# 2021-2022 Academic Recovery and Acceleration Plan

✓ LA Comeback ✓ Federal Reporting ✓ Act 294 Investing ESSER Funds

**8.21.21**

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

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| **LEA Name St. Bernard Parish School System** | **LEA Code 044** |
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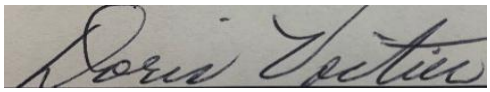
| **School System Leader Name Doris Voitier** | |
| **School System Leader Signature**  | **Date 9/30/2021 (Edited 11/2/2021)** |

## NEEDS ASSESSMENTS ✓ ✓ ✓

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

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

### Criteria Checklist

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

[1] ARP ESSER Fact Sheet

| Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓ | | | | |
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| Key Investment: **Attendance** | **ESSER II** | **$277,400.00** | **ESSER III** | **$ 0** |

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

**St. Bernard Parish district Student Information System (SIS) enrollment numbers remained fairly constant in grades K-12 for the 2019-2020 (7,467), 2020-2021 (7,422) and 2021-2022 (7,479) school years. Subgroup data analysis demonstrated that our district did not experience a decrease in enrollment. (ED enrollment increased from 78.8% to 81.3%; Black enrollment remained at 31.0%; EL enrollment remained at 6.7%; and SWD enrollment increased from 10.6% to 11.5%). However, the district Universal Preschool Program experienced a significant decrease in enrollment and will be discussed later in the plan.**

**Analysis of (SIS) attendance data for the 2019-2020 and 2020-2021 did not demonstrate a significant drop in rates across subgroups. The lowest rate in 2020-2021 was a 92.3% in our SWD subgroup. St. Bernard does not have a subgroup problem; therefore, the district is focusing on students identified as chronically absent. Upon examination, it is predominately the same students, across 2019-2020 and 2020-2021, that have been chronically absent. Approximately 450 students have been placed on a district "Watch List", monitored by a Re-engagement Team at each school. Upon the completion of each nine week period, during the 2021-2022 school year additional students can be added to the "Watch List" as needed.**

**Analysis of 2020-2021 Virtual school data, (only year virtual instruction was provided), indicated that ~150 of the virtual students did not consistently participate in remote instruction and scored consistently lower on state assessments.**

**The district had no building closures due to COVID during the 2020-2021 school year. Those students who were quarantined as close contacts were provided with a Chromebook and Hot Spot, as needed, and participated in synchronous daily instruction with their classes. The district did not experience an attendance problem with the students under quarantine.**

**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: Truancy Officer
☐ Other: Click or tap here to enter text.

Click or tap here to enter text. **How will the LEA seek to re-engage students with poor attendance?**

**The district will provide to school counselors a "Watch List" of students at the beginning of the school year targeting students with chronic absenteeism from the previous school year. Although Robocalls (JCall) are generated daily for any absence and parent notification letters are automatically generated for students missing 3, 7, 10, and 14 days, the Re-engagement Team led by the School Counselors will monitor students on the "Watch List" daily. School Status will be used by the Re-engagement Team to communicate with parents in their native language. Initially the Re-engagement Team will focus on ensuring that students are present 90% of the time with an eventual goal of 95% attendance. Once the 95% goal is reached, the Re-engagement Team will continue to monitor those students on a weekly basis. If attendance is consistently below 90% the truancy officer and FINS will become active members of the Re-engagement Team to assist our school team in its re-engagement efforts. If**

**absenteeism continues to persist we have formed a partnership with the District Attorney's Office to provide additional support to parents of students with chronic absenteeism.**

**The virtual students who were identified, ~150, that were not consistently engaged in our virtual learning program are no longer offered virtual learning unless the student provides documentation of health related conditions. The 5 students that the district has allowed to continue under these conditions are part of the "Watch List" being monitored by the Re-engagement Team. The district is purchasing the Drop Out Early Warning System to identify current students to add to the "Watch List" with the intention of providing supports as needed.**

**Every student that will be sent home due to COVID exposure during the 2021-2022 school year will be provided with a Chromebook and hot spot if needed, to access remote learning.**

| Key Investment: **Well-Being** | **ESSER II** | **$79,920.00** | **ESSER III** | **$ 110,842.00** |
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**How will the LEA identify students who need mental and behavioral supports?**

**The District will administer the BASC-3 Behavioral and Emotional screener to all students, grades K – 12, whose parents/guardians authorize permission, (approximately 2,000 students) within the first 9 weeks of school. Trained school counselors and social workers will identify students in the highest need of mental and/or behavioral services. 76 students were identified as in the highest need of mental and/or behavioral services in the district. The District will disaggregate the data by student subgroups, schools, and grade levels, to determine individual and group needs.**

***(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: nurse
☐ Other:

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

**<u>Students</u>:**
**The district has trained school counselors to triage the results of the BASC-3 student surveys to identify the students in need of services and those most at-risk. Students identified through the screening process, whose parents have given permission, will be provided in-school services or referred to outside agencies according to individual needs. The school team will meet quarterly to review the progress of students referred for in school services, based on documentation from teachers and mental health providers. Students will participate in the BASC-3 again in the spring to measure progress and determine summer supports.**

**The district will implement the Second Step Program, led by trained classroom teachers, with a virtual component, to all students in grades K – 8, to enhance and support social/emotional learning. A pre and post-test will be administered to students and completion of all modules will be required.**

**An additional nurse has been hired to join the team of support responding to the COVID needs of families.**

**Educators:**
**LSU HNO, will administer the Osofsky, COVID-19 Assessment scale for consenting staff and provide mental health and well-being supports to staff at three levels based on needs: Tier I (virtual PD), Tier II, (strength-based support groups), and Tier III (individual sessions). The Osofsky, COVID-19 Assessment scale will be administered again in the Spring to consenting staff to measure progress and determine summer or additional supports.**

**Under the same contract, LSU HNO will provide a series of PD training sessions. In August, all elementary teachers participated in Professional Development entitled "Trauma versus ADHD, ODD, or "Bad" Behavior" and "Stress and Self-Care". Additional Mental Health and Well-Being PD will be accessible to all staff via a monthly support calendar.**

***(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 | $ 468,162.00 |
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## Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

| Key Investment: **Targeted Learning Support** | ESSER II | $ 525,563.00 | ESSER III | $ 825,150.00 |
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**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: Dual enrollment & IBC credential data
☒ Other: ELPT

**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).*

**Learning loss was evident across all subgroups to the same degree, with the exception of the EL subgroup. There are approximately 470 EL students who did not score Mastery or Above on an ELA, Math, S.S., & Science state**

[2] ARP ESSER Fact Sheet

**assessments. EL resources will be allocated to schools in proportion to the number of students scoring below Mastery at each school site.**

**In grades 3 - 8 the percentage of students scoring Mastery and Advanced has declined on ELA, Math, S.S. & Science state assessments.**

**District - 2020 (36%) 2021 (34%) Difference of -2**
**Subgroup - Black - 2020 (23%) 2021 (21%) Difference of -2**
**-Hispanic/Latino - 2020 (34%) 2021 (31%) Difference of -3**
**-White - 2020 (42%) 2021 (42%) Difference of 0**
**-ED - 2020 (31%) 2021 (29%) Difference of -2**
**-SWD - 2020 (11%) 2021 (8%) Difference of -3**
**-EL - 2020 (12%) 2021 (6%) Difference of -6**

**Our students in grades 3 – 8 did not score Mastery or Above on 66% of the tests taken in 2020-2021.**
**Both human and material resources will be allocated to schools in proportion to the number of students scoring below Mastery at each school site.**

**Data analysis of K Literacy Screeners indicated an 11% drop from 61% to 50% students performing on/above grade level. 270 students scored below grade level on the 2020 K Literacy Screeners. The decrease was consistent among all subgroups.**

**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?**

**Upon examination of the needs assessment data, the district has identified a variety of evidence-based activities to address learning gaps, prioritizing 4th – 8th graders that did not achieve mastery on any state assessment, as well as EL and SWD subgroups. All elementary students will have a 30 minute intervention block built into the daily schedule. Prioritized students will also be offered access to additional in-school interventionists who will provide pre-teaching, after school academic tutoring, individual one-to-one reading intervention supports, and multiple summer programs (academic, STEM, and enrichment).**

**In analyzing the ELPT data (2019-2020 & 2020-2021) and state LEAP Assessment data (2020-2021) we have determined a need for increasing the English Proficiency of the EL subgroup, prioritizing students in grades 4 - 8. The district plans to address the disproportionate impact on the EL subgroup by purchasing Lexia EL for student use. The students will be assigned supplemental Lexia EL lessons for a period of 15 minutes a day. Each ELA teacher will monitor the student progress using the skills detail report. Additionally, the district has hired an additional EL Instructional teacher/coach to guide and support core content teachers in delivery of the Tier I curriculum using the**

**embedded EL scaffolds. The EL student progress will be reviewed weekly by the school level Leadership Teams, at PLC meetings and at grade level meetings, throughout the 2021-2022 school year. It is the goal for our EL students to meet their growth to Mastery targets on their state LEAP assessments (2021-2022) and demonstrate English proficiency growth on the ELPT. These students will also have the same opportunity to participate in the district offerings of in-school interventionists, after-school tutoring supports, and summer programs provided to all students not scoring Mastery on 2020-2021 state LEAP assessments.**

**In the 2020-21 school year the four year old program experienced a significant decrease in enrollment from 471 to 319. Those students are now our Kindergarteners who have had no prior educational experience. Additionally in 2020-21 our K class experienced an 11% decrease (from 61% to 50%) in students performing on or above grade level on the literacy screener. These students are our current first graders. Our youngest learners have had a disproportionate learning loss due to COVID. To address this the district has implemented the Accelerate Program in grades K – 3 for ELA and Math. Interventionists (retired teachers, college students, and degreed individuals) have been hired and trained to utilize high quality, on-grade level curriculum. Interventionists tutor students (groups of no more than 3), twice a week for 30 minutes. The School Leadership team, along with district Curriculum Facilitators, monitor the instructional delivery and student progress weekly. Through monitoring the instructional delivery and student progress, supports can be modified. It is the goal of this activity to address this learning loss early, thus not significantly impacting student performance on the state assessments when the students reach third grade.**

**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)*

**All Elementary and Middle Schools have an Instructional Leadership Team comprised of the principal, assistant principal, and Teacher Leaders and/or Instructional Coaches. The Instructional Leadership Team meets weekly after/before school to analyze data, monitor progress, and determine next steps. The Teacher Leaders and Instructional Coaches meet weekly with grade level or subject area teachers to analyze quantitative and qualitative data, monitor progress, and determine appropriate instructional next steps. These groups will serve as the learning committees for students who did not achieve mastery or above on the state assessments. In addition to state assessments, the district has administered STAR ELA/Math assessments to all students through grade 8 to identify students in need of expanded academic supports. Additional assessments are administered in January and May for progress monitoring. The district also administers the LEAP 360 assessments and our district benchmarks quarterly. From these results the district has identified those students scoring below mastery in the state wide assessments and students in need of expanded academic supports.**
**The LDOE Accelerate Program, which is aligned to our Tier I curricula, is offered to students in ELA and Math for students who did not score mastery or above on ELA & Math state assessments. Interventionists (retired teachers, college students, and degreed individuals) have been hired and trained to utilize high quality, on-grade level curriculum. Interventionists tutor students (groups of no more than 3), twice a week for 30 minutes. The School Leadership Team, along with district Curriculum Facilitators, monitor the instructional delivery and student progress weekly. Through monitoring the instructional delivery and student progress, supports can be modified.**
**To target the 75% (~2,700 of students) who did not score mastery or above in science, the district has purchased Tier I Amplify Science Curriculum which is comprised of hands-on, inquiry-based and literacy rich activities. All 3-8 grade science teachers have been trained by Amplify Consultants to ensure the curriculum is implemented with fidelity. Progress of these students will be progress monitored quarterly using our district-wide benchmark assessments.**
**To target the 75% (~850 Elementary students) who did not score mastery or above in social studies, the district will provide an additional 30 minutes per week of source-based analysis practice led by a certified teacher. Progress of these students will be monitored quarterly using our district-wide benchmark assessments.**

| Key Investment: **Before and After School Programs** | **ESSER II** | **$ 0** | **ESSER III** | **$ 324,363.00** |
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**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?**

**The district currently has implemented after school, virtual Real-Time Literacy Tutoring, provided by certified teachers, targeting students in grade K-3 who scored below grade level on literacy screeners. Targeted students receive 6-10 hours of individualized Real-Time tutoring per cycle. (Summer, Spring, Fall) Progress will be monitored via anecdotal notes in the Real-Time Learning log. The goal is to improve the foundational reading deficiencies in student literacy as measured by the pre & post DIBELS assessment. The goal is for 80% of the students to indicate growth from pre to post DIBELS assessment.**

**After school tutoring will be offered targeting students in grades 4th – 8th who scored below mastery on state assessments. After school tutoring will be provided by certified classroom teachers twice a week for 1.5 hours per session. Students will be offered transportation home after tutoring. The School Leadership team, along with district Curriculum Facilitators, monitor the instructional delivery and student progress weekly via exit tickets, district assessments and quarterly benchmark assessments. Through monitoring the instructional delivery and student progress, supports can be modified. The goal is for all students to meet their targeted growth to Mastery goal on the state assessments 2021-2022. Students not meeting their (2021-2022) goal will be offered tutoring supports for the 2022-2023 school year.**

| Key Investment: **Summer Learning Programs** | **ESSER II** | **$ 82,250.00** | **ESSER III** | **$ 672,499.00** |
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)*

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

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

**To address learning loss the district will offer a summer program during the month of June. While we are prioritizing students who have not achieved on-grade level academic benchmarks during the school year, we will offer the program to all students. Prioritized students will be within our most impacted subgroups, which are EL, SWD and young learners (1st – 3rd grades). Also prioritized will be students who did not achieve Mastery on state assessments in grades 4th – 8th. At the high school level our Summer Program will focus on students who did not**

**earn a passing score on the required LEAP 2025 exit exams and on students who are not on track to graduate on time.**
**The Summer Program consists of instruction in the four core areas, enrichment activities in the performing arts, and a summer STEM camp. The district will hire ~100 of our most highly effective certified classroom teachers and ~19 paraprofessionals to provide instructional support in small group settings. Students will be provided transportation, breakfast, lunch, and snacks with activities running from 8:00 a.m. - 1:00 p.m. or 3:00 p.m., depending upon selection of activities. Summer Program Staff will monitor the academic and enrichment progress of the participating students weekly and utilize pre and post assessment data to set measureable outcomes.**
**Summer Learning Program outcomes include:**
**>Elementary and Middle School - STAR grade equivalent for ELA and Math will increase by one month for each student. Additionally, in grades 1st – 5th, students are administered a pre and post Core Phonics screener. 80% of the participating students will demonstrate growth on the Core Phonics screener.**
**>High School – 60% of the participating students that previously failed the LEAP 2025 assessments will earn a passing score.**
**>Performing Arts – 90% of the participating students will indicate growth on the Performing Arts rubric.**
**>STEM – 90% of the participating students will indicate growth on the STEM standards assessment.**

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

**N/A**

| Key Investment: **Individual Student Plans for Success** | **ESSER II** | **$ 65,475.00** | **ESSER III** | **$ 97,096.00** |
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**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: CTE Staff
☒ Other: tuition, fees, & transportation

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

**All students in St. Bernard Parish receive instruction using a high quality curriculum, taught by certified teachers. Any student not scoring Basic in two or more core areas on the 4th grade LEAP assessment will have an Individual**

**Academic Improvement Plan. To the greatest degree possible, these same students are scheduled into Highly Effective/Effective Proficient teacher's classrooms. The IAIP is developed by a school committee (teacher, parent, etc.) which is led by the school the principal. The IAIP is continually supported and tracked through grade 8 until the student achieves Basic in the core subject areas that led to the development of the plan. Intervention time is built into the school day schedule for deficient areas. In addition, eligible students are encouraged to participate in the Summer Learning programs. Students are progress monitored using the state LEAP 360 interim assessments, district created benchmarks, STAR assessments, and other formative assessments.**

**The district has prioritized students that did not score Mastery on the 8th grade state LEAP assessments, moving into 9th grade. These students are scheduled into the classroom of a Highly Effective/Effective Proficient teacher. The lowest scoring students are scheduled into a class with additional staff to tutor/support students within a 90 minute CORE block of instruction. All 9th graders participate in additional preACT instruction. The 9th graders that do not pass the state assessments for 2021-2022, will be provided access to the June, Summer Learning Program. By supporting students in grades 4th – 8th, students will be prepared to enter high school, ready and on-time.**

**The CTE coordinator evaluated programs and disparities through the aggregated data released by LDOE and developed an action plan with CTE staff and administrators to address our EL Subgroup due to a disparity in post-secondary credits/credentials. Additionally, the CTE coordinator works with region 1 to develop a comprehensive local needs assessment every two years to evaluate the programs and disparities across the region and works as a team to address those concerns. According to the previous LDOE data, ELL students were at 14% in attainment of post-secondary credits. The goal was to increase these ratings by 5%. According to the 19-20 data, there was an increase in post-secondary credit attainment by ELL students from 14% to now 19%. Changes such as these are continually monitored and analyzed, and specific actions are occurring to insure these numbers positively increase.**
**The CTE teachers are collecting data based on performance results of IBC and/or exams. They are identifying areas of weakness and are working to find solutions with the ELL coordinator and with peers.**
**The ELL teachers have created a resource page for teachers including instructional strategies, information to help scaffold instruction, and provides training sessions for use during planning meetings/personalized Professional Development. Some of the solutions include remediating instruction, providing additional/combined supports to students, and/or meeting with the special education department to determine better scaffolding techniques for struggling learners.**
**Our district is focusing on providing a robust dual enrollment program through a partnership with Elaine P. Nunez Community College. Through this partnership students are transported to and from Elaine P. Nunez Community College to attend dual enrollment classes during the school day. ~342 students are enrolled in our dual enrollment program, consisting of 660 courses and 2,256 credit hours. There are 10 students on an Associate Degree path. In order to meet the needs of these students we will be adding an additional CTE staff member.**

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| **RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment** | **$ 2,592,396.00** |

| Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓ | | | | |
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| Key Investment: **School Improvement Best Practices** | **ESSER II** | **$ 21,180.00** | **ESSER III** | **$ 403,800.00** |

**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: Cadre, Teacher Leaders
☒ Other: Teacher Leader, Instructional Coach, and Mentor training

**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?**

**The district has selected the evidence-based professional development activities below in order to address the impacts of COVID related learning gaps for students in grades 4th – 8th who failed to achieve mastery on state assessments and the subgroups disproportionately impacted. Schools have Instructional Leadership Teams to focus on instructional improvements and monitor student and teacher progress. Elementary and Middle School Teams are comprised of the principal, assistant principal, and Teacher Leaders and/or Instructional Coaches. In addition to this membership, high school teams also include the CTE Coordinator, key CTE instructors, and the school test coordinator. The Instructional Leadership Team meets weekly after/before school to analyze data by subgroups, monitor progress, and determine next steps. The Teacher Leaders and Instructional Coaches meet weekly with grade level or subject area teachers to analyze quantitative and qualitative data by subgroups, monitor progress, determine appropriate instructional next steps, annotate the Tier I Curriculum, examine best practices/strategies, and plan appropriate scaffolds based on individual student need. Elementary grade level teachers have common daily planning periods during which they formally conduct twice weekly PLC and grade level meetings. Middle School teachers attend weekly PLC Meetings to analyze quantitative and qualitative data by subgroups, monitor progress, and determine appropriate instructional next steps. In addition to the weekly PLC meetings, core area Middle and High School teachers meet monthly as an after school cadre to annotate the High Quality Curriculum, examine best practices/strategies, and plan appropriate scaffolds based on individual student need.**
**All Instructional Coaches and Teacher Leaders attend a week long summer training session and monthly training sessions led by a NISL/NIET Trained Instructor to focus on PLC processes, coaching techniques, and best instructional practices. Approximately 30 mentors are also brought in for a three day training during the summer to focus on coaching and instructional feedback techniques led by a NISL/NIET Trained Instructor.**
**The school district provides on-boarding training to new teachers on the curriculum each summer using the high quality curriculum vendors (Great Minds, Eureka, Amplify).**

| Key Investment: **Literacy Professional Development** | **ESSER II** | **$ 0** | **ESSER III** | **$ 154,200** |
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)*

☐ Literacy Content Leaders
☒ Literacy Coaches
☒ Other: Science of Reading 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?**

**In the 2020-21 school year the four year old program experienced a significant decrease in enrollment from 471 to 319. Those students are now our Kindergarteners who have had no prior educational experience. Additionally in 2020-21 our K class experienced an 11% decrease (from 61% to 50%) in students performing on or above grade level on the literacy screener. These students are our current first graders. Our youngest learners have had a**

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| **disproportionate learning loss due to COVID. The decrease was consistent among all subgroups. In response to this the district will utilize the vendor Aim Pathways to provide training for the K-3 teachers in the Science of Reading. A stipend will be provided for ~120 teachers who complete the training outside of the regular school day. By addressing the reading gaps of students early, our goal is to reduce the number of students not scoring mastery or above on LEAP 2025 assessments. An additional Literacy Coach will be hired, in addition to the two literacy coaches and two ELA curriculum specialists we currently employ, to focus on professional development and literacy coaching for teachers. Teachers of students in grades 4th – 8th receive continuous training and support to address the reading needs of students scoring below Mastery on state assessments through phonics screeners, mastery guides, etc.** |

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| **PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment** | **$ 579,180.00** |

## EARLY CHILDHOOD EDUCATION ✓

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| **Early Childhood Program Expansion** | **ESSER II** | **$ 0** | **ESSER III** | **$ 891,708.00** |

**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 provides a universal preschool program to district families. The preschool enrollment for 2018 was 448, and 2019 was 474. Due to the COVID impact we experienced a drop in the Preschool Enrollment for the 2020-2021 school year, (319). The ED subgroup was the most significantly impacted, decreasing from 78% to 69%. Through re-engagement efforts the district will use ESSER funds to add 80 additional preschool seats, targeting our ED families. Funds will be directed to salaries and benefits for 4 additional teachers and 4 para-educators. The Pre-School Coordinator and Pre-School Curriculum Specialist will monitor the instructional delivery and student progress. Through monitoring the instructional delivery and student progress, supports will be modified.**

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| **Early Childhood Program Enhancement** | **ESSER II** | **$ 0** | **ESSER III** | **$ 14,667.00** |

**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: classroom materials
☐ Other: Click or tap here to enter text.

**The district has provided a universal preschool program for families to access. During the 2020-2021 school year, families of four-year olds elected to keep their children at home. Thus this specific age group was negatively**

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| **impacted. Through re-engagement efforts a greater number of students will be better prepared for entering Kindergarten Ready. The district will purchases additional preschool program materials to adhere to the Covid guidance physical distancing recommendations. Professional development for teachers and paras will be provided through a high-quality approved vendor. The Pre-School Coordinator and Pre-School Curriculum Specialist will monitor the effectiveness of professional development activities. Through monitoring the instructional delivery of high quality curriculum and student progress, supports and additional needs can be modified.** |
| **Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?** |
| **The district has provided a universal preschool program for families to access. During the 2020-2021 school year, families of four-year olds elected to keep their children at home. Thus this specific age group was negatively impacted. Through re-engagement efforts a greater number of students will be better prepared for entering Kindergarten Ready. The district will purchases additional preschool program materials to adhere to the Covid guidance physical distancing recommendations. Professional development for teachers and paras will be provided through a high-quality approved vendor. The Pre-School Coordinator and Pre-School Curriculum Specialist will monitor the effectiveness of professional development activities. Through monitoring the instructional delivery of high quality curriculum and student progress, supports and additional needs can be modified.** |

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| **EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment** | **$ 906,375.00** |

| **SCHOOL SAFETY & OPERATIONS ✓** | | | | |
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| **Safe School Reopening** | **ESSER II** | **$ 220,000.00** | **ESSER III** | **$ 0** |
| **Provide the URL to the following LEA documents:** | | | | |
| **School Reopening Plan for In-Person Learning** | https://www.sbpsb.org/cms/lib/LA01907342/Centricity/Domain/3039/2021-2022%20Return%20to%20School%20Guidance%2008.03.2021.pdf | | | |
| **COVID-19 Vaccination policies for staff and students** | https://www.sbpsb.org/cms/lib/LA01907342/Centricity/Domain/3039/2021-2022%20Return%20to%20School%20Guidance%2008.03.2021.pdf<br>https://www.sbpsb.org/cms/lib/LA01907342/Centricity/Domain/3039/SBPSB%20Employee%20and%20Student%20School_Work%20Quarantine%20and%20Isolation%20Return%20Guide-2.pdf | | | |
| **Mask wearing policies for staff and students** | https://www.sbpsb.org/cms/lib/LA01907342/Centricity/Domain/3039/2021-2022%20Return%20to%20School%20Guidance%2008.03.2021.pdf<br>https://www.sbpsb.org/cms/lib/LA01907342/Centricity/Domain/3039/SBPSB%20Employee%20and%20Student%20School_Work%20Quarantine%20and%20Isolation%20Return%20Guide-2.pdf | | | |
| **Physical distancing, cohorts, or learning pods** | https://www.sbpsb.org/cms/lib/LA01907342/Centricity/Domain/3039/2021-2022%20Return%20to%20School%20Guidance%2008.03.2021.pdf | | | |

https://www.sbpsb.org/cms/lib/LA01907342/Centricity/Domain/3039/SBPSB%20Employee%20and%20Student%20School_Work%20Quarantine%20and%20Isolation%20Return%20Guide-2.pdf

*If all information is in the main School Reopening Plan, please enter the same URL for each.*

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

☐ Provide vaccinations to educators, other staff, and students, if eligible
☒ Support universal and correct wearing of masks
☒ Physical distancing (e.g., including use of cohorts/learning pods)
☒ Handwashing and respiratory etiquette
☒ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
☐ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
☐ Diagnostic and screening testing
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

| **Continuity of Teaching & Learning** | **ESSER II** | **$ 40,800.00** | **ESSER III** | **$ 668,000.00** |
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**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: Promethean Board
☐ Other: Click or tap here to enter text.

| **SCHOOL SAFETY & OPERATIONS** | **2021-2022 Total Funding Commitment** | **$ 928,800.00** |
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## DATA INFRASTRUCTURE ✓

| **Data Infrastructure** | **ESSER II** | **$ 70,280.00** | **ESSER III** | **$ 126,450.00** |
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**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

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| ☐ Staff upskilling in data literacy/science/analysis<br>☐ Statistical programs or analytics software<br>☐ Enterprise data warehouse<br>☐ Data dashboards or other activities to improve public transparency<br>☐ Other: Click or tap here to enter text.<br>☐ Other: Click or tap here to enter text. |
| **Describe the LEAs plan for implementing evidence-based activities.** |
| **The district will implement the JCampus Response to Intervention module for tracking student progress.**<br>**The district will utilize the Sentinel One Cybersecurity protection to identify malicious behaviors in order to block and remediate advanced cyber threats for physical and virtual servers, workstations, and laptops.**<br>**The district will utilize the N-Able cloud backup and storage for physical and virtual servers, workstations, and documents.** |

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| **DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment** | **$ 196,730.00** |