

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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## 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)**

X Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status

X 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)

X Student enrollment and attendance data

X Student chronic absenteeism data

☐ Student instructional mode (virtual, hybrid, in-person)

X Student course enrollment data

☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

## Criteria Checklist

X The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.

X Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.

X The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.

X The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

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

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

Key Investment: <b>Attendance</b>	ESSER II	\$27063	ESSER III	\$ Click or tap here to enter text.
How will the LEA identify students who need to be re-engaged?				
<p>All schools collect student attendance data in the student information system. This data captures students by demographic (race), socio-economic status, and diverse learner status. Lafayette Parish disaggregated this data by the above student groups, school, and by grade level to drill down to information that would help identify the individual students that need to be engaged. Below is a summary of findings:</p> <ul style="list-style-type: none"> <li>Overall student enrollment in Lafayette Parish decreased from the 2019 SY (30,446 students) to the 2020 SY (30,333 students).</li> <li>Based on attendance in the 2020-21 SY, of the students who were most chronically absent (10 or more days) were Black students (45% or 6,649 students), Hispanic students (45% or 1,385 students), English Learners (45% or 859 students), and Students with Disabilities (47% or 1,314 students)</li> <li>For the 2019-20 school year, we had approximately 10,000 (30%) students enrolled into voluntary online learning at the beginning of the year. By the end of the year, roughly 4,000 (8%) students remained. The 6,000 students that returned to face to face learning after virtual learning did not consistently participate in remote instruction and continue to need reengagement. These students will be on attendance watch and monitored closely by school administration and Child Welfare and Attendance.</li> <li>For the 2019-20 school year, a majority of learning for middle school and high school students was spent in a Hybrid learning mode. Chronic absenteeism (10 or more days missed) in Middle School and High School for th 20-21 SY was approximately 25% of students (7,523). These students did not consistently participate in remote instruction or hybrid learning and continue to need reengagement. These students will be on attendance watch and monitored closely by school administration and Child Welfare and Attendance.</li> <li>For the 21-22 school year, any students absent for 10 or more days will be identified and truancy referrals will be made. In addition, school level SBLC meetings will be held with student and parents to include social workers, counselors, administrators, and teachers to identify students who are most in need of re-engagement due to learning loss or not engaged with face to face, hybrid, or virtual instruction.</li> </ul>				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input checked="" 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?				
<p>LPSS will seek to re-engage students with poor attendance with the addition of a Truancy Officer to provide support in the schools and subgroups that experienced the most learning loss and continue to have the most unfinished learning as a result of the pandemic. This position would track student attendance, improve student and parent engagement, prevent truancy, prevent learning loss in highest poverty, lowest performing schools/subgroups of students. A Truancy Officer will also coordinate with the truancy based response teams at each site to track and monitor individual students most habitually absent. School Truancy Teams notify parents after the 3rd absence. On the 5th absence a letter is also sent to the parent about the importance of attendance, on the 7th absence School Truancy teams submit students to Truancy Officers to meet with families and review the obstacles preventing students from regularly attending school. Truancy Officers also conduct home visits as necessary. The Truancy Officer position will be initiated in the Fall of 2021. By Winter we hope to improve school absenteeism by 1-3% and 5% by end of year than previous years.</p>				

Key Investment: <b>Well-Being</b>	ESSER II	\$436,376	ESSER III	\$ 111,979
<b>How will the LEA identify students who need mental and behavioral supports?</b>				
<p>Lafayette Parish will administer BASC-3 Behavioral and Emotional Screening System (BESS) to any student (approximately 3,300 students, PK-12) that are referred to social workers to address intensive mental and behavioral support within the first 9 weeks of school. Additionally, counselors were trained on trauma informed practices and interventions. All faculty was trained in the use of Trauma Based Relational Interventions (TBRI). A social emotional survey was implemented for students that displayed characteristics indicating a need for more social/emotional support. The data of students resulting from the survey, screener and referrals for additional interventions will be disaggregated by 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 student needs. Currently, 426 (1%) students receive intensive supports for mental and behavioral difficulties.</p>				
<p><b>(For Students) Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b></p> <p> <input type="checkbox"/> Mental and Behavioral Health  <input type="checkbox"/> Character Building  <input checked="" type="checkbox"/> Trauma-informed care  <input type="checkbox"/> Full Service Community Schools  <input type="checkbox"/> Adoption/ integration of SEL curriculum  <input checked="" type="checkbox"/> Professional development for staff  <input type="checkbox"/> Other: Click or tap here to enter text.  <input type="checkbox"/> Other: Click or tap here to enter text.         </p>				
<b>(For Students) Describe the LEAs plan for implementing evidence-based activities.</b>				
<p>Additional full time employees will be hired, including counselors and nurses, will be placed at or clusters of schools to provide support and services for the evidence based activities needed. 6 full-time counselors were added to provide strategic support (individual and group therapy, agency referrals, mental health screening, intervention support) for LPSS Students as recommended by staff. 4 full-time nurses were also added to the district to provide additional support to students with COVID related duties such as student required quarantines, contact tracing, communication/consultation with other medical professionals, reporting and documentation of COVID related compliance information. In addition, efforts have begun in Fall of 2021 to provide Mental Health First Aid to Middle and High Schools Staff. Professional Development for Counselors and Social Workers: Threat and Suicide Risk Assessments with the National Center for Youth Issues has also started in Fall of 2021. Professional Development for Counselors and Social Workers : Suicidal and Non-Suicidal Self-Injury with the National Center for Youth Issues will begin in the Fall of 2021. Counselors in conjunction with social workers will lead Trauma teams at each site. Also for the start of 2021 school year the district will provide Mental Health support to parents from outside agencies including but not limited to The Family Tree, Healing House, The Kitchen Table Counseling Services. For the beginning of the 2021 school year, LPSS will purchase and provide Diagnostic and Statistical Manual of Mental Disorders (DSM V) book for all counselors and social workers to assist with rapidly diagnosing COVID related stress and anxiety disorders; allowing for early response and intervention for students and teacher supports. At the beginning of the 20-21 school year, district staff started the efforts to get 100% of our staff and faculties trained in Trauma Based Relational Interventions (TBRI). In 21-22, Counselors and Social Workers will continue to train 100% of our staff on TBRI. In the winter of the 21-22 school year, the school based Trauma Teams 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. This will inform continued supports offered throughout the summer.</p>				

Currently, there are about 2% (450) of students identified as in need of additional support and intervention. It is hoped that we will continue to monitor progress. The goal is to keep the number of students in need of intensive emotional support between 1-2% of our students population (450 or less). Social emotional screeners, counselors, and social workers will implement small group, check-in's, and social group lessons, emotional learning lessons, and offer mental health services as needed.

**(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**

**\$ 575,418**

**Commitment: RECOVERY AND ACCELERATION**

**Key Investment: Targeted Learning Support**

**ESSER II**

**\$ 3,097,326**

**ESSER III**

**\$ 16,310,470**

**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).**

The decision making process to allocate funds most impacted by the Covid-19 pandemic involved was based on cross-referencing classroom grades and possible retention with state and district assessment results, and those students who spent a majority of time as a virtual learner, as well as reviewing performance on additional district benchmarks. Those subgroups most impacted were English Learners, Students with Disabilities, Economically Disadvantaged, and Black students. The data sources and assessments used to identify students and help make decisions included:

- Dibels Early Literacy Screeners for all students K-3.
- iReady was used for Math for K-8. LEAP Diagnostic was also used for grades 3-10 in ELA and Math.
- Common Summative Assessments have also been created by the district to determine Science and Social Studies mastery of standards.

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



- In addition, retention and promotion hearing data was collected to identify students, schools, content, and grade level with the most number of students at risk of retention and failing to meet grade level mastery of standards.
- LEAP 2025 Results for 20-21 School Year (including percent of students at Mastery and Above in ELA, Math Science, and Social Studies; Grades 3 and 8, disaggregated by demographic/race, socio-economic status, and diverse learner)
- Other LDOE State released data including: "Percentage of K Students On/Above Level on all Literacy Screeners", "Cohort Graduation Rate", "Percentage of Cohort earning Basic or Advanced Credential", and "Average ACT Score" reports.

Based on Louisiana Department of Education Academic Recovery and Acceleration Plan Data for Lafayette Parish the following:

- Overall, Pre-K enrollment dropped by nearly 55% (439 students) from 2019 to 2020.
- Regarding Kindergarten the following represents students on/above level by groups most impacted appear to be Hispanic (28% or 56 students on/above level), English Learners (28% or 59 on/above level), and Students with Disabilities (25% or 47 students on/above level). All three groups dropped lower in proficiency than the year before (2019 compared to 2020).
- Based on the percentage of students at Mastery or above in 3rd Grade and 8th Grade our most impacted groups include Black, English Learners, and Students with Disabilities.
  - Black Subgroup: ELA, Math Science and Social Studies proficiency all declined from previous results to the most recent 2020 results. 3rd ELA (28% or 243 students on/above level); 3rd Math (25% or 217 students on/above level); 3rd Social Studies (11% or 95 students on/above level); 3rd Science (11% or 95 students on/above level). 8th Grade results were similar, with ELA (33% or 320 students on/above level); Math (20% or 194 students on/above level); Social Studies (23% or 223 students on/above level); Science (11% or 107 students on/above level). This indicates that approximately 4,439 (80%) of black students in grades 3-8 are performing below Mastery.
  - English Learners: ELA, Math Science and Social Studies proficiency all declined from previous results to the most recent 2020 results. 3rd ELA (15% or 23 students on/above level); 3rd Math (27% or 42 students on/above level); 3rd Social Studies (7% or 11 students on/above level); 3rd Science (6% or 9 students on/above level). 8th Grade results were similar, with ELA (14% or 12 students on/above level); Math (12% or 10 students on/above level); Social Studies (7% or 6 students on/above level); Science (2% or 2 students on/above level). This indicates that approximately 635 (89%) of English Learners in grades 4-8 are performing below Mastery.
  - Students with Disabilities: ELA, Math Science and Social Studies proficiency all declined from previous results to the most recent 2020 results. 3rd ELA (18% or 59 students on/above level); 3rd Math (22% or 73 students on/above level); 3rd Social Studies (11% or 36 students on/above level); 3rd Science (10% or 33 students on/above level). 8th Grade results were similar, with ELA (10% or 35 students on/above level); Math (5% or 18 students on/above level); Social Studies (5% or 18 students on/above level); Science (4% or 14 students on/above level). This indicates that approximately 1,812 (89%) of Students with Disabilities in grades 3-8 are performing below Mastery. 2036
- For the 21-22 school year students will be prioritized in grades 4-8 based on failure to achieve Mastery on statewide assessments in the previous school years and by reviewing formative assessments for the 21-22 school year to determine those students that are still in need of further remediation, intervention and that are "not on track" to Mastery.

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?**

**Additional full time employees will be hired and placed at strategic schools or clusters of schools to provide supports and services for the evidence based activities needed. These new full time employees include: Regular Education Teachers, ESL Teachers, Special Education Program Specialists, District Academic Coaches, and Instructional Leaders. Hiring and placement of personnel will begin in the summer of 2021 and be placed in schools in the Fall of 2021.**

- **7 Teachers were allocated and strategically placed for Class Size Reduction (CSR) in the districts CIR/UIR schools to reduce class size, enhance accelerate learning, and provide targeted instruction to students disproportionately impacted by the pandemic. These teachers were hired in the summer of 2021 and placed in schools in the Fall of 2021. Success of this initiative will be measured by monitoring progress in the classrooms using high quality assessments and materials.**
- **6 Additional ESL certified Teachers and 6 highly qualified Bilingual Para educators to target and offer strategic support our English Language Learners. The Sheltered Instruction Observation Protocol (SIOP) is a framework for planning and delivering instruction in content areas such as science, history, mathematics, and ELA to English Language Learners. The goal of SIOP is to help teachers integrate academic language development into their lessons, allowing students to learn and practice English as it is used in the context of school, including the vocabulary used in textbooks and lectures. Success of this initiative will be measured by monitoring progress in the classrooms using high quality assessments and materials. Language acquisition, speaking, and listening will also be monitored for English Language Learners.**
- **1 Full Time Special Education Program Specialist for CIR/UIR schools to support improving inclusion, content specific supports, as well as ensuring appropriate placement options in regards to special education services for SWDs in the district's in the lowest performing schools.**
- **6 Full Time Instructional Leaders at each site labeled with UIR- Subgroup performance SWD/ELL to provide targeted support and interventions for students with the percentage of unfinished learning/learning loss as a result of the pandemic; provide job embedded PD for teachers on applicable intervention strategies for teachers, model lessons, conduct classroom observations, review student data, and assist with interventions dedicated to Black, English Learners, and Students with Disabilities. Instructional Strategists will be placed at Elementary and Middle Schools to target students in grades 3-8 below Mastery.**
- **3 Full Time Academic Content Coaches to provide district level professional development, supplemental support throughout the core curriculum, model lessons, observe teachers, and assist them with implementation of strategies learned in specific PD training sessions; facilitate change in instructional practices of teachers to enable them to diagnose student needs, plan more productively, teach more effectively, etc. Positions provide targeted PD classroom support for teachers and applicable staff in the content of Science, Social Studies, and ELA (K-5). These coaches will work most closely with CIR/UIR schools, targeting student subgroups (Black, Economically Disadvantaged, and Students with Disabilities) in grades 4-8 who failed to achieve Mastery**

Instructor stipends will be allocated to schools based on demographics and reengagement of black students, English Learners, and Students with Disabilities for elementary and middle schools to target the largest gaps impact in grades 3-8.

The measurable outcomes for all students in grades 4-8 for a majority of our students (51% or more) will perform at Mastery or higher at the end of the year. For our targeted subgroup populations (Black, ELL, SWD) this means an annual growth of 8-10% of growth towards Mastery. Quarterly assessment reviews will be implemented to determine progress. Our goal is that by winter of the 21-22 school year, at least a 4-5 percent growth towards Mastery will be observed for our subgroups and diverse learners.

**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)*

Lafayette Parish Schools will provide expanded support for students who did not score mastery or above on the state-wide assessment through: an Summer Accelerate Learning Program, Extended Learning Instructor for after school tutoring, Academic Essentials and Response to Intervention Period, and Transitional 9th Grade Placement and scheduling.

- Stipend and Benefits for instructors who are content, strong, certified teachers to support students with diverse learning needs or unfinished learning as a result of the pandemic using Accelerate materials and Tier 1 curriculum. Accelerate and Extended Learning will begin before September 30, 2021. School sites will each get a budgeted amount for stipends based on the population, demographics, subgroups, performance and populations represented on the campus with a focus for those with students most impacted by Covid 19 pandemic (Black, ELL, SWD). The Accelerate before/after school tutoring initiative will continue all year in Elementary and Middle Schools (grades 3-8). Efforts will also prioritize those students that were below Mastery on any statewide assessments. School sites will collect evidence of student progress and measures aligned to materials and high quality assessments used.
  - The measurable outcomes for all students in grades 4-8 for a majority of our students (51% or more) will perform at Mastery or higher at the end of the year. This means an annual growth of 8-10% of growth towards Mastery. Weekly assessment reviews of exit tickets will be implemented to determine progress. Our goal is that by winter of the 21-22 school year, at least a 4-5 percent growth towards Mastery will be observed for our students in grades 3-8 enrolled in Before and After School Programs.
- Stipends and benefits for certified ESL teachers to assist English Language Learners (virtually or in-person) with English Language Development that may have been disproportionately impacted by the pandemic. By September 30, 2021. ESL before/after school programming will begin and go throughout the year.
- Summer Accelerate Learning Program was first implemented in the Summer of 2021 and will continue until 2024. This includes daily summer stipends at applicable rates for those who will provide supports and services for this activity, including: administrators, certified teachers, HQ para-educators, Social Workers, counselors, nurses, and other personnel required to ensure successful program implementation to address learning loss of identified students as a results of the pandemic. This was for all students not meeting grade level standards of proficiency measures by the end of the year for grades K-12. This also included students in grades 4-8 who failed to achieve Mastery on previous statewide assessments.
  - As the program continues, it is desired that all grades will have a 90% proficiency rate for students that attend the Summer Learning Program. Daily and weekly exit tickets and assessments are used to monitor progress and reviewed to make informed decisions about future interventions and actions



- Overage students who are performing below mastery will be placed in an Response to Intervention class or Academic Essentials course to address learning loss and connect students with highly qualified teachers with high quality materials to provide research based interventions in small groups.

All of the above addresses areas outline in ACT 294 by providing: Providing highly effective teachers when available, targeted instruction in the subject matter areas the students has failed to perform satisfactorily, providing additional instruction in addition to normal instructional minutes, compiled time will be greater than 30 hours (summer or school year) and occur more than once per week, use high quality materials (tier 1), small groups unless authorized by a parent for larger class sizes, partnered with personnel trained in using materials to receive feedback on accelerated instructional delivery, when possible keeping the same person for supplemental support. An Accelerated Learning Committee will be established at each school site for students in grades four through eighth who failed to achieve mastery on any statewide assessment administered.

Key Investment: Before and After School Programs

ESSER II

\$ 1,777,801

ESSER III

\$ 12,567,032

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: Accelerate: Louisiana's Tutoring Strategy
- ☒ Other: ESL Extended School Day

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

Stipend and Benefits for instructors who are content, strong, certified teachers to support students with diverse learning needs or unfinished learning as a result of the pandemic using Accelerate materials and Tier 1 curriculum. Accelerate and Extended Learning will begin before September 30, 2021. School sites will each get a budgeted amount for stipends based on the population, demographics, subgroups, performance and populations represented on the campus with a focus for those with students most impacted by Covid 19 pandemic (Black, ELL, SWD). The Accelerate before/after school tutoring initiative will continue all year in Elementary and Middle Schools (grades 3-8). Efforts will also prioritize those students that were below Mastery on any statewide assessments. School sites will collect evidence of student progress and measures aligned to materials and high quality assessments used. Stipends and benefits for certified ESL teachers to assist English Language Learners (virtually or in-person) with English Language Development that may have been disproportionately impacted by the pandemic. By September 30, 2021. ESL before/after school programming will begin and go throughout the year. Funds were allocated to those schools with the largest representation of ELL students. Instructional Conversations and Literature Logs will be used to develop reading abilities and English language proficiency. Schools will track students progress and results for all students language development will be measured by the ELPT test in Spring of 2022. Transportation costs have been allocated to all schools for Accelerate to assist with students that are economically disadvantaged or unable to provide their own transportation. Also, transportation costs have also been allocated to all schools engaging in ELL before/after school tutoring efforts.

The measurable outcomes for all students in grades 4-8 for a majority of our students (51% or more) will perform at Mastery or higher at the end of the year. This means an annual growth of 8-10% of growth towards Mastery. Weekly assessment reviews of exit tickets will be implemented to determine progress. Our goal is that by winter of the 21-22 school year, at least a 4-5 percent growth towards Mastery will be observed for our students in grades 3-8 enrolled in Before and After School Programs.

Instructional Leaders at each site will provide support and services for these efforts. Including tracking progress, guiding planning, and observing instruction and use of high quality materials and assessments.

Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$0	ESSER III	\$ 4,414,160
<p><b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b></p> <p> <input type="checkbox"/> Vendor-provided summer learning programs  <input checked="" type="checkbox"/> Partner with organizations to provide summer learning programs  <input type="checkbox"/> Partner with vendors to specifically provide tutoring during summer programming  <input checked="" type="checkbox"/> Develop LEA direct-run summer learning program, staffed by LEA educators  <input type="checkbox"/> Other: Click or tap here to enter text.  <input type="checkbox"/> Other: Click or tap here to enter text.         </p>				
<p><b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b></p> <p>           Summer Accelerate Learning Program was first implemented in the Summer of 2021 and will continue until 2024. This includes daily summer stipends at applicable rates for those who will provide supports and services for this activity, including: administrators, certified teachers, HQ para-educators, Social Workers, counselors, nurses, and other personnel required to ensure successful program implementation to address learning loss of identified students as a results of the pandemic. This was for all students not meeting grade level standards of proficiency measures by the end of the year for grades K-12. This also included students in grades 4-8 who failed to achieve Mastery on previous statewide assessments. Elective and enrichment opportunities were offered to students in grades K-2. Students were not charged a tuition to attend. Transportation costs were also included and services were available to all students. There were multiple Summer Learning Program sites (3 elementary sites, 2 middle school sites, and 3 high school sites) strategically placed around the district. These sites were established based on the geographic location and likelihood to attract the most students to attend based on retention and performance data. Additional Summer Learning was provided to students at the district's lowest performing elementary school (CIR). A separate summer site was also established for newcomer English Language Learners strictly in need of language development. Transportation costs were included for all Summer Learning programs. STEM Summer Camp was offered for Enrichment students and as an additional summer opportunity for all students in grades K-6. All programs identified began in the summer of 2021 and will continue until the summer of 2024. Approximately 3000 students attended the Summer Learning Program in the summer of 2021. The outcomes for 2021 SY are as follows:           <ul style="list-style-type: none"> <li>80% of students (800) in Elementary (K-5) were successful in Summer Learning and met outcomes and made adequate progress.</li> <li>85% of students (850) in Middle School (6-8) were successful in Summer Learning and met outcomes and made adequate progress.</li> <li>90% of students (900) in High School (9-12) were successful in Summer Learning and met outcomes and made adequate progress.</li> <li>Approximately 450 (15%) of all students that did attend Summer Learning continue to need reengagement and supports.</li> <li>As the program continues, it is desired that all grades will have a 90% proficiency rate for students that attend Summer Learning Program. Daily and weekly exit tickets and assessments are used to monitor progress and reviewed to make informed decisions about future interventions and actions.</li> </ul> </p>				
Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$0	ESSER III	\$0
<p><b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b></p> <p> <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         </p>				

- ☐ 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**

**\$ 674,213**

**ESSER III**

**\$ 1,100,005**

**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, Wokkeys, CLEP Testing  
☒ Other: Dual Enrollment/AP Tuition, Materials and Supplemental Costs

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

Additional access to advanced coursework and additional testing opportunities will be provided to students who were disproportionately impacted as a result of the pandemic. This includes additional access to Dual Enrollment courses access and tuition, AP Course access, materials, supplies, calculators, and site licenses to digital textbooks, additional Chromebooks for WorkKeys testing, and supports for additional Advanced Placement, ACT, WorkKeys, and CLEP testing. Professional Development for Counselors on Academic Counseling: Enhancing Motivation to Achieve with American School Counseling Association. These efforts will be proportionately directed to subgroups of students including Black, Economically Disadvantaged, Students with Disabilities, English Language Learners, and schools in UIR/CIR status. Implementation will start in the Fall of 2021. LPSS will continue to monitor enrollment in Dual Enrollment courses for the Fall and Spring Semesters.

- **Dual Enrollment:** Currently, 4,208 DE courses are offered with 1,622 students enrolled with 12,622 credits being earned. Our goal is to offer 5,500 DE courses, enroll 2,000 students and increase class offerings by 2024.
- **Workforce Readiness and Credentials:** Currently, 6,703 students enrolled and are working toward credentials. 48.6% (3,257) students have earned at least one credential. Our goal is to increase the number of students taking and earning credentials each year.
- **Average ACT score** is 19.5 and our goal is to improve to 21 average composite by 2024
- **57.6%** of our students have attained a Silver or higher on ACT Workkeys and our goal is to improve to 70% by 2024

Also, for students in grades 4 through 8, LPSS will continue to monitor those students who did not achieve mastery on any statewide assessments and document support on an Individual Academic Improvement Plan (IAIP). Currently approximately 30% (3,445) of our students are on an IAIP for support and it is hoped that we reduce those needs by 5-10 percent.

**RECOVERY AND ACCELERATION**

**2021-2022 Total Funding Commitment**

**\$ 39,241,007**

**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT**

**Key Investment: School Improvement Best Practices**

**ESSER II**

\$ 6,543,369

**ESSER III**

\$ 3,261,611

**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?**

Additional full time employees will be hired and placed at strategic schools or clusters of schools to provide supports and services for the evidence based activities needed, including 3 Instructional Leaders to support modeling lessons, facilitating PLCs, to assist teachers and staff with Tier 1 strategies and appropriate interventions to address unfinished learning. 6 Instructional leaders at UIR schools to assist with interventions for subgroups of students with the highest percentage of unfinished learning- Students with Disabilities, English Language Learners, Black, and Economically Disadvantaged. Stipends for Elementary staff to engage in Professional Learning Community planning and professional development after school to plan around student needs and review data of performance.

- **ELA:** Provide stipends and planning for presenting for approximately 1,200 teachers for 33 hours during nonwork hours for teachers that participate in PD opportunities (LearnZillion, LETRS, Teaching Lab, Writing Studio, etc) to ensure the implementation of strategies that address student learning loss; unfinished learning; teaching effectively in a virtual settings etc. Various contracted services to address learning loss, implement Accelerate programs and evidence based interventions in response to pandemic such as: LDOE Content Leader Training, Writing Revolution, UIR/CIR bootcamp - Teaching Lab; School Leader Professional Learning- Teaching Lab, CKLA New Teachers, and Writing Studio, Guidebooks Initial Training for new teachers. Implementation SY2021 to SY2023.
- **Math:** Provide stipends and planning for presenting during nonwork hours for teachers that participate in PD opportunities (Great Minds- In Sync, School Kit, Ramsey Solutions, etc.) to ensure the implementation of strategies that address student learning loss; unfinished learning; teaching effectively in a virtual settings etc. Various contracted services to address learning loss, implement Accelerate programs and evidence based interventions in response to pandemic such as: Great Minds, School Kit, and Ramsey Financial Solutions. SY2021 to SY2023.
- **Science:** Provide stipends and planning for presenting during nonwork hours for teachers that participate in PD opportunities (Great Minds- PhD Science, Dana Center) to ensure the implementation of strategies that address student learning loss; unfinished learning; teaching effectively in a virtual settings etc. Also, stipend for 15 teachers upon completion of LDOE Science Content Leader. Various contracted services to address learning loss, implement Accelerate programs and evidence based interventions in response to pandemic such as: Great Minds- PhD Science, Dana Center. Implementation SY2021 to SY2023.
- **Social Studies:** Provide stipends and planning for presenting during nonwork hours for teachers that participate in developing grade 3-12 benchmark assessments for the district to determine student learning loss and unfinished learning. Also stipends and planning for presenting in developing grades 3-5 an elementary consumable booklets with activities based on social studies priority content to aid in addressing learning loss or unfinished learning. Grades K-12 Professional Development for social studies teachers with

Louisiana Council for Social Studies. Approximately 20 teachers and district level staff to participate in state conference. Learn strategies to support students that experience learning loss as a result of the pandemic. Implementation SY2021 to SY2023.

Trainings, stipends, and supports will be prioritized around the state assessment content levels for grades 4 through 8 and students who failed to achieve mastery on statewide assessments. The goal is that we will continue to train additional staff and provide ongoing professional development over the course of the next two years to help teachers identify and efficiently address learning loss experienced as a result of pandemic.

The measurable outcomes for all students in grades 4-8 for a majority of our students (51% or more) will perform at Mastery or higher at the end of the year. For our targeted subgroup populations (Black, ELL, SWD) this means an annual growth of 8-10% of growth towards Mastery. Quarterly assessment reviews will be implemented to determine progress. Our goal is that by winter of the 21-22 school year, at least a 4-5 percent growth towards Mastery will be observed for our subgroups and diverse learners.

Key Investment: **Literacy Professional Development**

ESSER II

\$ 1,948,503

ESSER  
III

\$ 2,535,351

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

- ☒ Literacy Content Leaders
- ☒ Literacy Coaches
- ☒ Other: Professional Development for Early Literacy and Phonics
- ☒ Other: Teacher Leaders and Interventionists

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

Stipends for teachers to attend early literacy training and professional development dedicated to the science of reading and writing (LETRS, Writing Studio). LDOE Content Leader training to build school level capacity and address unfinished learning. Purchase of ebooks and audio versions of Tier 1 Anchor Texts so that students can access the digital versions remotely. Purchase of advanced phonics and writing resources for older students- Middle and High Schools. Grow literacy collections so that students have additional access to text as well as hard copy. RTI Reading Electives Teacher for school with the most at-risk population. 3 Transition teachers to serve CIR schools in a targeted second grade class to assist with early learning transitions.

Two positions that will be established to provide supports and services for students in need of further reading support in middle and high school include:

- 1 Full Time RTI Reading teacher for CIR Middle School
- 1 full time RTI Reading Electives Teacher for CIR High School.

This will allow the district to prioritize students in grade 4-8 who failed to achieve mastery on any statewide assessments. Teachers will start instruction for middle and high school in the Fall of 2021. Teachers will utilize Accelerate Tutoring materials and Tier 1 materials and instruction to deliver content. Exit tickets and monitoring will be conducted daily, weekly, and grades along with other benchmark testing will be tracked to determine student progress in reading courses for middle and high school students.

Currently 40-50 percent of our students historically end the year on level in reading/English Language Arts. Our goal is that by 2024, 80% of our students will be on level for ELA and state screeners.

For grade 4, currently 50.4% (1,107) of our students scored at Mastery and above on state assessments in ELA. For grade 8, 42.8% (955) of our students scored at Mastery and above on state assessments in ELA. Our goal, for both grades is that a majority of our students (51% or approximately 22,970 students) will score at Mastery or higher on state assessments.



<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2021-2022 Total Funding Commitment</b>	<b>\$ 11,288,834</b>
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EARLY CHILDHOOD EDUCATION ✓				
Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? <i>(check all that apply)</i> <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.				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? <i>(check all that apply)</i> <input type="checkbox"/> CLASS Certification <input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide Other: <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?				
<b>EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment</b>			<b>\$ 0</b>	

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$ 1,033,248	ESSER III	\$ 29,500,235
Provide the URL to the following LEA documents:				
<b>School Reopening Plan for In-Person Learning</b>		<a href="https://www.lpssonline.com/covid-information-2021-22">https://www.lpssonline.com/covid-information-2021-22</a>		

**COVID-19 Vaccination policies for staff and students**

<https://www.lpsonline.com/covid-information-2021-22>

**Mask wearing policies for staff and students**

[2021-2022 Learn Lafayette 8.4.21.pdf](#)

**Physical distancing, cohorts, or learning pods**

[2021-2022 Learn Lafayette 8.4.21.pdf](#)

*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: Additional FTE RN Nurses
- ☒ Other: Purchase of eight new buses to assist with social distancing.
- ☒ Other: Replacement of Truman PreK school to improve air quality/ventilation

**Continuity of Teaching & Learning**

**ESSER II**

**\$ 597,000**

**ESSER III**

**\$ 13,205,177**

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

- ☒ Staff Training/Professional Development to support remote learning or safe reopening
- ☒ Educational technology (computers/ laptops)
- ☒ Educational technology (software/ programs)
- ☒ Mobile hotspots with paid data plans
- ☒ Internet connected devices with paid data plans
  - ☐ Cost of home internet subscription
  - ☐ Cost of home internet through LEA-managed wireless network
- ☒ Other: Additional Staff providing technology support to students, staff, and other applicable stakeholders needed to support quality teaching and learning in a virtual environment.
- ☐ Other: Click or tap here to enter text.

**SCHOOL SAFETY & OPERATIONS**

**2021-2022 Total Funding Commitment**

**\$ 44,335,660**

**DATA INFRASTRUCTURE**

**Data Infrastructure**

**ESSER II**

**\$ 0**

**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.**

Click or tap here to enter text.

<b>DATA INFRASTRUCTURE</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 0</b>
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