

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 September 30, 2021

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

Criteria Checklist

- ☒ The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- ☒ Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- ☒ The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- ☒ The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

¹ [ARP ESSER Fact Sheet](#)

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

Key Investment: **Attendance**

ESSER II

\$482,500

ESSER III

\$

How will the LEA identify students who need to be re-engaged?

Monroe City Schools collects student attendance data with a student information system (JPAMS). This data captures students by: demographic (race), socio-economic status, and diverse learner status. Monroe City Schools disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. Below is a summary of key findings:

Enrollment

- Overall enrollment decreased from 8,322 in 2019-20 to 8,070 in 2020-21 (3% decrease in overall enrollment)
- However enrollment for the 2021-22 school year is consistent with pre-COVID numbers.

Virtual/Hybrid

- 2,295 of 8,070 students (28.4%) were virtual during most of the 2020-2021 school year.
- 4,958 of 8,070 students (61.4%) were hybrid for the first semester of the 2020-2021 school year.
- The virtual and hybrid students are being prioritized for summer camp tutoring and after-school tutoring.

Attendance by Diverse Learners

- Attendance rates for the 2020-21 school year were significantly impacted by the COVID-19 pandemic. Attendance rates dropped 20% district-wide (70% to 40% population with <5 absences) and 30% within our special education students (75% to 45%) when identifying students with fewer than 5 absences.
- Chronic absenteeism (≥ 10 unexcused absences) doubled across the district (from 18% to 37%) and tripled in our diverse learner population (10% to 33%).
- Attendance data for the 2021-22 school year indicate that approximately 85% of students have fewer than 5 absences both district-wide and within our diverse learner population while the rate of chronic absenteeism (≥ 10 unexcused absences) accounts for approximately 4% of students across populations.

Attendance by Ethnicity/Racial Groups

- Enrollment and attendance data indicate that in 2019-20, 85% of the Monroe City Schools' population was comprised of African American students, 13% White students, and all other ethnicities combined 2%. Attendance data for that school year indicates the same representation in absenteeism, 85% of absences were accounted for by African American students, 13% accounted for by white students, and 2% for other ethnicities combined.
- Data for the 2020 school year indicate that while 13% of students enrolled were white, they only made up 10% of absences, 84% of the population was African American and comprised 88% of absences while all other ethnicities comprised 3% of the population and accounted for 2% of absences. This data indicates that the ethnic group most significantly impacted by absenteeism was the African American population.
- That trend continues to be seen in the current data for the 2021 school year. There is a higher percentage of absences within the African American population (87%) than in overall enrollment (83%) in the district while the percentage of White and other ethnicities account for a smaller percentage of absences (11%; 2%) than enrollment (14%; 3%).

The 2020/21 and 2021/22 trends are also seen when comparing ethnicities within the district's population of diverse learners while in 2019/20 There was a larger percentage of absenteeism in white special education students (18%) than were enrolled (16%) and a lower percentage of absenteeism in African American (81%) and all other ethnicities (1%) than were enrolled in special education (82%; 2%).

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: Social Workers
☐ Other: Click or tap here to enter text.

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

District attendance policy and procedures has been updated for the 2021-22 school year to help support families as they re-engage in learning. Procedures for responding to absences are as follows:

- 1st Unexcused Absence: School is to Contact Parent by Phone
- 2nd Unexcused Absence: School is to Send a Letter Home
- 3rd Unexcused Absence: School is to Schedule a Parent Conference
- 4th Unexcused Absence: School Alerts Child Welfare and Attendance Office; a FINS Referral is Initiated
- 5th Unexcused Absence: Monroe Police Department Issues a Summons

In addition to these procedures, Monroe City Schools intends to hire 3 “Re-Engagement Specialists” who have backgrounds in the mental health field (i.e. Social Work/Counseling/Psychology) and familiarity with community resources to support families struggling with attendance. Attendance will continue to be monitored through the JPAMS data system. At the 3rd absence, the school will invite the “Re-Engagement Specialist” to the parent meeting. The “Re-Engagement Specialists” role is to support families in the identification and removal of barriers to school re-entry. This may include providing strategies to the parent; improving families’ access to uniforms, transportation, supplies, food; scheduling; behavior modification; accessing community resources, etc.” Home visits will be made on an as-needed basis.

Monroe City Schools has yearly goals for the program will monitor the program’s impact each 9weeks. By the end of the 2021-2022 school year, the goal is for chronic absenteeism in the total population to decrease from 37% to 25%. By the end of the 2021-2022 school year, the goal is for chronic absenteeism in the diverse needs population to decrease from 33% to 25%.

Key Investment: **Well-Being**

ESSER II

\$116,500

ESSER III

\$

How will the LEA identify students who need mental and behavioral supports?

Monroe City Schools will conduct universal screening for all students in grades K-12 for social/emotional/behavioral needs using the BASC Behavioral and Emotional Screening System. Homeroom teachers for grades K-12 will rate each of their students utilizing the teacher forms and students in grades 3-12 will complete the self-report. Screening will be completed at the end of the first nine week grading period. Results will be analyzed and shared with school PBIS Team, SBLC, and administration.

Screeners used in the past indicated a need of approximately 9%. The screener was a teacher report screener only. MCS is moving to the BASC because it has self-reporting and teacher reporting procedures. This will be conducted in Jan 2022. Based on national data, MCS anticipates approximately 30%-40% of students need mental and/or behavioral supports.

(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.

In January 2022, school based PBIS/SBLC/administration teams will determine which students meet their Tier II/III intervention criteria using data gathered through the universal screening process. Students may also be identified as meeting Tier II/III criteria based on other screening measures including: discipline reports, student/teacher/parent referral, and upon return from an alternate placement/hospitalization. Appropriate interventions will be chosen based on student need as identified by screening data and implemented on each campus. The intervention process is overseen by each school's Tier II PBIS team with support of school administration and the PBIS District Coordinator. Progress is monitored and reported in monthly PBIS meetings. Beginning in the 2022-23 school year, the screening will be in September.

Monroe City Schools will continue all prevention and support efforts for students' social-emotional well-being and behavior through PBIS implementation at all three tiers. However, the district will begin utilizing Restorative Practices (RP) to support students as well. The district will also begin taking a restorative approach to address discipline. Restorative Practices trainings will be delivered to all administrators and disciplinarians in the district. RP training will also be conducted school-wide on targeted campuses based on discipline trends (UIR-D) and/or school request. Changing the way teachers and administrators interact with students will support their mental health and well-being by building connections between peers/teachers, teaching problem solving/conflict resolution skills, and building campus connectedness, etc. Administrators will be trained in Spring 2022. Teachers and staff of UIR-D schools will be trained in Fall 2023.

Monroe City schools will implement The Leader in Me program on targeted campuses (CIR schools) and/or per school request. This program will help foster positive climate and culture, build leadership skills among students and staff, and help students/staff set and reach academic and behavioral goals. The Leader in Me program also addresses cultural competence and implicit bias. Students and adults will become highly effective leaders within their school(s) and community. Teachers and staff of these schools will receive training in Fall 2023.

Monroe City Schools will hire mental health professionals to provide supports for student and teacher social-emotional well-being as needed throughout the district.

Monroe City Schools also supports student mental health and well-being with the AWARE grant. The grant provides the district with an SEL curriculum, Connect with Kids. It also provides two social workers, individual student screening (the SDQ) in conjunction with LSU's SREC, and assists in connecting students/families to community agencies.

(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: Training in Restorative Practices and the Leader in Me
- ☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 599,000
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Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓				
Key Investment: Targeted Learning Support	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 1,595,359
<p>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)</p> <p> <input checked="" type="checkbox"/> Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status <input checked="" type="checkbox"/> Student outcome data, such as assessments <input type="checkbox"/> State administrative data, such as unemployment claims <input checked="" type="checkbox"/> Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19 <input checked="" type="checkbox"/> Conversations with community (stakeholder input) <input checked="" type="checkbox"/> Student enrollment and attendance data <input checked="" type="checkbox"/> Student instructional mode (virtual, hybrid, in-person) <input checked="" type="checkbox"/> Student course enrollment data <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. </p>				
<p>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).</p>				
<p>All students have been impacted by the Covid-19 pandemic. All students have gaps in learning as a result of missed instructional time, however the LEAP 2021 data highlighted the following areas of need:</p> <ul style="list-style-type: none"> • Students with disabilities consistently score lower than their regular education counterparts. The 2021 LEAP data showed that in ELA, Science, and Social Studies, the gap between special education students and regular education grew at each grade level. Math scores seemed to maintain a 20 point difference whereas, ELA began with a 21 point difference in 3rd grade, increased each year, and resulted in a 46 point difference in 8th grade. This illuminates a lack of literacy fluency as students' progress to more complex texts. There are 1,051 students with disabilities in the district. MCS will progress monitor the students and teachers during accelerate time to ensure reading fluency is addressed. • Approximately 85% (6744) of MCS students are considered economically disadvantaged. 2021 LEAP data shows that the economically disadvantaged scored an average of 34 points below students who are not considered economically disadvantaged. To accommodate this subgroup, MCS is seeking to remove all barriers to these students attended after school tutoring and/or Summer Camp. Transportation and snacks will be provided to all students who attend after school tutoring. Transportation and meals will be provided to all students who attend Summer Camps. • The LEAP 2021 illuminated an average 39 point difference between black students and white students in the district. MCS will provide professional development on Cultural Relevant Teaching from the Milner Consulting Group. The workshop will highlight the conceptions and tools teachers and school leaders need 				

² [ARP ESSER Fact Sheet](#)

to address and meet the needs of all students, especially students living below the poverty line and those who are Black and Brown. Particular attention will be placed on student assets and teacher practices that support students. Instructional practices that are culturally responsive to the humanity of students will be addressed for classroom and school transformation.

- Those who attended school in-person last year scored an average of 13 points higher than those who were fully or partially virtual. Unfortunately, many of our students who needed to be in school the most were virtual. MCS has encouraged as many students as possible to be in-person in the 2021-2022 school year. Virtual options are only available to those with health conditions or who meet set criteria. In the 2021-2022 school year, only 123 students are currently virtual.
- Of the 3,418 3rd-8th grade students, 2,187 or 64% did not score a Mastery on any test. These 2,187 students will be targeted to receive at least 30 hours of high-dosage tutoring.

All schools are tasked with developing Accelerate Plans that shows that student needs have been diagnosed and the students are receiving targeted high-dosage tutoring with high-quality instructors. Plans must demonstrate that students who did not score Mastery are prioritized. Schools are utilizing LEAP results and high-quality progress monitoring tools to identify students who need the just in time support. All tutoring and Saturday sessions staffed by certified staff are being fully funded with ESSER I and ESSER III funds. If schools are lacking the staff to support the program the district is providing applicants.

The students in the subgroups bulleted above will receive priority in after-school tutoring and summer camp. School administrations will ensure they receive priority by reserving seats for those students and, when needed, consulting directly with the family to discuss student academics needs.

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?

Monroe City Schools is focused on providing as many students as possible with high-dosage tutoring. All schools are implementing the Accelerate model in classroom instruction and time set aside for Accelerate/RTI. School teams are analyzing the 2021 LEAP data, progress monitoring data, and classroom data to determine which supports students need. All students will likely need some tutoring, many will require a longer duration and regular schedule to address the unfinished learning gaps. The 2,187 students who did not earn a mastery on the 2021 LEAP are being prioritized.

These high-dosage tutoring sessions are designed to prepare students to be successful in the grade-level lesson. In ELA, the teachers are utilizing the Diverse Learners Guide and the Knowledge Packs. Progress is being monitored by high-quality curriculum imbedded assessments provided in the Learn Zillion section quizzes. Schools will also utilize LEAP 360 diagnostic and progress monitoring. In Math, the district purchased Eureka Math's Acceleration program,

Equip, and the progress monitoring program, Affirm. Equip includes Acceleration pre-assessments, prepared lessons and materials for teachers to use with students. Affirm includes mid-module, end of module, and topic quizzes to track student performance. All of these tools will be used by school teams to diagnose individual student needs and determine what additional supports are needed for each student.

- **During the school day** - All elementary schools have built Accelerate/RTI time in their schedule. Junior high schools have double blocks for ELA and Math to allow time for Accelerate activities and lessons. In the 2021-2022 school year, Literacy Coaches were added to all elementary and junior high campuses. Master Teachers were added to junior high and high school campuses. Part of their duties include helping to design and support Acceleration. MCS has an MOU with ULM, LaTech, and Grambling to refer tutors to schools as needed. Many of these college student tutors are available during parts of the school day to provide additional tutoring support. Retired teachers are also being contracted to tutor during the school day.
- **Before and After School Tutoring** – Before and after school tutoring began in September and will be available through the school year. Students who did not score a Mastery on the 2021 LEAP will be considered first for tutoring. Students who attend after school tutoring will attend for 2-3 days a week and will be progress monitored every 3-4 weeks. Tutoring is provided by certified teachers, residents, or college students. Bus transportation will be provided to allow students who were most impacted by the pandemic to attend.
- **Saturday Sessions** – Schools are offering Saturday sessions for LEAP and ACT. Schedules are determined by the school site but most will have 4 hour sessions for 2-3 Saturdays prior to the assessments. They utilize the acceleration tools and progress monitoring data to drive instruction. Tutoring is provided by certified teachers, residents, or college students. Bus transportation is provided to allow students who were most impacted by the pandemic to attend.
- **Summer Programming** - MCS provided an Acceleration based Summer Camp in 2021 and plans to do the same in 2022, 2023, and 2024. The ELA and Math instruction was designed to accelerate the students learning by ensuring the students were prepared to start the new school year with the necessary skills and understanding to experience success. Summer 2021 was a time to reconnect and re-engage students on the schools campuses. In addition to the ELA and Math tutoring, students were able to spend time in STEM activities, art, music, physical education, social and emotional lessons, and other activities to engage them in learning with others. Summer 2021 provided strong social and emotional gains for our students. Tutors were all certified teachers. College students and even high school students were employed as “academic mentors”. Outside arts organizations were contracted to come provide lessons and new experiences for students. Summer Camp is from 8-12:30 for the month of June. Field trips to expand student experiences are provided as part of the Summer Camp. Bus transportation is provided to allow students who were most impacted by the pandemic to attend.

MCS is seeking every opportunity to offer high-dosage evidence-based tutoring. The gaps in student learning are a result of lost in-person instructional time. The only way to recover is to provide additional opportunities for students to engage with high-quality teachers and high-quality materials while targeting the individual diagnosed needs of the students.

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)*

Each school has an Instructional Leadership Team that will serve as the Accelerated Learning Committee to review progress monitoring data and design tutoring. These committees will ensure that each student who did not earn a Mastery or higher on a LEAP assessment is offered 30 or more hours of Accelerate tutoring during the summer and/or school year 2021-2022.

All schools are implementing the Accelerate model in classroom instruction and time set aside for Accelerate/RTI. School teams are analyzing the 2021 LEAP data, progress monitoring data, and classroom data to determine which supports students need. All students will likely need some tutoring, many will require a longer duration and regular schedule to address the unfinished learning gaps. The 2,187 students who did not earn a mastery on the 2021 LEAP are being prioritized.

These high-dosage tutoring sessions are designed to prepare students to be successful in the grade-level lesson. In ELA, the teachers are utilizing the Diverse Learners Guide and the Knowledge Packs. Progress is being monitored by high-quality curriculum imbedded assessments provided in the Learn Zillion section quizzes. Schools will also utilize LEAP 360 diagnostic and progress monitoring. In Math, the district purchased Eureka Math's Acceleration program, Equip, and the progress monitoring program, Affirm. Equip includes Acceleration pre-assessments, prepared lessons and materials for teachers to use with students. Affirm includes mid-module, end of module, and topic quizzes to track student performance. All of these tools will be used by school teams to diagnose individual student needs and determine what additional supports are needed for each student.

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

ESSER II

\$ 227,600

ESSER III

\$ 2,427,750

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?

Monroe City Schools is focused on providing as many students as possible with high-dosage tutoring. All schools are implementing the Accelerate model in classroom instruction and time set aside for Accelerate/RTI. School teams are analyzing the 2021 LEAP data, progress monitoring data, and classroom data to determine which supports students need. All students will likely need some tutoring, many will require a longer duration and regular schedule to address the unfinished learning gaps. The 2,187 students who did not earn a mastery on the 2021 LEAP are being prioritized.

These high-dosage tutoring sessions are designed to prepare students to be successful in the grade-level lesson. In ELA, the teachers are utilizing the Diverse Learners Guide and the Knowledge Packs. Progress is being monitored by high-quality curriculum imbedded assessments provided in the Learn Zillion section quizzes. Schools will also utilize

LEAP 360 diagnostic and progress monitoring. In Math, the district purchased Eureka Math's Acceleration program, Equip, and the progress monitoring program, Affirm. Equip includes Acceleration pre-assessments, prepared lessons and materials for teachers to use with students. Affirm includes mid-module, end of module, and topic quizzes to track student performance. All of these tools will be used by school teams to diagnose individual student needs and determine what additional supports are needed for each student.

Because of the differing needs of students and the amount of time available in the school day, many students will benefit from tutoring outside of the school day. Depending on the needs of the students at the school site, tutoring is being offered before school, after school, and on Saturday's.

- **Before and After School Tutoring** – Before and after school tutoring began in September and will be available through the school year. Students who did not score a Mastery on the 2021 LEAP will be considered first for tutoring. Students who attend after school tutoring will attend for 2-3 days a week and will be progress monitored every 3-4 weeks. Tutoring is provided by certified teachers, residents, or college students. Bus transportation will be provided to allow students who were most impacted by the pandemic to attend.
- **Saturday Sessions** – Schools are offering Saturday sessions for LEAP and ACT. Schedules are determined by the school site, but most will have 4 hour sessions for 2-3 Saturdays prior to the assessments. They utilize the acceleration tools and progress monitoring data to drive instruction. Tutoring is provided by certified teachers, residents, or college students. Bus transportation is provided to allow students who were most impacted by the pandemic to attend.

MCS is seeking every opportunity to offer high-dosage evidence-based tutoring. The gaps in student learning are a result of lost in-person instructional time. The only way to recover is to provide additional opportunities for students to engage with high-quality teachers and high-quality materials while targeting the individual diagnosed needs of the students.

Key Investment: **Summer Learning Programs**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 4,540,000

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?

Monroe City Schools is focused on providing as many students as possible with high-dosage tutoring. All schools are implementing the Accelerate model in classroom instruction and time set aside for Accelerate/RTI. School teams are analyzing the 2021 LEAP data, progress monitoring data, and classroom data to determine which supports students need. All students will likely need some tutoring, many will require a longer duration and regular

schedule to address the unfinished learning gaps. The 2,187 students who did not earn a mastery on the 2021 LEAP are being prioritized.

These high-dosage tutoring sessions are designed to prepare students to be successful in the grade-level lesson. In ELA, the teachers are utilizing the Diverse Learners Guide and the Knowledge Packs. Progress is being monitored by high-quality curriculum imbedded assessments provided in the Learn Zillion section quizzes. Schools will also utilize LEAP 360 diagnostic and progress monitoring. In Math, the district purchased Eureka Math's Acceleration program, Equip, and the progress monitoring program, Affirm. Equip includes Acceleration pre-assessments, prepared lessons and materials for teachers to use with students. Affirm includes mid-module, end of module, and topic quizzes to track student performance. All of these tools will be used by school teams to diagnose individual student needs and determine what additional supports are needed for each student.

Because of the academic and social-emotional needs, long range plans are needed to provide additional support for students. Part of this long-range support is the summer programs. MCS provided an Acceleration based Summer Camp in 2021 and plans to do the same in 2022, 2023, and 2024. Students who did not score Mastery on the LEAP are prioritized, so summer camps will target 4th-8th grade. The ELA and Math instruction was designed to accelerate the students learning by ensuring the students were prepared to start the new school year with the necessary skills and understanding to experience success. Summer 2021 was a time to reconnect and re-engage students on the schools campuses. In addition to the ELA and Math tutoring, students were able to spend time in STEM activities, art, music, physical education, social and emotional lessons, and other activities to engage them in learning with others. Summer 2021 provided strong social and emotional gains for our students. Tutors were all certified teachers. College students and even high school students were employed as "academic mentors". Outside arts organizations were contracted to come provide lessons and new experiences for students. Summer Camp is from 8-12:30 for the month of June. Field trips to expand student experiences are provided as part of the Summer Camp. Bus transportation is provided to allow students who were most impacted by the pandemic to attend.

MCS is seeking every opportunity to offer high-dosage evidence-based tutoring. The gaps in student learning are a result of lost in-person instructional time. The only way to recover is to provide additional opportunities for students to engage with high-quality teachers and high-quality materials while targeting the individual diagnosed needs of the students.

Key Investment: **Extended Instructional Time**

ESSER II

\$ Click or tap here to enter text.

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: 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

\$ Click or tap here to enter text.

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)

- ☐ 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?

MCS currently works with Career Compass for IGP. For the Achieve Incentive Round 1, MCS will apply to participate in the LDOE IGP Virtual Hosting Platform and explore other vendor partnerships.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 8,790,709
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices

ESSER II

\$ 105,000

ESSER III

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: Accelerate/ Learning Recovery Series
- ☐ 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?

In early August 2021, school leadership teams completed the 3 days of training for NIET's Acceleration/Learning Recovery Series. All ELA and math teachers attended a day of the Acceleration/Learning Recovery Series which was specific to their content area. School leadership teams were led to disaggregate LEAP student data to diagnose student needs and then use the information to write the Individual Academic Improvement Plans for students who did not score mastery or above on the LEAP. The training and coaching has led school leadership teams through methods to prioritize these students such as reserved placement in after school tutoring and conferences with parents to ensure students are able to participate in tutoring after school hours. The training has equipped teachers with the skills to group students by need and track progress. The NIET coach is making regular site visits to the schools to support the work of Acceleration throughout the 2021-2022 school year. This training and coaching is providing support to leaders and teachers on how to meet the needs of the students who did not achieve mastery on the statewide assessments during 2020-2021 and 2021-2022 school years. The cost to Monroe City Schools was approximately \$85,000 and was funded through Strong Start (ESSER I) funds.

In January 2022, MCS leadership teams will begin the Instructional Leadership Team Series by NIET. This will provide the school level ILTs with a firm framework and process for accomplishing their goals with student learning. A school level ILT that is focused on academics makes decisions by studying and tracking student progress

monitoring data. Making instructional decisions based on the on-going progress monitoring will best enable students who did not score mastery on the LEAP to improve. The cost for our district is approximately \$85,000 and a large portion will be funded through the Super App funds with Approximately \$20K from ESSER III. Coaching days are included in the contract. The training and coaching will provide support to help leaders organize and carryout a plan to meet the needs of the students who did not achieve mastery on the statewide assessments during 2020-2021 and 2021-2022 school years.

In Summer/Fall 2022, MCS leadership teams will complete the Teacher Collaboration (Common Planning/PLC/Cluster) Series. This training will allow school teams to reflect and fine tune the structure and work of their current PLCs. This training and coaching will be providing support to leaders and teachers on how to meet the needs of the students who did not achieve mastery on the statewide assessments during 2020-2021 and 2021-2022 school years. This training and on-site coaching will equip teachers to analyze student work and use the data to make instructional decisions. This collaboration will lead to greater outcomes for the students who did not score mastery on the LEAP. The cost for our district is approximately \$85,000 will be funded with ESSER III. Coaching days are included in the contract.

Key Investment: Literacy Professional Development	ESSER II	\$ 90,000	ESSER III	\$
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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?

In the 2021-2022 school year, MCS added literacy coaches to every elementary and junior high campus. These Literacy Coaches are working with all teachers to help them understand how to support the literacy development of their students. Literacy Coaches have trainings and school visits with the regional CDL coach. They will also receive the LTRS training from Voyager Sopris Learning, attend the Plain Talk Conference, and participate in regional Literacy Coach collaborations. These trainings will help the Literacy Coaches to develop the skills to identify the students' needs and coach the teachers in how to meet those specific student needs. Most of the Literacy Coaches are funded through the Comprehensive Literacy State Development (CLSD) CIR/UIR grant, but 6 of them are not. The training for those coaches will be funded through ESSER III. \$60K will be budgeted for these professional development costs. LETRS training will begin in Jan 2022 and conclude by December 2022.

MCS has pursued the goal of having at least one ELA and Math Content Leader at every school for several years. Due to changes in staff, 3 schools need to have additional ELA content leaders trained. K-2 ELA Content Leaders will begin the A+PEL/Keys to Literacy/TNTP in Jan 2022. This will cost approximately \$30K and be funded in ESSER III. New content leaders will begin training in January 2022.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 195,000
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion

ESSER II

\$ Click or tap here to enter text.

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?

MCS funds 16 classes for PK and LA4 funds 4 PK classes. We have had vacant spots in PK classes for the last 2 years.

Early Childhood Program Enhancement

ESSER II

\$ Click or tap here to enter text.

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.

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?

MCS will continue to fund 16 PK classes and advertise to fill all seats.

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

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$ 13,660,911

ESSER III

\$ 21,359,045

Provide the URL to the following LEA documents:

<https://www.mcschools.net/sites/default/assets/File/Cassie%202021-2022/Ready%20to%20AchieveContinuous%20Learning%20Plan%202021-2022.pdf>

<https://mcschools.net/monroe-city-schools-covid-19-information/>

School Reopening Plan for In-Person Learning

<https://www.mcschools.net/sites/default/assets/File/Cassee%202021-2022/Ready%20to%20AchieveContinuous%20Learning%20Plan%202021-2022.pdf>

COVID-19 Vaccination policies for staff and students

<https://mcschools.net/monroe-city-schools-covid-19-information/>

Mask wearing policies for staff and students

<https://www.mcschools.net/sites/default/assets/File/Cassee%202021-2022/Ready%20to%20AchieveContinuous%20Learning%20Plan%202021-2022.pdf>

<https://mcschools.net/monroe-city-schools-covid-19-information/>

Physical distancing, cohorts, or learning pods

<https://www.mcschools.net/sites/default/assets/File/Cassee%202021-2022/Ready%20to%20AchieveContinuous%20Learning%20Plan%202021-2022.pdf>

<https://mcschools.net/monroe-city-schools-covid-19-information/>

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 – **Provided at no cost to teachers, staff, and students through district partnership with Primary Health at our school-based clinic**
- ☒ 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 – **Provided at no cost to teachers, staff, and students through district partnership with Primary Health at our school-based clinic**
- ☒ Other: School-Based Mental Health Clinic
- ☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$ 1,115,000

ESSER III

\$ 1,600,000

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

SCHOOL SAFETY & OPERATIONS **2021-2022 Total Funding Commitment** **\$ 37,734,956**

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 340,000
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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.

To improve our Data Security/Cybersecurity, MCS will add the following products:

- Splunk (centralized network devices and firewall log to store long term network traffic) – Approximately 50k
- Updated Malware/Antivirus - (additional layer of security software for windows desktops) - Approximately 70k

To improve our network analytics, MCS will add the following product:

- Solarwinds Network Traffic Analyzer (analyze north/south network traffic in real time) - Approximately 50k

Dashboards to improve public transparency:

- MCS has added GPS tracking software for all buses. The parents can log into the portal (on our website) and see the location of their child's bus. Cost is \$40K per year (2 years = \$80K)

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ 340,000
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