and also to identify additional literacy professional development needs.

Additionally, schools identified students in grades 4-8 who did not achieve mastery on any statewide assessments during the 2020-2021 school year (2964 students total) and are focusing on those students by providing teacher supports, after-school tutoring, summer programming, tier 1 curricula, and embedded schooltime for the use of state resources like Accelerate to recover learning loss. Although the feedback rubric we received is requesting data for the 2021-2022 school year, we are unable to provide this data until after the 2022 spring testing cycle. The plan will be updated to reflect that data when it becomes available. At the conclusion of each quarter, there will be a benchmark assessment to progress monitor student mastery of grade level standards. The measurable outcome will be mastery of the grade level standards. These evidence-based activities will be provided by and monitored by classroom teachers, master teachers, interventionists, and school-based administrators.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 4087074
---	-------------------

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ 0.00	ESSER III	\$ 0.00
--	-----------------	----------------	------------------	----------------

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 district is unable to expand early childcare because the schools and centers do not have additional physical space for more students.

Early Childhood Program Enhancement	ESSER II	\$ 0.00	ESSER III	\$ 2000
--	-----------------	----------------	------------------	----------------

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: CLASS Manuals
- 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?

Nearly all early Childhood Program Enhancements are funded by Title and EC Lead. The district has enhancements in place, such as updating the curriculum to Frogstreet Press, but these activities are not funded by ESSER. The district purchased CLASS Manuals for PreK-2nd grade teachers at about \$6500 so that teachers can learn the observation tool and the actions necessary for an effective early childhood classroom. There is a potential plan to provide more PD on Frogstreet Press using ESSER. Frequency and timeline: Professional development will be once on the fall and once in the spring; CLASS observations are done once or twice a year, depending on BESE. Measurable outcomes will be the CLASS scores, striving for highly effective or effective. Progress monitoring will be percentage of teachers being observed and feedback; Supports and services will be provided by school administrators, district staff and Picard Center. CLASS Observations will include a calibration in the fall and in the spring to ensure observer reliability.

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	\$ 2000
----------------------------------	---	----------------

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$ 1585850	ESSER III	\$ 233165
------------------------------	-----------------	-------------------	------------------	------------------

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://www.iberiaschools.org/313479_2
COVID-19 Vaccination policies for staff and students	https://www.iberiaschools.org/278983_2
Mask wearing policies for staff and students	https://www.iberiaschools.org/278395_2
Physical distancing, cohorts, or learning pods	https://www.iberiaschools.org/278395_2

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	\$ 918000	ESSER III	\$ 2147194
--	-----------------	------------------	------------------	-------------------

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	\$ 4884209
---------------------------------------	---	-------------------

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ 1900000	ESSER III	\$ 305999
----------------------------	-----------------	-------------------	------------------	------------------

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: Application Data Warehouse
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

The district invested in OnCourse Systems for Education's Assessment and Data Warehousing/Multiple Measures platforms. These two systems will provide administrators, instructional coaches, teachers, and district level staff with a tool to analyze student data and track student progress. Aristotle K-12 is a classroom management and content filtering platform which also provides student analytics of their online behavior. Cisco Umbrella provides the district with DNS-layer security. Umbrella blocks requests to malware, ransomware, phishing, and botnets before they reach the network endpoints. The Cyber Recovery Solution that will be purchased has 2 components. The hardware component, Cyber Vault, and software component, Cyber Analytics, will work together to ensure that the district will have a path to recover in the event of a destructive cyber attack. The district will also purchase hardware and software for the data center to increase data storage capacity.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ 2205999
----------------------------	---	-------------------