

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 Sep 30, 2021

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.

Attendance Data:

Overall daily attendance went down across the district from 2019 (prior to school closures) to Spring of 2021.

- Chronic Absences defined by federal law as 15 or more days a year.
 - 8% of enrolled students in 2019 (prior to school closures) were chronically absent. In Spring of 2021, the percentage of chronically absent students rose to 15%.
 - Chronic absences for Economically Disadvantaged students went up from 9.55% (2019) to 16.67% (2021).
 - Chronic absences for special education students went up from 6.47% (2019) to 11.81% (2021).
 - Chronic absences for EL students went up from 7.83% (2019) to 15.63% (2021).
- Virtual students made up 27% of the total absences in 2021, with black virtual students missing more days than any other subgroup of virtual students.

Student Instructional Mode:

At the end of 2021 school year, 74% of Jefferson Parish K-12 students were enrolled in in-person learning while 26% of K-12 students in Jefferson Parish were enrolled in virtual instruction. 53% of the virtual students were high school students in grades 9-12.

Discipline Data:

During the 20-21 school year, Jefferson Parish Schools had 3056 out of school suspensions with 1369 black males receiving the most suspensions. The top ten schools with the most OSS made up for 1278 of the total out of school suspensions. All top ten schools have a behavior interventionist and have been identified through the state as UIR.

Health Data-Local COVID Quarantine/Isolation Data:

Below are the COVID-19 statistics from the 2020-2021 school year:

8/31/20 - 5/27/21	# of Students	% of Students (49,000)	# of Staff	% of Staff (6,400)
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¹ [ARP ESSER Fact Sheet](#)

Symptomatic Cases	2,681	5.47%	668	10.43%
Quarantine Cases	15,643	31.92%	2,335	36.48%
Positive COVID-19 Cases	1,126	2.29%	674	10.53%

These COVID-19 statistics impacted student learning tremendously last year as almost 50% of both students and staff were out of the building due to COVID. This data shows the negative impact for absenteeism, engagement, and learning continuity for both teaching and learning. Due to the impact of COVID -19, JPS had to hire additional nursing staff and CNAs to cover the isolation rooms. JPS has in place a Start Strong COVID-19 mitigations plan which enables the district to minimize the number of COVID-19 percentage of positive cases in student and staff.

Learning and Assessment Data:

Even though Jefferson made small gains in some tested areas from 2018 testing data to 2019 testing data, there is currently a low percentage of students performing Mastery and Above as well as a significant pattern of decrease in student performance overall from 2018/2019 LEAP 2025 testing data to 2021 LEAP 2025 testing data showing that the global pandemic certainly contributed to a greater pattern of learning loss across Jefferson Parish Schools.

- 30% of all Grade 3 students performing at Mastery and above on ELA 2021 LEAP 2025, 29% of all Grade 3 students performing at Mastery and above on Math 2021 LEAP 2025, 18% of all Grade 3 students performing at Mastery and above on Social Studies 2021 LEAP 2025, 17% of all Grade 3 students performing at Mastery and above on Science 2021 LEAP 2025
 - Decrease in learning across **all subject areas** from 2018 in percentage of **Grade 3** students performing at Mastery and Above on 2021 LEAP 2025. (14% decrease for all students in **ELA**, 13% decrease for All students in **Math**, 4% decrease for all students in **Social Studies**, and 7% decrease for all students in **Science**)
 - Decrease in learning across **all demographics** in percentage of **Grade 3** students performing at Mastery and Above on 2021 LEAP 2025. (Most significant decreases: 15% decrease for **Economically Disadvantaged** students in **ELA**, 16% decrease for both **Black** and **Hispanic** students in **Math**, 17% decrease for **English Learners** in Math, as well as 15% decrease for **Asian** students in Science)
- 38% of all Grade 8 students performing at Mastery and above on ELA 2021 LEAP 2025, 8% of all Grade 8 students performing at Mastery and above on Math 2021 LEAP 2025, 32% of all Grade 8 students performing at Mastery and above on Social Studies 2021 LEAP 2025, 24% of all Grade 8 students performing at Mastery and above on Science 2021 LEAP 2025
 - Decrease in learning across **most subject areas** from 2018 in percentage of **Grade 8** students performing at Mastery and Above on 2021 LEAP 2025. (7% decrease for all students in **Math** and 3% decrease for all students in **Science**)
 - Decrease in learning across **most demographics** in percentage of **Grade 8** students performing at Mastery and Above on 2021 LEAP 2025. (Most significant decreases: 19% decrease for **Asian** students in **Math**, 12% decrease for **White** students in **Math**.)

Literacy:

Percentage of K students performing On/Above level on all Literacy Screeners are low and have also seen decreases from 2018 to 2020 which shows the potential for students not being prepared for grade level content as they progress through future grade levels and content areas.

- End of the year (2020 - 2021) Acadience data shows that 53% of K students are on/above benchmark.
- End of the year (2020 - 2021) Acadience data shows that 48% of 1st grade students are on/above benchmark.
- End of the year (2020 - 2021) Acadience data shows that 48% of 2nd grade students are on/above benchmark.

High School:

- Cohort Graduation Rate has experienced slight increases due mostly to the state’s cohort waivers.

- Overall 10.2% increase in the percentage of Cohort earning Basic or Advanced credentials. Increases were seen across all demographic groups as well.
- Number of graduates eligible for TOPS has decreased from 2019 by 121 students (1305 TOPS eligible students in 2019 to 1184 TOPS eligible students in 2020.)
- Overall average ACT Score has decreased from 18.7 (2018 and 2019) to 18.0 (2020). Decreases were noted across all demographic groups except Asian students where there was 0.8 growth from 2018 and a 1.9 growth from 2019.

In the 2020-21 school year approximately 13% of students failed a grade level or subject area based on grades and/or attendance. Approximately 7% of students in 7th and 8th grade are overage.

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

Key Investment: Attendance	ESSER II	\$248,000	ESSER III	\$
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How will the LEA identify students who need to be re-engaged?

Jefferson Parish collects student attendance data utilizing JCampus student information system. This data captures students by demographic (race), socio-economic status, and diverse learner status. Jefferson Parish Schools has disaggregated and will continue to disaggregate this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. Both district level data and school level data will be collected by the District Affairs unit in Jefferson Parish and school level leadership teams.

Below is a summary of key findings up to this point:

- Overall, Jefferson Parish student enrollment decreased from 47,935 students in 2019-20 to 46,574 in 2020-21.
- Overall daily attendance went down across the district from 2019 (prior to school closures) to Spring of 2021.
 - Chronic Absences defined by federal law as 15 or more days a year.
 - 8% of total enrolled students in 2019 (prior to school closures) were chronically absent. In Spring of 2021, the percentage of chronically absent students (46,569 total students) rose to 15% which is approximately 6,985 students.
 - Chronic absences for Economically Disadvantaged students (39,634 total ED) increased from 9.55% (2019) to 16.67% (2021) which is approximately 6,341 ED students chronically absent.
 - Chronic absences for special education students (9,758 total students) increased from 6.47% (2019) to 11.81% (2021) which is approximately 1,152 SpEd students chronically absent.
 - Chronic absences for EL students (7,500 total EL students) increased from 7.83% (2019) to 15.63% (2021) which is approximately 1,125 EL students chronically absent.
 - Virtual students made up 27% of the total absences in 2021, with black virtual students missing more days than any other subgroup of virtual students.

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: EveryDay Labs
- Other: Click or tap here to enter text.

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

Once students are identified to be reengaged, Jefferson Parish Schools will...

- Partner with LDOE Attendance Alliance cohort in the identification and re-engagement of families

- Partner with EveryDay Intervention (248,000)
 - Partner with parents through text and email nudges that are personalized to help them keep track of their child’s absences
 - Provide reports to the district and schools regarding attendance data
 - Provide district and school leaders with strategies for preventing chronic absenteeism
 - Provide district and school leaders with Tier 2 and Tier 3 evidence-based interventions
 - By partnering with EveryDay Labs, JPS will reduce chronic absenteeism by 10-15% and prevent between 4400-24,727 absences district wide.
- Hire additional staff to support student re-engagement efforts
- Increase the number of behavior interventionists and expand their duties to assist with addressing the root causes of chronic absenteeism
- Provide outside resources and supports to families
 - JPHSA
 - TASC
 - Inclusive Care
 - Ochsner Health
 - Children’s Hospital
- Recognize Good and Improved Attendance through PBIS programs- All JP schools will include at least 1 SMART goal focusing on attendance in their PBIS Implementation Plan.
- Provide targeted Social Emotional Learning opportunities for identified students. (Second Step, Purpose Prep, ReThink)
- Utilize the Illuminate Real Time Dashboard Attendance Early Warning System to inform teachers and administrators of chronic absenteeism
- Chronic Absences will be reduced by 15% by May 31, 2022.
 - The number of total chronically absent students will decrease by 15% from approximately 6,985 students to approximately 5,937.
 - The number of chronically absent Economically Disadvantaged students will decrease by 15% from approximately 6,341 ED students to 5,389.
 - The number of chronically absent special education students will decrease by 15% from approximately 1,152 to 921 SpEd students.
 - The number of chronically absent EL students will decrease by 15% from approximately 1,125 to 562 EL students.

In accordance with the requirements of ACT 294, any student in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state’s school and district accountability system during the 2020-2021 school year shall be reviewed by grade level committees to determine if there are attendance, social, emotional, or behavioral concerns which are impacting their academic success. If it is determined by the grade level committees there is such an impact, these students will be referred to the Mental Health Leadership Team to determine which evidenced-based practices are indicated. This process will begin December 1, 2021. Progress monitoring will be reviewed on a 4 - 6 week basis. Interventions will be considered to be effective if the student achieves 80-85% of the goals identified on their Behavior Support Plan and maintains this measure of success for a period of 2 months.

● Key Investment: Well-Being	ESSER II	\$2,036,294	ESSER III	\$
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How will the LEA identify students who need mental and behavioral support?

JPS will administer the Student Risk and Screening Scale (SRSS-IE) to all students in PreK-12th grades during the first 6-8 weeks of school. The mental health leadership teams at each school will then analyze data and tier students based on results to identify appropriate interventions to support their emotional, mental and behavioral health. Based on a student population of approximately 49,000 students in 2021-2022 school year, 15% will be in need of Tier 2 services, which is approximately 7,350 students; approximately 5% will need Tier 3 services which is 2,450 students. In addition to these numbers students will be

identified through the use of a Pediatric ACES and Related Life Events Screener in partnership with Children’s Hospital in New Orleans. It is expected that another 10% of students will be identified through this process as a result of COVID-19 and Hurricane Ida which is approximately 4,900.

All schools have a PBIS team that provides a multi-tiered system of support to both teachers and students. The PBIS team is responsible for meeting on a monthly basis to analyze behavioral data, identify teachers in need of support, and plan and organize activities to encourage positive behavior and a safe and supportive school environment.

The Illuminate Real Time Achievement Dashboard and JCampus SIS will be utilized to identify students with disciplinary issues who are in need of behavioral support.

(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: Bilingual Counselors/Social Workers
- 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.

At the start of the school year, administrators were charged with creating a school-based Mental Health Leadership Team that includes a mental health professional, administrator, and teacher at minimum. The goal of the team is to provide an interdisciplinary and collaborative approach to ensuring that the mental and emotional well-being of students, families and staff are met. The teams will ensure that the universal screenings are completed in a timely manner and that appropriate interventions are then provided to students in need. Additionally, JPS has partnered with Children’s Hospital of New Orleans to provide an additional 10 mental health professionals who will be able to provide direct clinical services to students in need. Additionally, the district will hire 4 bilingual counselors/Social Workers in order to address the behavioral and mental health for the EL population of students and families in Jefferson Parish. The Mental Health Leadership team will ensure a Spring 2022 administration of the SRSS-IE to evaluate progress and determine if there are new students in need of services.

All schools have trained personnel and materials, such as Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, Solutions Focused Therapy, Mindfulness, and Sand Tray Therapy to provide individual and group evidence-based lessons and activities. Schools are expected to provide lessons and activities that promote self-regulation, emotion management, problem solving, and responsible decision-making. Leaders are expected to incorporate the concepts into school practices and policies to build and sustain a culture of caring, learning and achievement.

UIR-D schools and high schools have Behavioral Interventionists who utilize the SEL curriculum on a consistent basis and support teachers to work with targeted students to eliminate disruptive and negative behaviors and replace them with positive behaviors and actions.

For character building and trauma informed care, JPS will implement Conscious Discipline (one training in fall, 2021 and one in spring 2022), Leader in Me, ReThinkEd in 6th grade, Second Step in grades K-5, and Restorative Practices (Tier 1 building community circles in fall, 2021 for all principals and teachers; Tier 3 restorative conferences training in fall, 2021 for school administrators, counselors, social workers, and behavior interventionists) training for faculty and staff.

All students attending alternative schools will receive targeted behavioral support through the assignment of a social worker and the integration of SEL curriculum on a consistent (at least twice per week) basis. A Therapeutic class has been added to the alternative school that services high school students and an additional therapeutic class was added to the 3rd - 8th grade alternative school. Special Needs students are referred to the JPS Behavior Support Team designed to support the staff and student and recommend a change of placement if needed.

Utilize the Illuminate Real Time Dashboard Dropout Early Warning System

Panorama-Kick off will begin November 12, 2021 with the first survey administered December 6th-17th. Areas of support will be identified per school, and plans will be developed. The measurable outcome will be identified from data in JCampus to show a reduction in overall out of school suspensions and answer comparisons of the fall vs. spring surveys.

Evidence Based practices began with the start of this school year. Due to Hurricane Ida the universal screening had to be postponed to November 15 - 19, 2021. Evidence-based interventions will begin November 30, 2021 based on the results of this screening. These interventions will be supported by the teachers, ZA social workers, counselors and behavioral interventionists in the schools. Progress monitoring will be ongoing and reviewed every 4 to 6 weeks to determine the effectiveness of the interventions and if other evidenced-based interventions need to be put in place. Interventions will be considered to be effective if the student achieves 80-85% of the goals identified on their Behavior Support Plan and maintains this measure of success for a period of 2 months.

In accordance with the requirements of ACT 294, any student in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state's school and district accountability system during the 2020-2021 school year shall be reviewed by grade level committees to determine if there are attendance, social, emotional, or behavioral concerns which are impacting their academic success. If it is determined by the grade level committees there is such an impact, these students will be referred to the Mental Health Leadership Team to determine which evidenced-based practices are indicated. This process will begin December 1, 2021. Progress monitoring will be reviewed on a 4 - 6 week basis. Interventions will be considered to be effective if the student achieves 80-85% of the goals identified on their Behavior Support Plan and maintains this measure of success for a period of 2 months.

(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: Restorative Practices, Community Circles; Mindfulness sessions; Emotional Support Line, Emotional Freedom Technique; Support Groups; Stress Management - Nutritional Information, and Relaxation Techniques are being utilized with staff.
- Other: Partnership with Ochsner for telehealth counseling sessions.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$2,284,294
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Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$4,585,139	ESSER III	\$
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How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families,

² [ARP ESSER Fact Sheet](#)

children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).

Based on data collected for learning loss (not just for this plan) and the analysis of Jefferson's needs assessments, Jefferson Parish knew that many students across the district suffered learning loss. After looking closely at all of our funding sources and decisions to address student learning, we wanted to use our ESSER funds to further compliment our work and target areas where we could be intense with our approach to address learning loss.

- As part of our Literacy Focus and goals to ensure that all students are reading on level by 3rd grade, the data was clear that our students needed continuous support in this area. Although our literacy efforts are being funded through other funding sources, we knew that supplementing this effort would be critical. Especially since **less than half** of our students in K-3 are reading on/above grade level. In this case, promoting the love for reading and desire to read while also focusing on HOW to read was critical.
 - a. End of the year (2020 - 2021) Acadience data shows that 53% of K students are on/above benchmark.
 - b. End of the year (2020 - 2021) Acadience data shows that 48% of 1st grade students are on/above benchmark.
 - c. End of the year (2020 - 2021) Acadience data shows that 48% of 2nd grade students are on/above benchmark.
- Our data showed that we had a high number of retentions which was leading to overage students in our middle schools, especially 7th and 8th grades. In fact, our 2020-2021 data pulled from JCampus showed that 517 students in 7th and 8th grade were overage. In addition to the other strategies and activities that we initiated with other funding sources, we wanted to ensure that we had a targeted strategy to ensure these students had the opportunity to attain any learning loss with a strategy that would provide educational and social-emotional resources to help these students successfully gain learning and promote to the next year.
 - a. In the 2020-21 school year approximately 13% of students failed a grade level or subject area based on grades and/or attendance. Approximately 7% of students in 7th and 8th grade are overage.
 - b. Although our Cohort Graduation Rate experienced slight increases due mostly to the state's cohort waivers, our graduation rate was still below 80 with our Hispanic students at 65.4 and our EL students at 44.3. This data shows that intervening sooner than later with students before high school can support our students' in graduating on time.
- Many students are only taking the ACT in 11 grade as mandated by the state; however students need more practice and opportunity. This allows our educators to target content and support for ACT as well.
 - a. Overall 10.2% increase in the percentage of Cohort earning Basic or Advanced credentials. Increases were seen across all demographic groups as well.
 - b. Number of graduates eligible for TOPS has decreased from 2019 by 121 students (1305 TOPS eligible students in 2019 to 1184 TOPS eligible students in 2020.)
 - c. Overall average ACT Score has decreased from 18.7 (2018 and 2019) to 18.0 (2020). Decreases were noted across all demographic groups except Asian students where there was 0.8 growth from 2018 and a 1.9 growth from 2019.

- At the end of 2021 school year, 74% of Jefferson Parish K-12 students were enrolled in in-person learning while 26% of K-12 students in Jefferson Parish were enrolled in virtual instruction. Although many students did not do as well with virtual instruction, there were many students and parents who voiced their desire for their students to continue learning virtually because of the flexibility, success, and preference for that modality of learning. Since 53% of the virtual students were high school students in grades 9-12, this allowed Jefferson Parish to consider the opportunity that being intentional with virtual learning could serve for our community. Although virtual learning was more of a necessary response to COVID-19, we did have some older, more disciplined students who performed well.

Considering both the needs assessment data and the details for the evidence based activity will be a contributing factor in allocating these ESSER funds to students. For example, when implementing the STAR Program which is geared towards our overage middle school students, funding allocation for this program will be determined based on the location of where our overage students are located as well as numbers of overage students. This will allow us to implement the activity in order to address those students accordingly.

In accordance with the requirements of ACT 294, any student in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state’s school and district accountability system during the 2020-2021 school year shall be reviewed by grade level committees to determine if there are attendance, social, emotional, or behavioral concerns which are impacting their academic success. If it is determined by the grade level committees there is such an impact, these students will be referred to the Mental Health Leadership Team to determine which evidenced-based practices are indicated. This process will begin December 1, 2021. Progress monitoring will be reviewed on a 4 - 6 week basis. Interventions will be considered to be effective if the student achieves 80-85% of the goals identified on their Behavior Support Plan and maintains this measure of success for a period of 2 months.

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: Classroom Libraries.
- Other: STAR Program to Address Overage Middle School Students.
- Other: Pre-ACT and ACT for 9th, 10th and 12th graders.
- Other: Jefferson Virtual High School

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

High Dosage Tutoring (ELA and Math) for grades 4-8 will take place during the summer learning program and/or before or after school.

Classroom Libraries: Diverse, high quality and age-appropriate literature will be purchased for all K-3rd grade classrooms. In order to complement our larger Literacy plan and goals to have all 3rd grade students reading on level we wanted to ensure that all students had access to a classroom library where teachers could promote “just in time” greater amounts of reading, increase reading frequency, and offer more diverse reading experiences among their students. Having books accessible at home, in the classroom, as well as in the school’s library will be critical in helping our students to attain greater levels of reading achievement.

STAR Program (Overage students): In order to address our overage students, Jefferson Parish will partner with Star Academy Program to target 7th-9th grade students who are academically behind to gain the learning needed to possibly earn up to two

grade-level promotions in just one school year. The program has been proven to reduce dropout rates, increase standardized test scores, and decrease absenteeism and behavioral referrals. The program is STEM-based and also addresses social emotional components such as collaboration, personal responsibility, respect of self and others. This program provides a fully-equipped learning system with a custom designed learning environment within a designated area of one of our campuses. This cohort of students will be selected based on needs and space as well as their ability to show progress in the program. Student selection, materials, planning, and training will begin in 2021-2022 for full implementation in the 2nd semester of 2021-2022 or at the beginning of the 2022-2023 school year.

Pre-ACT and ACT for 9th, 10th, and 12th graders: In addition to our 11th grade ACT testing, Jefferson Parish schools will provide Pre-ACT vouchers for all 9th grade students and ACT vouchers for all 10th graders and selected 12th graders. Schools will utilize the Pre-ACT data from 9th graders and ACT data from 10th graders to begin supporting individual students as they prepare for the learning and content on the ACT exam. This will allow students to have multiple opportunities, prior to 11th grade, regardless of their individual financial capabilities, to take the ACT.

Jefferson Virtual High School: A virtual high school option for Jefferson Parish students in 9-12 grade has been offered for the 2021-2022 school year. Jefferson Virtual High School provides students with the flexibility of virtual instruction while still providing a close-knit learning experience from a certified Jefferson Parish teacher utilizing high quality curriculum materials. Through a selection process, JVHS has enrolled over 300 students who follow traditional schedules during the day. Approximately 30 certified teachers report to a physical location every day and provide both synchronous and asynchronous instruction daily to all students via a learning management system. High school students report to a physical location on assigned “testing” days throughout the year. Additionally, teachers can schedule in-person meetings with their students if students need additional support.

How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in [Act 294](#) should be addressed)

In accordance with the requirements of ACT 294, any student in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state’s school and district accountability system during the 2020-2021 school year shall be provided expanded academic support. Schools in Jefferson Parish will adhere to the following:

1. Schools will analyze all data for students in grades 4-8. Any students who did not achieve mastery or above in any subject matter is required to receive an expanded academic support plan. **(August-September 2021)**
2. Every student who is eligible for an expanded support plan, a Committee which consists of the teacher for that subject area, the school’s principal or designee, and the parent or guardian will create and approve a targeted expanded plan which includes the following:
 - Targeted instruction in the subject area which student has failed to earn a Mastery or above
 - Targeted instruction is provided in addition to typical instruction
3. The committee’s decision should include one or both of the following options for students receiving the expanded support plan:
 - Weekly or daily Additional 30 minutes of Acceleration Time embedded in the school day provided by the child’s teacher in the content area where the child did not achieve mastery or above.
 - Weekly or daily After School Acceleration provided by the child’s teacher or another highly effective or qualified teacher in the content where the child did not receive mastery or above.
4. Additionally, the committee could also include the following in the options to the student’s expanded support plan:
 - Saturday Sessions held on pre-selected Saturday’s being offered throughout the school year either at the child’s school or a centralized location in the district provided by a highly effective or qualified teacher in the content where the child did not receive mastery or above.
 - Holiday Sessions held on special holiday dates being offered throughout the school year either at the child’s school or a centralized location in the district provided by a highly effective or qualified teacher in the content where the child did not receive mastery or above.

- Summer Bridge offered in the summer (June/July 2021) at the child’s school or a centralized location in the district provided by a highly effective or qualified teacher in the content where the child did not receive mastery or above.
- 5. Each child would receive no less than 30 hours during the following year (2021-22 school year to 2023-2024 school year) or summer (if applicable), and not less than once per week
- 6. All plans would ensure that the student support includes the following:
 - Addresses grade level standards
 - Utilizes high-quality instruction materials designed for supplemental instruction
 - Occurs individually or in groups of no more than 12 students (a parent may authorize a larger group size in writing)
 - To the extent possible, is provided by the same instructional leader

Committees will convene and plans will be created and begin implementation (**September-October 2021**). Students will receive expanded support throughout the 2021-2022 school year and all plans will be revisited when the updated LEAP 2025 data is received.

Key Investment: Before and After School Programs	ESSER II	\$450,100	ESSER III	\$450,100
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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?

In accordance with the requirements of ACT 294, any student in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state’s school and district accountability system during the 2020-2021 school year shall be provided expanded academic support. Part of these academic support plans will include opportunities for students to receive weekly before and after school expanded support/instruction in areas where they did not receive mastery or above. These before and after programs will prioritize students in grades 4-8 who did not achieve mastery on any statewide assessment. Additionally, early literacy students in grades k-2 will have the opportunity to receive weekly after school additional interventions and instruction to ensure that all students are reading on level by the 3rd grade.

- Jefferson Parish School's before and after school program (Mission to Mastery) will be in-house and staffed by our own teachers.
- As part of the plan to meet the needs of all students, especially our 4-8 grade students who did not achieve mastery, teachers will be tracking student progress during their embedded professional development also known as clusters. During these clusters, teachers will be discussing weekly student progress and determining how they will plan to expand support for these students during their acceleration time which is embedded during the school day. **(Beginning August 2021)**
 - In addition to the expanding support for students during the embedded acceleration time, students will be eligible to receive additional support beyond the school day as well. Schools will be allocated money to create a school-level program (with guidance from the district) that will further address student learning and acceleration.
 - The district will outline the following parameters for schools as they plan their programs. **(September 2021)**
 - Schools should plan for targeted students, prioritizing students in grades 4-8 who failed to achieve mastery on any statewide assessment to receive a regular dosage of accelerated instruction by highly effective teachers

utilizing high-quality programming such as the state’s Acceleration lessons as well as district-created accelerated activities that are Tier 1 Curriculum aligned.

- This funding will pay for teacher stipends, transportation and materials. This allows the schools to have the resources to continue the student’s learning plan and ensure all students are on track for meeting their goals to address any unfinished learning.
- Schools will submit their plans for Before and After School programming which will include: **(September/October 2021)**
 - Needs Assessment/Student Target Group with an emphasis on Grades 4-8 students who have not achieved Mastery or above on any content area.
 - Overall schedule of sessions
 - High Quality Teacher Roster for the teachers who will be assisting students
 - Budget Proposal
- Once students in Grades 4-8 have been prioritized, these before/after school programs can serve children of all grade levels based on school level needs and include academic support and further the school’s opportunity for mentoring relationships with students. **(September 2021-July 2022)**
- For schools who may not have enough teacher participation for after school programming, the district will cohort schools so that high need students can have opportunities at other school locations if possible.

Compensatory Education: JPS teachers will provide compensatory education services to special education and 504 students before and/or after school and during summer months to put a student in the place they would have been had the student not fallen behind due to Covid-19 quarantining and school closures. Tutoring is based on a student’s individual level of performance as determined by teachers through assessments and other screening tools.

Key Investment: Summer Learning Programs	ESSER II	\$310,000	ESSER III	\$3,500,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Vendor-provided 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?

Jefferson Parish will offer Jefferson Summer Bridge which is an LEA direct-run summer learning program staffed by Jefferson Parish educators.

In accordance with the requirements of ACT 294, any student in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state’s school and district accountability system during the 2020-2021 school year shall be provided expanded academic support. Part of these academic support plans will include opportunities for students to receive daily embedded accelerated small group instruction, weekly before and after school expanded support/instruction in areas where they did not receive mastery or above as well as opportunities to continue opportunities for expanded learning during our Summer Programming. Jefferson Summer Bridge will prioritize students in grades 4-8 who did not achieve mastery on any statewide assessment. Additionally, early literacy students in grades k-2 will have the opportunity to receive expanded learning during Jefferson Summer Bridge.

Jefferson Summer Bridge Timeline

- **Distribute Staff Survey** to determine teacher interest and availability for Jefferson Summer Bridge. **(Feb/March 2022)**
 - Staff survey is sent out and schools in each cohort should meet to discuss how many collective teachers are interested, based on survey results.
- **Student Data Meeting:** Each school leadership team meets to prioritize student invitations. Students in grades 4-8 who failed to achieve mastery on any statewide assessment administered in 2021 will take priority. Seats will be prioritized on the availability of teachers. **(early April 2022)**
- **Staffing Sessions** for Jefferson Summer Bridge **(April 2022)**
 - Select staff/teachers for Jefferson Summer Bridge using staffing sessions and criteria.
 - Report Selected teachers on your 2021 Summer Bridge Data Collection Sheet.
 - Notify Teachers and Teachers sign Commitment: All selected Jefferson Summer Bridge teaching and support staff should review and sign the Jefferson Summer Bridge Commitment Form
- **Invite Students:** Send parent letters and commitment surveys out to families. **(April/early May 2022)**
 - Schools Collect Student Commitment Forms: As a school, create a system to collect commitment letters from parents and confirm spots in Jefferson Summer Bridge.
 - Report the number of students who have been selected and invited in the 2021 Summer Bridge Data Collection Sheet (TAB B) that you have saved in your folder.
 - Input this information on the Summer Bridge Data Collection doc.
 - Update JCampus: Once students have sent back commitments, JCampus should be updated accordingly so we can track these students.
- **Hire Site Coordinator:** Cohorts should work together to hire a Site Coordinator. Suggested criteria utilized to select. **(May 2022)**
- **Create classroom rosters** for students. **(May 2022)**
- **Site Coordinator Planning sessions.** **(May-June 2022)**
- **Jefferson Summer Bridge (Late June-July 2022)**

Jefferson Summer Bridge is an extended summer learning program offered by Jefferson Parish Schools, which is designed to provide targeted students with additional opportunities for extended or accelerated learning in a camp-like setting.

During Jefferson Summer Bridge, students will not only be exposed to upcoming content or coursework (high quality materials provided by LDOE as well as Tier 1 curriculum), but they will engage in STEM-based activities, as well as fun enrichment activities that will cater to the whole child.

Program goals for Jefferson Summer Bridge are to provide students with the following:

- Ensure students in grades 4-8 who failed to achieve Mastery receive expanded support.
- Engage students in content that will prepare them for the next school year and accelerate learning gaps.
- Provide a variety of opportunities for students to participate in enrichment activities that increase joy and engagement and develop the whole child.
- Provide opportunities for students to safely interact with their peers and build a sense of community.

Students attend the program for 3-4 weeks in June and July, M-F from 7:30 to 2:30. The student's day is divided into 3 hour Academic and Enrichment blocks. During the academic block students participate in accelerated ELA and Math activities in order to get a jump start on the upcoming school year. There is also a social emotional piece that is embedded into the curriculum. The second half of the day, students participate in enrichment activities that further develop content but also embed opportunities for students to engage in STEM-based activities, fitness activities, as well as music and art. These activities help us to further support student learning beyond the school year so that learning gaps can be addressed.

Key Investment: Extended Instructional Time	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)

Extended school day (if implementing before/ after school programs separate from the school day, please use that category)

Please contact LDOEgrantshelpdesk@la.gov with questions

<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?				
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)				
<input type="checkbox"/> Individual Graduation Plan (IGP) <input type="checkbox"/> IGP Planning Partner <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 disproportionate impacts?				
IGP funded through other funding source				
RECOVERY AND ACCELERATION			2021-2022 Total Funding Commitment	
			\$5,345,239	

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓				
Key Investment: School Improvement Best Practices	ESSER II	\$ 451,572	ESSER III	\$
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Instructional Leadership Teams (ILT) <input type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input checked="" type="checkbox"/> Other: Leadership Pipeline (NISL) <input type="checkbox"/> Other: Click or tap here to enter text.				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?				
<p>10 district leaders will participate in NISL. One of the units in the NISL program focuses on Culturally-Responsive Leadership for Equity which drives the belief that every child should have the opportunity to achieve at high levels, with the goal of making students fully prepared for careers and college without remediation. This is not only a moral imperative but is essential to economic success and societal well-being. Ensuring equity is in everyone’s best interest. COVID-19 has further deepened</p>				

Please contact LDOgrantshelpdesk@la.gov with questions

inequities that already existed in schools. When society is equitable, democratic institutions are strong and economies flourish. Achieving an equitable public-school system is in the best interest of all our students, and indeed, our economy and our entire society. This will assist the district in addressing the disproportionate impact of Covid-19 on subgroup populations.

Participation in NISL will make administrators more aware of the belief that all students should have the opportunity to achieve at high levels. Good leadership is the first step in helping students succeed academically. After participating in NISL, administrators will be better equipped to lead and coach teachers, who in turn will provide instruction to students in 4-8 who failed to achieve mastery on statewide assessments. As per Act 294, students in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state’s school and district accountability system during the 2020-2021 school year shall be provided expanded academic support. Part of these academic support plans will include opportunities for students to receive daily embedded accelerated small group instruction, weekly before and after school expanded support/instruction in areas where they did not receive mastery or above as well as opportunities to continue opportunities for expanded learning during our Summer Programming.

In addition, the district will hire 3 Administrator Fellows in 2021-22 to build capacity in our existing leaders (leadership pipeline) to address student needs as a leader.

Key Investment: Literacy Professional Development	ESSER II	\$356,228	ESSER III	\$
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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: Literacy Leadership Training (NIET)
- 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?

In accordance with the requirements of ACT 294, any student in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state’s school and district accountability system during the 2020-2021 school year shall be provided expanded academic support. Part of these academic support plans will include opportunities for students to receive daily embedded accelerated small group instruction, weekly before and after school expanded support/instruction in areas where they did not receive mastery or above as well as opportunities to continue opportunities for expanded learning during our Summer Programming.

In addition to these opportunities listed above, we will provide targeted Professional development to both leaders and teachers in Jefferson that supports literacy across K-8 grade levels. Many of our students who failed to achieve Mastery also may struggle with literacy. In order to simultaneously be proactive for our K-2 grade students and ensure they are reading on grade level by 3rd grade, while also ensuring we fill the gaps for our struggling 4-8 grade students, we will be building capacity in leaders across Jefferson Parish to understand the science of reading, our ELA curriculum resources, and how to intervene for struggling readers across all grade levels. All but a few schools in Jefferson Parish are K-8 which allows our literacy PD efforts to span across all grade levels (K-8). The following Literacy focused PD activities will be implemented in Jefferson.

Literacy Content Leaders

Literacy Content Leaders (17) will be trained over the course of the 2021-2022 academic year on the LDOE-approved Literacy Content Leader Track. These candidates were chosen from our Literacy Coaches and existing in-house Content Leader Fellows, serving in all CIR elementary schools and a majority of our UIR-A schools. Jefferson Parish Schools has partnered with The New Teacher Project for this new learning. Dates of training will be as follows: October 21-22, November 29-30, January 3-4, March

10-11, and April 19. Literacy Content Leaders, along with their own growth, will support strategic literacy initiatives on their campus, support cluster learning, and ensure evidence-based strategies for literacy are a core part of daily instruction in K-2. Literacy Content Leaders will also support district-based learning needs for a variety of groups of teachers and support the PD plan for Act 108.

Literacy Coaches

9 Literacy Coaches were hired to lead literacy initiatives on all CIR and two UIR campuses. Literacy coaches will receive extensive training throughout the year. Training consists of The Art of Coaching, AIM Pathways, Communities of Practice, and Plain Talk Literacy Training. Literacy coaches meet with all K - 2 teachers daily and will support 3-8 teachers as well. The literacy coach's main focus this year is building the capacity of K - 2 teachers in the science of reading while simultaneously supporting teachers in grades 3-8 in supporting literacy needs of these students as well. Literacy coaches are providing professional development and coaching within the science of reading. Coaches work with teachers to analyze their assessment data and provide individualized support for struggling students. Literacy coaches also assist teachers with proficient planning, teaching/co teaching, assessing, intervening, and using data from curriculum based assessments to drive instruction.

NIET Literacy Leadership Training

Jefferson Parish has partnered with NIET to create The Jefferson Parish Literacy Network. The Jefferson Parish Literacy Network will provide professional learning experiences that build school leadership teams' knowledge and skills around recognizing and supporting research based practices in ELA instruction on their campuses. The scope of learning intentionally prioritizes learning around our specific curriculums based on the belief that if we are to achieve the goal of having 64% of kindergarten - third grade students reading on level, we must urgently improve the teaching practices and student outcomes for language and reading comprehension, and writing. This professional development also impacts our 4-8 grade struggling readers as leaders better understand the science of reading and can provide more prescriptive feedback to teachers and create school based PD to serve the needs of both teachers and students in the area of literacy.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$807,800
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$1,000,000.	ESSER III	\$
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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: Furnishing, equipment, materials for new classrooms.
- Other: Developmentally appropriate playground spaces for new classrooms.

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

The District plans to expand Pre-K 3 and Pre-K 4 seats for economically disadvantaged, EL, and special education students in order to accelerate student learning and ignite academic recovery. Pre-K 3 classrooms will be added to low enrolled and low performing schools to provide an additional, earlier year or jump start for these children. Pre-K 4 seats will be expanded at schools with waiting lists for 4-year-olds, allowing the district to serve more eligible students within their district zoned school, which increases

access for low income families who need transportation. The district will acquire and install portable buildings during the fall of 2022, use an advertising campaign, social media, and in-person registration events to recruit and register children in the spring, hire teachers and paraprofessional staff in summer, and acquire curriculum, materials, equipment, and furnishings to open new classrooms in August of 2022. These new classrooms will house additional Pre-K 4 students with sufficient space to ensure their health and safety. Funds will be used to furnish and equip the classroom for full implementation of a developmentally appropriate program guided by a Tier I curriculum. Funds also will be used to cover the salaries and benefits of teachers and paraprofessionals. CLASS and early childhood literacy coaches will support these teachers to meet the unique needs of disadvantaged students by administering and using high-quality assessments, accurately assessing academic progress, and meeting academic needs through differentiated instruction - all within a developmentally appropriate framework. Funds also will be used to purchase and install age appropriate playgrounds adjacent to the new Pre-K 3 and Pre-K 4 classrooms. Children in these expanded Pre-K 3 and Pre-K 4 classrooms will demonstrate 20% gains from the 1st data checkpoint to the 3rd data check point in literacy, math, and social skills as measured by the state mandated early childhood assessment tool, Teaching Strategies GOLD.

Early Childhood Program Enhancement	ESSER II	\$1,461,000	ESSER III	\$
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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: Hatch computers, Ignite Licenses, and iPads.
- Other: Frog Street 2020 Curriculum.

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

The District plans to purchase the new Frog Street 2020 Curriculum for all Pre-K classrooms to meet the needs of diverse learners. Frog Street 2020 is a comprehensive, dual language curriculum that includes a researched-based scope and sequence for literacy, math and content domains. Frog Street Step-Up to Literacy kits will be purchased and focus on sequenced instruction for phonological awareness, alphabet knowledge, written expression and vocabulary. Professional Development will be funded for teachers to implement the curriculum with fidelity. Professional development is planned for the summer of 2022 and stipends will be provided to teachers to cover training time. The purchase of Hatch computers and Ignite Licenses (which are linked to the state mandated early childhood assessment, Teaching Strategies GOLD) will support teachers to administer and use high-quality assessments and accurately assess academic growth toward Kindergarten readiness. Ipads will be purchased for teachers to enhance data collection and efficiently build child portfolios within TS GOLD to help individualize student instruction. Funds will also be used to cover the salary and benefits of a CLASS Feedback Coach to provide on-going coaching and professional development to teachers based on their CLASS observations scores. The District will target teachers with lower CLASS scores to enhance the quality and effectiveness of their instructional support interactions. Children in Pre-K 3 and Pre-K 4 classrooms will demonstrate 20% gains from the 1st data checkpoint to the 3rd data checkpoint in literacy, math, and social skills as measured by the state mandated early childhood assessment tool, Teaching Strategies GOLD.

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	\$2,461,000
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SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$19,430,532	ESSER III	\$
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	https://www.jpsschools.org/startstrong			
COVID-19 Vaccination policies for staff and students	https://www.jpsschools.org/startstrong			
Mask wearing policies for staff and students	https://www.jpsschools.org/startstrong			
Physical distancing, cohorts, or learning pods	https://www.jpsschools.org/startstrong			
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input checked="" type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> Support universal and correct wearing of masks <input type="checkbox"/> Physical distancing (e.g., including use of cohorts/learning pods) <input checked="" type="checkbox"/> Handwashing and respiratory etiquette <input checked="" type="checkbox"/> Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems <input checked="" type="checkbox"/> Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments <input checked="" type="checkbox"/> Diagnostic and screening testing <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Continuity of Teaching & Learning	ESSER II	\$7,523,927	ESSER III	\$
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input checked="" type="checkbox"/> Educational technology (computers/ laptops) <input checked="" type="checkbox"/> Educational technology (software/ programs) <input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input checked="" type="checkbox"/> Other: Elevate (virtual classrooms for hard to staff positions in middle schools) <input type="checkbox"/> Other: Click or tap here to enter text.				

SCHOOL SAFETY & OPERATIONS	2021-2022 Total Funding Commitment	\$26,954,459
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DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$250,000	ESSER III	\$
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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: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

Jefferson Parish will partner with Illuminate Education to establish a real-time data dashboard. This data dashboard will be accessible to all stakeholders in Jefferson Parish so that identification of student needs and intervention effectiveness are timely. Data from all systems in Jefferson Parish, including JCampus which houses our specific student data such as discipline data, grades, attendance, etc will be funneled into this dashboard so that teachers, administrators, and other support educators across the district can view key data, monitor initiatives, and share easy to understand information with all stakeholders.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$250,000
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