

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.



LEA Name East Carroll Parish Schools	LEA Code 018
Planning Contact (name) Connyettia Nelson	
Planning Contact (title) Federal Programs Director	
Planning Contact (email) cnelson@ecarrollschools.org	
Planning Contact (phone) (318) 559-2222/ (318) 559-3770	
Fiscal Contact (name) Theresa Thomas	
Fiscal Contact (title) Business Manager	
Fiscal Contact (email) tthomas@ecarrollschools.org	
Fiscal Contact (phone) 318-559-2221 ext. 2007	
School System Leader Name Meagan Brown	
School System Leader Signature	Date

## 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: 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).

Currently, we are monitoring enrollment, attendance and virtual learning through our student information system JCampus and our online learning platform Google Classroom. Our data collection includes information on 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.

Likewise, the LEA will continue to collect mode of instruction and enrollment data each nine-weeks. Data will be collected and disaggregated using our student information system JCampus and our online learning platform Google Classroom. Currently, about 10 percent of all students have been approved to learn through synchronous online instruction. If students are quarantined due to a positive case or close contact, they also log-on for synchronous online instruction. As well, attendance data will be reviewed more frequently using our SIS system and learning platform. Our Truancy Officer along with our Re-Engagement Liaison will monitor and provide data on chronic absenteeism using school reports, and data shared from JCampus and Google Classroom. The district will implement Accelerate Louisiana's PreK-High School tutoring strategy to afford students' the

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

opportunity to increase their academic performance through after-school tutoring and summer learning programs.

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

Key Investment: **Attendance**

ESSER II

\$119,988

ESSER III

\$

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

East Carroll Parish Schools is a small district with a number of 770 students. We will identify students that need to be reengaged by collecting data from JPAMS (our student information system). This system disaggregates each school's students' attendance into demographics, socio-economic status, and diverse learner status. Our district will determine which students need to be reengaged by reviewing this data based on school and grade- level.

- East Carroll Parish Schools enrollment has been decreasing yearly. Enrollment decreased from 855 in 19/20 to 825 in 20/21; 825 to 778 in 21/22.
- We have found that female students have missed more in-person instruction than male students over the past three years (2019/2020, 2020/2021, and 2021/2022). These absences consist of suspensions, unexcused, as well as excused absences.
- Current data shows that 54 of our students were not consistently participating in remote or face-to-face instruction last school year; therefore, they were referred to the truancy officer for lack of attendance. These students included diverse learners.

Per our needs assessment, the following student groups will need to be re-engaged:

African American Females: 371

African American Males: 402

Hispanic Females: 1

Hispanic Males: 2

White Females 0

White Males: 2

Low Income Families: According to the Economically Disadvantaged Report, more than 90% of students (693) in East Carroll Parish qualify for Free and Reduced Lunch, therefore East Carroll Parish receives The Community Eligibility Provision (CEP) meal service option. CEP districts are among the nation's highest poverty schools and districts.

Children with Disabilities: 87

Migrant Students: 0

Homeless Students: 0

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

X Re-engagement supports

☐ Drop-out early warning systems

☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

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

East Carroll Parish plans to re-engage our students by contracting with a Reengagement Coordinator. This individual will serve as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services, and student issues in areas such as attendance, academics, behavior, and health. He or she will also provide related outreach, support, and guidance services to help prevent dropout and/or nonattendance by offering support to students and their families before the student is considered truant. The Reengagement Coordinator, teachers, and support staff will continuously monitor attendance at the end of every nine week grading period. Outcomes will be measured in terms of increased attendance and improved academics. General Trass High School and Griffin Middle Academy will also participate in the Louisiana Attendance Alliance initiative.

Key Investment: **Well-Being**

ESSER II

\$

ESSER III

\$ 302180

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

East Carroll Parish Schools will identify students who need mental and behavior support by perusing discipline referrals and administering the BASC-3 screener to students, parents, and teachers in all schools by the second semester of school. Any student who has a discipline referral will be automatically referred for counseling services. The district disaggregates the data by student groups (gender, socio-economic status, and diverse learner status) for students who are given the BASC-3 screener. There are approximately 200 to 250 students who need mental and behavioral support based on our current information system and school level referrals. This will help the district identify the individual needs of our students. The social-emotional coordinator will then be tasked with ensuring that these students are referred for counseling services through E-therapy with which we have partnered. The duration of each students' treatment will depend on the student's progress and will be monitored by the SEL coordinator throughout the school year.

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

X Mental and Behavioral Health

X Character Building

X Trauma-informed care

☐ Full Service Community Schools

X Adoption/ integration of SEL curriculum

X 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.**

East Carroll Parish Schools will employ evidence-based activities per our needs assessment, which collected data on the mode of learning with intentions of providing access and equity, especially for students who have been disproportionately added by Covid-19. We plan to correct this problem in many ways. First, our district plans to re-engage our students by contracting with a Reengagement Liaison. This individual will serve as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services, and student issues in areas such as attendance, academics, behavior, and health. He or she will also provide related outreach, support, and guidance services to help prevent dropout and/or nonattendance by offering support to students and their families before the student is considered truant. Next, the district plans to provide for the well-being of our students' mental and behavioral health by contracting with a social-emotional coordinator. This individual will be responsible for coordinating the services between e-therapy counselors to provide the identified students with mental and behavioral support. The SEL coordinator will provide each school leader with the names of the students who need services monthly. Each identified student will receive services at least once per week and more frequently if it is determined to be needed. Finally, we plan to adopt a SEL curriculum which will also focus on character building. Southside Elementary, GMA, and GTHS will implement Leader-in-Me in their schools. This program will serve as a supplement to provide students with social emotional learning to offset some of the side effects of the COVID-19 pandemic. By implementing this curriculum, our students will receive social emotional training throughout the school year. The district will monitor each student's success by gathering data from the E-therapy counselors as well as from the data provided from the Leader-in-Me curriculum. Each student's attendance will be gathered every nine weeks throughout the school year. We expect to see increased attendance and improved academic performance as a result of implementing these measures.

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

X 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 \$ 422168**

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

**Key Investment: Targeted Learning Support**

**ESSER II**

\$ Click or tap here to enter text.

**ESSER III**

\$ 21,000

**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)**

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

X Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19

X Conversations with community (stakeholder input)

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

- ☒ 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 following students have been most affected by Covid-19:

African American Females: 371

African American Males: 402

Hispanic Females: 1

Hispanic Males: 2

White Females 0

White Males: 2

Low Income Families: According to the Economically Disadvantaged Report, more than 90% of students (693) in East Carroll Parish qualify for Free and Reduced Lunch, therefore East Carroll Parish receives The Community Eligibility Provision (CEP) meal service option. CEP districts are among the nation's highest poverty schools and districts.

Children with Disabilities: 87

Migrant Students: 0

Homeless Students: 0

East Carroll Schools will identify the disproportionate impact of Covid-19 on varying student groups by disaggregating student outcome data from the 2020-2021 and 2021-2022 LEAP 2025, LEAP Connect, ACT, and Workkeys Assessments. Student enrollment and attendance data will be examined. Student instructional mode for each year will also be considered. Approximately 90% of students in East Carroll Parish have been greatly affected by Covid-19. These groups of students would have failed to achieve mastery on the 2020-2021 and/or 2021-2022 LEAP 2025 assessment. East Carroll Parish Schools will prioritize students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments during the 2020-2021 and 2021-2022 school years by ensuring the following: . Students who scored unsatisfactory on the LEAP 2025 will receive high dosage after school tutoring, summer school, and Saturday tutoring in ELA and Math. Those students who scored approaching basic will receive high dosage after school tutoring and summer school. Students with basic scores will receive high dosage after school tutoring. Student growth will be acquired by teachers' ongoing progress monitoring.



**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?**

East Carroll Parish Schools will employ evidence-based activities, per our needs assessment, which collected data on the mode of learning with intentions of providing access and equity, especially for students who have been disproportionately affected by Covid-19. In addition to the data collected through our needs assessment, we will incorporate data using Powerschool, ANet, and iReady as additional resources that will be used to identify students who have been disproportionately affected by Covid-19. To prioritize students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments during the 2020-2021 and 2021-2022 school years, East Carroll Parish Schools will offer High Dosage School Programs four days weekly from 3:30pm-5:30pm. East Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy from 8:00am to 2:00pm, Monday through Friday during the month of June. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. Classroom teachers, ANet coaches, and New Directions consultants will provide support and services for the evidence-based activities indicated.

**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)**

Based on our needs assessment, East Carroll Parish Schools will offer after-school tutoring as well as the Accelerate Summer School program to all eligible students failing to score mastery or above on the LEAP 2025 assessment as a means of providing expanded support. Funding will be allocated to pay stipends and benefits for teachers who tutor after school and during the summer. East Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy for tutoring outside of school hours and during the summer. Tier one curriculum resources from LDOE will be utilized to monitor progress quarterly and adjust based on student performance. The district will offer after-school tutoring four times weekly throughout the school year to all students, especially those who have been significantly impacted by the Covid-19 epidemic (see above). The district expects student academic achievement to improve by at least 25% by offering high dosage tutoring. This tutoring will allow students to recover the learning loss that they may have experienced as a result of Covid-19. Progress monitoring will be provided through state provided fluency packs and Acadience. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. School administrators, general education teachers, special education teachers, ANet coaches, paraprofessionals, and New Directions consultants will provide support and services for the evidence-based activities indicated.

Key Investment: <b>Before and After School Programs</b>	ESSER II	\$ <a href="#">Click or tap here to enter text.</a>	ESSER III	\$ <b>1,382,575</b>
<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 checked="" type="checkbox"/> Partner with organizations to provide before and/or after school programs</p> <p><input checked="" type="checkbox"/> Partner with vendors to specifically provide tutoring before and/or after school</p> <p><input checked="" type="checkbox"/> Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators</p> <p><input type="checkbox"/> Other: <a href="#">Click or tap here to enter text.</a></p> <p><input type="checkbox"/> Other: <a href="#">Click or tap here to enter text.</a></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>Funding will be allocated to pay stipends and benefits for teachers who tutor after school and during the summer. East Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy for tutoring outside of school hours and during the summer. Students in grades fourth through eight who failed to achieve mastery on the LEAP 2025 assessment during the 2020-2021 and 2021-2022 school years will be prioritized for tutoring outside of school hours as well as tutoring during the summer. Tier one curriculum resources from LDOE will be utilized to monitor progress quarterly and adjust based on student performance. To encourage participation and improve social distancing measures, funding will be allocated to cover the increased cost of transporting students. East Carroll Parish Schools will also purchase supplies for academic and enrichment activities such as workbooks, pencils, paper, ink, etc. The purchase of supplies will ensure that outcomes are measurable and documented. To prioritize students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments during the 2020-2021 and 2021-2022 school years, East Carroll Parish Schools will offer High Dosage School Programs four days weekly from 3:30pm-5:30pm. East Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy from 8:00am to 2:00pm, Monday through Friday during the month of June. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. Student academic performance is expected to increase at least 25% based on pre- and post assessments. School administrators, ANet coaches, paraprofessionals, New Directions consultants, general education teachers, special education teachers, and paraprofessionals will provide the support and services needed.</p>				
Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$ <a href="#">Click or tap here to enter text.</a>	ESSER III	\$ <b>\$862,575</b>
<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 checked="" type="checkbox"/> Vendor-provided summer learning programs</p> <p><input checked="" type="checkbox"/> Partner with organizations to provide summer learning programs</p> <p><input checked="" type="checkbox"/> Partner with vendors to specifically provide tutoring during summer programming</p> <p><input checked="" type="checkbox"/> Develop LEA direct-run summer learning program, staffed by LEA educators</p> <p><input type="checkbox"/> Other: <a href="#">Click or tap here to enter text.</a></p> <p><input type="checkbox"/> Other: <a href="#">Click or tap here to enter text.</a></p>				



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

To prioritize students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments during the 2020-2021 and 2021-2022 school years, East Carroll Parish Schools will offer High Dosage School Programs four days weekly from 3:30pm-5:30pm. East Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy from 8:00am to 2:00pm, Monday through Friday during the month of June. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. Student academic performance is expected to increase at least 25% based on pre- and post assessments. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. School administrators, general education teachers, special education teachers, ANet coaches, paraprofessionals, New Directions consultants, and paraprofessionals will provide the support and services needed. Funding will be allocated to pay stipends and benefits for teachers who tutor after school and during the summer. East Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy for tutoring outside of school hours and during the summer. Students in grades fourth through eight who failed to achieve mastery on the LEAP 2025 assessment during the 2020-2021 and 2021-2022 school years will be prioritized for tutoring outside of school hours as well as tutoring during the summer. Tier one curriculum resources from LDOE will be utilized to monitor progress quarterly and adjust based on student performance. To encourage participation and improve social distancing measures, funding will be allocated to cover the increased cost of transporting students. East Carroll Parish Schools will also purchase supplies for academic and enrichment activities such as workbooks, pencils, paper, ink, etc. The purchase of supplies will ensure that outcomes are measurable and documented.

Key Investment: **Extended Instructional Time**

**ESSER II**

\$ Click or tap here to enter text.

**ESSER III**

\$ 10,344.00

**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
- ☒ Extended Instructional Time Through Remote Learning
- ☐ 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?**

Per our needs assessment, East Carroll Parish Schools will identify, motivate, progress monitor, and manage students' independent math and reading practice by offering academic resources such as Accelerated Reader and Math. Resources such as Accelerated Reader and Math are perfect for in-person, remote and hybrid instruction in response to the disproportionate impacts of Covid-19. Students in grades fourth through eight who failed to achieve mastery on the LEAP 2025 assessment during the 2020-2021 and 2021-2022 school years will be prioritized for extended instructional time through tutoring outside of school hours as well as tutoring during the summer. Tier one curriculum resources from LDOE will be utilized to monitor progress quarterly and adjust based on student performance. East Carroll Parish Schools will offer High Dosage School Programs four days weekly from 3:30pm-5:30pm. East Carroll Parish Schools will continue to utilize

Accelerate Louisiana's PreK-High School tutoring strategy from 8:00am to 2:00pm, Monday through Friday during the month of June. Progress monitoring will be provided through state provided fluency packs and Acadience. Student academic performance is expected to increase at least 25% based on pre- and post assessments. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. School administrators, general education teachers, special education teachers, ANet coaches, paraprofessionals, New Directions consultants, and paraprofessionals will provide the support and services needed.

Key Investment: **Individual Student Plans for Success**

**ESSER II**

\$ 17,886.00

**ESSER III**

**\$312,122.00**

**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?**

Approximately 90% of students in East Carroll Parish have been greatly affected by Covid-19. East Carroll Parish Schools will prioritize students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments during the 2020-2021 and 2021-2022 school years by reviewing the LEAP 2025 assessment data. Those students in grade 9 who did not score mastery on the eighth grade LEAP 2025 assessment as well as those students not on track to obtain mastery this year will be given priority by the vendor Higher Minds that the district has partnered with to assist our students with their IGP's. Higher Minds will review these student's IGP's quarterly to determine whether they are making progress. If a student fails to make progress, then that student along with Higher Minds will revisit the student's IGP as often as needed to ensure the success of each student. Higher Minds will also work with the 8th grade students who are not on track to master the LEAP 2025 assessments to help prepare their IGP's so that they can become acclimated with the IGP process. East Carroll Parish Schools will employ evidence-based activities per our needs assessment, which collected data on the mode of learning with intentions of providing access and equity, especially for students who have been disproportionately affected by Covid-19. Higher Minds will be contracted to prepare students and families with planning for graduation, exploring postsecondary options, and researching financial aid possibilities to prevent students dropping out of high school. In addition to Higher Minds, Edgenuity will be contracted to provide instructional support for core course CTE offerings not provided for the students due to non-certified instructors. Based on our needs assessment, high school students who have been disproportionately affected by Covid-19 will be offered the opportunity to enroll in classes at the Louisiana Delta Community College to begin accumulating college credits while still in high school, thus providing a smoother transition to college after high school graduation. Also, Mastery Prep, an ACT Prep course will be offered to prepare students for the ACT assessment and to respond to learning loss that occurred as a result of Covid-19. For sophomores who have been disproportionately affected by Covid-19, the Pre-ACT will be offered to prepare students for post-secondary work or school. Students who may not be able to qualify for dual enrollment programs due to rigorous ACT score requirements due to loss of learning related to Covid-19 may qualify to participate by meeting the required score on the Pre-ACT. East Carroll Parish Schools will offer High Dosage School Programs four days weekly from 3:30pm-5:30pm. East

Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy from 8:00am to 2:00pm, Monday through Friday during the month of June. Progress monitoring will be provided through state provided fluency packs and Acadience. Student academic performance is expected to increase at least 25% based on pre- and post assessments. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. School administrators, general education teachers, special education teachers, ANet coaches, paraprofessionals, New Directions consultants, and paraprofessionals will provide the support and services needed.

<b>RECOVERY AND ACCELERATION</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 2,606,502.00</b>
----------------------------------	---	------------------------

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

<b>Key Investment: School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$ 95544</b>	<b>ESSER III</b>	<b>\$ 593064</b>
--	-----------------	-----------------	------------------	------------------

**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?**

East Carroll Parish Schools understands the importance of teacher collaboration and instructional leadership teams to drive student success. Therefore, we will provide professional development to leaders, teachers, and paraprofessionals by utilizing the following vendors: New Directions, Boardworks, Great Minds, APEL, ANET, Acadience, FrogStreet, Eureka Math, and NISL. Each of these vendors will assist East Carroll Parish Schools in prioritizing students in grades 4 through 8 who failed to achieve mastery on the LEAP 2025 assessment in the 2020-21 and 2021-22 school year. New Directions coaches will lead our teachers through identifying goals based on data, designing and implementing plans using Tier 1 Curriculum resources, tracking results, assessing impact, and enhancing the plan on an ongoing basis. Great Minds will complement New Directions by providing teachers with the opportunity to observe an implementation specialist who demonstrates how to correctly teach lessons and provide support to teachers periodically throughout the school year. We will also utilize Boardworks to provide the supplemental materials that our teachers need to enhance instruction and engage students throughout the school year. Not only is our district prioritizing the enhancement of our teachers' capabilities in the classroom but we realize the importance of leader training as well. Therefore, we are using some of our funds to provide our administrators with substantial training as well. Consequently, our district will do this by partnering with NISL which will help current school leaders and school system staff to build upon their administrative skills and experience, providing a framework for organizing the many facets of their role and providing a "call to action" to continually drive achievement higher throughout the school year. The district will also contract with 2 special education paraprofessionals to

provide more tutoring services to students with disabilities in all subjects, especially reading. This will give these students the ability to attain some of the information that they may have lost as a result of learning loss associated with COVID-19. By utilizing all of the aforementioned vendors, we hope to see tremendous strides in our students' educational performance. To prioritize students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments during the 2020-2021 and 2021-2022 school years, East Carroll Parish Schools will offer High Dosage School Programs four days weekly from 3:30pm-5:30pm. East Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy from 8:00am to 2:00pm, Monday through Friday during the month of June. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. Student academic performance is expected to increase at least 25% based on pre- and post assessments. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. School administrators, general education teachers, special education teachers, ANet coaches, paraprofessionals, New Directions consultants, and paraprofessionals will provide the support and services needed.

Key Investment: **Literacy Professional Development**

**ESSER II**

**\$84408**

**ESSER  
III**

**\$92250**

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

Literacy Content Leaders

☐ Literacy Coaches

X Other: K-3 Literacy Training.

☐ Other: Click or tap here to enter text.

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

To improve and support literacy development and comply with ACT 108, (Foundations of Literacy Training) the East Carroll Parish School District will seek partnership with the approved Vendor Associated Professional Educators of Louisiana (A+PEL) and engage in early literacy training for K-3 teachers of reading, math, science, and/or social studies as well as principals and assistant principals of schools that include the K-3 grade levels. The training will be based on the science of reading and include extensive training in the five components of reading which are phonemic awareness, phonics, fluency, vocabulary, and comprehension. The East Carroll Parish School System will report on successful literacy training completion to the Department of Education beginning May 1, 2022. In addition, any teacher or administrator hired in East Carroll Parish after August 1, 2023, must provide proof of successful completion of Early Literacy Training within two years of employment. The selected activities will provide educators and other stakeholders research meaningful instructions on how to effectively and efficiently teach basic skills and provide rich, meaningful, and engaging learning environments supported by appropriate teaching practices. Not only will the district partner with APEL but we will also institute Acadience Reading into our lower grades. Teachers will be given extensive training on how to use the program to not only determine a students' reading level but how to progress monitor the students as well. To prioritize students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments during the 2020-2021 and 2021-2022 school years, East Carroll Parish Schools will offer High Dosage School Programs four days weekly from 3:30pm-5:30pm. East Carroll Parish Schools will continue to utilize Accelerate Louisiana's PreK-High School tutoring strategy from 8:00am to 2:00pm, Monday through Friday during the month of June. Progress monitoring will be



provided through state provided fluency packs, iReady, and Acadience. Student academic performance is expected to increase at least 25% based on pre- and post assessments. Progress monitoring will be provided through state provided fluency packs, iReady, and Acadience. School administrators, general education teachers, special education teachers, ANet coaches, paraprofessionals, New Directions consultants, and paraprofessionals will provide the support and services needed.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2021-2022 Total Funding Commitment</b>	<b>\$ 176658</b>
---	------------------

## EARLY CHILDHOOD EDUCATION ✓

<b>Early Childhood Program Expansion</b>	<b>ESSER II</b>	<b>\$50000</b>	<b>ESSER III</b>	<b>\$ Click or tap here to enter text.</b>
--	-----------------	----------------	------------------	--

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

☒ Ready Start Network  
Fund Pre-K seats  
☒ Curriculum and course materials.  
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?**

To improve and support the Early Childhood program, East Carroll Parish plans to partner with the Ready Start Network. The Ready Start Network will provide teachers quality instruction and training in the use of CLASS and TS Gold. Students in the early childhood program (Southside and Delta Head Start), will have the opportunity to be taught by highly qualified/ certified teachers and instructional staff. These teachers will attend professional development provided by Teaching Strategies and CLASS that will enable them to become effective and efficient in basic early literacy skills.

High quality instructional materials will be utilized such as the Creative Curriculum, Frog Street, Eureka Math (Core subject), Al's Pals (Social and emotional Support). Monitoring of these programs will be on-going throughout the year. Daily progress monitoring of students will be conducted using TS Gold. Data will be collected and submitted during fall, winter and spring benchmark periods. All students in the Early childhood program will be expected to show growth of 50% on ELA and Math measures by the end of the 2021-2022 school year.

<b>Early Childhood Program Enhancement</b>	<b>ESSER II</b>	<b>\$ Click or tap here to enter text.</b>	<b>ESSER III</b>	<b>\$8700</b>
--	-----------------	--	------------------	---------------

**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.



## CLASS Certification

### Professional Development for High- Quality Instructional

East Carroll Parish Schools will partner with the vendors Teachstone and Picard Center to provide training and support for early childhood staff, elementary principals and teachers on how to effectively utilize the CLASS observation tool to drive the quality of interactions between teachers and students.

CLASS training will serve as a method for delivering high-quality professional development on positive teacher-student interactions and provide a measure for teacher evaluations in K-2 classrooms.

Professional Development provided through **Teachstone** will consist of a virtual platform. Virtual CLASS training will equip teachers and administrators with the knowledge and skills needed to engage in high quality interactions between students. Teachers will be evaluated twice yearly by the school district and third party vendors. Teachers will be expected to maintain a performance score of at least effective proficient throughout the year.

**Professional Development Cost:** Programs with less than 25 teachers: \$2,500.00 + \$250.00 start-up fee = \$2,750.00 x 3 = \$8,250.00

East Carroll Parish will purchase the Classroom Scoring System through KAPLAN Early Learning Company which aims to measure interactions between children and teachers. Purchasing Price: 25 x \$15.00 = \$375.00 estimated shipping \$60.00 = \$425.00

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

East Carroll Parish will implement CLASS training as a method for delivering high-quality professional development on positive teacher-student interactions and provide a measure for teacher evaluations in K-2 classrooms.

Teachers will be evaluated twice yearly by the school district and third party vendors. Teachers will be expected to maintain a performance score of at least effective proficient throughout the year.

<b>EARLY CHILDHOOD EDUCATION</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$58700</b>
----------------------------------	---	----------------

## SCHOOL SAFETY & OPERATIONS ✓

<b>Safe School Reopening</b>	<b>ESSER II</b>	<b>\$1,956,739</b>	<b>ESSER III</b>	<b>\$2,430,395</b>
<b>Provide the URL to the following LEA documents:</b>				
<b>School Reopening Plan for In-Person Learning</b>	<a href="https://ecarrollschools.org">https://ecarrollschools.org</a>			
<b>COVID-19 Vaccination policies for staff and students</b>	<a href="https://www.ecarrollschools.org/cms/lib/LA02201178/Centricity/Domain/8/ECPSB%20COVID19%20Information%20-%20Copy.pdf">https://www.ecarrollschools.org/cms/lib/LA02201178/Centricity/Domain/8/ECPSB%20COVID19%20Information%20-%20Copy.pdf</a>			
<b>Mask wearing policies for staff and students</b>	<a href="https://ecarrollschools.org">https://ecarrollschools.org</a>			
<b>Physical distancing, cohorts, or learning pods</b>	<a href="https://ecarrollschools.org">https://ecarrollschools.org</a>			
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b>				
<input type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> Support universal and correct wearing of masks <input checked="" type="checkbox"/> Physical distancing (e.g., including use of cohorts/learning pods) <input checked="" type="checkbox"/> Handwashing and respiratory etiquette <input checked="" type="checkbox"/> Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems <input checked="" type="checkbox"/> Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments <input checked="" type="checkbox"/> Diagnostic and screening testing <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Continuity of Teaching &amp; Learning</b>	<b>ESSER II</b>	<b>\$100000</b>	<b>ESSER III</b>	<b>\$588000</b>
<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"/> Staff Training/Professional Development to support remote learning or safe reopening <input checked="" type="checkbox"/> Educational technology (computers/ laptops) <input checked="" type="checkbox"/> Educational technology (software/ programs) <input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input checked="" type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input checked="" type="checkbox"/> Cost of home internet through LEA-managed wireless network <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>SCHOOL SAFETY &amp; OPERATIONS</b>		<b>2021-2022 Total Funding Commitment</b>		<b>\$5,075,134</b>

**DATA INFRASTRUCTURE** ✓

Data Infrastructure	ESSER II	\$100,000	ESSER III	\$516,000
<p><b>Which activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b></p> <p><input type="checkbox"/> Early warning system to track student progression</p> <p><input checked="" type="checkbox"/> Data security/cybersecurity</p> <p><input checked="" type="checkbox"/> Data storage</p> <p><input checked="" type="checkbox"/> Staff upskilling in data literacy/science/analysis</p> <p><input checked="" type="checkbox"/> Statistical programs or analytics software</p> <p><input checked="" type="checkbox"/> Enterprise data warehouse</p> <p><input checked="" type="checkbox"/> Data dashboards or other activities to improve public transparency</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
<p><b>Describe the LEAs plan for implementing evidence-based activities.</b></p> <p>• East Carroll Parish Schools is data driven. In an effort to be most effective we will work with our data teams (teachers, school administrators, instructional coaches, pd vendors, and district leadership). We will utilize key resources and provide professional development and training, create a more well-rounded, cross-trained workforce, and increase your team's effectiveness.</p> <p>• The district will invest in infrastructure improvement to prevent accidental or deliberate incidents that disrupt education and critical operations; expose sensitive personally identifiable information (PII) of students, teachers, and staff; and lead to high recovery costs.</p> <p>• We will invest in academic programs who provide data dashboards for viewing and analyzing student achievement and performance data. This key data will be used for monitoring student achievement and directing policy level decisions</p> <p>• We will increase data storage capacity throughout the district</p> <p>• District will expand the use of its SIS as a data warehouse</p>				
<b>DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment</b>			<b>\$616,000</b>	

