

✓ 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 <u>federal</u> and <u>state</u> 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.



<b>LEA Name</b> Lycee Français de la Nouvelle-Orleans	LEA Code 347
Planning Contact (name) Danielle Dufauchard	
Planning Contact (title) Interim CEO	
Planning Contact (email) ddufauchard@lfno.org	
Planning Contact (phone) 504-620-5500	
Fiscal Contact (name) Keeanya Chenier	
Fiscal Contact (title) Chief Finance Officer	
Fiscal Contact (email) kchenier@lfno.org	
Fiscal Contact (phone) 5046205500	
School System Leader Name Danielle Dufauchard	
School System Leader Signature Danielle Dufauchard	<b>Date</b> 11/15/2021



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

χ	Student	demographic	data	such as	race or	ethnicity	FRPL	eligibility	or	English	learner	status
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X 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)

X Student enrollment and attendance data

X Student chronic absenteeism data

X 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

X The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student

X Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.

X The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate

X 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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Commitment: ATTENDANCE & WELL-BE	EING 🗸	<b>✓</b>		
Key Investment: Attendance	ESSER II	<b>\$</b> 103,000	ESSER III	<b>\$</b> 0

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

The attendance data for Lycee Francais was captured in the following ways: through attendance data analysis and PowerSchool( the local student information system) collected. This data can be viewed through various data points such as grade level, demographic data, subgroup populations, socio-economic status, students with special needs and per campus.

The overall enrollment for the last three years are as follows: 1,028 (2019-20), 1071(2020-21) and 1079 (2021-22). Based on the school model of adding a grade level each year, there has been a decrease in enrollment over the past three years. During remote instruction(2020-21 and 2021-22), the aggregated data consistently showed approximately between twelve and fifteen percent of students were chronically absent or had sporadic attendance compared to the previous year of in person model (2019-20). Currently, approximately 8.4% (90 students) of the total enrolment are not regularly attending school, which includes the following populations: ED, African American, Hispanic/Latino.

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

X Re-engagement supports

☐ Drop-out early warning systems X Other: Parent Square (\$6000)

X Other: Hire Part-Time Social Worker and Attendance/Engagement Coordinator

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

Lycee Francais has adopted several models to assist with re-engaging students with poor attendance. During remote instruction 2020-21 and 2021-22 school years, using a needs assessment and scripted call language, the school's care team called each family weekly to ask a series of questions to assess family needs and assistance needed to support student's attendance academic/behavioral needs. The leadership teams of each campus reviewed attendance data with their respective attendance team for all students and tracked students with 90% or lower attendance rates. Any students with attendance lower than 90% received support from the mental health team, care team, home visits, and wrap-around services from outside providers if needed.

Lycee Francais will continue to identify students who need to be re-engaged via teacher weekly attendance checks. Attendance referrals are sent to the attendance team for follow-up. In the monthly attendance meetings, the attendance team (composed of school leaders, counselors, social workers, behavioral support personnel, and office managers) reviews attendance, anecdotal, academic, and behavioral data. This data is analyzed by student subgroups and grade levels. The proper resources have been provided to the students and families to ameliorate attendance deficits according to the student's action plan. A needs assessment performed to determine support services for students with poor attendance. For tracking purposes, the student information system (PowerSchool) provides a dashboard of students who are at risk due to attendance. Positive incentives for students who show improvement in attendance will be offered. In order to re-engage our parents/guardians in school communication, Lycée will move from School Messenger to ParentSquare, a unified app for school communication, to receive all attendance notification and wellbeing announcements from the school, their children's schools and teachers in one central location. The goal is to increase percentages of targeted students/student groups by three to five percentage points. In addition, Lycee Francais will hire a part time



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social worker and full time attendance/engagement coordinator to assist with the attendance outreach, home visits and wrap around services

Key Investment: Well-Being	ESSER	<b>\$</b> 107,000	ESSER	<b>\$</b> 0
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#### How will the LEA identify students who need mental and behavioral supports?

For grades PreK4 through 11th (1079 students), Lycee Francis administers the Student Risk Screening Scale—Internalizing and Externalizing (SRSS-IE) to determine which students will need mental health and behavioral support. THE SRSS-IE provided comprehensive support for students in areas of academic, behavioral and social competencies. This screener is provided at the beginning of the year, middle of the year and end of the year. Per the SRSS-IE data, the mental health team will review data sets based on subgroup populations to determine the level of social emotional and behavioral support systems needed for individual students and groups. In addition, Lycee Francais uses Kickboard, which is an evidence based configuration software for our school to review behavioral data, strengthen PBIS systems and structures, track SEL competencies and reduce overall behavior incidents with culture adjustment and alignment. This data is reviewed on a weekly basis by the Dean of Students, school leaders and teachers (student support team). From the beginning of the year data of SRSS-IE and Kickboard, approximately 10% of overall student enrollment were identified who need mental or behavioral support. The mental health team and student support team will review MOY and EOYdata to adjust supports needed.

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

X Mental and Behavioral Health

X Character Building

X Trauma-informed care

☐ Full Service Community Schools

X Adoption/integration of SEL curriculum

X Professional development for staff

X Other: Services via external partners (i.e. Children's Bureau, CADA, High Resolves)

X Other: Kickboard

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

Lycée Français implemented at all its campuses a social emotional learning block. Lycée Français has provided weekly site based SEL classes for grades PreK through 5th using Connected and Respected material and French National Curriculum and bi-weekly SEL classes for grades 6th through 11th. Our school partnered with CADA (Council on Alcohol and Drug Abuse) to provide character building classes for PreK through 3rd grade and High Resolves - Time for Human Responsibility to provide SEL and Character-Building curriculum. The goal is to ensure 100% of the student population are provided with social emotional learning courses throughout the school year and monitor progress through these programs. Each campus principal will be provided with \$10,000 to \$15,000 to enhance their current social emotional learning block, which is developmentally appropriate.

As a growing school, our mental health team has worked across campus to support the mental and behavior needs of students and staff. In January 2021, Lycée Français will implement a district wide mental health team to align practices, create a mental health referral system and review policies to support our student population. This will strengthen the multi-tiered support for students: universal, selective and indicative interventions. For the spring 2021, Lycee Francais will work with a selected vendor to provide a review of current trauma informed practices, district wide restorative practices approaches, de-escalation strategies, and review of current policies.



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

X Mental and Behavioral Health (LDOE Ochsner Anywhere)

X Other: Professional Development - Trauma Informed

☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING

**2021-2022 Total Funding** Commitment

**\$** 210.000

Commitment: RECOVERY AND ACCELERATION 🗸 🗸									
Key Investment: Targeted Learning Support       ESSER II       \$ 0       ESSER III       \$ 182,500									
How will the LEA identify the disproportionate impact of COVID-19 on student groups <sup>2</sup> , which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)									

X Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status

X 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)

X Student enrollment and attendance data

X 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).

Based on LEAP-2025 data, Lycee Francais' academic team created a data dashboard and reviewed performance trends by demographics(race), socio-economic status, student groups and grade levels. Students (4th through 8th grade ~200 students) in the virtual model scored approximately 20% lower than students in-person model learning model on both Math and ELA assessments. In addition, African American and Hispanic students scored lower on ELA and Math assessments across all grade levels; (AA: 66.3% and 90.3% and Hispanic 53.5% and 86,6%). The total number of students with scores below mastery of LEAP 2025 assessments are as follows: ELA(245 students) Math (421 students) Social Studies (395 students) Science (390 students). The data also shows that students with disabilities scored 30% below students in the regular general education setting.

Lycee Francias currently has three campuses: Lower campus (PreK-2), Johnson campus (3rd through 7th), and the McNAir campus. The 80% of the allocated funds will be provided to the Johnson campus based on the number of







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student enrollment in 4th through 7th grade and having a larger quantity of students who did not score mastery on LEAP assessments. Whereas, 12% will be allocated to the McNair campus and 8% allocated to the Lower Campus

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

High-dosage Tutoring (in target language French) (if tutoring takes place during summer school or before or after school programs please use those categories)

French Literacy Intervention Programs

X Academic Interventions and Extensions

X Tier 1 support

X 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.

X Other: Intervention period with English speaking Math teacher

X Other: Intervention programs - Lexia Core 5 and STAR Math/Freckle

X Other: Hire academic interventions for 3-5 and 6-8

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

Lycée Français will continue work with French homeroom teachers in the Tier 1 setting to provide modification and differentiation. MAP benchmark assessments will be administered at BOY, MOY and EOY (every trimester). This data will be used as a means of progress monitoring for the target population and all students, informed targeted standards to select for instructions. In addition, Lycee will create and incorporate a daily intervention block in ELA and Math for students who did not make mastery on LEAP assessments. Based on our co-teaching model, an academic interventionist(s) or reading specialist will push into classes on the ELA and Math block to support students. To supplement our students for bilingual education, a math English-speaking teacher in upper elementary grades (4-6) will be hired to provide support to students and will rotate between all homerooms and supplement with math content in English once a week, in each classroom. Once a week in the student computer lab time students will alternate between Lexia Core 5 and STAR Math. The goal is to increase english language, literacy and math skills through 15 minutes a day computer based intervention.

In October 2021, the targeted population wes given a priority seat in the tutoring program partnership between Lycee Francis and Tulane University, which focused on ELA and Math remediation. In January 2022, a 6 week ELA and Math remediation classes will be offered (small groups, up to 12 students), for 4th through 8th grades, after school or Saturday programming by certified highly qualified French teachers. Students will be provided a pre and post assessment to determine growth areas. The overall goal is to review MAP assessment progress monitoring data coupled with daily and program interventions to predict student growth goals for LEAP assessments. The academic team as well as teachers will review data every 6 to 8 weeks. The High dosage tutoring will be provided to all students in the 4th through 8th grade. The overall goal is to move students' targeted percentage of growth based on their current level from mastery on standardized assessments.

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)

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Lycee will establish an accelerated learning committee for students who did not score mastery or above on state assessment. Lycee Français will provide an accelerated learning plan for every student who did not score mastery or above on the assessments. In addition, students will have a daily intervention block in the homeroom provided by their teachers with push in support by either a reading specialist, academic interventionist or English speaking Math teacher. Priority seats will be given to these students for high dosage tutoring (January 2022), 2022 summer school (June 2022-July 2022) and small group after school remediation groups with a certified French teacher. Several data points will be used to monitor student progress such as MAP assessment (BOY, MOY, EOY), Lexia and STAR math data.

Key Investment: Before and After School	ESSER	\$ 96,756	ESSER	\$
Programs	II		III	

#### 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

X Partner with vendors to specifically provide tutoring before and/or after school

X Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators

☐ 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?

Lycee has implemented partnered with Tulane university's Service learning department lead by certified Lycee teachers to provide supplemental tutoring in French, ELA and Math support

In January 2022, Lycée Français will offer its own tutoring program, which provides targeted tutoring (small groups, up to twelve students) by LFNO teachers (or other certified French teachers) in grades 4-8, who did not make mastery or above on state assessments. The key focus will be on French, ELA and Math skills. The frequency of tutoring sessions will be two sessions per week for targeted students for six weeks. Students will be assessed throughout the 6 week tutoring session using formative and summative assessments and pre and post assessments

In Spring of 2022, Lycee will also partner with Paper to provide high Dosage tutoring to all students in the 4th through 11th grade, prioritizing students who did not score mastery or above on state assessments. The overall goal is to increase student percentile points by at least 15% in ELA and Math.

Key Investment: Summer Learning Programs	ESSER II	\$	ESSER III	<b>\$</b> 154,000
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#### Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

☐ Vendor-provided sumn	ier learning programs
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X Partner with organizations to provide summer learning programs

☐ Partner with vendors to specifically provide tutoring during summer programming

X Develop LEA direct-run summer learning program, staffed by LEA educators and outside providers

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

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

The goal of our 6 week summer school program (June 2022 to July 2022)is to provide formal language and math instruction, but also various activities in authentic settings, in order to enrich the target language and fill in gaps in math and language acquisition, including literacy, comprehension, structures and vocabulary. Social-emotional learning will be embedded in our instructional program. Part of the language instructional support will include crafts, games, French conversational breaks, recess in French as well as breakfast/ lunch in French. Transportation will be offered to all students attending summer school.

The academic team at LFNO has followed specific guidelines to identify students and offer placement in summer school. Because French language is essential to access content in our immersion instructional environment, summer school will be offered in French and English and French language will be priority content for Math.

Below are the criteria for student selection: Student attendance below 90% threshold. Teacher recommendation based on formative and summative assessments (Target Areas: French language acquisition/literacy skills/ELA and Math). Priority will be given to students in grades 4th through 8th who failed to achieve mastery on any state assessment during the 2020-2021 and 2021-22 school years.

The approach will be targeted instruction by French certified teachers. Teachers will monitor student progress based on each standard taught. This data will be used for growth analysis and placement for the next school, specifically for students who did not make mastery or above on state assessments. Social emotional support will be provided by our behavioral support team(dean, behavior lead and counselor). ESS students in summer school who are eligible for ESY services will participate in whole and small group instruction within the French language session, however will also receive small group instruction in areas of need as specified on their IEPs.

French literacy skills will be the focus of targeted instruction. These literacy skills are aligned with the ELA standards as well as to the French National Curriculum. A high focus will be placed in oral production for all and reading/writing skills for older students. French language will extend to math content, not only to strengthen math skills but French language in a mathematical linguistic environment. The overall goal is to have students master at least 75% of standards taught during summer school in French, ELA and Math

	Key Investment: Extended Instructional Time	ESSER II	<b>\$</b> 0.	ESSER III	<b>\$</b> 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	(1)	t implementing	before/	after	· school	programs	separate	from	the school	day,	please u	se that	catego	iry)

	1 1	1	ıl week
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<sup>☐</sup> Extended school year

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Other:	Click	or	tap	here	to	enter tex	t.
Other:	Click	or	tan	here	tο	enter tex	rt

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 **ESSER** \$ 10,600 **ESSER** \$ Success Ш

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

X Individual Graduation Plan (IGP)

XIGP Planning Partner X Other: SCOIR (\$600)

☐ 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?

In the fall of 2021, Lycée Français college and career counselor prepared a schedule to meet with all high school students (8th through 11th grade), priority given students who did not make mastery on state assessment and within targeted subgroups based on needs assessment. The counselor has met with parents/guardians and students and parents to discuss their IGP The college and career counselor implemented SCOIR to assist managing and crafting IGPs for students. In addition, the counselor will check in with students on a trimester basis to assess student needs and provide additional support. The overall goal is to ensure 100% of high schoolers have completed an IGP and have the necessary support for success in academic and social environments. In the spring 2022, Lycee Francais will partner with an IGP vendor to provide college and career readiness skills such as organizing time and materials, advancing college preparedness, building career knowledge, and promoting financial literacy.

RECOVERY AND ACCELERATION

2021-2022 Total Funding **Commitment**  \$ 343.856

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT 🗸 🗸							
Key Investment: School Improvement Best Practices	ESSER II	<b>\$</b> 12,700	ESSE R III	\$ 0			

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

X Instructional Leadership Teams (ILT)

Teacher Collaboration (Common Planning/PLC/ Cluster)

X Other: AEFE Advanced Course Training on French National Curriculum

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#### 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?

By 2022-23, Lycee Français will enroll its school leadership team in teacher's standard support institute and advance course training from the AEFE (French National Curriculum) to strengthen classroom observational instruction and provide student and teacher-based evidence, develop an understanding of how a focus on student outcomes can leverage a cultural shift, increase student achievement, and improve the quality of support for teachers and preparing deliverance off post conference plan that provides teachers with an opportunity to reflect on an area of reinforcement and refinement with next steps outlined. This training will prepare teachers to focus on instructional practices - differentiation in target language, ELA and Math for all students including priority for students in grades 4th through 8th who did not make mastery on state assessments, and sub populations identified in needs assessment. The school leadership team will implement the above strategies during the 2022-23, specifically targeting the beginning of the year professional development days and Wednesday afternoon PD days. By the end of the 2022-23school, 100% of the leadership team will be trained by the teacher's standard institute and able to implement practices on school site level.

Key Investment: Literacy Professional	ESSER	<b>\$</b> 10000	ESSE	\$ 0
Development	II		R III	

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

☐ Literacy Content Leaders

☐ Literacy Coaches

X Other: APEL: Literacy Foundations Training: The Science of Reading (10,000)

☐ 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?

At the beginning of the school year, reading instruction with a high-quality CKLA curriculum should include at least: 120 minutes per day of core instruction in grades 1-2 and 60 minutes per day of core instruction in grades 3-5. Lycee's ELA will provide explicit teaching of foundations of language and literacy. In addition, an intervention block extension activities should provide at least 30 minutes twice a week of supplemental instruction and practice time for all students who need additional systematic, explicit instruction or enrichment. Lycée Français will partner with APEL to provide literacy training: the science of reading. This training will be used to improve and support literacy development in our students. Literacy progress will be monitored through Lexia Core and extension activities.

#### PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment

\$ 22,700

EARLY CHILDHOOD EDUCATION <				
Early Childhood Program Expansion	ESSER II	<b>\$</b> 0	ESSER III	<b>\$</b> 0

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Which evidence-based activities will the LEA inves apply)	t in using	ESSER II & III	funds? (che	eck all that		
☐ 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 evidence-based activities address those disproportion			the selecte	ed		
Click or tap here to enter text.						
Early Childhood Program Enhancement	ESSER II	<b>\$</b> 800	ESSER III	\$		
Which evidence-based activities will the LEA investapply)	t in using	ESSER II & III	funds? (che	eck all that		
X CLASS Certification  ☐ Professional Development from High-Quality Instructional M X Other: Click or tap here to enter text.  ☐ Other: Click or tap here to enter text.	laterials Vend	dor Guide				
-Lycée Français will ensure all elementary school leadership and recertification training.	academic te	am members receive	CLASS certif	ication and		
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?						
In the Fall and Spring of 2022, Lycée Français will conduct CLASS observation in K through 2 classrooms and implement strategies based on CLASS domains: Emotional Support, Classroom Organization, and Instructional Support. This class training will align in empowering teachers to re-engage students who will have had chronic absence. By the end of January 2022, all school leadership will be CLASS certified.						
EARLY CHILDHOOD EDUCATION	2021-202	2 Total Funding Commitment	\$ 800			

SCHOOL SAFETY & OPERATIONS 🗸						
Safe School Reopening	ESSER II	<b>\$</b> 152,900	ESSER III	\$		







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#### Provide the URL to the following LEA documents:

Louisiana Believes

https://www.lfno.org/covid-19/ **School Reopening Plan for In-Person Learning** 

**COVID-19 Vaccination policies for staff and** 

students

https://www.lfno.org/covid-19/

https://www.lfno.org/covid-19/ Mask wearing policies for staff and students

https://www.lfno.org/covid-19/ Physical distancing, cohorts, or learning pods

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)

X Partner with Children's Hospital New Orleans LCMC Health to provide vaccinations to educators, other staff, and students, if

- X Purchases cleaning supplies, hand hygiene stations, and PPE for staff and students
- X Support universal and correct wearing of masks. Periodic school nurse visits to re-enforce proper universal mask wearing.
- X Physical distancing (e.g., including use of cohorts/learning pods)
- X Handwashing and respiratory etiquette
- X Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- X Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- X Diagnostic and screening testing; Implemented weekly COVID-19 testing for students and staff
- X Other:
- X Other: Staff Mandated Vaccination Policy

Continuity of Teaching & Learning	ESSER	<b>\$</b> 260,850	ESSER	\$
	II		Ш	

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

- X Staff Training/Professional Development to support remote learning, safe reopening
- X Educational technology (computers/ laptops/Ipads)
- X Educational technology (software/programs)
- X Mobile hotspots with paid data plans
- X Internet connected devices with paid data plans
- ☐ Cost of home internet subscription
- ☐ Cost of home internet through LEA-managed wireless network
- X Other: Provided augmentative and alternative communication (AAC) devices for students with disabilities (10,000)
- X Other: Purchase Go Guardian classroom management software for student safety (11,869)

SCHOOL SAFETY & OPERATIONS

**2021-2022 Total Funding** Commitment

**\$** 413,750



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DEPARTMENT of	2021-20	22 Academic Recove	ery and Acceleration Plan
EDUCATION	✓ LA Comeback	<b>✓</b> Federal Reporting	✓ Act 294 Investing ESSER Funds
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DATA INFRASTRUCTURE 🗸							
Data Infrastructure	ESSER II	<b>\$</b> 326,560	ESSER III	\$			
Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)							
X Early warning system to track student progression(4,498.38) X Data security/cybersecurity (\$70,000)  ☐ Data storage							

☐ Statistical programs or analytics software ☐ Enterprise data warehouse

X Data dashboards or other activities to improve public transparency (76,500)

X Other: Data Networking (27,981.41)

☐ Staff upskilling in data literacy/science/analysis

X Other: Audio Visual Upgrades for Digital Literacy Curriculum (77,579.25)

#### Describe the LEAs plan for implementing evidence-based activities.

Lycée Français will upgrade its standard SIS system (PowerSchool) to provide designed to maximize our school's efficiency, power Operations such as Early Warning System (tracking student grades, attendance, behavior, and credits toward graduation, support students who are at risk of academic failure and to get them back on track.), English language learners (collects required Federal and State information pertaining to ELL students including Enrollment Gap and Parent Request Placement, Discipline Attendance Sync (Sync student attendance data based on disciplinary action (DET, ISS, OSS, EXP) taken against the student. Adds flexibility, saves time and improves data security along with other features to improve the overall system performance. In addition, Lycée will partner with EdOps to provide technical, tactical and strategic data analysis and dashboards of SIS data, which assist school leaders to review trends in data to make informed instructional decisions to support student growth. In terms of data security and cybersecurity, our school will provide reliable protection to restrict students from accessing harmful content and continuing to protect students from a wide range of threats such as malware or unmoderated social media.

**DATA INFRASTRUCTURE** 

**2021-2022 Total Funding Commitment** 

\$ 326,560



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

8.21.21