

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). **LEAs must submit their plans by September 30, 2021 in the *Achieve!* eGMS application.**



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School System Leader Name: Philip Martin	
School System Leader Signature: Philip Martin, Superintendent	Date 9/30/2021

## NEEDS ASSESSMENTS ✓ ✓ ✓

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, 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: Instrument survey
- 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).

<sup>1</sup> [ARP ESSER Fact Sheet](#)

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

Key Investment: <b>Attendance</b>	ESSER II	\$0	ESSER III	\$0
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**How will the LEA identify students who need to be re-engaged?**

The Terrebonne Parish School District collects student attendance data in a student information system. This data captures students by: demographic (race), socio-economic status, and diverse learner status. TPSD disaggregated 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. Below is a summary of key findings:

- Overall, the TPSD student enrollment decreased from 16,345 in 2019-20 to 16,065 in 2020-21.
- Overall, the TPSD student absence totals increased from 8554 in 2019-20 to 12,063 in 2020-21.
- African American students have substantially lower attendance rates year to date 2020-21 compared to the previous school year (64.07% dropping to 50.96%).
- Data show that while students with disabilities, much like English learners, have experienced a rise in chronic absenteeism (3.51% in 2019-20 to 8.21% in 2020-21). English Learners were 3.53% in 2019-20 to 8.21% in 2020-21.

Data indicates that there were 32.91% White, 49.05% African-American, 7.45% Hispanic, and 9.9% Native American students who were not consistently participating in remote instruction and are on an attendance watch and contact list with the CWA office.

**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: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

The LEA will use each school’s Mental Health Leadership Teams which includes the LEA’s professional school counselors and work cooperatively with the staff of the Single Point Assessment and Resource Center (SPARC) an entity of the DA’s office and LEA’s truancy program. For the 2020-21 school year, LDOE expected districts to collect and report student learning modality data. **During the 2021-22 school year**, this student learning modality data is discussed **weekly** with senior leadership and used to provide technical assistance and support to schools to increase student attendance, engagement, and participation. When the attendance rate is 90% or less within a specified student group, that group of students is chronically absent, which also shows significant lost instructional time. As a system we will participate in the LSU Attendance Alliance initiative meetings and prioritize schools with student groups whose attendance rates are 90% or less, based on student attendance data from the LEA’s student information system. **Our goal is to increase the targeted student group(s) attendance rate to 95% or greater within the first three months of school.** We will **track and monitor** re-engaged students' attendance **each grading period** through reports pulled from JCampus our student data hub.

Key Investment: <b>Well-Being</b>	ESSER II	\$54,500	ESSER III	3,306,180
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**How will the LEA identify students who need mental and behavioral supports?**

The TPSD Mental Health Leadership Teams (MHLTs) of each school will administer the SRSS-IE assessment tool to all students in grades pre-k through grade 12 (~16,000 students) at the beginning of the year and then again at mid-year. The MHLTs will disaggregate this data by student groups (demographic (race), socio-economic status, and diverse learner status) by school, and by grade level to drill down to information that would help identify the individual students’ needs. It is estimated that **41% of the 16,000 students** might need additional mental and behavioral supports as identified through the SRSS-IE assessment tool.

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

- Mental and Behavioral Health
- Character Building
- Trauma-informed care
- Full Service Community Schools
- Adoption/ integration of SEL curriculum
- Professional development for staff
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

During the 2021-22 school year, the LEA will continue to implement Restorative Practices and Trust-Based Relational Intervention (TBRI) utilizing our trained professional school counselors, whose credentials range from Masters of Education in Counseling, Masters of Arts in Psychological Counseling, Licensed Professional Counselor, National Board Certified Counselor, National Certified School Counselor, Licensed Master Social Worker and Master of Social Work. Additionally, the LEA will continue to implement Capturing Kids’ Hearts in phases, (Introductory training for all teachers at each designated school Summer 2021 and School team training and strategy visits in Fall & Spring 21-22).

The LEA will enhance those activities with the implementation of the Second Step Social-Emotional Learning Program (**weekly by LEA counselors throughout the year**) and the Ripple Effects Social-Emotional Learning (SEL) with comprehensive prevention programs (**daily or as the need arises for those students with attendance and/or office referrals; progress checked each 30-day discipline data cycle to evaluate reduction in office referrals**).

The LEA will work cooperatively and begin planning with a mental and behavioral health provider to implement beginning the 2022-2023 school year virtual K-12 weekly programming modules thirty (30) minutes long to address various topics related to student well-being as it relates to the mental and social-emotional needs of the students in the school district. Programming to include the ability to track student activity in order to collect data on student participation and engagement.

Students receiving Special Education services in an IEP for mental health will use BASE, which is a clinically developed, evidence-based program utilizing a therapeutic approach to evoke emotional response and self-reflection with students for both prevention and intervention. In January, the school-based MHLTs will review the progress of students based on documentation from teachers and other mental and behavioral health professionals to determine the students social and emotional health based on one of the previously administered screeners.

**(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: i-MPACT Solutions for Educators - Social & Emotional Learning: Creating Engaging Environments: Creating learning environments that plan for and allow educational experiences that promote building healthy relationships through connection, communication, and collaboration provide students with the foundational skills necessary to engage in appropriate decision-making, explore responsible behaviors, and self-manage. Learners examine the principles of social and emotional learning and how to create psychologically, safe environments in which students and adults can thrive and be more productive, while fostering healthy relationships. Learners are also empowered and equipped with practical, easy to implement strategies designed to link students and adults through their shared experiences.
- Other: Mental Health Leadership Team (MHLT) lead by our professional school counselors at the school system and school levels. Facilitate weekly engagement of all staff with peers and/or supervisors. Include informal checks on staff well-being. Engage the Mental Health Leadership Teams when needed. Communicate available mental health support and resources in

communication with community partner organizations. Share self-care resources with staff. Regularly (2-3 times per year) assess the general climate and well-being of the school staff using a survey.

<b>ATTENDANCE &amp; WELL-BEING</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 3,360,680</b>
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**Commitment: RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: **Targeted Learning Support**

ESSER II

\$ 85,000

ESSER III

\$ 1,000,000

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, 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).**

Demographic and assessment data are analyzed to determine how to appropriate funding to address underrepresented students most impacted by Covid-19. Last year, our district had 796 positive COVID student cases and over 6350 student quarantines from school.

Based on overall testing student assessment data (all students- in person and virtual) and student groups are listed below indicate which groups of students were greatly impacted:

**Percent of Students that Failed to Achieve Mastery - ELA**

<u>Grade</u>	<u>All ELA</u>	<u>EL – ELA</u>	<u>SWD - ELA</u>	<u>ED - ELA</u>	<u>Black/AA - ELA</u>
3 <sup>rd</sup>	51%	87%	76%	59%	65%
4 <sup>th</sup>	45%	86%	81%	52%	63%
5 <sup>th</sup>	59%	98%	88%	66%	77%
6 <sup>th</sup>	56%	92%	90%	62%	71%
7 <sup>th</sup>	51%	98%	95%	59%	70%
8 <sup>th</sup>	52%	88%	92%	60%	67%

<sup>2</sup> ARP ESSER Fact Sheet

**Percent of Students that Failed to Achieve Mastery - Math**

<u>Grade</u>	<u>All Math</u>	<u>EL – Math</u>	<u>SWD - Math</u>	<u>ED - Math</u>	<u>Black/AA - Math</u>
3 <sup>rd</sup>	61%	76%	81%	68%	80%
4 <sup>th</sup>	57%	87%	81%	65%	79%
5 <sup>th</sup>	73%	95%	90%	59%	88%
6 <sup>th</sup>	69%	86%	93%	88%	90%
7 <sup>th</sup>	77%	96%	96%	85%	93%
8 <sup>th</sup>	77%	96%	94%	88%	91%

**Prioritizing students:** Using this information and diagnostics that were given at the beginning of the 2021-2022 school year, individual learning plans were created for individual students to target support and address deficits in ELA, Math and unfinished learning. Individual learning plans will be progress monitored through embedded high-quality assessments, benchmark testing, exit ticket data, District Common Assessment, and analysis of student work. Through this analysis of data, student achievement will be evaluated and learning plans will be revised based on the student’s individual needs. These plans will be evaluated on a weekly basis through the Instructional Leadership Team and by teachers through Individual Growth Plan (IGP’s) for each student. Each student in grades 4<sup>th</sup> through 8<sup>th</sup> were also given an IAIP to address and track individual needs of the students. For students in grade 4<sup>th</sup> -8<sup>th</sup>, growth to mastery charts will be used to target the amount of student growth.

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

- High-dosage Tutoring (ELA and Math) (if tutoring takes place during summer school or before or after school programs please use those categories)
- Literacy Interventions and Extensions
- Individual Graduation Plans (IGP)
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

ELA and Math screening tools (STAR Reading and Math) are administered **three times per year** to all students in the LEA. **Approximately 5,634 students in grades 4 - 8** will be the focus, **especially those students that did not score mastery on LEAP testing**. These results and any available standardized testing data are reviewed to identify students in need of intervention. All activities for interventions (**pulled from Tier 1 state curriculum including Accelerate**) chosen based on data indicating each student’s area of need. Small group and support from additional **LEA personnel** will support the classroom teacher while working with targeted students throughout the 2021-22 school year. Additional time has been built into the teaching day **30 minutes for ELA and 30 minutes for Math support**. Students are progress monitored **every other week** using district screening tools. Reference chart for specific numbers in each

subgroup. **At the end of the year, final screening is reviewed to determine if the student met the growth target identified in the screening tool.**

**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)

Intervention will be provided by **LEA personnel** during the school day as part of their instructional minutes using resources provided by LDOE (**pulled from Tier 1 state curriculum including Accelerate**) Additional time has been built into the teaching day **30 minutes for ELA and 30 minutes for Math support**. This additional time allows specific skills to be targeted and learning loss addressed. Students in **grades 4 - 8 that did not score mastery or above on LEAP assessments** have individual Academic Improvement Plans (IAIP). These students will be included in the summer learning program as well. Refer to the previous chart for percent of students in each grade level and subgroup. ELA and Math screening tools (STAR Reading and Math) are administered **three times per year** to all students in the LEA. Students are progress monitored **every other week** using district screening tools. Reference chart for specific numbers in each subgroup. **At the end of the year, final screening is reviewed to determine if the student met the growth target identified in the screening tool.**

Key Investment: <b>Before and After School Programs</b>	ESSER II	\$ 80,000	ESSER III	\$ 100,000
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds?** (check all that apply)

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

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

The LEA will utilize LDOE resources to provide evidence-based activities (using Tier I Curriculum supports) for students who were not proficient on local/statewide assessments during the 2020-2021 school year. **After- school tutoring will be provided to students in the fall and spring on a weekly basis.** Additional tutoring options will be provided for students to include vouchers with approved tutoring vendors.

For the **2021-22 school year** due to transportation issues caused by Hurricane Ida, targeted tutoring will be provided by LEA teachers and/or university students using TIER 1 curriculum to reduce learning loss. All LEA students will have the opportunity to attend, but the **prioritized group will be students in grades 4 - 8 that did not score Mastery or above on LEAP tests (see previous chart).** See below for additional details.

Specific Details on the LEA After-School Program (2021-2022):

Students in 4<sup>th</sup> – 8<sup>th</sup> grade that did not achieve Mastery on LEAP 2025 testing (Spring 2021 and Spring 2022) will be provided with targeted instruction designed to meet learning gaps. LEA will utilize **district progress monitoring (every other week Tier 2)** and **screening data (BOY/MOY/EOY)** to measure outcomes. Instruction will be delivered after school by **LEA teachers** using Tier I Curriculum supports and the learning outcomes will be measured after the end of each unit/module with our District Common Assessments. These school-based programs will be held **twice a week for a minimum of 90 minutes per session during the fall and spring semester for at least 4 weeks per session.** Student progress will be monitored individually by LEA educators using STAR programs (ELA, Math), IChecks (Science), and Achieve (Social Studies).



**Growth to Mastery Charts** will be used to create goals for each student. Professional Development Training using our Data Platform will be held with each school’s Leadership Team using school/individual school data. In turn, this training will be replicated with teachers using their individual current student data when creating student learning goals for school year 2021-22. Creating **individual plans and growth targets** will allow teachers to focus on all students, especially students listed in the above chart (sub groups) that did not score mastery in ELA and Math in last year’s assessment results.

In addition, our LEA 504 Behavioral Specialist/Facilitator will monitor students in grades 4 – 8 that are on the Dropout Early Warning System (DEWS) list for potential academic and/or behavior referrals to the individual School Building Level Committees. These students will be highly encouraged to participate in these additional academic supports offered by the district at each school site. Counselors at the high school level meet with all students individually to schedule and create/review the students IGP. Counselors meet with students throughout the year and at the end of the year to review IGP’s to ensure graduation requirements are met.

Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$ 0	ESSER III	\$ 614,941
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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?**


A four-week summer program (4 days/week) will be offered to all students in the LEA **with priority given to students in grades 4-8 who failed to achieve mastery on statewide assessments**. This program will utilize LDOE resources to provide evidence-based activities for students who were not proficient on local/statewide assessments during the 2020-2021 school year – targeting students in 4<sup>th</sup> – 8<sup>th</sup> grade that did not achieve Mastery on LEAP 2025 (Spring 2021 and Spring 2022) as well as other grade level students that are in danger of not being proficient on future state testing. **(See data chart in previous section.)** Transportation will be provided by the district, and the program will begin within a week after traditional school is over for the year. Sites are to be determined based on continued recovery from Hurricane Ida cleanup and the student participation response. LEA will utilize a district-created pre/post assessment to measure the outcome. Progress monitoring will be done weekly using the STAR program.


**Certified teachers provide remediation and enrichment** to students who enroll in the summer program in all subjects (ELA, MATH, SS, and SC). Social-Emotional needs of students are addressed by **certified counselors** who use the Second Steps Program to meet specific student needs. Students not scoring mastery or above on the state assessments are encouraged to participate through traditional paper flyer enrollment and electronic Google form sign-up sent through JCall and posted on the district webpage and social media. Participating students are remediated through use of the Tier I curriculum chosen by the LEA, fluency activities and the Accelerate Program. Enrichment activities are provided for students who are proficient on standardized assessment to ensure that proficient students maintain their high levels of performance and that non-proficient students can increase to proficiency. Some additional academic activities include: STEM activities and educational field trips to the Military Museum, Bayou Country Children’s Museum, Alligator Farm, Students Who Code, and Challenge Island.


Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$ 0	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Extended school day (if implementing before/ after school programs separate from the school day, please use that category) <input type="checkbox"/> Extended school week <input type="checkbox"/> Extended school year <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$ 106,185	ESSER III	\$ 1,050,000
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input checked="" type="checkbox"/> Individual Graduation Plan (IGP) <input type="checkbox"/> IGP Planning Partner <input checked="" type="checkbox"/> Other: ACT Prep <input checked="" type="checkbox"/> Other: Dual Enrollment				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b>				
<p>Secondary students will be provided ACT prep and career counseling by school counselors and outside vendors. Individualized counseling is provided to each student by LEA staff as needed during the academic year.</p> <p><b>Elementary and Middle School Counselors will meet with students each 9 weeks in grades 4 - 8</b> (specifically targeting students who did not score Mastery or above on LEAP assessments - <b>see previous chart</b>) through non-core classes. This requirement supports ACT 1124 and guides students in becoming career and college ready as they enter high school. ACT prep will be offered to students in grades 9-10. Every 8th grade student will take Pre-ACT and will meet with their assigned counselor to develop their Individual Graduation Plan. 8th grade students that score a 20 or above will be given a voucher to take the ACT in spring of their 8th grade year. In addition, <b>targeted students (English Learners, Homeless, Migrant, ED) in grades 8-11</b> receive small group College and Career Counseling through an outside vendor.</p>				
<b>RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment</b>			<b>\$ 3,036,126</b>	

Commitment: <b>PROFESSIONAL LEARNING &amp; DEVELOPMENT</b>   				
Key Investment: <b>School Improvement Best Practices</b>	ESSER II	\$ 50,000	ESSER III	\$ 500,000
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Instructional Leadership Teams (ILT) <input checked="" type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input checked="" type="checkbox"/> Other: Autism and related disabilities strategies (LASARD) <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>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?</b>				
<p>Teacher collaboration will <b>occur weekly during the 2021-22 school year</b> through common planning and PLCs. This collaboration will be monitored by Instructional Content Leaders (ICL) funded through ESSA. Using the Jill Jackson Coaching Model, ICLs meet weekly with district leaders in a continuous effort to bridge teacher preparation, student learning, and ultimately student performance specially <b>targeting those students in grades 4 - 8 that did not score Mastery or above on the LEAP assessments. (See previous chart.)</b> This will be monitored through completion of the <b>coaching cycle (Tier 1-monthly; Tier 2-bi-monthly; Tier 3-weekly)</b>, analysis of data, and LEA created Principal Calibration form to provide evidence of <b>improvement of teacher effectiveness.</b></p> <p>Approved vendors of Tier 1 curriculum used in the LEA will provide PD to staff to address learning loss associated with Covid-19, to include remediation, acceleration, interventions, etc. LASARD will be contracted to provide professional development training and support for the teachers and administrators of the <b>autistic population</b> impacted by Covid-19.</p>				
Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$ 35,000	ESSER III	\$ 95,000
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <input checked="" type="checkbox"/> Other: Targeted Literacy PD <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
<p>LEA will provide literacy PD by approved vendors and LEA literacy curriculum specialist to staff in grades K-12 to address learning loss associated with Covid-19, to include remediation, acceleration, interventions, etc. <b>Schools determined the number of days</b> to be provided by approved vendors and developed and set their schedules based on their individual school needs. Vendors included: Amplify-CKLA, American Reading Company-Guidebook. Prior to each vendor coaching visit, the leadership team and vendor consultant determine the focus areas of literacy support. <b>After each visit, a Post-Coaching log is provided to monitor, provide feedback, and determine next steps. These reports are used to provide evidence of improvement of teacher effectiveness.</b></p>				

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 680,000
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EARLY CHILDHOOD EDUCATION 				
Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Ready Start Networks <input type="checkbox"/> Fund Pre-K seats <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>  Click or tap here to enter text.				
Early Childhood Program Enhancement	ESSER II	\$ 160,000	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input checked="" type="checkbox"/> CLASS Certification <input checked="" type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>  LEA will continue use to CLASS tool to conduct observations to ensure high quality teacher–child interactions in all early childhood settings. All early childhood settings are observed a minimum of twice per year. TS Gold data is collected three times per year and is used to provide developmentally appropriate instruction. Lead Agency will provide supports and services for best-practices. LEA will provide aligned manipulatives to support the high-quality curriculum which supports the professional development.				
<b>EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment</b>			<b>\$ 160,000</b>	

SCHOOL SAFETY & OPERATIONS 				
Safe School Reopening	ESSER II	\$ 3,240,000	ESSER III	3,420,000
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	<a href="http://tpsd-la.schoolloop.com/file/1500178971553/1441262943382/881532020483789198.pdf">http://tpsd-la.schoolloop.com/file/1500178971553/1441262943382/881532020483789198.pdf</a>			
COVID-19 Vaccination policies for staff and students	<a href="http://tpsd-la.schoolloop.com/file/1500178971553/1441262943382/881532020483789198.pdf">http://tpsd-la.schoolloop.com/file/1500178971553/1441262943382/881532020483789198.pdf</a>			
Mask wearing policies for staff and students	<a href="http://tpsd-la.schoolloop.com/file/1500178971553/1441262943382/881532020483789198.pdf">http://tpsd-la.schoolloop.com/file/1500178971553/1441262943382/881532020483789198.pdf</a>			
Physical distancing, cohorts, or learning pods	<a href="http://tpsd-la.schoolloop.com/file/1500178971553/1441262943382/881532020483789198.pdf">http://tpsd-la.schoolloop.com/file/1500178971553/1441262943382/881532020483789198.pdf</a>			
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<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 checked="" 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 checked="" type="checkbox"/> Other: Create outdoor learning spaces <input type="checkbox"/> Other: Click or tap here to enter text.				
Continuity of Teaching & Learning	ESSER II	\$ 4,366,636	ESSER III	0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<input type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input checked="" type="checkbox"/> Educational technology (computers/ laptops) <input 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: Music instruments <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>SCHOOL SAFETY &amp; OPERATIONS</b>			<b>2021-2022 Total Funding Commitment</b>	
			<b>\$ 11,026,636</b>	

DATA INFRASTRUCTURE 				
Data Infrastructure	ESSER II	\$ 318,180	ESSER III	0

**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.**

JCampus is used to track attendance and grades. Reports (DEWS) are utilized to identify students at-risk for attendance related to Covid-19 to provide appropriate intervention. D2i is utilized to track subgroup data with standardized testing to allow LEA to identify at-risk subgroups associated with learning loss due to Covid-19. Internet filtering is necessary for students utilizing LEA devices for online learning.

<b>DATA INFRASTRUCTURE</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 318,180</b>
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