

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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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

\$322,104

ESSER III

\$ 2,047,927

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

APSB collects student's attendance data through the student information system. The data breaks down students by demographic (race), grade, school, and ethnicity. Below is a summary of the finding pre and post COVID.

Overall, APSB enrollment remained stable between 19-20 vs 20-21 and 21-22. (Total Enrollment 19-20 5098/20-21 5013/21-22 5086)

Elementary school's attendance declined more than secondary attendance between 19-20 vs 20-21 as measured by 5 or more unexcused absences. There was a total of 1,359 (27%) elementary and 1,304 high school (26%) students missed 5 or more unexcused days. Fifty percent of the students to be re-engaged were minority students.

Early data indicates all ethnic subgroup attendance data above 94% currently.

Current data indicates that there are 47 students who are not consistently participating in remote instruction and are on an attendance watch and contact list with the CWA office.

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: Monday Program (Camp Explore)
- ☐ Other: Click or tap here to enter text.

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

APSB is on a 4-day week calendar. APSB plans to implement the Monday Program to be offered weekly once the system is no longer implementing a Hybrid Schedule so that students with learning loss will begin to catch up in academically engaging activities. In addition, during the Monday Program, APSB will run an additional Attendance Recovery and Credit Recovery program to the programs already conducted at the individual high schools to afford students another opportunity to make up missed classes and/or recover grades. By policy, students on a 7 period schedule are eligible for Attendance Recovery participation and are allowed to recover credit for a maximum of eight (8) days per year. Students on a block schedule are allowed to recover credit for a maximum of 4 days per term. An additional Credit Recovery Program will also be run during Camp Explore (Monday Program). Both the weekly and nine week credit recovery programs will be additionally provided during the Monday Program for students.

The following are general guidelines for both programs.

CR1 (weekly credit recovery)

- Can recover weekly failed tests in all subject areas. By definition, a failed test is a test with a score of a "D" or an "F"
- Tests must be recovered within 2 weeks of test administration
- No open-book test, skill test, verbal test, or Unit Assessment will be eligible for recovery. Class projects and papers are not eligible for recovery. Louisiana Virtual School and Dual Enrollment tests are not eligible for recovery.

- The recovered grade for the exam will be the grade made on the exam up to the lowest "C" (70%) for that particular course. (If a student would happen to make less on the recovered test, the original grade would stand.)

CR9 (nine-week credit recovery)

- Students must have a minimum of a "50%" average in the core course to be eligible for recovery. (If there are required assignments in the course, a minimum score of "50%" on the required assignments is also required.)
- A nine-weeks Assessment will be given to determine if a student can recover to a "D" average for the previous nine-weeks period.
- Louisiana Virtual School and Dual Enrollment courses are not eligible for CR9

Additionally, if 6th-12th grade student reaches 7 unexcused days, the student will be assigned to a Truancy Class through each individual school's Tier II/III PBIS Program utilizing the SEL program BASE Education. This course has been endorsed by the National Center for School Engagement Practices and takes students approximately 99 minutes to complete. This course will help students understand the importance of staying in school by exploring the challenges of truancy, discussing barriers to attending school, and examining personal pitfalls. It will also provide ways to overcome these challenges to return to the classroom and help them stay in school.

These programs are in addition to the Attendance Programs already offered through the district including parent communication, student/parent conferences, Tier II PBIS, Truancy Prevention Programs, and assistance from government officials and outside agencies such as the District Attorney, Sheriff, FINS officer, and Eckerd's services.

Key Investment: **Well-Being**

ESSER II

\$0

ESSER III

\$ 316,506

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

Avoyelles Parish will partner with BASE to administer a screener 3 times a year. The screener will include questions on 4-5 of the following categories: challenging feelings, classroom effort, emotion regulation, engagement, growth mindset, positive feelings, school climate, self-efficacy, self-management, sense of belonging, social awareness, and supportive relationships. The first survey will be administered within the first 9 weeks of school to students in grades K-12. Based on the results of the screener, mental health counselors, school counselors and classroom teachers will provide whole group, small group, or individual support to students to build their social-emotional competencies. APSB rewrote the discipline policy to make the SBLC process more inclusive and utilize SBLC referrals prior to exclusionary discipline. In this process, schools will employ restorative justice practice and develop specialized Behavior Plans, referrals to Social Workers and Mental Health Providers, and Social Emotional Learning Programs for students who receive minor and major discipline referrals prior to utilizing exclusionary discipline if at all possible. Through ESSER III Funds, APSB purchased the BASE Education program to help support this process.

(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.

Elementary -PreK-6: After the initial results of the first screener are available, BASE will provide training to mental health counselor and social workers assigned to all schools. This training will assist the School Building Level Committee on determining which students need Tier 2 or Tier 3 support. All students currently receive Tier 1 support. The mental health counselors will provide training to teachers on how to use the lessons available in the library that align to his/her class results for Tier 1 support. Classroom teachers will be expected to implement SEL lessons monthly. The SBLC will develop a tracking system to monitor the progress of students receiving Tier 2 and Tier 3.

Middle and Secondary – 7th-12th Grade: After the initial results of the first screener are available, BASE will provide training to the mental health counselor and social workers assigned to schools. This training will assist the Student Building Level Committee on determining which student needs Tier 2 or Tier 3 support. All students will receive Tier 1 support via Google Classroom or digital means. The SBLC will develop a tracking system to monitor the progress of students receiving Tier 2 and Tier 3 support.

As students are identified as needing support, students will be referred to SBLC within the district's student information system. Additionally, schools will employ restorative justice practice and develop specialized Behavior Plans, referrals to Social Workers and Mental Health Providers, and Social Emotional Learning Programs for students. Students will be assigned to these various supports either through the SBLC referral process or by the Tier II/Tier III PBIS Process. These students will specifically be given plans related to the issue and be assigned a BASE Education Support Program(s) in their area of need. 100% of school faculties have participated in BASE Education Social Emotional Learning Training to assist in identifying and supporting students through the SEL program.

Additionally, APSB will be hiring 5 additional social workers who will assist the schools in the school district to identify the mental health needs of the students district wide. The SBLC process can identify these students and make referrals for this assistance once that person is in place.

(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: Social Worker to float between the schools.
☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$ 2,686,537

Commitment: RECOVERY AND ACCELERATION ✓✓✓

Key Investment: Targeted Learning Support	ESSER II	\$ 191,550	ESSER III	\$ 234,969
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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,

² [ARP ESSER Fact Sheet](#)

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).

Students across Avoyelles Parish have had disrupted education, many have unfinished learning needs. Moreover, many students needed support before the pandemic. The ongoing and future practice will be designed to meet the needs of students with unfinished learning and who scored below mastery in AY 20-21 and 21-22, students who have grade level skills and knowledge that they have not yet mastered, diverse learners such as English language learners and students with disabilities.

Students will be prioritized in grades 4-8 based on failure to achieve Mastery on statewide assessments in the previous school years and by reviewing formative assessments for the 21-22 school year to determine those students that are still in need of further remediation, intervention and that are "not on track" to Mastery. Avoyelles parish's high-level summary of student outcomes from FY21 assessments (1,424 4th – 8th grade students scoring basic or below in ELA and 1,580 in Math) shows best address unfinished learning and meet the needs of diverse learners is through staffing and scheduling in-person mode of instruction. Accelerating learning and closing the achievement gap is not easy, but with a well-designed 5 Strategic Plan will provide four strategies: 1. Rigorous and engaging core instruction is the foundation 2. Individual support is central to meeting students' diverse needs for student success 3. Authentically engage families to meet their diverse needs 4. Recruit and maintain a diverse team of highly effective teachers and leaders. Ensuring high-quality core instruction will be Avoyelles Parish focus to addressing unfinished learning and the needs of diverse learners.

While the challenges and disruptions that lead to unfinished learning are significant, it is essential that core instruction remains on grade level, or students will fall further behind. Research shows that there is a positive relationship between annual time spent on in-person teaching and learning and student mastery.

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?

Literacy and Math interventions will take place during the school day as well as in our summer program and Monday program focusing on student who scored below the mastery level. All IGP's will be developed with the assistance of Career Compass services. We will continue to administer high quality assessments and will use them to plan for instruction. Teachers and administrators will be provided PD and on-going coaching from representatives from Amplify Reading and Curriculum Associate. Additional responsibilities include observation and feedback and individual teacher support.

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)

These students will be scheduled in the iReady program to address their deficiencies based on student performance on state testing. They will be progress monitored to measure growth on their diagnostic tests that will be administered 3 times during the school year. A tracker of student progress will be used throughout the school year. For the 21-22 school year students will be prioritized in grades 4-8 based on failure to achieve Mastery on statewide assessments in the previous school years and by reviewing formative assessments for the 21-22 school year to determine those students that are still in need of further remediation, intervention and that are "not on track" to Mastery . These students will be targeted for our summer program and Monday program to address their deficiencies.

Key Investment: Before and After School Programs	ESSER II	\$ 120,730	ESSER III	\$ 588,350
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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?

Because the district operates on a 4-day week (Tuesday-Friday), we will offer a Monday program that focuses on tutoring, attendance recovery, intervention and enrichment.

Key Investment: Summer Learning Programs	ESSER II	\$ 730,637	ESSER III	\$ 2,972,956
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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?

The summer program will address 32 hours per week for 6 weeks of intense learning using iReady remediation piece, based on the level of the students. The teachers will address the students individual needs based on a pre-test to identify the level and needs of the students. For the 21-22 school year students will be prioritized in grades 4-8 based on failure to achieve Mastery on statewide assessments in the previous school years and by reviewing formative assessments for the 21-22 school year to determine those students that are still in need of further remediation, intervention and that are "not on track" to Mastery. Teachers will address literacy and math based on student performance on pre-test and diagnostic assessment. Pre and post-test will be given for the summer program to evaluate growth of targeted students. The measurable outcomes for all students in grades 4-8 for a majority of our students (51% or more) will perform at Mastery or higher at the end of the year. Quarterly assessment reviews will be implemented to determine progress.

Key Investment: **Extended Instructional Time**

ESSER II

\$ 0

ESSER III

\$ 0

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

- ☐ Extended school day (if implementing before/ after school programs separate from the school day, please use that category)
- ☐ Extended school week
- ☐ Extended school year
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

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

No ESSER Funds are needed in this area

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

ESSER II

\$ 0

ESSER III

\$ 0

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

- ☐ Individual Graduation Plan (IGP)
- ☐ IGP Planning Partner
- ☐ Other: 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?

No ESSER funds will be used in this area. These activities are implemented through another funding source.

RECOVERY AND ACCELERATION

2021-2022 Total Funding Commitment

\$ 4,839,192

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Instructional Leadership Teams (ILT) <input type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students? The Network Coach will work with our three CIR schools to focus on Instruction Leadership Teams. Schools will pay Instructional Leadership Team members to attend meetings before school and on Mondays using other funding sources.				
Key Investment: Literacy Professional Development	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> 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? No ESSER Funds will be used for this service				
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment				\$ 0

EARLY CHILDHOOD EDUCATION ✓				
Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Ready Start Networks <input type="checkbox"/> Fund Pre-K seats <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> 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?				

No ESSER Funds will be used for this service				
Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> CLASS Certification <input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
No ESSER Funds used for these services				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
No ESSER Funds will be used for these services				
EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment			\$ 0	

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$ 0	ESSER III	\$ 0
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	https://4.files.edl.io/c007/08/20/21/181726-f2d535bf-ec5a-4475-9995-96e81d1d02e2.pdf			
COVID-19 Vaccination policies for staff and students	https://4.files.edl.io/c007/08/20/21/181726-f2d535bf-ec5a-4475-9995-96e81d1d02e2.pdf			
Mask wearing policies for staff and students	https://4.files.edl.io/c007/08/20/21/181726-f2d535bf-ec5a-4475-9995-96e81d1d02e2.pdf			
Physical distancing, cohorts, or learning pods	https://4.files.edl.io/c007/08/20/21/181726-f2d535bf-ec5a-4475-9995-96e81d1d02e2.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) <input type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> 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

\$ 989,044

ESSER III

\$ 400,000

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: outdoor access points across the parish in all communities, providing filtered internet
- ☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS

2021-2022 Total Funding Commitment

\$ 1,389,044

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$ 166,026

ESSER III

\$ 55,348

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

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

Describe the LEAs plan for implementing evidence-based activities.

The district will purchase a Palo Alto firewall, a next generation firewall. This firewall will provide application-based policy enforcement, threat prevention, global protection, url filtering and traffic visibility. The district will also increase the storage capacity of its cloud-based data recovery/backups. These backups will be used to restore data from finance, human resources and food services files. These files are stored in the cloud allowing for a quick, safe restore if necessary.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ 221,374
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