

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: November 17, 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.

Criteria Checklist

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

¹ [ARP ESSER Fact Sheet](#)

Commitment: ATTENDANCE & WELL-BEING ✓ ✓				
Key Investment: Attendance	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
How will the LEA identify students who need to be re-engaged?				
Click or tap here to enter text.				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Re-engagement supports <input type="checkbox"/> Drop-out early warning systems <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
How will the LEA seek to re-engage students with poor attendance?				
Click or tap here to enter text.				
Key Investment: Well-Being	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
How will the LEA identify students who need mental and behavioral supports?				
Click or tap here to enter text.				
(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Mental and Behavioral Health <input type="checkbox"/> Character Building <input type="checkbox"/> Trauma-informed care <input type="checkbox"/> Full Service Community Schools <input type="checkbox"/> Adoption/ integration of SEL curriculum <input type="checkbox"/> Professional development for staff <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
(For Students) Describe the LEAs plan for implementing evidence-based activities.				
Click or tap here to enter text.				
(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Mental and Behavioral Health (virtual health coaches) <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment				\$ Click or tap here to enter text.

Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: **Targeted Learning Support**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 15,000

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).

The Cameron Parish School System looked at several data sources: classroom assessments, STAR Reading, STAR Math, and Edulastic, throughout the 2020-2021 school year in an attempt to gauge the growth/progress, or lack of, for all of our students while waiting for our ultimate data source, LEAP 2025. We focused on two main questions in our disaggregation of the data: (1) Did the percentage of all students, as well as the student groups, performing at mastery and above increase, remain the same or decrease in each subject area at each grade level and (2) Did all students, for whom we have two or more years of data, increase, retain or decline in their performance level in each subject area?

Below is a summary of the key points derived from the two focus questions:

- Due to the devastating impacts of Hurricanes Laura and Delta on the communities of Cameron Parish, the student enrollment decreased from 1,325 in August 2020 to 1,092 in August 2021. The loss of these 233 students further reduced the diversification of the student population. According to the 2021-2022 Academic Recovery and Acceleration Plan data provided by LDOE, Cameron Parish is composed of the following student groups: Asian (2 students); African American (20 students); Hispanic (80 students); White (994 students); Economically Disadvantaged (812 students); English Language Learner (11 students) and Students with Disabilities (175 students).
- The analysis of the percentage of Kindergarten students performing on/above level of all literacy screeners indicates that all student groups declined, with the African American student group (4 students) experiencing the largest decline, from 100% in 2019 to 33% in 2020 for a decline of 67%. The student group with the next largest decline was the White student group (92 students), declining from 69% to 44% for a decline of 25%.

² [ARP ESSER Fact Sheet](#)

- Third grade student academics, as a whole, appear to have been severely impacted by the Covid-19 pandemic. All of the student groups declined in every subject areas. The African American student group (3 students) had the largest ELA decline, from 67% performing at mastery or above in 2019 to 0% in 2021. The greatest decline in math was experienced by the Hispanic student group (2 students), from 67% performing at mastery or above in 2019 to 0% in 2021. The White (68 students) and Students with Disabilities (20 students) student groups both decreased 13% in social studies. The White student group declined from 37% to 24% and the Students with Disabilities declined from 18% to 5%. The final decline in science, the All student group (73 students) and Students with Disabilities (20 students) both declined 24%, with the All student group declining from 41% to 17% and the Student with Disabilities student group, 24% to 0%.
- One bright spot is that the eighth grade students did not mirror the overall decline of the third graders. ELA saw growth with each student group, with the Hispanic student group (8 students) earning the largest increase, 42% growth from 33% to 75%. Math saw the greatest decline, 57%, in the White student group (89 students), 14% to 8%. Two student groups, All (98 students) and Economically Disadvantaged (98 students), declined in social studies, while the Hispanic student group (8 students) grew 30%, from 33% to 63%. All student groups declined in science. The student group with the largest decline was the ALL student groups (98 students), a 17% decline from 48% to 31%.
- The majority of our students, currently in grades 6, 7, 8 and 9, did not increase or even retain their 2019 LEAP 2025 performance label. When we charted the performance levels we discovered the following:
 - Of the 99 fifth grade students only 21 retained or grew their 2019 performance levels. 47 students dropped one performance level in one or more subjects. 31 students dropped two or more performance levels in one or more subject areas. The retention/growth percentage was 21.
 - Of the 86 sixth grade students only 28 retained or grew their 2019 performance levels. 39 students dropped one performance level in one or more subjects. 28 students dropped two or more performance levels in one or more subject areas. The retention/growth percentage was 33.
 - Of the 85 seventh grade students 43 retained or grew their 2019 performance levels. 38 students dropped one performance level in one or more subjects. 4 students dropped two or more performance levels in one or more subject areas. The retention/growth percentage was 51.
 - Of the 96 eighth grade students 39 retained or grew their 2019 performance levels. 48 students dropped one performance level in one or more subjects. 9 students dropped two or more performance levels in one or more subject areas. The retention/growth percentage was 41.
- In conclusion, all student groups at each of our schools (1092 students) were impacted by the Covid-19 Pandemic; therefore, all of our students at each of our schools will receive recovery and acceleration services provided by ESSER II and ESSER III funds. Those students in grades four through eight who failed to achieve mastery on any statewide assessment during the 2020-2021 will be provided additional recovery services and more frequently progress monitored.

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: MTSS
- ☒ Other: PLC

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

Based on the needs assessment the Cameron Parish School System decided to implement two evidence-based interventions: Multi-Tiered System of Support (MTSS) and Professional Learning Communities (PLCs). These two interventions will work in unison through purposeful data driven PLCs focused on students' academics needs being conducted that lead to student's academic needs being addressed in MTSS. Universal screeners (iReady, Star Reading, Star Math, Edulastic LEAP 2025/EOC aligned District Common Assessment, DIBELS and URLA) will be administered to all students three times a year to determine which students require Tier I Interventions. Every school will create an MTSS School Building Committee. This committee will be composed of at least one school administrator, school counselor, MTSS chairperson and classroom teacher recommending Tier II consideration.

Curriculums used during Tier I Intervention will be Tier I state curriculums. The ELA curriculums are ARC for grades K-2 and Louisiana Guidebooks for 3-12. The math curriculums are Eureka for grades K-8 and Springboard for 9-12. The science curriculums are Great Minds PhD Science for 3-5, IQWST for 6-8 and iHub for Biology I. The Louisiana Social Studies Scope and Sequence are used in all social studies classes.

Tier I Interventions will be conducted by classroom teachers in small groups for students not yet demonstrating evidence of progress toward instructional goals. Tier I Interventions will occur for twelve weeks and will be progress monitored every four weeks. Students in grades 4 through 8 who failed to achieve mastery on any statewide assessment during the 2020-2021 school year will receive mandatory small group instruction for the entire school year. PLCs will review data every four weeks to discuss progress. Interventions and progress monitoring will be documented using the Cameron Parish MTSS forms. The review of the Accelerated Learning Plan for students in grades 4 through 8 who failed to achieve mastery on any statewide assessment during the 2020-2021 school year will receive preference at each PLC.

Prior to entering Tier II Intervention a referral form must be completed which contains documentation of Tier I Interventions. The MTSS School Building Chairperson will create a Tier II folder for the student and schedule an initial meeting to determine the need for Tier II. The Cameron Parish MTSS Tier II form will be used. If Tier II Intervention is determined as necessary, a Parent Notification letter will be sent to the home.

Tier II Interventions will be targeted, specific skill deficits determined by classroom teacher. The teacher will use multiple data points (iReady diagnostics, classroom assessments, Edulastic LEAP 2025/EOC aligned District Common Assessment, Star Reading, Star Math, DIBELS and URLA) to determine the deficits. Evidence based Interventions will be administered by classroom teachers or an interventionist in a small group setting (5-8 students). Interventions will be administered at least three days per week for 20-30 minutes per day. Progress monitoring will occur every two weeks. These results will be graphed or charted against the established goal in order to determine student growth. The MTSS School Building Committee will meet every four weeks to review the progress of students. Parent Notification of meeting will be sent home after each meeting.

Tier III Interventions will be considered after twelve weeks of unsuccessful Tier II interventions. Student may be moved back to Tier I if the intervention(s) is/are deemed successful and the student shows adequate progress. All Tier II documentation is kept in MTSS folder.

Tier III Interventions are the most intensive, targeted, evidence interventions. Evidence Based Interventions will be administered by classroom teachers or interventionists in a 1:1 or small group setting (1-3 students). Weekly progress monitoring should occur with interventions administered 3-5 days per week for 30-60 minutes per day. Progress monitoring results should be graphed or charted against the established goal in order to determine student growth. After six weeks of unsuccessful interventions, the SBLC will meet to determine if the student should be referred for testing. Student may be moved back to Tier II, and eventually Tier I, if the interventions are deemed successful and the student shows adequate progress. All Tier III documentation is kept in MTSS folder.

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)

The Cameron Parish School System will fulfill the majority of the requirements of ACT 294 by implementing two evidence-based interventions: Multi-Tiered System of Support (MTSS) and Professional Learning Communities (PLCs). These purposeful data driven PLCs will focus on the academic needs of students in grades 4 through 8 who failed to achieve mastery on any statewide assessment during the 2020-2021 school year and addressing these academic needs in MTSS will fulfill the accelerated instruction component. The MTSS will allow for targeted instruction by the classroom teacher in the subject matter area(s) at the student's grade level during the following school year with instruction provided on a daily level. This targeted instruction will be taught in a small group setting using high-quality Tier I curriculums (see below) which are designed to assist the student in achieving grade level performance in the applicable subject areas(s). Tier I Interventions will occur for twelve weeks and will be progress monitored every four weeks.

Curriculums used during all tiers of interventions will be Tier I state curriculums. The ELA curriculum is Louisiana Guidebooks for 4-8. The math curriculum for grades 4-8 is Eureka. The science curriculums are Great Minds PhD Science for 4-5 and IQWST for 6-8. The Louisiana Social Studies Scope and Sequence are used in 4-8 social studies classes.

The Accelerated Learning Committee can be the members of the MTSS with the addition of the parent/guardian. The review of the Accelerated Learning Plan will be given preference at each PLC. If the student fails to perform satisfactorily the members of the PLC will readily have the data needed to identify the reason(s) the student continues to struggle. The PLC can determine the need for additional expanded academic support focusing on accelerated instruction, the need for participating in a summer learning program or suggest other resources to meet the student's academic needs.

Prioritized placement in a class taught by a "highly effective" teacher will be honored if at possible.

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

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

☐ 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?

Click or tap here to enter text.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 13,455

ESSER III

\$ 270,000

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

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

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

The Cameron Parish School System will host the Summer Learning Program at two school sites during the summer of 2022. The true backbone of the initiative will once again be ACCELERATE: We will "meet" the students where they are and "focus on getting them to where they need to be by connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge." The focus again will be addressing the learning loss of all of our students, with a special emphasis on the students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, as evidenced by the data provided on pages 4-5 under the Key Investment: Targeted Learning Support.

The LDOE Summer Learning Program Guidance will continue to use to the four week, sixteen day initiative design. The Summer Learning Program will be held in June and July. The daily schedule will begin with students reporting to their selected school at 8:00 a.m. and dismissing at 12:00 p.m. Students will participate in stations designed to address their specific academic deficits in ELA and math, as identified by an iReady diagnostic, as well as enrichment stations in art, music, STEM and physical education.

The evidence-based interventions we will use are embedded in our selected Tier I curriculums (ARC, ELA Guidebooks and Eureka Math). We will also utilize Learnzillion, Zearn, Accelerated Reader and iReady student specific lessons. Accelerated Reader is addressed on "The What Works Clearinghouse" website as an evidence-based intervention.

The classroom teachers will use two methods of progress monitoring. One method will be daily classroom assignments due to the short four week timeframe. The classroom teachers and curriculum coordinators will adjust the stations based on the results of the classroom assignments. The other monitoring method will be weekly iReady diagnostics to check for growth toward and mastery of student specific goals.

The initiative will require the following personnel at each site: a director, curriculum coordinators, classroom teachers, paraprofessionals, office staff, bus drivers and student workers.

Additional cost for the program are fuel cost for the buses, supplies for academic and enrichment activities and food (snacks and water.)

Key Investment: **Extended Instructional Time**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

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

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

Click or tap here to enter text.

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

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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?

Click or tap here to enter text.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 298,455

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 151,200

ESSER III

\$ Click or tap here to enter text.

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

- ☐ Instructional Leadership Teams (ILT)
- ☒ Teacher Collaboration (Common Planning/PLC/ Cluster)
- ☒ Other: MTSS
- ☐ 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?

After analyzing numerous sources of data the Cameron Parish School System identified two-evidence based activities, MTSS and PLCs, which the system believes if our classroom teachers, administrators, and central office staff are properly trained, can address our student's academic deficits.

The district contracted with The Bailey Group to train and provide 14 days of on-site implementation coaching during the 2021-2022 school year to all classroom teachers and administrators in successfully implementing a Multi-Tiered Support System (MTSS). The project began in early August and will continue through May, 2022. The initial training of all classroom teacher and administrators were held at each of our schools on August 9th and 10th. After the trainings each school was tasked with carving time out of their schedules to provide daily MTSS to all students. Another component of the project is to create the Cameron Parish School System MTSS Procedure Guide. The desired outcome of this initiative is two-fold: an effective system to address student learning loss and academic deficits and a uniform SWD referral process with tiered interventions to address over identification of SPED students.

The district contracted with the Pencarrow Consulting Group to train and provide 30 days of on-site implementation coaching during the 2021-2022 school year for all district and school administrators in successfully implementing data-driven Professional Learning Communities. The project began in late July and will continue through June, 2022. The two-day initial training focused on the power of PLCs and how to arrange the master schedule to allow adequate time for PLCs. The desired outcome of this initiative is data-driven PLCs that identify the academic deficits and needs of our students which seamlessly leads into MTSS where the identified academic deficits and needs are addressed and monitored to provide data for future PLCs. We want this cyclical process to become an embedded part of the student improvement process.

Students in grades 4 through 8 who failed to achieve mastery on any statewide assessment during the 2020-2021 school year will receive preference at each PLC meetings and will receive mandatory small group instruction for the entire school year. PLCs will review data every four weeks to discuss progress toward student specific goals. Interventions and progress monitoring will be documented using the Cameron Parish MTSS forms.

These results will be graphed or charted against the established goal in order to determine student growth.

Key Investment: **Literacy Professional Development**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 24,000

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

- ☐ Literacy Content Leaders
- ☐ Literacy Coaches
- ☒ Other: Literacy Foundations Training: The Science of Reading
- ☐ 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?

Act 108 requires early literacy training for K-3 teachers of reading, math, science, and/or social studies as well as principals and assistant principals of schools that include the K-3 grade levels. The training must be based on the science of reading and include extensive training in the five components of reading which are phonemic awareness,

phonics, fluency, vocabulary, and comprehension. The Cameron Parish School System has decided to offer the training to all elementary teachers grades 4-8 due to the fact that reading is the key issue when addressing academic deficits.

A reading rubric focusing on phonics, fluency, vocabulary and comprehension will be created and applied to all students in grades K-8. The results of the rubric will become a component of the graphs or charts used to compare an established goal to actual student growth. This rubric will be completed three times each school year: beginning, middle and end.

PLCs will review this data three times a year to discuss progress toward student specific goals. Interventions and progress monitoring will be documented using the Cameron Parish MTSS forms.

We have selected Associated Professional Educators of Louisiana (A+PEL) to provide our training. We are planning to begin the training in late April or early May.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 175,000
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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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?

Click or tap here to enter text.

Early Childhood Program Enhancement	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

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?

Click or tap here to enter text.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment

\$ Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$ 296,296

ESSER III

\$ 170,000

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning <https://www.camsch.org/>

COVID-19 Vaccination policies for staff and students <https://www.camsch.org/>

Mask wearing policies for staff and students <https://www.camsch.org/>

Physical distancing, cohorts, or learning pods <https://www.camsch.org/>

If all information is in the main School Reopening Plan, please enter the same URL for each.

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

- ☐ Provide vaccinations to educators, other staff, and students, if eligible
- ☐ Support universal and correct wearing of masks
- ☐ Physical distancing (e.g., including use of cohorts/learning pods)
- ☐ Handwashing and respiratory etiquette
- ☒ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- ☐ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- ☐ Diagnostic and screening testing
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$ 13,107

ESSER III

\$ 410,000

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

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

SCHOOL SAFETY & OPERATIONS	2021-2022 Total Funding Commitment	\$ 889,403
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DATA INFRASTRUCTURE ✓				
Data Infrastructure	ESSER II	\$ 120,000	ESSER III	\$ Click or tap here to enter text.
<p>Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p> <input type="checkbox"/> Early warning system to track student progression <input type="checkbox"/> Data security/cybersecurity <input type="checkbox"/> Data storage <input type="checkbox"/> Staff upskilling in data literacy/science/analysis <input type="checkbox"/> Statistical programs or analytics software <input type="checkbox"/> Enterprise data warehouse <input type="checkbox"/> Data dashboards or other activities to improve public transparency <input checked="" type="checkbox"/> Other: Upgrade current infrastructure to support network and Wifi needs <input type="checkbox"/> Other: Click or tap here to enter text. </p>				
<p>Describe the LEAs plan for implementing evidence-based activities.</p> <p>Upgrade current infrastructure to support the heightened networking and WiFi needs of the students to ensure high quality up-to-date instruction due to the Covid-19 pandemic disruption of traditional face-to-face learning and requiring all students to attend school through a virtual platform.</p>				
DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment		\$ 120,000	

