

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



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School System Leader Name Jason Fountain, Ed.D.	
School System Leader Signature	Date September 29, 2021

## NEEDS ASSESSMENTS ✓ ✓ ✓

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- ☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessments
- ☐ State administrative data, such as unemployment claims
- ☐ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- ☐ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student chronic absenteeism data
- ☐ Student instructional mode (virtual, hybrid, in-person)
- ☒ Student course enrollment data
- ☒ Other: Principal and teacher recommendation
- ☐ 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).

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

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

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

The Central Community School System (CCSS) reviews student attendance information quarterly during school support meetings. The following is a breakdown of the 20/21 attendance by school and student group:

School Name	Overall Attendance	Sped. Attendance	EL Attendance
BHES	94.8%	94.6%	93.8%
TES	95.0%	93.5%	95.0%
CIS	94.8%	94.4%	94.4%
CMS	93.0%	93.9%	92.4%
CHS	91.2%	91.5%	89.1%

The CCSS has identified poor attendance in our 20/21 virtual program and in grades 9-12 for the 20/21 school year.

The CCSS will continue to monitor student attendance for the 21/22 school year weekly at the school level and quarterly at school support visits from the district office.

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

☐ Re-engagement supports  
☐ Drop-out early warning systems  
☒ Other: Personnel – Administrator for virtual learning  
☐ Other: Click or tap here to enter text.

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

The CCSS Student Services department, to ensure truancy policies are being enforced and absences are being monitored, will contact students based on number of unexcused absences. Absence recovery will occur quarterly at the school level for those students who qualify. As a last resort, after school and summer interventions will occur for those students who need seat time recovery.

The CCSS has redeveloped our virtual program for the 21/22 school year. This year, the virtual academy has only been offered to students in grades 6-12 through an application process. This application does take into account COVID-19, but also allows us to monitor grades, attendance, and if the virtual program would be a good fit for the student. We have implemented a virtual academy administrator (Assistant Principal) to monitor grades and attendance. Large portions of our students have returned to face-to-face instruction with approximately 2% (~100 students) of our students returning or beginning virtual learning for the 21/22 school year.

The CCSS has addressed “at risk” students in grades 9-12 by creating a JAG program beginning with the 21/22 school year. This will ensure a minimum of 55 students are mentored and monitored daily for attendance and academic progress.

Key Investment: <b>Well-Being</b>	ESSER II	\$98,585	ESSER III	\$ 53,180
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**How will the LEA identify students who need mental and behavioral supports?**

The Central Community School System uses the SAEBRS screener three times/year to determine those students needing additional support for well-being. Counselors use SAEBRS, teacher recommendation, attendance, and discipline data to determine students who are most “at risk”. The following data shows our 21/22 beginning of the year SAEBRS data that counselors use to screen for well-being concerns. This screener is given as a Fall, Winter, and Spring benchmark.

Grade	% At Risk
K	17.6%
1	9.2%
2	10.2%
3	16.6%
4	17.8%
5	14.5%
6	20.9%
7	25.7%
8	27.4%
9	21.5%
10	24.5%
11	26.0%
12	18.1%

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

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

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

The Central Community School System has implemented Second Steps in Prek-8 and Character Strong in 9-12 as our Social Emotional Learning curriculum. Teachers and counselors, through a holistic approach, teach SEL lessons to students as our broad approach to the well-being of our students. The Second Steps curriculum is CASEL approved.

The CCSS district leadership team will meet quarterly at each school to review SEL data and interventions delivered at the school level. SEL lessons are monitored by school administration and are delivered weekly, at minimum.

Counselors will meet with the district leadership team once each semester to discuss mental health strategies and interventions at the school level.

The CCSS will move 2 part-time Registered Nurses to full-time positions so that each campus will have a full-time registered nurse on site.

**Goal Measurement:** Decrease the number of “At Risk” students as measured by the SAEBRS assessment by the end of the year. This will be monitored quarterly.

**(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 \$ 151,765**

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

<b>Key Investment: Targeted Learning Support</b>	<b>ESSER II</b>	<b>\$ 257,330</b>	<b>ESSER III</b>	<b>\$ 61,400</b>
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**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 Central Community School System will use demographic, assessment, and attendance data to offer targeted learning support programs for our most “at risk” students. The following data is our 20/21 end of year LEAP2025 data showing students by grade-level and content area and those scoring Mastery & Advanced.

**2020/2021 LEAP 2025 Mastery & Advanced Assessment Results**

<sup>2</sup> [ARP ESSER Fact Sheet](#)

Grade/Subject	ELA Mastery+	Math Mastery+	Science Mastery+	Social Studies Mastery+
<b>3</b>	66.87%	59.65%	45.88%	36.66%
<b>4</b>	67.63%	46.82%	47.41%	38.15%
<b>5</b>	60.24%	52.71%	61.45%	49.70%
<b>6</b>	42.86%	46.56%	36.51%	30.16%
<b>7</b>	41.18%	38.36%	39.64%	42.46%
<b>8</b>	52.97%	47.77%	44.32%	47.84%
<b>English I</b>	47.25%			
<b>English II</b>	63.29%			
<b>Algebra I</b>		32.59%		
<b>Geometry</b>		56.25%		
<b>Biology</b>			31.81%	
<b>US History</b>				46.23%

20/21 End of Year Developmental Reading Assessment	
Grade	% of students on/above level
<b>K</b>	86.0%
<b>1</b>	85.0%
<b>2</b>	90.0%

ACT for 20/21 Senior Class	
<b>Average Composite</b>	19.50
<b>% &gt; 18</b>	63.04%
<b>% &gt; 21</b>	39.83%

Targeted Learning will be provided based on:

- Student groups we will focus on are our English Learners and children with disabilities.
- Students scoring below Mastery on 20/21 LEAP assessments in grades 3-12 or not mastering standards for the 21/22 school year (see chart above)
- Students who score below proficient in Reading Levels in grades K-2 (see chart above)
- Students identified to increase their ACT composite (see chart above)
- Students who are in need of attendance recovery in grade K-12
- Students in grades 6-12 participating in virtual instruction

These Targeted Learning groups are monitored quarterly to review progress and identify areas where support is needed. Additional supports will be given during school (RTI time), after school, and during the summer to address targeted learning support.

**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: Additional Support and Monitoring of Virtual, AP, and DE Students  
☐ 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?**

The CCSS implemented an RTI period for each school for a minimum of 90 minutes a week. This WIN or FLEX (What I Need or FLEX @ CHS) time is dedicated intervention time for students. The following groups of students are addressed during this built-in time during the school day.

- Student groups we will focus on are our English Learners and children with disabilities
- Students scoring below Mastery on 20/21 LEAP assessments in grades 3-12 or not mastering standards for the 21/22 school year
- Students who score below proficient in Reading Levels in grades K-2
- Students identified to increase their ACT composite
- Students who are in need of attendance recovery in grade K-12

RTI groups change on a 3-6 week period based on student need and interventions required.

The CCSS district leadership team monitors this RTI process during quarterly support meetings at the school-level. Common Assessments using our LEAP 360 and Tier 1 curriculum are used to track progress of students and identify those needing additional supports.

Require virtual students to attend mandatory days and monitor grades and attendance more closely, through an additional teacher and administrator.

Support and Monitor students taking additional coursework (AP & DE) in grades 9-12.

The district will provide:

Tier 1 Curriculum - \$150,000

Instructional Materials & Supports - \$50,000

Classroom Libraries - \$30,000

Administrator & Contracted Support Personnel - \$100,000

**How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in [Act 294](#) should be addressed)**

The CCSS has identified those students in grades 4-8 needing an IAIP or IGP by scoring below Mastery in the 20/21 school year. These students are offered supports through:

- RTI time during the school day (Minimum of 90 minutes a week)
- Tier 1 – High Quality Curriculum for ELA, Math, and Science
- Instruction by an Effective Proficient or Highly Effective Teacher
- Extended instructional time after school or during the summer by Effective Proficient or Highly Effective Teacher (salaries and transportation)



### Outcomes & Progress Monitoring

Common Assessments using our LEAP 360 and [Tier 1 curriculum](#) common assessment are used to track progress of students and identify those needing additional supports.

Teachers and administration review common assessments every 2-4 weeks in PLCs to review student progress by achievement level:

Advanced

Mastery

Basic

Approaching Basic

Unsatisfactory

Students scoring in the Basic or below achievement level are assigned RTI time (90 mins/week) for a minimum of 2 weeks, and longer if needed, within that content area (priority of ELA & Math) to receive additional instruction and support using the Tier 1 curriculum. Students are assessed after the RTI time on these standards/skills to ensure they have mastered the concepts. This cycle is repeated throughout the school year.

The CCSS district leadership team monitors this process during quarterly support meetings at the school-level. At these quarterly (October, January, and April) meetings student progress is monitored through high quality assessments given within each unit or module in our Tier 1 curriculum. All students not scoring Mastery or Above are provided intense interventions until they have mastered the content.

### Goal Measurement:

Increase the number of Mastery+ students as monitored through Tier 1 curriculum common assessments.

Increase ACT composite scores.

Increase K-2 student reading proficiency as monitored through DRA.

Increase attendance rate.

Ensure student groups of those most impacted from the COVID-19 pandemic are identified and growing in these metrics.

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

ESSER II

\$ 0

ESSER III

\$ 125,000

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

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

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

**The CCSS will offer Before and After School Programs for the following:**

- Student groups we will focus on are our English Learners and children with disabilities



- Students scoring below Mastery on 20/21 LEAP assessments in grades 3-12 or not mastering standards for the 21/22 school year
- Students who score below proficient in Reading Levels in grades K-2
- Students who are identified to increase their ACT composite score
- Students who are in need of attendance recovery in grade K-12

The district will provide:

- Salary/benefits for teachers in before/after school programs
- Transportation to students.
- Accelerate curriculum where applicable and other Tier 1 curricula.

### **Outcomes & Progress Monitoring**

Common Assessments using our LEAP 360 and [Tier 1 curriculum](#) common assessment are used to track progress of students and identify those needing additional supports.

Teachers and administration review common assessments every 2-4 weeks in PLCs to review student progress by achievement level:

Advanced

Mastery

Basic

Approaching Basic

Unsatisfactory

Students scoring in the Basic or below achievement level are provided supports through before/after school tutoring using the Accelerate Curriculum. These supports are offered:

Bellingrath Hills Elementary: Starting January 10<sup>th</sup>, 2022 - 2 days/week (Ends in May, 2022)

Tanglewood Elementary: Starting October 1<sup>st</sup>, 2021 - 2 days/week (Ends in May, 2022)

Central Intermediate School: Starting October 1<sup>st</sup>, 2021 - 2-4 days/week (Ends in May, 2022)

Central Middle School: Starting October 1<sup>st</sup>, 2021 - 2-3 days/week (Ends in May, 2022)

Central High School: Starting October 1<sup>st</sup>, 2021 - 2-3 days/week and 1 Saturday/month (Ends in May, 2022)

Teachers and Administrators review common assessment data and grades (JCampus Reports) every 2 weeks within PLCs to determine student progress.

The CCSS district leadership team monitors this process during quarterly support meetings at the school-level. At these quarterly (October, January, and April) meetings student progress is monitored through high quality assessments given within each unit or module in our Tier 1 curriculum. All students not scoring Mastery or Above are provided intense interventions until they have mastered the content.

### **Goal Measurement:**

Increase the number of Mastery+ students as monitored through Tier 1 curriculum common assessments.

Increase ACT composite scores.

Increase K-2 student reading proficiency as monitored through DRA.

Increase attendance rate.

Ensure student groups of those most impacted from the COVID-19 pandemic are identified and growing in these metrics.

Key Investment: **Summer Learning Programs**

**ESSER II**

**\$ 80,000**

**ESSER III**

**\$ 90,000**

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

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

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

**The CCSS will offer Summer Programs for the following:**

- Student groups we will focus on are our English Learners and children with disabilities
- Students scoring below Mastery on 20/21 LEAP assessments in grades 3-12 or not mastering standards for the 21/22 school year
- Students who score below proficient in Reading Levels in grades K-2
- Students identified to increase ACT composite score
- Students who are in need of attendance recovery in grade K-12
- Students earning an Industry-based Credential
- Students failing courses in grades 6-12
- Students needing summer literacy instruction in grades K-8

The district will provide:

- Salary/benefits for teachers in summer programs - \$75,000
- Transportation to students - \$50,000
- Accelerate curriculum where applicable and other Tier 1 curricula. Approved CTE curricula will be used for Industry-based credentials.
- ACT Mastery Prep Boot Camps - \$10,000
- In grades k-5, BREC (Baton Rouge Recreational Department) will contracted with to provide enrichment (arts, STEM, athletic, etc.). - \$40,000

### **Outcomes & Progress Monitoring**

Common Assessments using our LEAP 360 and [Tier 1 curriculum](#) common assessment are used to track progress of students and identify those needing additional supports.

Teachers and administration review end of year assessments (DRA in grades K-2, LEAP 360 in Grades 3-8, JCampus Grade Reports in Grades k-12, LEAP in grades 9-12, etc.) in end of year PLCs to review student progress by achievement level and overall course grades.

Students scoring in the Basic or below achievement level, below proficiency in reading, or failing courses are provided supports through summer tutoring using the Accelerate Curriculum, where applicable. These supports are offered:

Bellingrath Hills Elementary: Starting June 1<sup>st</sup>, 2022 - 3 weeks long

Tanglewood Elementary: Starting June 1<sup>st</sup>, 2022 - 3 weeks long

Central Intermediate School: Starting June 1<sup>st</sup>, 2022 - 3 weeks long

Central Middle School: Starting June 1<sup>st</sup>, 2022 - 4 weeks long

Central High School: Starting June 1<sup>st</sup>, 2022 - 4 weeks long

Teachers and Administrators review common assessment data through weekly meetings to determine student progress. The district will monitor programs throughout the summer to ensure quality of learning and successful student outcomes.

**Goal Measurement:**

Increase the number of Mastery+ students as monitored through Tier 1 curriculum common assessments.

Increase ACT composite scores.

Increase K-2 student reading proficiency as monitored through DRA.

Increase attendance rate.

Increase IBC attainment.

Ensure student groups of those most impacted from the COVID-19 pandemic are identified and growing in these metrics.

Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$ 0	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)**

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

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

The Central Community School System will not use ESSER funds for this purpose.

Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$ 51,097	ESSER III	\$ 100,000
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☒ Individual Graduation Plan (IGP)
- ☐ IGP Planning Partner
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

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

The Central High School counselor and CTE coordinator will present to 8<sup>th</sup> grade students at Central Middle School in February 2022 on the pathways and course offerings for their 9<sup>th</sup> – 12<sup>th</sup> grade years. 8<sup>th</sup> grade students will begin their IGP at this time and this is revisited throughout 9<sup>th</sup> – 12<sup>th</sup> grade.

Transitional 9<sup>th</sup> grade is for all students scoring below Basic in ELA/Math. This will provide extended learning opportunities for Algebra I (Intensive Algebra) and extended opportunities for English I (Technical Writing and/or additional supports in FLEX – RTI Time).

JAG has been implemented (Combination of JAG Grant & CDF) for those students needing additional supports in their IGP.

CTE course and IBC expansions (materials and equipment for welding, etc.)

**Goal Measurement:** Increase the number of Mastery+ students as monitored through Tier 1 curriculum common assessments. Increase course passage rate of 9<sup>th</sup> grade students with a focus on T9 students. Increase IBC attainment as measured through Perkins Indicators and Certification attainment. Ensure student groups of those most impacted from the COVID-19 pandemic are identified and growing in these metrics. This will be monitored quarterly.

**RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 764,827**

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

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 132,400

ESSER  
III

\$ 122,000

**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?**

The Central Community School System partners with the:

- National Institute for Excellence in Teaching (NIET) to develop administrators and teachers in best practices for Instructional Leadership Teams, Observations, and Evaluations of instructional staff. NIET is a research-based partner listed in the [LDOE vendor guide](#). Their [research](#) shows an increase in teacher retention through NIET supports, and an increase in student outcomes as shown through student achievement data, when teachers are supported and evaluated through the NIET process.
- Kagan Professional Development to promote positive student engagement and face-to-face interaction in an academic setting. Our Kagan strategies are being implemented to increase student participation and

engagement as listed in the [LA Compass rubric](#). [Research](#) shows that increasing cooperative learning structures show a positive impact in student achievement. This implementation will increase academic feedback among peers, questioning, motivating students, and other indicators observed through the [LA Compass system](#).

- Louisiana State University for English as Second Language (ESL) certification program (Tuition Cost)

The Central Community School System has implemented:

- Instructional Leadership Teams at all school sites (ILT members given stipend)
- Professional Learning Communities at all grade-levels and in all core content areas.
- The district has instructional coaches to serve as support for our teachers
  - ELA/SS Grades 3-12
  - Math Grades K-5 / Math Grades 6-12
  - Science Grades K-12
  - K-3 Literacy
- Mentor and Content Leaders at the school-level (Certification and Completion Stipend)

### Outcomes & Progress Monitoring

Professional Development will be on-going throughout the school year for all certificated staff.

NIET: Timeline

PD given to principal PLCs – monthly

PD given to assistant principals, and data specialists – four times/year

PD given to teachers twice/year (once/semester)

PD given to instructional coaches – monthly

3 Day Evaluator Training – Summer

Kagan: Timeline

PD given in the summer to all certificated staff – 2 days

LSU – ESL Certification: Timeline

2 semesters (Spring & Summer) – 2 courses/each semester

### Goal Measurement:

Increase Instructional Effectiveness as measured through COMPASS Reports

Increase SLT scores measuring student achievement

Increase Student Engagement (Kagan) as measured through Learning Walks & Compass Reports

Increase the number of Mastery+ students as monitored through Tier 1 curriculum common assessments.

Increase ACT composite scores.

Increase K-2 student reading proficiency as monitored through DRA.

Increase EL student performance on ELPT and LEAP assessments.

Increase attendance rate.

Increase IBC attainment.

Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$ 0	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: 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?**

The CCSS Literacy Coach ensures students receive high-quality literacy instruction. The Literacy Coach leads the development and improvement for teachers in grades K-3 via training, observations, model lessons, feedback conversations, data analysis and more. The Literacy Coach serves as the literacy content expert and provides support on curriculum, high-quality interactions, and the science of teaching reading. (Position paid with SuperApp Funds)

Teachers will be given support on how to develop and instruct reading groups based on the Developmental Reading Assessment and/or DIBELS data throughout the year.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2021-2022 Total Funding Commitment</b>	<b>\$ 254,400</b>
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## EARLY CHILDHOOD EDUCATION ✓

<b>Early Childhood Program Expansion</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- ☒ Ready Start Networks  
☐ Fund Pre-K seats  
☐ Other: Click or tap here to enter text.  
☐ Other: Click or tap here to enter text.

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

The Central Community School System will not use ESSER funds for this purpose.

<b>Early Childhood Program Enhancement</b>	<b>ESSER II</b>	<b>\$ 0</b>	<b>ESSER III</b>	<b>\$ 0</b>
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

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

The Central Community School System will not use ESSER funds for this purpose.

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

The Central Community School System will not use ESSER funds for this purpose.



EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	\$ 0	

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$ 250,000	ESSER III	\$ 1,333,872
Provide the URL to the following LEA documents: <a href="https://resources.finalsite.net/images/v1632344200/centralcssorg/okk2f5p45076uo8wbpoa/21_22COVIDHandout.pdf">https://resources.finalsite.net/images/v1632344200/centralcssorg/okk2f5p45076uo8wbpoa/21_22COVIDHandout.pdf</a>				
School Reopening Plan for In-Person Learning	<a href="https://resources.finalsite.net/images/v1632344200/centralcssorg/okk2f5p45076uo8wbpoa/21_22COVIDHandout.pdf">https://resources.finalsite.net/images/v1632344200/centralcssorg/okk2f5p45076uo8wbpoa/21_22COVIDHandout.pdf</a>			
COVID-19 Vaccination policies for staff and students	The CCSS has no vaccination policies to date. The CCSS will continue to partner with Central Pharmacy to provide vaccines at no cost to our employees.			
Mask wearing policies for staff and students	<a href="https://resources.finalsite.net/images/v1632344200/centralcssorg/okk2f5p45076uo8wbpoa/21_22COVIDHandout.pdf">https://resources.finalsite.net/images/v1632344200/centralcssorg/okk2f5p45076uo8wbpoa/21_22COVIDHandout.pdf</a>			
Physical distancing, cohorts, or learning pods	<a href="https://resources.finalsite.net/images/v1632344200/centralcssorg/okk2f5p45076uo8wbpoa/21_22COVIDHandout.pdf">https://resources.finalsite.net/images/v1632344200/centralcssorg/okk2f5p45076uo8wbpoa/21_22COVIDHandout.pdf</a>			
If all information is in the main School Reopening Plan, please enter the same URL for each.				
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input checked="" type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input type="checkbox"/> Support universal and correct wearing of masks <input type="checkbox"/> Physical distancing (e.g., including use of cohorts/learning pods) <input 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 checked="" type="checkbox"/> Other: Purchase of PPE and cleaning supplies <input type="checkbox"/> Other: Thermometers				
Continuity of Teaching & Learning	ESSER II	\$ 80,000	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input 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)				

- ☒ 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: Contracted substitutes for staff due to COVID-19 to ensure continuity of learning
- ☐ Other: Click or tap here to enter text.

**SCHOOL SAFETY & OPERATIONS**

**2021-2022 Total Funding Commitment**

**\$ 1,663,872**

**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.**

The Central Community School System will not use ESSER funds for this purpose.

**DATA INFRASTRUCTURE**

**2021-2022 Total Funding Commitment**

**\$ 0**