

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 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 the 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?				
Concordia Parish leveraged other funds to take care of this component.				
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?				
Key Investment: Well-Being	ESSER II	\$581007	ESSER III	\$ 581,007
How will the LEA identify students who need mental and behavioral supports?				
<p>Concordia Parish Schools will administer a social well-being screener to all students in grades K-12. This screener will ask questions in categories such as self-management, social awareness, self-efficacy, sense of belonging, growth mindset, and other topics. The instructional leadership team will analyze this data during the first two months of school. The data will be shared with the behavior interventionist, school counselors, and teachers to strategize support needed for students. The screener will also be done mid-year and at the end of the year.</p> <p>Measurable outcomes and progress monitoring: Panorama will be used to monitor and measure outcomes. The screener will give students a risk level based on the key components described above.</p> <p>The Lovescaping curriculum (behavioral support) will be embedded into all schools. This is an SEL curriculum. The curriculum has different areas of support, and the Panorama screener will determine which lovescaping path students will attend.</p> <p>Using ESSER Funds, Concordia Parish hired five Behavioral interventionists. The behavior interventionist meets with staff and parents to identify students as well as plan for support. In addition to this, the Behavioral Interventionists will track behavioral issues at UIR-D schools.</p> <p>Targeted Students (UIR-D schools): Ferriday Upper Elementary School- 290 students Ferriday Junior High School- 284 students</p>				

Ferriday High School- 320 students
Vidalia Upper Elementary- 424 students

(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: Panorama Screener for k-2
☐ Other: Click or tap here to enter text.

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

The Lovescaping company will train lead teachers, Behavioral Interventionists, and counselors on the pillars needed to support students. This training focuses on social-emotional learning. The results of the Panorama survey will help to identify the initial services that students receive. The training will assist the school teams with identifying students that need individual (Tier 3), small group (Tier 2), or large group support (Tier 1). This support will be for all students in grades K-12.

Mental and Behavioral Health is at the forefront of the newly hired Behavioral Interventionist work. All Behavior Interventionists received training on writing behavioral plans. In addition to this, all Behavioral Interventionists had prior training and experience working with students with behavioral issues. Behavioral Interventionists meet with students daily in both group and one-on-one sessions.

Behavioral Interventionists will track students to monitor progress.

(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: Panorama survey and Lovescaping Curriculum and training for social-emotional learning
☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$ 1162014

Commitment: RECOVERY AND ACCELERATION ✓✓✓

Key Investment: Targeted Learning Support	ESSER II	\$ 451714	ESSER III	\$ 30836
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How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

² [ARP ESSER Fact Sheet](#)

- ☒ 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: Collaborations between teachers, parents and mental health agencies.
- ☐ 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).*

District attendance and student achievement data highlight those most impacted by the pandemic. The district is leveraging ESSER funding in a variety of ways to target those who have the largest gaps with learning loss. Of the district's economically disadvantaged students, less than 15% scored Mastery or Above. Of the district's students with disabilities, 5% scored Mastery or Above. The above-referenced groups reflect those most challenged by learning loss as historical achievement gaps increased during the pandemic.

The Superintendent has instituted advisory groups from the following group of stakeholders: students, teachers, principals, parents, and the community. Additionally, a Health & Social Emotional advisory group from the following groups of stakeholders: medical physicians, mental wellness centers, school nurses, psychologists, and a Louisiana Department of Health representative was instituted to prioritize COVID-19 infection data, vaccination rates, and mitigation measures for the district. These individual groups meet monthly with district leaders in the spirit of continuous improvement and commitment to stakeholder feedback. During the spring semester, a focus of the April advisory sessions was how to best increase instructional time to address learning loss as a result of the pandemic. During these sessions, instructional data, student enrollment data, and internal benchmarking data were shared, and participants collaboratively discussed strategies to make recommendations to staff regarding the school calendar and related areas.

To prioritize students who failed to meet mastery in grades 3-8 and address those secondary students in danger of not graduating on time, the district allocated ESSER funding to support various resources. In order to achieve a full 1:1 technology status, the district purchased additional devices, hot spots, and chargers to ensure access for all students. For instructional support, high-quality programs were selected for vertical and horizontally aligned instruction. Examples of such include but are not limited to the following: Edgenuity for credit recovery and remediation for secondary students; READ 180 (6-8) for universal literacy screening and tiered intervention across all elementary and secondary schools; and ZEARN for mathematics intervention and support across all elementary and secondary schools.

Our CIR-A schools are all Title- 1 schools. We began our creation of goals and objectives by analyzing the data for those schools. f. In addition to this, we examined trends identified by the Department of Justice related to underrepresented groups of students. Funds were allocated to recruit teachers, incentive performance, purchase supplemental tutoring, and provide before and after school tutoring.

A contract with New Beginnings will implement 60 days of on-site support for CIR schools focusing on SWD's, emphasizing supporting teachers, paraprofessionals, and students in a more inclusive environment, and implementing a collaborative process for accelerating progress for struggling students.

The Jumpstart program will be expanded to target students on the career path, and sophomores will have the opportunity to take the ACT at no cost.

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?

All schools are implementing a robust intervention program consisting of a substantial amount of tutoring and interventions in literacy and math. The school administers the LEAP360 diagnostic at the beginning of each year to students in grades 3-8, curricula embedded math and ELA beginning of year assessments to students in grades K-2, and the DIBELS literacy screener to students in grades K-3. The school analyzes the results of these diagnostics and creates plans for a substantial amount of tutoring and interventions based on demonstrated student needs. Tutoring and interventions take place on at least a weekly basis and may occur daily for students with the most severe needs.

During the school year, the school administers the LEAP360 interim assessments and Mastery Connect to students in grades 3-8 and curricular embedded assessments to students in grades K-2. The school then takes data to common planning to analyze the results of these interim assessments and tutoring and intervention plans for students, as needed.

Additionally, teachers administer formative assessments throughout the year that are included with the Tier-1 curricula that the school has implemented. Teachers use the results of these assessments to inform day-to-day instruction.

The long-term goal for each student is to reach mastery of the state's LEAP assessment by 8th grade. The interim goal is to achieve the growth-to-mastery target each year to ensure that students are on track to reach mastery by 8th grade. The school faculty implements substantial tutoring and interventions based on diagnostic and interim assessment data with the goal of achieving these outcomes. The progress of these goals is monitored during the dedicated Data Days that occur throughout common planning cycles. The school prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the previous school year. Full-time teachers provide high-dosage tutoring and interventions.

Tutoring will be offered in both math and ELA. Tutoring will be done during the summer as well as before and after school. Using data to drive instruction, the RTI approach will be utilized to guide instruction for tutoring. This year our district utilized ESSER and State funds to hire Literacy Interventionists. The purpose of the Literacy Interventionist is to increase literacy for students who are falling behind. For elementary students, IRLA program data will be used to identify struggling readers every ten days. For middle school, Read 180 will be utilized. Reading interventionists are currently placed at our CIR A schools. To accurately assess students, the Case program will be used and built-in assessments from Tier 1 curriculums.

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)

All schools are implementing a robust intervention program consisting of substantial tutoring and interventions in literacy and math. The school administers the LEAP360 diagnostic at the beginning of each year to students in grades 3-8, curricula embedded math and ELA beginning of year assessment to students in grades K-2, and the DIBELS literacy screener to students in grades K-3. The school analyzes the results of these diagnostics and creates plans for substantial tutoring and interventions based on demonstrated student needs. Tutoring and interventions take place on a weekly basis and may occur as frequently as daily for students with the most severe needs.

During the school year, the school administers the LEAP360 interim assessments and Mastery Connect to students in grades 3-8 and curricular embedded assessments to students in grades K-2. The school then takes data to common planning periods to analyze the results of these interim assessments and create new substantial tutoring and intervention plans for students, as needed.

Additionally, throughout the year teachers administer formative assessments that are included with the Tier-1 curricula that the school has implemented. Teachers use the results of these assessments to inform day-to-day instruction.

The long-term goal for each student is to reach mastery of the state's LEAP assessment by 8th grade. The interim goal is to achieve the growth-to-mastery target each year to ensure that they are on track to reach mastery by 8th grade. The school faculty implements high-dosage tutoring and interventions based on diagnostic and interim assessment data with the goal of achieving these outcomes and monitors progress towards these goals during the dedicated Data Days that happen throughout common planning cycles. The school prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the previous school year. Full-time teachers provide substantial tutoring and interventions.

Students in grades 4 through 8 will get expanded research-based support in Math and ELA. LEAP 360 will be used to progress monitor mastery of standards. The data will be used to create interventions for students. Expanded supports such as before-school tutoring, after-school tutoring, and small group work sessions will be guided by data.

The Freshman Academy was implemented at one of our high schools, whose feeder school is a Title 1 UIR A school. The Freshman Academy focuses on math, science, and relationships.

Key Investment: Before and After School Programs

ESSER II

\$100,000

ESSER III

\$ 203,504

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: Assessment tool Mastery Connect
- ☐ 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?

Overview: To establish the needs/learning, GAPs Mastery Connect and LEAP 360 will be used. LEAP 360 will be administered at the start of the school year to establish a baseline for all students. From there, Mastery Connect will be used in October, December, and February as a means to progress monitor and establish a focus for PLCs and supports. This will be done in addition to the following:

Elementary: Utilizing embedded assessment in the Tier 1 math curriculum (Eureka Math), instructional staff will analyze assessment results to determine which Zearn lessons students need. This will be done during and after the school day. For literacy, the Pace data from the IRLA program will be utilized to assist struggling readers.

Secondary: Utilizing the embedded assessments in Agile Mind (Tier 1), teachers will analyze data during Cluster meetings to plan for additional support for learners. The Learn zillion platform assessments will also be used to target skills needed for success.

Literacy: The Literacy Team was created to plan for student deficits in literacy. Read 180 and System 44 will be utilized to assist with these needs.

Tutoring will be done face-to-face and virtually. Each school has teachers who are willing to take on additional responsibilities for virtual learners.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 2565675

ESSER III

\$ 851683

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 to hire student workers
- ☐ 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 district completed a 4-week summer school program in June 2021 at all school sites, and it plans to continue to implement the summer school program. The school will prioritize students in grades four through eight who failed to achieve Mastery on any statewide assessment during the previous year. The program will utilize the school's Tier 1 curricula and continue the significant tutoring and literacy and math interventions that the school implements during the regular school year. The school's desired outcomes are that students will achieve their growth-to-mastery targets each year and score mastery on the LEAP assessment by their 8th-grade year. Progress towards these outcomes is monitored on dedicated Data Days held 2-3 times per year. The school will also administer formative assessments at the conclusion of the summer school program to determine the progress students made toward the desired outcomes. The school's full-time staff teach during the extended day and will receive additional stipends for doing so. ESSER funds support these stipends.

To better impact those students who have not achieved mastery levels on LEAP assessments, CPSB students are required to attend the morning academic literacy-based sessions in order to participate in extra-curricular activities. End-of-the-year state and district assessment data will be compared to the beginning of the year LEAP 360 diagnostic. This will provide tools for measuring program outcomes and progress monitoring student achievement.

In summer learning programs, daily instruction is provided by district certified teachers. Hiring priority is given to those teachers earning Highly Effective and Effective Proficient in previous evaluation cycles. The goal of summer learning programs is to have students' diagnostic data on benchmark assessments increase from 36% overall in the current year to over 40% diagnostic averages for the next year.

To re-engage students in the learning process. The district began with the Concordia Bridge Program during the summer. This program included academics, social-emotional, enrichment, and hands-on programs that engaged learners. For the previous school year, the district had less than 1/3 of its students participating in face-to-face learning. For the summer bridge program, more than half of Concordia Parish Students were engaged.

Key Investment: **Extended Instructional Time**

ESSER II

\$ 86,457

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: Before and after school tutoring
☐ 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?

During the 19-20 school year, the district lost nine weeks of instructional days. Due to the loss of instruction, the first month of school was virtual instruction with a transition to hybrid during the months of September and October. After approximately ten weeks into the school year, the district returned to a more consistent face-to-face format. However, families were still given the option for students to remain virtual. To address the identified learning loss, and the decrease of students scoring mastery and above in all subgroups in all content areas, particularly in math from the previous two school years, all K-3 schools started the school day 10 minutes earlier than the prior school year; an addition of full instructional days affords added opportunities to maximize instructional time and reduce gaps in learning. Two additional days for professional development were also included, and ESSER and general funds were braided to make the extended learning time coupled with intense professional development opportunities possible with (NIET and CLL). The added instructional time allows for more effective implementation of the Tier 1 curriculum. Added time for high-quality professional learning allows for aligned PD to support standards-based curriculum implementation. While continuing to prioritize students who failed to reach mastery in grades 3-8, this strategy directly impacts all students throughout district schools.

Tutoring will be offered in both math and ELA. Tutoring will be done during the summer as well as before and after school. Using data to drive instruction, the RTI approach will be utilized to guide instruction for tutoring. This year our district utilized ESSER and State funds to hire Literacy Interventionists. The purpose of the Literacy Interventionist is to increase literacy for students who are falling behind. For elementary students, IRLA program data will be used to identify struggling readers every ten days. For middle school, read 180 will be utilized. Reading interventionists are currently placed at our CIR A schools. To accurately assess students, the Case program will be used as well as built-in assessments from Tier 1 curriculums.

Key Investment: Individual Student Plans for Success

ESSER II

\$132,250

ESSER III

\$30,000

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: ACT
☒ Other: Career Compass

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

The Individual Graduation Plans(IGPs) list the courses students will take in subsequent years to graduate with their appropriate cohort. The school counselors and lead teachers will be trained in completing students' IGPs as well as best practices for monitoring students' IGPs. This will be at the annual counselor's institutes.

IGPs will also show students' progress on tests such as ACT and EOCs. Counselors will monitor progress and strategize with lead teachers on the needs of individual students. IGPs are done at the end of the year and re-evaluated in the Spring. Career Compass will support this initiative.

Career Compass will be utilized to assist IGP's. The Freshman Academy was created to target the students from a CIR-A school to target math and literacy. Career Compass will assist with identifying students' plans after high school and assist with the preparation (registering for ACT, applications, etc....)

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 4,452,119
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓✓✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 1,204,702

ESSER III

\$ 75,700

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: NIET
☐ Other: Click or tap here to enter text.

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

School Leadership Institute

School leaders and their Instructional Leadership Teams will attend monthly professional development focusing on the following:

- Continuous Improvement (school improvement planning) and Best Practices
- Social Emotional Learning
- Graduation Excellence (examining graduation rates and indicators to accelerate students to graduation)

Instructional Leadership Teams (ILT)

Each school will receive at least two days of professional development and year-long coaching on developing Instructional Leadership Teams (ILTs). This professional development and coaching will strengthen school leaders and their teams' practice in the following ways to improve student learning to scale:

- The school leader models being the lead learners
- The school leader coaches and support teachers in their learning
- The school leader is a reflective thought partner and reflects on his or her own learning as well
- The school leader focuses on: on Student growth
 - o Building teacher capacity

o Supporting professional development based on teacher and student needs

Principal Supervisor/District Leaders Professional Development

Each principal will receive year-long professional development and coaching. This year-long professional development and coaching will strengthen the principal supervisor's skills to coach and support the district's school investing ESSER leaders and ILTs. The coaching and professional development are grounded in the NIET Framework/ Best Practices.

Principals will develop:

- Skills to gather and use evidence of principal effectiveness, including planning effective professional learning for principals.
- Strategies to strengthen relationships with principals as their coach, mentor, and supervisor.
- Enhanced ability to recognize highly effective instruction and equitable learning environments, and to discern inequities in student learning.
- An approach and skill to organize and facilitate principal PLCs that sustain principal improvement.

COVID Learning Loss Best Practices Initiative is intended to mitigate student learning loss due to absences related to COVID-19. The 2021-2022 Best Practices Initiative is directly linked to Employee Development, which is referenced in our district Strategic Plan. All elementary and secondary school teachers were provided Tier 1 curricular resources and training through afterschool professional development opportunities in order to address the disproportionate impact of Covid-19 on subgroups of students. The 4th - 8th-grade teachers were specifically targeted with collaborative lesson planning sessions in order to address students that failed to achieve mastery on the state-wide assessment. This professional development opportunity is monitored by the instructional directors and supervisors department, and evidence is tracked through the submission of session artifacts.

Create a robust professional learning platform that schools across the district can utilize to deliver quality, on-demand professional learning to all educators and support staff. In addition to providing personalized support, we will create Professional Learning Communities (PLCs) supporting content areas and courses facilitated by specialists who are experienced classroom teachers, and providing a space for educators to collaborate, ask questions, share resources, and network with peers across the district.

Specifically, we will do the following:

- Provide ongoing professional learning opportunities for curriculum implementation, including Literacy Foundations Training for all K-3 teachers.
- Provide ongoing, embedded coaching support for teachers in implementation. ?
- Provide accelerated learning opportunities for students with significant learning lags. Provide a specialized and targeted enrichment curriculum tiered to match mild, moderate, and significant learning needs.
- Provide ongoing, job-embedded professional learning and coaching opportunities for curriculum implementation for supplemental and intensive (moderate and significant tiers) programs.

Key Investment: Literacy Professional Development	ESSER II	\$ 159,757	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

☒ Literacy Content Leaders

☒ Literacy Coaches

☐ Other: APEL Science of Reading training

☐ 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?

For grades, the K-2 ELA curriculum is provided by the American Reading Company (ARC). This will supplement the need for additional phonics support. The Heggerty program will also be used by K-2 teachers. The teachers will collaborate during district PD days (3) to unpack the upcoming ARC unit. These three days are currently built into the district calendar. The district literacy team collaborated and worked with the Center of Literacy and Learning to unpack the ARC units for opportunities to increase additional phonics and vocabulary support for teachers and students. The team has one literacy coach from each school and the work was completed during the District Leadership meetings. It was shared with each school's professional learning community and instructional leadership team. ESSER funds will also be used to provide the "Science of Reading" training to all K-3 teachers in the district.

Increase K-12 student achievement in literacy by addressing learning loss among students, which will include low-income students, children with disabilities, English Language Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care within the local educational agency. All of these students will be included by:

- 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;
- Implementing evidence-based activities to meet the comprehensive needs of students;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;
- Tracking student attendance and improving student engagement in education;
- Conducting outreach to students who did not enroll or consistently attend classes during the COVID-19 year;
- Implementing evidence-based interventions.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment \$ 1,440,159

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion

ESSER II

\$ 97,449

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)

- ☐ 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?

All teachers in the Concordia Network use a High-Quality Curriculum and assessment. ESSER funds were used to expand our Pre-K at one elementary school site. This opened more birth to 3 seats at Head Start. Even though we had 95% of seats filled last year during the pandemic, this year 8G cut our funding in October by 20 percent. Title 1 funds helped with the shortage last year, and

ESSER will help with the shortage this year so that the new Pre-K class at the school site can remain open. These seats are for students with limited income.

Each teacher is challenged to improve through the Class instrument, **high-quality interactions** between teacher/students as a group and on an individual level with each student. The social-emotional component of the Frog Street curriculum was purchased two years ago, so each class has access to this program.

The District, through ESSER funds, purchased each student a touch screen device. Frog Street has a home component to the curriculum that students can access. Those that do not have access to the internet are directed to a list of hotspots through our parish website. We also have printed materials for parents to use that align with the curriculum. Currently, Concordia Parish School Board serves as the Lead Agency for Early childhood Education in Concordia Parish. The expansion of the seats resulted in not only an increase in enrollment but also an increase in students on the waitlist. ESSER funds will ensure that Pre-K children in Concordia Parish will have access to and receive high-quality early childhood education taught by certified teachers and the implementation of a Tier 1 curriculum. Evidence has shown that this Tier 1 curriculum has an impact on student success throughout their educational careers.

Early Childhood Program Enhancement

ESSER II

\$ 160,000

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)

- ☒ 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.

ESSER funds will be used for training in ASQ3, developmental screener, and materials. Class certification for teachers needing certification, and TS Gold as the progress monitoring tool for academics.

The ASQ3 will be done at the start of the year to establish a baseline and mid-year progress monitor. Even though I have five years to fully implement this program in my network, I want to implement it immediately. I would like to have a 5-hour virtual training for 25 teachers to learn how to properly use this Developmental screener. After the teachers are trained, we can start the screening process for students and inform parents of the developmental delays so that they are able to get the required help for their child in the areas needed.

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

At the start of the school year, the ASQ3 screener will be done. In addition to this TS Gold will be used at the start of the year to establish an instructional baseline. It will also be used two additional times in the year to progress and monitor student success. When tracking the data. teachers will collaborate to create learning paths for all students.

We are on track to helping all of our students gain learning that was lost due to the pandemic. The summer program helped as well as having a high-quality curriculum at each school site and at home. We will use Teaching Strategies(T S Gold) to track students' progress throughout the school year. This year has combined the ECE license and the OSEP license so that the regular education and the special education teachers can collaborate more easily with a higher level of data. This allows all service providers more understanding of their special needs students. Teaching Strategies(T S Gold) offers webinars for teachers and/or administrators on the new license and how to use the program. They also offer webinars on instruction and family engagement. Teachstone(class) also offers webinars on classroom interactions and example classroom dimension videos that have good scores.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment

\$ 257,449

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$ 24,743	ESSER III	\$9,476,593
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45_qhobVtQ/edit?usp=sharing			
COVID-19 Vaccination policies for staff and students	https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45_qhobVtQ/edit?usp=sharing			
Mask wearing policies for staff and students	https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45_qhobVtQ/edit?usp=sharing			
Physical distancing, cohorts, or learning pods	https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45_qhobVtQ/edit?usp=sharing			
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)				
<input 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 type="checkbox"/> Diagnostic and screening testing <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Continuity of Teaching & Learning	ESSER II	\$ 635,024	ESSER III	\$ 196,556
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input checked="" type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input checked="" type="checkbox"/> Educational technology (computers/ laptops) <input checked="" type="checkbox"/> Educational technology (software/ programs) <input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input checked="" 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 type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment			\$10,332,916	

DATA INFRASTRUCTURE ✓				
Data Infrastructure	ESSER II	\$162,425	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 checked="" type="checkbox"/> 1. Early warning system to track student progression <input checked="" type="checkbox"/> 2. Data security/cybersecurity <input type="checkbox"/> Data storage <input checked="" type="checkbox"/> 3. 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>				
<p>Describe the LEAs plan for implementing evidence-based activities.</p> <p> 1. The Best Many Company will be used as our Early Warning System Vendor. 2. All Chromebooks and Hotspots have filtering programs for cybersecurity purposes. 3. The Technology team was created to provide additional support for teachers. Staff members receive training in data literacy and analysis </p>				
DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment			\$ 162,425	

