

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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School System Leader Name Andrea Johnson	
School System Leader Signature <i>Dr. Angela Beck</i>	Date 8/23/21

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

Criteria Checklist

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

¹ [ARP ESSER Fact Sheet](#)

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: **Attendance**

ESSER II

\$24,889

ESSER III

\$ Click or tap here to enter text.

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

RSL uses the student information system Powerschool to collect student attendance data and store information. Powerschool is linked to Panarama Education (All-In-One Data Platform) where students are identified as critical, at risk, or on track based on daily attendance. Student trends are monitored through Panarama Education and daily list can be generated based off of student trends and needs. The list of students that need to be engaged can easily be accessed daily by office managers, principals, and the compliance and data coordinator. Interventions can be captured in Panarama Education for data tracking purposes. Student attendance data is captured and can be filtered through the following subgroups: a) Grade level; b) Cohort; c) Race Ethnicity; d) Hispanic/Latino; e) 504 plan; f) ELL status; g) Gender; h) Gifted and Talented; and i) Special ed status. Below is a summary of key findings:

- LEA currently serves 99.5% of students who identify as a student of color and .5% identify as White, 4% of ELL students, 11% of students with disabilities, and approximately 98% economically disadvantaged.
- Enrollment has stayed stable at Lanier elementary over the past three years. (19-20: 267; 20-21: 264; 21-22: 269)
- Students who identify as English language learners have the highest rate of low attendance. For example, during the 20-21 academic year, nine of the eleven ELL students attended less than 80% of school which represents an increase from the 19-20 school year. The average days missed for the nine students was 54 days of school. During the month of August 2021, 7 of the 11 ELL students missed over ten days of school.
- Students who identify as African American have a moderate rate (29% or 73 students) who attended less than 80% of the school year in 20-21 represents an increase from the 19-20 school year. During the month of August 2021, 40% or 100 students that identify as African American attended less than 80% of school year. This may be due to us starting earlier than EBR and parents not sending their child until the first day of EBR's school opening.
- Students who identify as special needs have a high rate (53% or 16 students) who attended less than 80% of school during the 20-21 academic year which is an increase from the 19-20 school year. During the 21-22 academic year, 60% or 18 students have attended less than 80% of school year during the month of August. Again, this may be due to us opening school ahead of EBR.
- Current data indicates that there are 50 students who are having trouble logging onto remote learning instruction and will require additional attention when virtual instruction is deemed necessary.

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: Social emotional support
- ☒ Other: Attendance incentives/recognition
- ☒ Other: Student Information Systems: Panarama Ed
- ☒ Other: Support staff – Foundational Literacy Coaches, Accelerate Coaches, and Counselors

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

During the 21-22 academic year, RSL will monitor students who need to be re-engaged through Panorama Education regularly. Daily phone calls home will continue to occur for absent students. Per student, interventions will be identified and recorded such as parent meetings, student meetings, home visits, etc.. as they occur. RSL will identify when students are required to attend virtual class due to quarantining through Powerschool. The 50 students who have exhibiting low attendance during virtual instruction will be provided additional supports through the teacher and office staff. Daily attendance reports will continue to be sent out by office managers in order to closely monitor the overall daily attendance rate. Our goal is to have students attend over 90% of school days. If students attend less than 90% of the academic year, then they will be missing over 18 days of school. Instructional minutes are necessary in order to increase student achievement. Students that are tracking to missing more than 90% of the school will be discussed during weekly district ILT meetings. Strategies and initiatives will be discussed to help increase student attendance to over 90% by Network and Administrative staff. An understanding of the attendance issues for particular subgroups that have significant attendance issues such as our ELL subgroup must be determined. Family engagement and outside resources such as FINS will be provided to in need families in order to increase subgroup engagement through the office manager, pupil services director, and the principal.

Key Investment: **Well-Being**

ESSER II

\$55,000

ESSER III

\$ 75,000

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

RSL uses Panorama Education <https://www.panoramaed.com/surveys> as a tracking system to identify students who need mental and behavioral supports. Monthly surveys commence after the first eight weeks of school and continue throughout the remainder of the year. **Approximately, 4 students are identified as requiring behavioral and mental health services.** Panorama crafts these research-based surveys to target a variety of social and emotional needs. The surveys are distributed each month to students, parents, and/or staff to identify a caseload of students who require additional support from counselors, board-certified behavior analysts (BCBA), teachers, and site-based leadership teams. Student survey data are monitored through Panorama and provide easily accessible student lists. Interventions can be captured in Panorama to demonstrate tracking, efficacy of the support strategy, and student growth.

Additionally, on-site and network staff collaborates to observe students who require mental and behavioral supports through daily interactions with students, such as IEP meetings and minutes, IAP supports, parent communication, and staff feedback. When needed, a BASC-3 assessment is administered as part of the special education assessment process to identify students who may need additional support in the classroom.

Both observational and survey data points will be disaggregated based on race, socio-economic status, diverse learner status, school, and grade level to further understand and serve the needs of students and support a positive school culture.

(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.

The RSL network team leads a cadre of principals, coordinators, ESS staff and teacher representatives who work to address the health and well-being of our students. In collaboration with a variety of stakeholders such as teachers, counselors, SELF consultants, and leaders, our needs assessment highlighted further support for tracking and enriching the health, emotional and behavioral experiences of students and the continued development and tracking assistance for staff.

RSL has taken the following steps in promoting health and well-being in our schools: (a) contract with SELF consulting in 21-22 through the entire year to deliver professional development for the district and provide and train BCBA and tech support; (b) purchased and implemented Panorama Education in 21-22 to use daily for identifying, tracking, and supporting students; (c) filled two of three open counseling positions within the first few months (one for each school); and (d) opened positions for both BCBA and techs at all 3 schools immediately.

As the year progresses, we intend to track student needs through monthly assessment of Panorama surveys, continue to hire for counselors and BCBA positions, and conduct side-by-side reviews of attendance, well-being, and academic success data to support next steps. We expect to have 100% on track completion and participation in order to provide effective services to students by Dec 2021. Progress will be monitored at scheduled meetings with network staff and admin.

(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 \$ 154,889

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support **ESSER II \$ 245,492** **ESSER III \$128,489**

How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

☒ Student outcome data, such as assessments

☐ State administrative data, such as unemployment claims

☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19

☒ Conversations with community (stakeholder input)

☒ Student enrollment and attendance data

☒ Student instructional mode (virtual, hybrid, in-person)

☒ Student course enrollment data

☐ Other: Click or tap here to enter text.

² [ARP ESSER Fact Sheet](#)

☐ 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 student outcomes from Leap Spring 2021 and literacy screener (DIBELS) conducted in August 2021, allocation of funds will be directed to support tier ii and tier iii academic students due to Covid-19 impact. Dibels shows that 170 or 69% of all k-5 students are well behind benchmark. Lanier only has 13 or 5% of students who are scoring "meeting benchmark or above benchmark". So, all subgroups ELL, SPED, and minority students have all been impacted by Covid-19. Students who did not score mastery and above on the leap 360 for 4th and 5th grade will also be prioritized for additional funding through academic supports denoted in their IAP. Given the severe academic need expressed between Dibel's data and Leap 2021 data, funding will be directed to serve tier I, tier ii, and tier iii intervention.

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?

RSL will utilize several evidence-based activities in order to increase student achievement. Our evidence-based activities include the following: a) Corrective reading; b) LDOE accelerate program; c) Science of Reading; d) Literacy Acceleration Coaches; e) NIET; and f) Foundational Coaches. All research-based activities were selected based off LEAP 2021 data (below mastery, especially in 4th and 5th grade) and Literacy Screener results (Dibels) which indicate a significant deficit in reading accuracy, reading fluency, and basic comprehension. Students in grades K-5 will be assigned to an acceleration block where students will be grouped based on literacy levels per Dibels grouping. Students will receive the evidence-based activities during their daily acceleration block throughout the entire year. Progress monitoring will occur during program designated times found within the corrective reading, accelerate, and Dibels curriculum. Students will be regrouped based on assessment results from progress monitoring stop points. Students are expected to move band levels or increase overall scores in order to meet progress goals throughout the interval assessments. Literacy acceleration coaches, sped teachers, and foundational reading coaches will provide instruction and support to tier ii and tier iii student groups daily through corrective reading, science of reading strategies, and Ldoe accelerate program. All students will be tracked through panorama education to where data can be tracked daily. Lastly, students will be in smaller class sizes throughout the year in order to provide more support to students.

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)*

RSL has extended the school day by 30 minutes daily in order to include two thirty minute accelerate blocks (Math and ELA) daily for all students. Students who did not score mastery and above will be provided accelerate time daily with

literacy coaches, sped members, or foundational reading coaches based on the combination of how they scored on Aug 2021 Dibels testing and Leap 2021 data. Corrective reading and Idoe accelerate materials will be utilized during this time to increase student knowledge for students who did not reach mastery or above. Progress will be monitored through panorama education tracking based on progress monitoring tools provided by dibels and leap 360 testing. Students are expected to move band levels/receive higher score on dibels testing based on intervention cycles. Monthly literacy committee meetings consisting of parents, local business, and RSL staff will be conducted monthly to review literacy progress of students and provide input.

Key Investment: **Before and After School Programs**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 75,000

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: Mentor and content leader coaching for in need teachers
- ☒ 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?

Mentor and content leaders will meet with and assist mentee teachers regarding lesson internalization of tier I curriculum, analyzation of student data, classroom management, and small group activity development. Mentor and content leaders will meet with their mentee before or after school to provide undisturbed one-on-one assistance. Providing one-on-one support to teachers is necessary in order to have powerful lesson in order to ensure that students receive high-quality educational delivery and opportunities for student responses during the lesson. Student data will be reviewed weekly between the mentor/content teacher and the mentee. Teachers will be provided weekly feedback from their curriculum specialist on their lesson delivery. Teachers will be formally observed by their principal in the winter and spring and also provided feedback on their overall instructional delivery. 100% Growth on our observation tool from the initial observation is expected.

RSL will partner with Canopy Ed a LDOE approved tutoring provider for students who need assistance after school. Students will receive tutoring per the Canopy Ed schedule a few hours a week over the course of three months. Canopy Ed will monitor progress through assessments and provide data reports for schools to review on student progress. Growth from the initial diagnostic test to the checkpoints is expected by 80% of the students. Students who scored below mastery in 4th – 5th grade will be prioritized as well as students who are rated tier iii interventions through dibels literacy screener.

Key Investment: **Summer Learning Programs**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 45,000

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

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

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

RSL will provide a summer program to all students and will prioritize students who are rated tier iii intervention level or have scored below mastery in grades 4th-5th. Students will be provided transportation in order to attend RSL's summer program. RSL will follow LDOE's accelerate model for the summer program utilizing accelerate resources and tier I curriculum. Students will be administered a dibels screener at the beginning of the summer program and will take on at the end of the summer program (1 month later) to see student growth or progress in literacy. Literacy coaches, foundational reading coaches, core academic teachers, special education, ell support teacher, and interest and opportunities teachers will provide tier I instruction and intervention in order to accelerate learning by at least one month. RSL will partner with Southern University's well being program to educate students on healthy choices and how to take care of their body.

Key Investment: **Extended Instructional Time**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 55,000

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?

RSL has extended the school day by 30 minutes daily in order to include two thirty minute accelerate blocks (Math and ELA) daily for all students. Students who did not score mastery (4th and 5th grade included) and above will be provided accelerate time daily with literacy coaches, sped members, or foundational reading coaches based on the combination of how they scored on Aug 2021 Dibels testing and Leap 2021 data. Corrective reading and Idoe accelerate materials will be utilized during this time to increase student knowledge for students who did not reach mastery or above. Progress will be monitored through panorama education tracking based on progress monitoring tools provided by dibels and leap 360 testing throughout the year. Students are expected to move band levels/receive higher score on dibels testing based on intervention cycles. Literacy acceleration Coordinators will ensure that the program is on track and participate in administrative meetings regularly. Literacy acceleration coordinator will participate in the district monthly data review of all academic programs.

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

ESSER II

\$ 25,000

ESSER III

\$ Click or tap here to enter text.

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

- ☐ Individual Graduation Plan (IGP)
- ☐ IGP Planning Partner
- ☒ Other: Parent meetings and partnership exposure
- ☒ Other: Counselor

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

Students and families will have access to a full-time counselor on campus to discuss future plans for students. The counselor will provide informational meetings to families throughout the year to discuss how students can start to increase their academic achievement in order to position themselves to achieve mastery by 8th grade. Students who did not make a mastery or above in 4th and 5th grade will receive a IAP which will be reviewed with families. Support will be provided to students regarding personal issues that may be impacting student achievement as needed per counseling caseload. Progress will be kept by the counselor. Meetings with parents and ssc committee members will be conducted per the student's plan in order to monitor and review progress. RSL key personnel will participate in SEL in order to support the child's needs personally or academically. SEL strategies will be implemented after development and regular classroom observations will be conducted to provide feedback on SEL strategies. The disproportionate impact of covid-19 on subgroups (African American and Sped) will be address through the above actives in order to lessen student achievement gaps.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 573,981

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 40,000

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: District Leadership Team DLT
- ☒ Other: NIET

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?

RSL partnered with NIET to be provided support for on-site ILT and PLT training. As well, RSL has partnered with LDOE's School improvement team to provide on-site DLT support. On-site ILT and PLC meetings will be observed by the academic coordinator and associate superintendent, academics and culture regularly. Feedback will be given by such RSL members to ILT and PLC meeting staff in a timely manner throughout the year. LDOE will help to structure the first DLT meeting, observe and provide feedback to the meeting's content and structure. Observations will be setup throughout the year by LDOE to provide feedback to DLT lead. Content or mentor teachers will help to run ILT meetings with mentees. Such meetings will help to review student data, provide a setting for academic driven instructional discussions, and development for staff. All of this will help to increase student achievement over the course of the year.

Key Investment: **Literacy Professional Development**

ESSER II

\$ 14.400

ESSER III

\$ 40,000

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

☒ Other: Foundational reading coaches

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

RSL will utilize several evidence-based activities in order to increase student achievement. Our evidence-based activities include the following: a) Corrective reading; b) LDOE accelerate program; c) Science of Reading; d) Literacy Acceleration Coaches; e) NIET (accelerate program); and f) Foundational Coaches. All research-based activities were selected based off LEAP 2021 data (Students who did not receive a mastery 4th and 5th grade) and Literacy Screener results (Dibels) which indicate a significant deficit in reading accuracy, reading fluency, and basic comprehension. Students in grades K-5 will be assigned to an acceleration block where students will be grouped based on literacy levels per Dibels grouping. Students will receive the evidence-based activities during their daily acceleration block throughout the entire year. Progress monitoring will occur during program designated times found within the corrective reading, accelerate, and Dibels curriculum. Students will be regrouped based on assessment results from progress monitoring stop points. Students are expected to move band levels or increase overall scores in order to meet progress goals throughout the interval assessments. Literacy acceleration coaches, sped teachers, and foundational reading coaches will provide instruction and support to tier ii and tier iii student groups daily through corrective reading, science of reading strategies, and Ldoe accelerate program. All students will be tracked through panorama education to where data can be tracked daily.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment \$ 94,000

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

- ☐ Ready Start Networks
☐ Fund Pre-K seats
☒ Other: High quality instructional materials
☐ 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

Early Childhood Program Enhancement

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

- ☒ CLASS Certification
☐ Professional Development from High-Quality Instructional Materials Vendor Guide
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

n/a

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

n/a

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment

\$ Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning

https://www.redesignschoolsloisiana.org/RSL_Reopening_Plan_2021-2022.pdf

COVID-19 Vaccination policies for staff and students

https://www.redesignschoolsloisiana.org/RSL_Reopening_Plan_2021-2022.pdf

Mask wearing policies for staff and students

https://www.redesignschoolsloisiana.org/RSL_Reopening_Plan_2021-2022.pdf

Physical distancing, cohorts, or learning pods

https://www.redesignschoolsloisiana.org/RSL_Reopening_Plan_2021-2022.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

\$ Click or tap here to enter text.

ESSER III

\$ 63,338

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

- ☒ Staff Training/Professional Development to support remote learning or safe reopening
- ☒ Educational technology (computers/ laptops)
- ☒ Educational technology (software/ programs)
- ☒ Mobile hotspots with paid data plans
- ☒ Internet connected devices with paid data plans
- ☒ Cost of home internet subscription
- ☐ Cost of home internet through LEA-managed wireless network
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS

2021-2022 Total Funding Commitment

\$ 613,829

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 55,000

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.

LEA identified a need in 20-21 for an updated data infrastructure system to track student data through a data dashboard. Such data tracking systems includes the following: summative assessments, social emotional tracking, attendance, and student academic progress. Panarama Ed, Performance Matters, and Ed-Ops will serve as the primary sources of data development and tracking for all student areas of need (SEL, Assessments, Attendance, Student Academic Progress, and Behavior). A data and compliance coordinator was hired to help track data and work within the systems to allow for rich data to be easily accessible to all.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ 55,000
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