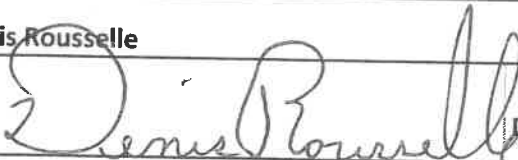


038LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet federal and state requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and Louisiana Comeback Commitments. **LEAs must submit their plans by September 30, 2021 in the *Achieve!* eGMS application.**



LEA Name Plaquemines Parish	LEA Code 038
Planning Contact (name) Kenny Petkovich	
Planning Contact (title) Director of Secondary Education	
Planning Contact (email) kpetkovich@ppsb.org	
Planning Contact (phone) 504-595-6340	
Fiscal Contact (name) Katherine Phelan	
Fiscal Contact (title) Chief Financial Officer	
Fiscal Contact (email) Kphelan@ppsb.org	
Fiscal Contact (phone) 504-595-6323	
School System Leader Name Denis Rousselle	
School System Leader Signature 	Date 9/24/2021

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

\$0

ESSER III

\$0

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)

- ☐ 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?

Key Investment: Well-Being

ESSER II

\$0

ESSER III

\$0

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)

- ☐ 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.

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)

- ☐ Mental and Behavioral Health (virtual health coaches)
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$0

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support

ESSER II

\$ 0

ESSER III

\$ 513,212

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).

Teachers and administration analyzed students' LEAP 2025 and ELPT scores. In 2019, pre-COVID, our 3-8 math percentage of student scoring in the non-proficient/below Mastery categories was 53.8%, in 2021 that percentage rose to 62.7. In 2019, pre-COVID, we had 46.6% of students score below proficient/below Mastery in ELA, in 2021 that percentage rose to 53.6. In 2019, pre-COVID, we had 58.8% of students score below proficient/below Mastery in Social Studies, in 2021 that percentage rose to 63.9. In 2019, pre-COVID, we had 56.7% of students score below proficient/below Mastery in Science, in 2021 that percentage rose to 68.4. Our current ELPT grade is an F for all of our schools with the exception of one school. Students scoring below proficient/Mastery on these tests will have priority with the accelerate teachers. Using state assessment results, we discovered that every school had a much larger percentage of students with learning loss or gaps as identified in the past, pre-COVID. We identified the approximate number of students most impacted by the COVID pandemic to be between 60-65%, 820-890 of our students including economically disadvantaged, EL, students with technology access, etc.

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.

² ARP ESSER Fact Sheet

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

Each school will have an Accelerate teacher(s). These teachers, along with the students' core teachers and administration, will analyze students' LEAP 2025 and ELPT scores to find the students' weakness and identify areas of focus and support. This will allow the student to have targeted instruction based on their identified gaps and/or losses. These teachers will use Accelerate materials, Tier I curriculum and/or materials that directly support Tier I curriculum. Students will receive this targeted instruction for at least 30 minutes per week, most students will get more than 30 minutes a week. The Accelerate teachers will closely monitor, revise, and/or change the interventions based on student results and needs. They will progress monitor using LEAP 360, Tier I mid module and end of module assessments, EL language checkups (released from the state department), ELPT tasks (released from ELPA21), etc. Students will be assessed/progress monitored at the beginning of the school, around November-December, around February-March, and then at the end of the school year. Our goal is to raise the level of students scoring mastery and above on state assessments. Our data from the year before COVID to last year are as follows: In 2019, our 3-8 math percentage of student scoring in the non-proficient/below Mastery categories was 53.8%, in 2021 that percentage rose to 62.7. In 2019, we had 46.6% of students score below proficient/below Mastery in ELA, in 2021 that percentage rose to 53.6. In 2019, we had 58.8% of students score below proficient/below Mastery in Social Studies, in 2021 that percentage rose to 63.9. In 2019, we had 56.7% of students score below proficient/below Mastery in Science, in 2021 that percentage rose to 68.4. Our current ELPT grade is an F for all of our schools with the exception of one school. Our goal is to have a growth of at least 5%. We have determined this as our modest growth goal based on scores, trends, and missed instruction this year due to COVID quarantine patterns and hurricane IDA.

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)

Once identified using assessment results, students who score below mastery or proficient on LEAP 2025 and/or ELPT, priority given to students in grades four-eight, will receive targeted instruction from the Accelerate teacher, in addition to their regular grade level instruction with their core teacher(s). Then students will also be offered after school tutoring opportunities and summer programs. Through during school, after school, and/or summer programs identified students will receive no less than 30 hours of targeted instructions in small group or individual settings. These opportunities for targeted instruction will use high quality materials that are aligned to and will supplement our Tier I curriculum. These identified students will also have a plan, to help accelerate learning, created for them by a committee, parents will receive a copy of these plans. When assessment result come in for the current school year, the committee(s) will meet to see which students met their goals. If a student does not perform satisfactory in the same subject area the committee(s) will analyze scores and other student data to determine why and what should be done to help the student meet their academic needs (accelerated instruction, summer learning programs, etc.).

Key Investment: Before and After School Programs

ESSER II

\$ 0

ESSER III

0

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?

Key Investment: **Summer Learning Programs**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 718,264

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?

Teachers and staff will analyze students' LEAP 2025 and ELPT scores and students scoring below mastery/proficient will have priority to attend summer learning programs. Priority will be given to 4th -8th graders not meeting the mastery/proficiency target then we will offer the program(s) to students in high school that did not meet the mastery/proficiency target and then to students not meeting the proficiency target on DIBELS, STAR, etc. This will allow the student to have targeted instruction based on their identified gaps and/or losses. Students will attend 4 hours on Mondays-Thursdays for 4 weeks. The teachers will use Accelerate materials, Tier I curriculum and/or materials that directly support Tier I curriculum. They will closely monitor, revise, and/or change the interventions based on student results and needs. They will progress monitor using LEAP 360 items, Tier I mid module and end of module assessments, EL language checkups (released from the state department), ELPT tasks (released from ELPA21), etc. Students will be assessed/progress monitored at the beginning of the summer or end of school year if summer school starts within two weeks of the last assessment, mid-way through the summer session, and then within the last week of the summer. We want students to score higher on the end of summer assessment than they scored on the beginning of summer/end of school year assessment. If student's mid-session assessment/progress monitoring is lower than the beginning assessment the teacher will adjust instruction/strategies. Our goal is to raise the level of students scoring mastery and above on state assessments. Our data from the year before COVID to last year are as follows: In 2018 our 3-8 math percentage of student scoring in the non-proficient categories was 52.6%, in 2021 that percentage rose to 62.7. In 2018 we had 48.8% of students score below proficient in ELA, in 2021 that percentage rose to 53.6. Our current ELPT grade is an F for all of our schools with the exception of one school. Our goal is to have a growth of at least 5%. We have determined this as our modest growth goal based on scores, trends, and missed instruction this year due to COVID quarantine patterns and hurricane IDA.

Key Investment: **Extended Instructional Time**

ESSER II

\$ 0

ESSER III

0

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

- ☐ 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

\$ 0

ESSER III

0

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

☐ Individual Graduation Plan (IGP)

☐ IGP Planning Partner

☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

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

Click or tap here to enter text.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 1,231,476

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices

ESSER II

\$ 0

ESSER
III

\$ 0

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

☐ Instructional Leadership Teams (ILT)

☐ Teacher Collaboration (Common Planning/PLC/ Cluster)

☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?

Click or tap here to enter text.

Key Investment: Literacy Professional Development

ESSER II

\$ 0

ESSER
III

\$ 0

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

☐ Literacy Content Leaders

<input type="checkbox"/> Literacy Coaches <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.	
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?	
Click or tap here to enter text.	
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 0

EARLY CHILDHOOD EDUCATION ✓				
Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 97,000
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Ready Start Networks <input checked="" type="checkbox"/> Fund Pre-K seats <input checked="" type="checkbox"/> Other: Salary and Benefits for Pre-K teacher and paraprofessional <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?				
<p>We are investing our ESSER funding into the salary and benefits of a PreK teacher and assistant. In turn, we are also expanding access to a more vulnerable area within our community. By funding the salaries of our classroom staff, we can increase access by 20 four-year olds within a part of the community that has a high population of qualifying children. In order to qualify for the seats, we ask for income verification to prioritize the lower income families. We also open the seats to the families that would not have access to early childhood education. This area of our community has no child care centers. This does not provide any access to the community to prepare our children for Kindergarten. As we know, children who participate in high-quality early care and education are less likely to require special education services, retain a grade, drop out before high school graduation, or be engaged in the criminal justice system. We placed a certified teacher in the position to help create the high quality needed to set these children up for success. The classroom is outfitted with the curriculum needs and resources to ensure the success of the program. This classroom uses the Tier I curriculum, assesses using TS Gold, and observed using the CLASS instrument.</p>				
Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0

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	\$ 97,000
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SCHOOL SAFETY & OPERATIONS



Safe School Reopening	ESSER II	\$ 0	ESSER III	\$ 71,624
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Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://www.ppsb.org/apps/news/article/1470873
COVID-19 Vaccination policies for staff and students	https://www.ppsb.org/apps/news/article/1470873
Mask wearing policies for staff and students	https://www.ppsb.org/apps/news/article/1470873
Physical distancing, cohorts, or learning pods	https://www.ppsb.org/apps/news/article/1470873

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	\$ 2,560,028	ESSER III	\$ 4,349,361
<p>Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p> <input type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input type="checkbox"/> Educational technology (computers/ laptops) <input type="checkbox"/> Educational technology (software/ programs) <input 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: The funds will be used to respond to the COVID-19 pandemic, by preventing layoffs of personnel needed to maintain necessary education-related programs and services. <input checked="" type="checkbox"/> Other: Purchase Bus </p>				
SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment			\$ 6,909,389	

DATA INFRASTRUCTURE ✓				
Data Infrastructure	ESSER II	\$ 0	ESSER III	\$ 0
<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 type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. </p>				
Describe the LEAs plan for implementing evidence-based activities.				
Click or tap here to enter text.				
DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment			\$ 0	

