

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 Superintendent Keisha L. Netterville	
School System Leader Signature - Keisha L. Netterville	Date 9/28/21

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: Parent, staff, and student surveys
- ☐ 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	\$Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
How will the LEA identify students who need to be re-engaged?				
Work in this area will not be funded by ESSER during the 2021-2022 school year.				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Re-engagement supports <input type="checkbox"/> Drop-out early warning systems <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
How will the LEA seek to re-engage students with poor attendance?				
Work in this area will not be funded by ESSER during the 2021-2022 school year.				
Key Investment: Well-Being	ESSER II	\$Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
How will the LEA identify students who need mental and behavioral supports?				
Work in this area will not be funded by ESSER during the 2021-2022 school year.				
(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Mental and Behavioral Health <input type="checkbox"/> Character Building <input type="checkbox"/> Trauma-informed care <input type="checkbox"/> Full Service Community Schools <input type="checkbox"/> Adoption/ integration of SEL curriculum <input type="checkbox"/> Professional development for staff <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
(For Students) Describe the LEAs plan for implementing evidence-based activities.				
Work in this area will not be funded by ESSER during the 2021-2022 school year.				
(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> 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	\$ Click or tap here to enter text.
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Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$128,240
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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, 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: Parent, staff, and student surveys.
- ☒ Other: Strategic Planning Process

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).

In order to identify those individual students and student groups who may have been most impacted by the COVID-19 pandemic, our priority data sources included attendance data and mode of instruction, both of which we disaggregated by student demographic data, and student outcome data on state assessments.

Specifically, 419 of our 1339 students (31.3%) enrolled in our virtual instructional model for at least a portion of the 2020-2021 school year. Of those virtually-enrolled students, 328 (78.3%) were African-American and 82 (19.6%) were White. Compared to overall enrollment (63.9% African American, 33.5% White), African-American students were more likely to enroll in our virtual model for at least a portion of the school year than their White peers. Because our virtual model included less instructional time with teachers, students in our virtual model were more impacted by the COVID-19 pandemic.

² [ARP ESSER Fact Sheet](#)

Furthermore, 321 of our 1339 students (24.0%) were identified as potentially truant (5 or more absences or tardies) during the first semester of the 2020-2021 school year. Among these students, 196 (61.1%) were African-American and 120 (37.4%) were White. Compared to overall enrollment (63.9% African American, 33.5% White), White students were slightly more likely to be potentially truant during the first semester. Because truancy means less instructional time with teachers, these students were more impacted by the COVID-19 pandemic.

Overall, this data indicates that a substantial number of students from all subgroups at a rate relatively similar to our total subgroup enrollment were impacted significantly by the COVID-19 pandemic.

We also analyzed the rate at which students in 4th through 8th grade achieved mastery on the 2020-2021 LEAP 2025 assessments. Specifically, we identified those students in grades four through eight who failed to achieve mastery on LEAP 2025 during the 2020-2021 school year, both so we could prioritize the targeted learning support we provided to them and so we could identify grade levels and subject areas which required more targeted learning support. Specifically, these counts were as follows:

4th Grade ELA 85/130, 4th Grade Math 113/130, 4th Grade Science 111/130, 4th Grade SS 121/130
5th Grade ELA 92/128, 5th Grade Math 96/128, 5th Grade Science 97/128, 5th Grade SS 110/128
6th Grade ELA 83/100, 6th Grade Math 90/100, 6th Grade Science 94/100, 6th Grade SS 88/100
7th Grade ELA 62/70, 7th Grade Math 67/70, 7th Grade Science 66/70, 7th Grade SS 65/70
8th Grade ELA 55/66, 8th Grade Math 64/66, 8th Grade Science 63/66, 8th Grade SS 61/66

Because there were no subjects or grade levels in which 35% or more of students achieved mastery, we determined that the most appropriate way to allocate ESSER II and III funds was through universally-accessible programming and services at all school sites for which we would prioritize access for those students enrolled in our virtual model for at least a portion of the 2020-2021 school year and with significant absences during the 2020-2021 school year. As such, our allocation decision-making process was based on the principles of universal access to ESSER-funded programming and services where appropriate, individualized targeted academic and socioemotional supports based on ongoing needs assessment including attendance and instructional mode disaggregated by demographic data, and removing barriers to accessing programming and services for students and families identified as having the most acute needs. Specific students who would benefit from these supports will be identified at the school level by principals and instructional leadership teams on at least a quarterly basis using the data sources and structures identified below throughout the rest of this plan.

We will continue to monitor attendance data and mode of instruction data on a quarterly basis during the 2021-2022 school, both of which we will disaggregate by student demographic data. Also on a quarterly basis, we will monitor the results of ANet interim assessments to determine those students who are not making adequate progress towards their growth to mastery goal on the 2021-2022 LEAP 2025 assessments, particularly those 4th through 8th grade students performing below mastery. Both the District Leadership Team and principals and school instructional leadership teams will engage in this process. On a weekly basis, instructional leadership teams and teachers in cluster meetings will monitor students' and teachers' short-term progress towards these goals.

In order to identify which evidence-based programming and services would best allow us to meet the needs of those students most impacted by the COVID-19 pandemic, East Feliciana Public Schools also engaged in a thorough organizational diagnostic that involved stakeholder surveys of school staff, families, and students and smaller focus groups of those groups. With this additional data, we developed a strategic plan with six specific priority areas (developing curriculum expertise, monitoring of student learning, robust access to differentiated support, engaged families and community, diverse and effective team, and sustainable finances) to meet our identified needs and drive our planning in a way that ensured all resources are being leveraged in the most effective way. Our District Leadership Team will meet monthly to monitor our progress on specific strategic plan initiatives using a “How much, How well, To what end” framework, with specific progress monitoring indicators shown below. From a student outcomes perspective and to identify those students who may need more intensive support, our core goal is that students are on track to meet their growth to mastery goal, with 65% of 4th-8th grade students scoring below mastery on LEAP 2025 make adequate progress towards mastery by eighth grade. In order to determine if students are on track to meet their growth to mastery goal on the 2021-2022 LEAP 2025 assessment, the District Leadership Team and school instructional leadership teams will review the results of quarterly ANet interim assessments. Furthermore NIET cluster meetings and school-level instructional leadership team meetings on a weekly basis will help monitor short-term progress towards initiatives that are academic and instructional in nature.

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?

Based on no more than 35% of our students performing at mastery or above on LEAP 2025 in grade level or subject area and monitoring of student learning being one of the priority areas of our strategic plan, we determined a need for an assessment system that would allow us to administer and use high-quality, valid, and reliable assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. The LEA is partnering with the Achievement Network (ANet) to implement and train teachers and leaders in using an assessment system and interim assessments for English language arts and mathematics in grades 2-11. These assessments will be administered four times per year and allow us to more effectively monitor the progress of students in grades 4-8 who failed to achieve mastery on the 2020-2021 LEAP 2025 assessments in ELA and math and monitor and support those who are not on target to make adequate progress towards mastery on the 2021-2022 LEAP 2025 assessments in ELA

and math. Additionally, ANet will furnish a coach to provide supports and services that include ongoing, biweekly coaching to school leaders and instructional leadership teams on how to effectively use this assessment data to drive instruction and how to use the platform for more regular formative assessment. We will progress monitor the implementation effectiveness of this evidence-based activity using a “How much, How well, To what end” framework that includes the following measurable outcomes and timeline:

How much: 100% of 2-12 students have taken interim assessments in math and ELA from the assessment bank	11/7, 12/15, 1/15, 2/25, 3/15
How well: Less than 25% of teachers at each school are using unauthorized ELA and math assessments based on audits of J-Campus grading	12/15, 3/15, 5/15
How well: 100% of principals strongly agree/agree that data related training and coaching have led them to clarity about how they will use data to improve instruction	Monthly
To what end: 100% of principals are rated proficient at school goal setting and monitoring leadership from the NIET rubric	10/15, 12/7, 2/28, 5/26
To what end: 65% of 4 th -8 th grade students scoring below mastery on LEAP 2025 make adequate progress towards mastery by eighth grade.	End of Year

The LEA will measure progress on this and other initiatives through monthly district-level progress monitoring meetings including members of the Strategic Planning committee and is using ESSER III EB to purchase this system and training for non-CIR schools.

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)*

As indicated above, 65% or more of students did not score mastery or above on LEAP 2025 in all grades 4-8 and in all subject areas during the 2020-2021 school year. Furthermore, 75% or more of students did not perform at mastery or above on LEAP 2025 in all grades 4-8 in math during the 2020-2021 school year. As such, in addition to those interventions outlined above, the LEA is recruiting a K-8 math interventionist to tutor small groups that prioritize those students who did not score mastery on math state assessments. These groups will be adaptive based on ongoing results of interim assessments on the ANet platform. As such, the LEA will measure the efficacy of this evidence-based activity of high-dosage tutoring based on the percentage of students within these small groups that are making adequate progress towards their individual end-of-year LEAP goal in math. Our goal is that 75% of students in these high-dosage tutoring groups will be making adequate progress towards mastery as indicated by their scores on interim assessments relative to the individual goals set with the math interventionist. This means we will be able to holistically progress monitor on a quarterly basis and determine if students are making adequate progress towards their goal towards mastery on the 2021-2022 LEAP 2025 assessment. Additionally, the math interventionist will use the ANet platform to progress monitor on a weekly basis. Moreover, the LEA will provide accelerated instruction to students that is targeted in the subject matter areas in which students have failed to perform satisfactorily within the classroom environment. This will be provided through the use of Tier 1 curriculum by classroom teacher and the use of Accelerate materials from LDOE. Specifically, this is aligned to our strategic priority of developing curriculum expertise. We will progress monitor the

implementation effectiveness of this evidence-based activity using a “How much, How well, To what end” framework that includes the following measurable outcomes and timeline:

To what end: 85% of teachers are effectively delivering lessons from a high-quality curriculum within 5 instructional days of the year-long pacing plan as evidenced by district team observations (Beginning, Middle, End of Year) and review of Lesson Plans (via MS Teams) AND We see improvement in 85% of the teachers on support plans	10/15, 12/7, 2/28
To what end: 85% of teachers demonstrate clear internalization of units, standards and lessons, through submitting annotated plans that connect each lesson component with the lesson’s key points as evidenced by review of Lesson Plans (via MS Teams) AND We see improvement in 85% of the teachers on support plans	10/15, 12/7, 2/28
To what end: 100% of principals are rated proficient at instructional leadership from the NIET rubric	10/15, 12/7, 2/28, 5/26
To what end: 65% of 4 th -8 th grade students scoring below mastery on LEAP 2025 make adequate progress towards mastery by eighth grade.	End of Year

These supports and services for these evidenced-based activities will be provided by school leaders and district staff.

Key Investment: Before and After School Programs	ESSER II		ESSER III	\$249,025
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Partner with organizations to provide before and/or after school programs
- ☐ Partner with vendors to specifically provide tutoring before and/or after school
- ☒ Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

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

The District’s existing 21st CCLC after school program has been redesigned and expanded to meet the needs of students who have been disproportionately impacted by COVID-19. Based on our needs assessment, we know that those 419 students who were enrolled in our virtual model for some portion of the 2020-21 school year, those 321 students potentially truant during the first semester of the 2020-21 school year, and those students (at least 65% in each grade and subject area) that did not achieve mastery on LEAP 2025 could benefit from evidence-based, high-quality high-dosage tutoring as well as enrichment activities to motivate student attendance and meet socioemotional needs, particularly since one of the major impacts of the COVID-19 pandemic has reduced instructional time. As such, these students will be prioritized for enrollment in our afterschool program. We will also continue to monitor scores on ANet interim assessments to identify students who are not on track for their goal to make adequate progress towards mastery on the 2021-2022 LEAP 2025 assessment. We have worked with school leaders to ensure those students are recruited for program enrollment. Specifically, ESSER III funds will be used to stipend LEA educators to provide two hours of tutoring and enrichment after

school for four days each week from September through April. We will progress monitor the implementation effectiveness of this evidence-based activity using a “How much, How well, To what end” framework that includes the following measurable outcomes and timeline:

How much: 65% of students identified as being disproportionately impacted by COVID-19 and/or scoring below mastery on LEAP 2025 will enroll in and attend afterschool programming at least 3 days per week.	Monthly
How well: 100% of students regularly attending afterschool programming have passing grades in all courses.	Quarterly
How well: 95% of students regularly attending afterschool programming report improved socioemotional skills, aptitudes, and mindsets	Quarterly
How well: 95% of students regularly attending afterschool programming improve their performance on grade-level equivalent assessments in math and reading.	Monthly
How well: Average growth on ANet interims for students regularly attending afterschool programming exceeds average growth for students not regularly attending	Quarterly
To what end: 65% of 4 th -8 th grade students attending afterschool tutoring scoring below mastery on LEAP 2025 make adequate progress towards mastery by eighth grade.	End of Year

LEA staff members working with students will utilize high-quality Accelerate instructional materials aligned with our in-school Tier 1 curriculum, and we will monitor the quality of implementation through the program director and site directors for each location.

Key Investment: Summer Learning Programs	ESSER II	\$ 389,945	ESSER III	\$ Click or tap here to enter text.
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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 District’s existing 21st CCLC summer program has been redesigned and expanded to meet the needs of students who have been disproportionately impacted by COVID-19. Based on our needs assessment, we know that those 419 students who were enrolled in our virtual model for some portion of the 2020-21 school year, those 321 students potentially truant during the first semester of the 2020-21 school year, and those students (at least 65% in each grade and subject area) that did not achieve mastery on LEAP 2025 could benefit from evidence-based, high-quality high-dosage tutoring as well as enrichment activities to motivate student attendance and meet socioemotional needs, particularly since one of the major impacts of the COVID-19 pandemic has reduced instructional time. As such, these students will be prioritized for enrollment in our summer program. Additionally, we will identify

students who did not make adequate progress towards mastery on the 2021-2022 LEAP 2025 assessments. We will work with school leaders to ensure those students are recruited for program enrollment. Specifically, ESSER III funds will be used to stipend LEA educators to provide two hours of core math instruction, two hours of core ELA instruction, and two hours of enrichment instruction for four days each week during June. We will progress monitor the implementation effectiveness of this evidence-based activity using a “How much, How well, To what end” framework that includes the following measurable outcomes and timeline:

How much: 65% of students identified as being disproportionately impacted by COVID-19 and/or scoring below mastery on LEAP 2025 will enroll in and attend summer programming regularly (at least 3 days per week).	Weekly
How well: 95% of students regularly attending afterschool programming report improved socioemotional skills, aptitudes, and mindsets	End of Program
How well: 95% of students regularly attending afterschool programming improve their performance on grade-level equivalent assessments in math and reading.	End of Program

LEA staff members working with students will utilize high-quality Accelerate instructional materials aligned with our in-school Tier 1 curriculum, and we will monitor the quality of implementation through the program director and site directors for each location.

Key Investment: Extended Instructional Time	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

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

Work in this area will not be funded by ESSER during the 2021-2022 school year.

Key Investment: Individual Student Plans for Success	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

Please contact LDOEgrantshelpdesk@la.gov with questions.

Work in this area will not be funded by ESSER during the 2021-2022 school year.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 767,210
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Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ Click or tap here to enter text.	ESSE R III	\$250,304
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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: 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 the disproportionate impact of COVID-19 on subgroups of students?

The LEA's partnership with NIET remains the core school improvement model to specifically address the disproportionate impact of COVID-19 on subgroups of students. First, instructional leadership teams including the school leaders, school-based Master Teachers, and school-based Mentor Teachers form an instructional leadership team that meets weekly to set and monitor school, teacher, and student goals and to develop and monitor a long range plan to support teachers in achieving those goals. Master Teachers spend a small portion of their day teaching or co teaching a class and most of their day coaching, supporting, and observing teachers. Mentor Teachers spend a small portion of their day coaching, supporting, and observing teachers and most of their teaching classes. Additionally, all teachers participate in weekly cluster meetings led by a Master Teacher and supported by a Mentor Teacher that allow them to develop their expertise in implementing high-quality curriculum that allows them to accelerate student learning, particularly for students with the highest level of need. Additionally, cluster meetings provide space for teachers to analyze student work to identify specific student needs and respond to those specific needs in the classroom. In conjunction with the district's assessment system, this allows teachers to proactively identify student needs and respond to them in an appropriate and immediate way. Specifically, during the 2021-2022 school year, teachers will prioritize identifying and responding to the needs of students in grades four through eight who failed to achieve mastery on LEAP 2025 during the 2020-2021 school year. Additionally, school leaders, Master Teachers, and Mentor Teachers provide in-class coaching, observation, co-teaching, and modeling with classroom teachers where necessary. This is based on the results of informal and formal observations of teachers to identify what additional instructional support is needed for each teacher. Using ANet interim assessment data, as part of weekly school instructional leadership team meetings and weekly teacher cluster meetings, we will also identify and develop plans to respond to those students who are not making adequate progress towards their growth towards mastery goal on the 2021-2022 LEAP

Please contact LDOEgrantshelpdesk@la.gov with questions.

2025 assessments. We will continue to provide these supports during the 2022-2023 school year for fourth through eighth grade students who fail to achieve mastery on the 2021-2022 LEAP 2025 state assessments. Teacher coaching and support will occur daily, cluster meetings to respond to student work will occur weekly, instructional leadership team meetings to monitor teacher and student progress towards the school's goals will occur weekly, and cluster meetings to respond to results of interim assessments will occur quarterly. We will progress monitor the implementation effectiveness of this evidence-based activity using a "How much, How well, To what end" framework that includes the following measurable outcomes and timeline:

To what end: 85% of teachers are effectively delivering lessons from a high-quality curriculum within 5 instructional days of the year-long pacing plan as evidenced by district team observations (Beginning, Middle, End of Year) and review of Lesson Plans (via MS Teams) AND We see improvement in 85% of the teachers on support plans	10/15, 12/7, 2/28
To what end: 85% of teachers demonstrate clear internalization of units, standards and lessons, through submitting annotated plans that connect each lesson component with the lesson's key points as evidenced by review of Lesson Plans (via MS Teams) AND We see improvement in 85% of the teachers on support plans	10/15, 12/7, 2/28
To what end: 100% of principals are rated proficient at instructional leadership from the NIET rubric	10/15, 12/7, 2/28, 5/26
To what end: 65% of 4 th -8 th grade students scoring below mastery on LEAP 2025 make adequate progress towards mastery by eighth grade.	End of Year

ESSER funding will be used to cover the cost of three TAP Master Teachers, all TAP Master Teacher stipends and some TAP Mentor Teacher stipends.

Key Investment: Literacy Professional Development	ESSER II	\$ Click or tap here to enter text.	ESSE R III	\$
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?				
Work in this area will not be funded by ESSER during the 2021-2022 school year.				
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment			\$250,304	

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) <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?				
Work in this area will not be funded by ESSER during the 2021-2022 school year.				
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) <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.				
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?				
Work in this area will not be funded by ESSER during the 2021-2022 school year.				
EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment			\$ Click or tap here to enter text.	

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$ 262,610	ESSER III	
Provide the URL to the following LEA documents:				

School Reopening Plan for In-Person Learning <https://5il.co/yk82>

COVID-19 Vaccination policies for staff and students <https://5il.co/yk82>

Mask wearing policies for staff and students <https://5il.co/yk82>

Physical distancing, cohorts, or learning pods <https://5il.co/yk82>

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: Bottled water for students and staff at each school.
- ☒ Other: Sanitization supplies

Continuity of Teaching & Learning

**ESSER
II**

\$ 24,300

**ESSER
III**

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**

\$ 286,910

DATA INFRASTRUCTURE ✓

Data Infrastructure

**ESSER
II**

\$ Click or tap
here to enter text.

**ESSER
III**

\$ Click or tap
here to enter text.

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.

ESSER funds will not be used in this area during the 2021-2022 school year.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment

\$ Click or tap here to enter
text.