

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 Signature	Date

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).

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

¹ [ARP ESSER Fact Sheet](#)

Key Investment: Attendance	ESSER II	\$	ESSER III	\$ 50,000
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How will the LEA identify students who need to be re-engaged?

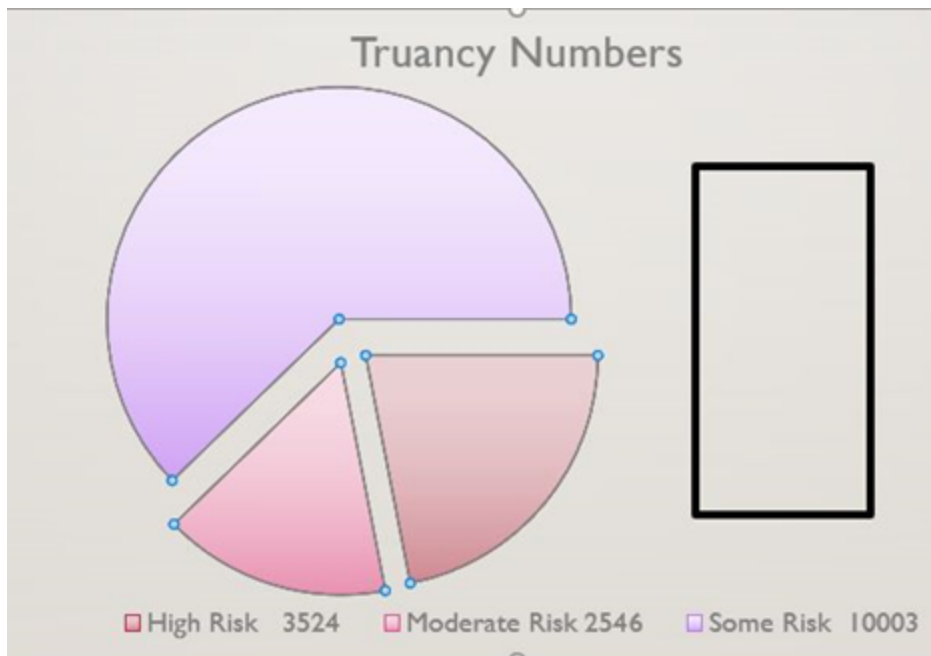
Students will be identified by attendance waiver data from the 2020-2021 school year, which created a watchlist and targeted chronic absenteeism data. Students will also be identified by current 4.5 weeks attendance and truancy data for 2021-2022 school year. Based on these data, 6,070 students in APSB are either highly or moderately truant. This means they are missing 10-19% of school.

Student academic success begins with attendance. Students cannot learn and achieve their full potential if they are not in school and engaged in the learning process; research continues to show us that student absences impact a child's ability to succeed in school (AttendanceWorks). Research also shows that there is substantial evidence to support the claim that chronic absenteeism from school is a primary cause of low academic achievement as well as a prevailing predictor of a student's risk of dropping out of school (Balfanz & Byrnes, 2012).

In the 2020-2021 school year, school districts all around our country saw chronic absenteeism reach record numbers. As a result of the Covid-19 pandemic and virtual instruction, school districts battled with keeping students present and engaged in the learning process. Ascension Public Schools 2020-2021 attendance data revealed that 6,070 students in APSB are at either highly or moderately truant.

Our goal is to decrease our highly and moderately truant numbers by 30%. There was a 5-10% attendance deficit in the 2019-2020 school year. Given this we could reasonably infer that we were between 3-5% attendance deficit prior to leaving for Covid lockdown.

Graph 1:



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

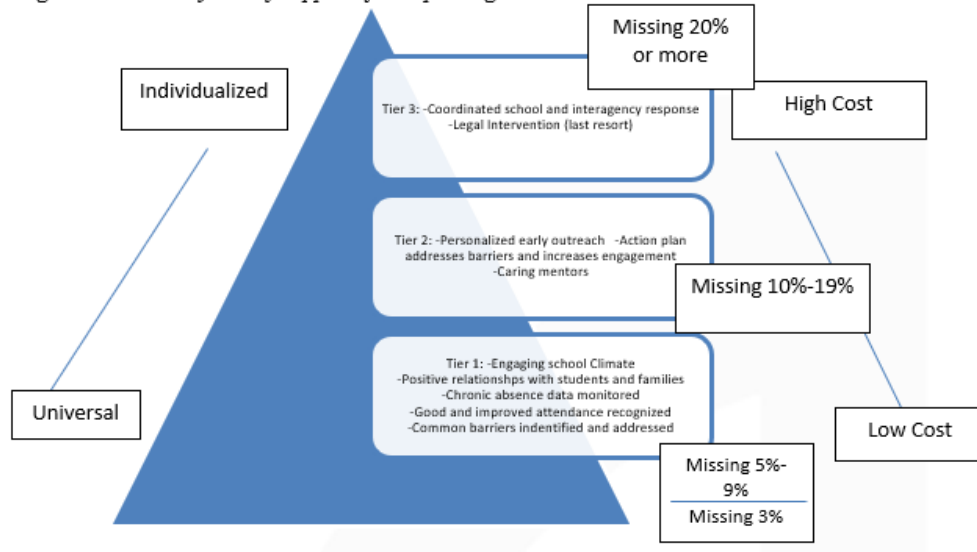
- ✓ Re-engagement supports
- ✓ Drop-out early warning systems
- ✓ Other: Attendance Incentives .

Other: Click or tap here to enter text.

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

Countless researchers recommend the use of a multi-tiered system for combating and reducing chronic absenteeism as well as improvement of overall students' attendance. The Response to Intervention (RTI) multi-tiered system below is APSB's approach to improving daily attendance.

Diagram 1: Tiered System of Supports for Improving Attendance



Tier 1 Proposal: In an effort to engage the school climate. APSB will be utilizing a full media campaign during the September Attendance Awareness month and throughout the school year.

Goal 1: Is to have a targeted campaign promoting the need for students to attend school every day. To achieve this goal visuals, billboards, and bus promo are needed. There are 295 buses in APSB. Bus Banner Magnets are needed and will be used to promote attendance in every community in Ascension Parish. Attendance Banners and Signs will be needed for every school campus in Ascension. There are 34 school sites in the Ascension Parish School District, 10 signs per site will be needed to promote attendance.

Goal 2: Is to recognize and incentivize good and improved attendance. To achieve this goal, we want to provide each school with 10-15 gift cards per grade level to be used for those students who have less than five unexcused absences.

Tier 2 Proposal: In an effort to create a more personalized outreach, funding is needed to pay for individual postcards for attendance reminders as well as attendance recovery faculty and staff. Each school will receive 100 personalized outreach attendance postcards that can be used as needed for students missing 10-19% of school. The goal is to decrease chronic absenteeism among students from 5%-19% to 3%-10%. School Based counselors will track data utilizing attendance recovery log and attendance intervention documentation. Attendance Recovery programs will be run after school and on Saturdays. Funding is needed to pay Faculty and Staff to run attendance recovery after school programs. The recovery programs will provide tutoring services to students to help them recoup instructional and seat time losses. Students who are at risk will be required to attend after school attendance recovery at least biweekly. Monthly reports will be analyzed to monitor the impact. Additional interventions will be required based on data analysis. LEA will partner with district attorneys and judges to coordinate efforts.

Tier 3 Proposal: If a legal intervention is necessary, funding will be needed to help students recover loss of instructional credits.

Goal 1: Decrease dropout rate due to attendance. Funding is needed to cover the cost of credit recovery courses for students who have missed 15% or more of school. This is a personalized action plan to help remove barriers and re engage students.

Key Investment: **Well-Being**

ESSER II

\$100,000

ESSER III

\$ Click or tap here to enter text.

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

Universal Social/Emotional/Behavioral Screening: Universal well-being screenings will be administered during the fall, winter, and spring. This will be incorporated into our other universal screening programs such as those we do for vision, hearing, and academic achievement. There are three purposes of universal screening for social, emotional, and behavioral well-being. The first purpose is to evaluate our programs that directly teach these skills, such as Conscious Discipline, Promoting Alternative Thinking Strategies, Lions Quest and other social-emotional learning curricula. Each school will be given \$10,000- \$15,000 to purchase additional SEL curriculum materials. The second purpose is to respond to unique school-wide needs; for example, creating stronger social skill instruction if that was found to be an area of need. The third purpose is to identify those students who may benefit from additional interventions or further screenings, with your consent and participation. Our procedure will be to have teachers use the validated Strengths-Difficulties Questionnaire (SDQ) or a similar social emotional screener to screen each of their classes during the fall (pre) and spring (post).

2020 results indicate 5% (1100) of students were at risk and 10% (2200) were at some risk. 2021 SDQ results indicate 4% (880) of students are at risk and 5% (1100) are at some risk. 22,000 students were screened. These students will meet with a school based counselor bi weekly. Spring 2021 results will be utilized to measure impact on students. In addition, students will participate in 30 minutes a day of SEL instruction.

LEA will employ social workers to provide services to at-risk students in schools where data indicate there is a high need. The following schools will receive priority: Donaldsonville Primary, Lowery Elementary, Lowery Middle, Donaldsonville High.

Students will not be asked any personal questions as our universal screening involves teacher responses only. If, based on screening results, the school believes the child may benefit from classroom interventions to promote their social, emotional, or behavioral well-being, referral may be made to the MTSS team, School Building Level Committee or the school counselor.

Students with multiple behavioral or social emotional risk factors may be supported through Tier 1, Tier 2 and or Tier 3 supports that may include school based intervention, support from school counselors or collaborative behavior intervention coaching/mentoring plans or may be referred to outside agencies such as FINS, Spectrum, or Ascension Parish Counseling. Each school within the district has an MTSS team that analyzes academic, behavioral and social emotional data from universal screenings, academic performance and behavioral incident data. Students who are suspected of having a possible disabling condition that is resulting in social emotional concerns can be referred to the School Building Level Committee to screen/evaluate for possible social emotional or disabling conditions.

SOCIAL/EMOTIONAL/BEHAVIOR SBLC REFERRAL: Social/Emotional/Behavior screening through SBLC should include, at a minimum, a review of: medical records, incident reports/discipline records, teacher reports, parent reports and information provided by the parent, developmental profiles, previous behavior intervention plans, and anecdotal records by the general education teacher. Social/Emotional/Behavior Screening Form 6.1 will be completed by the teacher and school counselor with consultation with the pupil appraisal support as needed.

SBLC REFERRAL FOR HEALTH SCREENING: A health screening is conducted to determine the health status of the student. A student's health is considered "at-risk" if through history, observation, and other procedures, health problems have been noted. Documentation, a completed health screening by the school nurse, along with a medical release are included in the final packet if a medical condition exists.

(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.

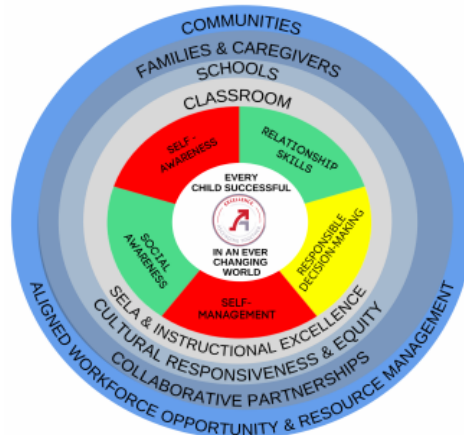
(For Students) Describe the LEAs plan for implementing evidence-based activities.

LEA participated in SELA professional development hosted by LSU. The professional development provided structures to support districts with integrating social emotional learning into the content. During monthly principals meetings principals receive new learning to support students and teachers with embedding SEL into Academics (SELA). Students will receive instruction across all contents with the 5 competencies embedded. Likewise, students will receive 45 minutes of SEL curriculum from Paths (K-5) or Lionsquest (6-12). In PK-2 teachers will implement Conscious Discipline Framework. LEA will also employ 4 part time Mental Health Counselors to provide support to students who have experienced trauma due to pandemic. LEA has also partnered with Dr. Jessie Jackson with Best Man Company to provide professional development on Cultural Responsiveness and Trauma-informed Care. Below is the SEL framework for APS:

Social and emotional learning and academic integration (SELA) is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.

Social-emotional learning (SELA) and student engagement can be incorporated into the schedule in two ways:

- through dedicated time for direct SEL instruction, or,
- through integrating SEL competencies embedded within regular content.



LEA will provide monthly professional development around SELA modules to ensure school teams have the skill set to redeliver on their campus.

(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

\$ 150,000.

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: **Targeted Learning Support**

ESSER II

\$

ESSER III

\$ 25,000

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.

☐ 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).

During the 2019-2020 school year total enrollment for the district was 23,286. From August to March all students participated in face to face learning. March 2020-May 2020 all students participated in remote learning. Reopening for 2020-2021 school year total enrollment 23,423 of that number 6385 participated in remote learning. 27% of the total enrolled participated in remote learning. Of that population 1% was Native American, 2% Asian, 9% Hispanic, 53% African American, 35% White. Within this population 11% of the students were identified as SPED. The greatest need stands with our African American student population.

Standardized assessment results indicate the following:

Students who are Black or African American fell in both growth and Mastery more than our overall population. (2019 to 2021)

Students who are economically disadvantaged fell in %Mastery more than our overall population.

Overall progress in 2021 for students within any subgroup area is lower than overall population (from -7% to -4% lower)

Over % Mastery in 2021 for students within any subgroup area is lower than overall population (from -44% EL to -15% Econ Dis)

² [ARP ESSER Fact Sheet](#)

School System Code	School System Name	Subgroup	2019 % Top Growth	2019 % Mastery & Above	2021 % Top Growth	2021 % Mastery & Above	% Top Growth Change from 2019 to 2021	% Mastery & Above CHANGE from 2019 to 2021
3	Ascension Parish	Total Population	54	57	55	52	+1	-5
3	Ascension Parish	Black or African American	50	39	48	32	-2	-7
3	Ascension Parish	Economically Disadvantaged	51	43	51	37	0	-6
3	Ascension Parish	Students with Disabilities	50	22	50	20	0	-2
3	Ascension Parish	English Learner	49	13	50	8	1	-5

LEA will utilize universal screening data, diagnostics, district benchmark assessments, attendance data, and SDQ data to progress monitor students. Students who are in need of support will participate in 45 minutes of daily interventions using BURST for literacy and EQUIP for math. School based counselors will track and document attendance data. Students who are at risk for attendance will meet with Counselors and implement attendance plans. Likewise, counselors will provide targeted support to at risk students

LEA will implement two key activities to target learning support for students impacted by Covid-19 pandemic. The first key activity will be implemented is high-dosage tutoring in both ELA and Math. ELA and Math tutoring will take place after school at our schools. High-quality/effective teachers will be sought out to provide the tutoring services in both ELA and Math to our students. The ESSER funds will be utilized to pay the teachers stipends for the implementation of the tutoring services. Students who failed to achieve mastery on the statewide assessment will receive targeted instruction around their ELA and Math academic needs using the Accelerate lessons provided by the state. Students will receive the tutoring services in groups of no more than 15 students. The targeted Accelerate lessons will help to close the disproportionate gaps of our students by meeting their individual needs.

The second key activity that will be implemented using ESSER funds is the usage and administration of Tier I curriculum and high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist our educators in meeting our students' academic needs and providing differentiated instruction. The high-quality assessments will help our educators identify the rigor needed in instruction of Tier 1 curricular materials and help them identify specific student needs to differentiate instruction to meet the needs of their students. LEA administers district benchmarks three times a year. The data from district benchmark assessments are utilized to inform next steps. After the administration of benchmarks teachers and ILT analyze the data to make informed instructional decisions about how to best support teaching and learning on their campuses. Likewise, DIBELS Next universal screener is utilized to determine how to intervene with students to address literacy skills.

The third key activity the students at CIR/UIR-A schools will be provided the opportunity to participate in learning exploration trips. This will provide students an opportunity to have hands-on experiences outside of the school building. Students will visit museums, art exhibits, aquariums, music concerts, etc. Learning explorations can occur during the school day or Saturdays.

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)
- X 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?

LEA will begin high dosage tutoring in September. Students who were impacted by pandemic (see above data set) will receive priority for tutoring. Tutoring will be offered bi weekly at 1.5 hours per day. Students will administer district benchmarks three times a year in all content areas to identify next steps for students. Students will be monitored bi monthly to determine progress. In addition, data from quarterly benchmarks will be triangulated with progress monitors to determine next steps. The pupil ratio for tutoring will be 12:1. During the school day students will participate in 30-45 minutes interventions 5 days a week. Teachers will utilize supplemental materials from the Tier I curriculum for interventions.

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)

IAIP's were completed on all students who did not score mastery or above. Students who did not score mastery or above will engage daily in high quality Tier I curriculum, placed in a classroom with a highly effective teacher, participate in after school tutoring and summer school tutoring. The parents will participate in a conference to discuss the plan and provide input. Parents will sign the Individual Academic Improvement Plan to indicate they are in agreement. A copy will be placed in the students cum folder and a copy will be given to parents.

In addition, Accelerated instruction in both ELA and Math will be provided as expanded support for students who did not score mastery or above on the state-wide assessment. This work began this summer (2021) with our Summer Program offered to all students at every school. Our LEA utilized the Accelerate tutoring materials for both ELA and Math. High-quality assessments from Eureka Math, Guidebooks, CKLA, and the LEAP 360 interims were utilized to assess the students' academic progress during this time. Our students attended the Summer Program for 4 hours per day Monday through Thursday from June 7, 2021 through July 1, 2021. Students received one and a half hours of ELA instruction and one and a half hours of Math Instruction every day during this time period. In addition, students participated in enrichment activities such as STEAM, Music, Physical Education, etc. Students will receive expanded support during the Summer Program of 2022 again.

In addition to our Summer Program, corrective teaching during the school day will take place everyday. Teachers will provide corrective instruction to accelerate learning and not remediate. Corrective instruction allows teachers to analyze assessments to determine skill gaps to customize lessons to target misunderstandings and for students while staying on pace. Utilizing data from formative, summative, and universal screenings teachers are able to plan lessons to address student needs. Specifically, LEA purchased EQUIP from Great Minds. EQUIP determines each student's last point of success with a concept and provides content tailored to address that student needs. In ELA, teachers will utilize the diverse learning guide to support students who are not making progress. Educators are currently being trained in using Equip from Great Minds and ELA Content Leaders are redelivering content leader modules to teachers to provide ongoing support in ELA.

Each school ILT for students in grades four and eight who failed to achieve mastery on the statewide assessments. The committee will be composed of a parent(s) or guardian(s), the teacher of the subject in which the student has failed to perform satisfactorily, and the school principal or his/her designee. The student's parent or guardian will be notified of the time and place the committee will meet and the purpose of the committee. The committee will provide the parent or guardian with a copy of the student's accelerated learning plan.

Key Investment: Before and After School Programs	ESSER II	\$ 385,354 (Salaries, Benefits, and Supplies for 3 years)	ESSER III	\$ 1,202,401 (Salaries, Benefits, and Supplies for 3 years.)
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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?

LEA will begin high dosage tutoring in September provided by highly effective or effective proficient staff. Students who were impacted by pandemic will receive priority for tutoring. Tutoring will be offered bi weekly at 1.5 hours per day. Teachers will administer district benchmarks three times a year in all content areas to identify next steps for students. Students will be monitored bi monthly to determine progress. In addition, data from quarterly benchmarks will be triangulated with progress monitors to determine next steps. The pupil ratio for tutoring will be 12:1. LEA teachers will provide tutoring.

By May 2022 LEA will increase the percentage of Black or African American scoring mastery or above from 32% to 34% on statewide assessment.

By May 2022 LEA will increase the percentage of Economically Disadvantaged scoring mastery or above from 37% to 39% on statewide assessment.

By May 2022 LEA will increase the percentage of students with disabilities scoring mastery or above from 20% to 22% on statewide assessment.

By May 2022 LEA will increase the percentage of English learners scoring mastery or above 8% to 10% on statewide assessment.

LEA will utilize attendance, blended learning, and quarantine data to identify students who have been impacted. Further data analysis of data will include students in subgroups. Students will receive prioritized support via after school tutoring and summer tutoring. Likewise, during PLCs and clusters student progress will be monitored via individual growth plans. Information from data sources will be utilized to address student needs during school as well as after school tutoring.

Key Investment: Summer Learning Programs	ESSER II	\$ 405,354 Salaries, benefits, and supplies.	ESSER III	\$ 1,202,401 Salaries, benefits and supplies..
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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?

Students who were impacted by pandemic (see above data set) will receive priority for tutoring. Summer Acceleration will begin in June of 2022 for 4 weeks, 4 days a week, 4 hours a day. In addition, ELA and Math students will continue to receive SEL support and enrichment. Enrichment will include but not limited to music, art, STEAM, dance, etc. Funding will support salaries and benefits for employees. Transportation will also be provided.

During the Summer of 2021, ELA and Math tutoring was offered and implemented in Ascension Parish. Highly qualified/effective teachers implemented the instruction during the Summer Program. LEA utilized the Accelerate tutoring materials from LDOE for both ELA and Math. High-quality assessments from Eureka Math, Guidebooks cold tasks, and internal district benchmark assessments were utilized to assess the students' academic progress during this time. This same process and materials will be utilized to implement high-dosage tutoring during the Summer of 2022.

Accelerate Ascension Data Summer 2021

	2019-2020	2020-2021	2021-2022
Primary	500	650	936
Middle	578	600	484
High	535	500	485
Total	1613	1750	1905

Level Breakdown

Primary		
Attendance Total	Student Progress	Total Investment
936	690/936- 73% https://docs.google.com/documen	\$396,417.12

	t/d/1Q_Bzi8hj_letIQ8SZRIJ0by4-zyAnlj5jxWFJRxup6A/edit?usp=sharing	
Middle		
Attendance Total	Student Progress	Total Investment
484 Includes Lake Elementary	6th Grade- Pre-45.9% Post-58.45% 7th-Pre-39.2% Post-57.5% 8th-Pre-39.01-66.9% https://docs.google.com/document/d/1xr54kLjZ-i1N_b-xvAa-KY1F2Ugl_BWCUIQv2XODG7Q/edit?usp=sharing	\$205,424.94
High		
Attendance Total	Student Progress	Total Investment
485	https://docs.google.com/spreadsheets/d/1fNnGwbmw6eeqSuQsr-DwulvZgtCHwCf6U9nuW54_1Pc/edit?usp=sharing	\$142,413.05
Total District Investment		
https://drive.google.com/file/d/18P3DG_PracwcHFuu2gqB1rSkhhNliay_/view?usp=sharing		
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)		
<input type="checkbox"/> Extended school day (if implementing before/ after school programs separate from the school day, please use that category) <input type="checkbox"/> Extended school week <input type="checkbox"/> Extended school year <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?

LEA will not implement extended school days at this time.

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?

ESSER funding will not be utilized for Individual Student Plans for Success. LEA utilizes funding from other grants to support this initiative.

RECOVERY AND ACCELERATION

2021-2022 Total Funding Commitment

\$ 6,904,199

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 0

ESSER III

\$ 1,818,930

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: **Schoolkit, Great Minds, Amplify, IQWST**
☐ 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?

Every school in the district has an instructional leadership team that meets weekly. During these meeting ILT's discuss data, teacher support, and develop new learning to address student and teacher needs on campus. Professional learning communities meet at least twice a week on each campus for at least 45-60 minutes. Professional learning communities analyze student work, reflect on practices, create assessments, unpack units of study, and create next steps. PLC's are facilitated by grade level teachers or content mentors. In addition to PLCs, nine of the schools in the district participate in the Teacher Advancement Program (TAP). These schools have two master teachers and at least four mentors to lead ongoing weekly professional development which is ninety minute clusters. LEA has also partnered with Schoolkit to train content leaders at CIR, UIR, and other schools in the district. Content leaders are trained to support teachers with best practices in ELA as well as implementing Guide books with high quality. During the 2020-2021 school year thirteen instructional coaches were trained. 2021-2022 we are

expanding the training to nine candidates. LEA wants to ensure a pipeline of trainers are available throughout the district. LEA partnered with Great Minds to train five instructional coaches to be Math Content Leaders. Participants are participating in training this school year. The partnership will continue during the 2022-2023 school year. Great Minds will also provide professional development for school administrators and school based instructional leadership teams. The goal is to build teacher and leadership capacity through supporting teams about mindsets and building knowledge and skills needed to implement Eureka math with intentionality. School teams will receive support in strategic planning, crafting feedback, and planning effective feedback conversations. Amplify will provide professional development around foundational skills curriculum in K-2 and K-5 Science. IQWST will provide professional development for 6-8 Science.

Key Investment: Literacy Professional Development	ESSER II	\$ 0	ESSER III	\$ 82,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☒ Literacy Content Leaders
- ☒ Literacy Coaches
- ☐ Other: 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?

Our LEA has identified three Literacy Coaches who will be providing coaching training to better support teachers at CIR and UIR schools. The Literacy Coaches will be trained in the Foundations of Reading through LETERS. They will also attend the Plain Talk Conference to obtain new learning on how to best support teachers with literacy. LEA has assigned a district support partner to support literacy coaches. District support partners facilitate monthly meetings with coaches to discuss next steps for teaching and learning. Coaches were funded through the CLSD grant. ESSER funds were not utilized.

Literacy Coach

In 2021, Ascension added new staffing to our lowest performing schools to support literacy instruction. Donaldsonville Primary, Lowery Elementary, Lowery Middle, and Gonzales Middle School have a literacy coach added to the staff. The role of the literacy coach is to work alongside ELA teachers to ensure that students receive high-quality core literacy instruction via professional training, observations, model lessons, feedback, conversations and data analysis. The literacy coach consults, collaborates and coaches with a focus on student learning in ELA. Literacy Coaches do not have their own rosters of students.

Content Leaders

Ascension has ELA, math and science content leaders. (We have several ELA and math content leaders and only a few science content leaders.) The Content Leaders focus on one content for their own comprehensive professional learning and practice applying this learning in real-time in classrooms with students. Ideally, Content Leaders have their own rosters of students. The professional learning is job-embedded, as Content Leaders are able to immediately try out new professional learning / practices with their students. (In Ascension, some of our Content Leaders have moved on to coaching positions since being trained.) Additionally, the Content Leaders can share their professional learning with colleagues by training others. The training can include re-delivery of the formalized training sessions and co-planning in grade level settings. Content Leaders are important steps in the Leadership Pipeline in schools.

Schoolkit trained thirteen literacy content leaders during the 2020-2021 school year. During the 2021-2022 school year seven content leaders will be trained.

Our LEA and school leaders have identified teachers and/or coaches to participate in the ELA Content Leader Program. This training will expand the program to all schools in Ascension Parish. We will continue to prepare our teachers (future leaders) and/or coaches to support other educators by using their strong content knowledge and coaching skills.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 1,900,930.00
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Ready Start Networks
- ☐ Fund Pre-K seats
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

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

We did not utilize ESSER funding for expanding our early childhood program, however we have reallocated Head Start funding from some of our 4 year old seats to open up additional 3 year old seats for students that qualify in our east side sites. We are providing universal pk for 4 year olds in our most at risk community. We have maximized our eligibility criteria to extend beyond economic at risk factors and to include academic, social and behavioral at risk factors. We have received PDG and CCDF funding for Ready Start Network activities which will include branding and community outreach to expand our enrollment.

Early Childhood Program Enhancement	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 35,660.
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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: **Purchased Tier 1 Curriculum (Frog Street) for PK**
- ☐ 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?

We purchased curriculum for the additional classrooms that we opened for three and four year olds, and provided staff with training in order to be able to provide high quality instruction to all of our enrolled students at all of our sites.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment \$ 35,600

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 3,690,000
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Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://www.apsb.org/page/school-operations-for-2021-22
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COVID-19 Vaccination policies for staff and students	Currently, there is no Covid-19 vaccination policy for staff and students.
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Mask wearing policies for staff and students	https://www.apsb.org/page/school-operations-for-2021-22
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Physical distancing, cohorts, or learning pods	https://www.apsb.org/page/school-operations-for-2021-22
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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: **Security Cameras for contact tracing**
- ☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning	ESSER II	\$ 7,303,643 (for 3 years)	ESSER III	\$ 5,440,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Staff Training/Professional Development to support remote learning or safe reopening

- ✓ Educational technology (computers/ laptops)
- ☐ Educational technology (software/ programs)
- ✓ Mobile hotspots with paid data plans
- ☐ Internet connected devices with paid data plans
- ☐ Cost of home internet subscription
- ☐ Cost of home internet through LEA-managed wireless network
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS **2021-2022 Total Funding Commitment** **\$16,433,643.00**

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$400,000
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Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Early warning system to track student progression
- ☐ Data security/cybersecurity
- ☐ Data storage
- ☐ 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:
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

LEA will utilize Decision Ed platform to analyze district academic, attendance, economically disadvantaged, etc. to identify next steps for prioritizing funding and support. The information from the platform will be utilized by district leadership team to strategically plan supports.

DATA INFRASTRUCTURE **2021-2022 Total Funding Commitment** **\$ 400,000.00**

