

2021-2022 Academic Recovery and Acceleration Plan

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



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School System Leader Name Kim Canezaro	
School System Leader Signature	Date Click or tap here to enter text.

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).

Commitment: ATTENDANCE & WELL-BEING  

Key Investment: Attendance	ESSER II	\$384,513	ESSER III	\$ 2,749,301
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How will the LEA identify students who need to be re-engaged?

PCPSB collects student attendance data within our student information system (OnCourse). The data captures students by varying types of demographic data (race, grade, age, diverse learner status, etc.). Student data is disaggregated by school, grade to drill down to information that would help identify the individual students and/or groups of students who need to be engaged. Below is a summary of key findings:

- The largest groups of students that need to be re-engaged and missed the most instruction were Pre-K, Kindergarten, 9th grade, and 12th grade students over the past 3 school terms.

¹ [ARP ESSER Fact Sheet](#)

- The LEA determined, using EDLink data, that attendance for students in grades 4th through 8th grade was at 85% or higher.
- Many of our students who are within the Economically Disadvantaged (ED) or Students with Disabilities (SWD) subgroups are considered chronically absent in the current school year cycle.
- Attendance rates of African American (AA) and Hispanic/Latino (H) have decreased compared to previous year.
- The learning modality for 2021-2022 is 100% in person.
- Approximately 100 students have been reported to the Child Welfare and Attendance Supervisor (CWA) as no show students in the district.

To prioritize 4th through 8th grade students that failed to meet mastery on any statewide assessments, the LEA monitored and made referrals needed for outreach for truant students. The dropout early warning system (DEWS), 9th Grade Academy, utilization of Jobs for America’s Graduates (JAG) program, and Sheriff’s Office Truancy Officer have been initiated during the school year or will be put into action for the upcoming school term (9th Grade Academy and DEWS).

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: 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?

PCPSB collects student attendance data within our student information system (OnCourse). The data captures students by varying types of demographic data (race, grade, age, diverse learner status, etc.). Student data is disaggregated by school, grade to drill down to information that would help identify the individual students and/or groups of students who need to be engaged. Below is a summary of key findings:

- The largest groups of students that need to be re-engaged and missed the most instruction were Pre-K, Kindergarten, 9th grade, and 12th grade students over the past 3 school terms.
- The LEA determined, using EDLink data, that attendance for students in grades 4th through 8th grade was at 85% or higher.
- Many of our students who are within the Economically Disadvantaged (ED) or Students with Disabilities (SWD) subgroups are considered chronically absent in the current school year cycle.
- Attendance rates of African American (AA) and Hispanic/Latino (H) have decreased compared to previous year.
- The learning modality for 2021-2022 is 100% in person.
- Approximately 100 students have been reported to the Child Welfare and Attendance Supervisor (CWA) as no show students in the district.

To prioritize 4th through 8th grade students that failed to meet mastery on any statewide assessments, the LEA monitored and made referrals needed for outreach for truant students. The dropout early warning system (DEWS), 9th Grade Academy, utilization of Jobs for America’s Graduates (JAG) program, and Sheriff’s Office Truancy Officer have been initiated during the school year or will be put into action for the upcoming school term (9th Grade Academy and DEWS).

Key Investment: Well-Being	ESSER II	\$384,513	ESSER III	\$ 918,627
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How will the LEA identify students who need mental and behavioral supports?



PCPSB will administer the Strengths and Difficulties Questionnaire (SDQ) to all educators, families, and students to help identify students that are at a potential risk for having mental or behavioral concerns. The data will be analyzed to determine students with a potential need. Once a student is identified as a potential "at risk" student for mental and/or behavioral needs, the BASC-3 Behavioral and Emotional Screener will be administered and reviewed by a qualified staff member. This will help further screen for a variety of behavioral and emotional disorders that can lead to academic and behavioral problems.

PCPSB collects behavioral and mental health data from referrals sent to the School Based Health Clinic. The data captures students by varying types of demographic data (race, grade, age, diverse learner status, etc.). Student data is disaggregated by school, grade to drill down to information that would help identify the individual students and/or groups of students who need to be identified for services. Below is a summary of key findings:

- The largest groups of students that need mental and behavioral supports were students in grades 4th through 8th.
- Students with Disabilities also receive support from counselors/Social Workers through IEPs.
- Large numbers of students have problem home lives.
- The learning modality for 2021-2022 is 100% in person.

To prioritize 4th through 8th grade students that failed to meet mastery on any statewide assessments, the LEA monitored and made referrals needed for outreach for students needing behavioral health services. The 9th Grade Academy will be new for the upcoming school term and will provide students with support from a counselor to assist with mental/behavioral health issues. Utilization of Jobs for America's Graduates (JAG) program have been initiated during the school year or will be put into action for the upcoming school term.

PCPSB will have a team of qualified staff members to be prepared to address the social and emotional health of students identified within the schools. These staff members will review the data collected and determined the best course of action for the student(s) identified. They will use the BASC-3 Intervention Guide and Materials to address the issue(s) presented. The guide will help provide effective interventions for identified problem areas and strategies that can be used in the classroom. There will also be a "parent tip" sheet that will be sent home to the parents of students identified to offer information and suggestions to be implemented at home. The qualified staff member will also make a referral for counseling with either an on-site social worker (where available) or school-based clinic social worker. Continuous data will be collected on identified students throughout the year.

(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.

To prioritize 4th through 8th grade students that failed to meet mastery on any statewide assessments, the LEA monitored and made referrals needed for outreach for students needing behavioral health services. The 9th Grade Academy will be new for the upcoming school term and will provide students with support from a counselor to assist with mental/behavioral health issues. Utilization of Jobs for America's Graduates (JAG) program have been initiated during the school year or will be put into action for the upcoming school term.

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course of action for the student(s) identified. They will use the BASC-3 Intervention Guide and Materials to address the issue(s) presented. The guide will help provide effective interventions for identified problem areas and strategies that can be used in the classroom. There will also be a "parent tip" sheet that will be sent home to the parents of students identified to offer information and suggestions to be implemented at home. The qualified staff member will also make a referral for counseling with either an on-site social worker (where available) or school-based clinic social worker. Continuous data will be collected on identified students throughout the year.

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

- Mental and Behavioral Health (virtual health coaches)
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ Click or tap here to enter text. 4436954
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Commitment: RECOVERY AND ACCELERATION   

Key Investment: Targeted Learning Support	ESSER II	\$ 1,966,005	ESSER III	\$ 3,667,928
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How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).

PCPSB collects student attendance data within our student information system (OnCourse). The data captures students by varying types of demographic data (race, grade, age, diverse learner status, etc.). Student data is disaggregated by school, grade to drill down to information that would help identify the individual students and/or groups of students who need to be engaged. Below is a summary of key findings:

² [ARP ESSER Fact Sheet](#)

- The largest groups of students that need to be re-engaged and missed the most instruction were Pre-K, Kindergarten, 9th grade, and 12th grade students over the past 3 school terms.
- The LEA determined, using EDLink data, that attendance for students in grades 4th through 8th grade was at 85% or higher.
- Many of our students who are within the Economically Disadvantaged (ED) or Students with Disabilities (SWD) subgroups are considered chronically absent in the current school year cycle.
- Attendance rates of African American (AA) and Hispanic/Latino (H) have decreased compared to previous year.
- The learning modality for 2021-2022 is 100% in person.
- Approximately 100 students have been reported to the Child Welfare and Attendance Supervisor (CWA) as no show students in the district.

To prioritize the students who **failed to meet mastery on state-wide assessments in grades 4-8**, the LEA implemented the LDOE Accelerate Tutoring Strategy along with targeted interventions using Tier I, state-approved curricula.

The LEA used the **evidenced-based activities** of pre-teaching through accelerate tutoring occurred five days a week from August to May. Teachers were trained during the summer and throughout the year in this strategy. Targeted interventions for Tier III students occurred 3-5 days a week from August to May. The LEA used DIBLES, i-Ready, diagnostics and interims in OnCourse, and common unit assessments to **measure outcomes and progress monitoring**. This data was tracked and handed over to the state as part of a pilot with acceleration. These **evidenced based activities are provided by** the classroom teacher, retired teachers, and district personnel. They are **supported** by the academic team from the district, along with literacy and math coaches.

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?

The needs assessment identified foundational skills as a high need for direct instruction in K-2, as well as interventions in grades 3-8. It stated that our teachers needed training on the Science of Reading to better implement explicit phonics instruction. All schools in PCPSB are Title I schools; therefore, ALL students were disproportionately affected by the pandemic. To address this and **prioritize the students in grades 4-8 who failed to meet mastery on any statewide assessments during the 2020-2022 school years**,

- The district has purchased **evidence-based assessments** to monitor the progress of the evidence-based activities (accelerate tutoring and intervention) to identify the learning loss for those disproportionately affected by COVID-19 pandemic. These assessments are given three times a year which allows the LEA to monitor progress. The LEA also monitors the outcomes on unit and classroom assessments to work with schools on the evidence-based activities through their Instructional Leadership Teams (ILTs). The LEA uses



DIBELS, i-Ready, diagnostics and interims in OnCourse, and common unit assessments to **measure outcomes and monitor progress**.

- **To prioritize the evidence-based activity**, the district has built in 30 minutes of acceleration for grades 4-8 prior to the 60 minutes of core. This is where the teacher meets with a group of students to provide just-in-time tutoring based on prerequisite learning. In addition to the curriculum-aligned acceleration, the students also have a 30-minute intervention block where those that need targeted intervention receive it using SPIRE or Waterford Reading Academy.
- These **evidenced based activities are provided by** the classroom teacher, retired teachers, and district personnel. They are **supported** by the academic team from the district, along with literacy and math coaches.

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)

Since the needs assessment identified explicit phonics instruction as a high need, the district applied for the CLSD grant which would bring literacy coaches into the schools. In conjunction with CLSD funds, the district is providing instructional coaches to the schools to assist them with the implementation of the IAIPs through targeted coaching, modeling, lesson/acceleration planning, and data tracking of the accelerated period. The district has assisted the schools with created a schedule to provide an added 30 minutes of acceleration support prior to the core lesson in grades K-10. Grades K-6 have an additional 30 minutes of intervention in the schedule. Through extra time and instructional support, students with an IAIP will be supported. To make this work,

- The district has prioritized interventions and acceleration for those students in grades 4-8 who did not achieve mastery on the LEAP 2025 assessment. These students were given an assessment at the start of the year and are being monitored through classroom formative assessments.
- The teachers use data trackers to track student progress. The teachers meet weekly in PLCs to review the data trackers with the instructional coaches to discuss tutoring and intervention and next steps for students during the dedicated time.
- Growth is also tracked monthly through the growth monitoring assessments on DIBELS, i-Ready, and Interim assessments. The district will also analyze the growth at the conclusion of the mid-year benchmark assessments.
- The district and schools have set measurable goals for mid-year and end of year for math and ELA. The school and district teams will meet in January to review this data and track goal attainment at the mid-year mark.
- The literacy coaches are supporting the teachers each week at their assigned schools to ensure the evidence-based activities are being implemented with integrity. They work with the teachers through PLCs, modeling, coaching, and other supports. They also pull a group each week to provide interventions.

Key Investment: Before and After School Programs	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 476,173
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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?

After-school programming will be hosted at each elementary school site Tuesdays-Thursdays for two hours each day and some Saturdays during the spring semester throughout the school term. The LEA will **prioritize 4th through 8th grade students** who failed to meet mastery on any statewide assessment by recommending them to the after-school program. Parents meet with the Student Intervention Team twice per year to discuss the best possible solutions to assist in getting students to master the required standards for their grade level. Once enrolled in the program, students will be assigned to homogeneous groups based on identified deficits to allow effective teachers to focus on those areas using LDOE created Acceleration and Core Supports resource materials. Tier 1 curriculum usage will also be required. Student data from state assessments and diagnostics will be used to determine additional interventions/supports needed for reading and math. Teachers will rotate working with small groups while other students work independently and/or participate in enrichment activities. Tier 1 rated Ready Math and Guidebook assessments, in addition to DIBELs and LEAP 360 will be utilized to provide interim data on student progress and provide additional data to other areas of need. Grouping of students will change based on the results of the interim assessments provided after instruction. These changes will occur every 2 to 4 weeks, depending on student progress. Teachers providing instruction to students apply for positions. Administrators recruit their effective/highly effective teachers to provide support to students.

Key Investment: Summer Learning Programs	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 467,173
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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?


Summer programming will be hosted at each elementary and high school site Mondays-Thursdays for six hours each day throughout the month of June. The LEA will prioritize 4th through 8th grade students who failed to meet mastery on any statewide assessment by recommending them to the summer program. Parents meet with the Student Intervention Team twice per year to discuss the best possible solutions to assist in getting students to master the required standards for their grade level. Once enrolled in the program, students will be assigned to homogeneous groups based on identified deficits to allow effective teachers to focus on those areas using LDOE created Acceleration and Core Supports resource materials. Tier 1 curriculum usage will also be required. Student data from state assessments and diagnostics will be used to determine additional interventions/supports needed for reading and math. Teachers will rotate working with small groups while other students work independently and/or participate in enrichment activities. Tier 1 rated Ready Math and Guidebook assessments, in addition to DIBELs and LEAP 360 will be utilized to provide interim data on student progress and provide additional data to other areas of need. Grouping of students will change based on the results of the interim assessments provided after instruction. These changes will occur every 2 to 4 weeks, depending on student progress. Teachers providing instruction to students apply for positions. Administrators recruit their effective/highly effective teachers to provide support to 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) <ul style="list-style-type: none"> <input type="checkbox"/> Extended school day (if implementing before/ after school programs separate from the school day, please use that category) <input type="checkbox"/> Extended school week <input type="checkbox"/> Extended school year <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. 				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
Not applicable				
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) <ul style="list-style-type: none"> <input type="checkbox"/> Individual Graduation Plan (IGP) <input type="checkbox"/> IGP Planning Partner <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. 				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?				
Not applicable				
RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment			\$ 6,577,279	

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT   				
Key Investment: School Improvement Best Practices	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) <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Leadership Teams (ILT) <input type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. 				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?				

ESSER II and III funds are not being used for this key investment.				
Key Investment: Literacy Professional Development	ESSER II	\$ <input type="text" value="Click or tap here to enter text."/>	ESSER III	\$ 140,000
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <input checked="" type="checkbox"/> Other: Curriculum Professional Development around unfinished learning <input type="checkbox"/> Other: Click or tap here to enter text.				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
<p>To prioritize the students in grades 4-8 who failed to meet mastery on any statewide assessments during the 2020-2022 school years, teachers were trained over the summer on how to accelerate students with just-in-time tutoring. The district also partnered with American Reading Company (K-2) and Teaching Lab (3-12) for the teachers to engage in PD around addressing unfinished learning due to the pandemic. The PD occurred before the year started, and through the year with job-embedded, and whole group PD.</p> <p>To prioritize the students who failed to meet mastery on state-wide assessments in grades 4-8, the LEA implemented the LDOE Accelerate Tutoring Strategy along with targeted interventions using Tier I, state-approved curricula.</p> <p>The LEA used the evidenced-based activities of pre-teaching through accelerate tutoring occurred five days a week from August to May. Teachers were trained during the summer and throughout the year in this strategy. Targeted interventions for Tier III students occurred 3-5 days a week from August to May. The LEA used DIBLES, i-Ready, diagnostics and interims in OnCourse, and common unit assessments to measure outcomes and progress monitoring. This data was tracked and handed over to the state as part of a pilot with acceleration. These evidenced based activities are provided by the classroom teacher, retired teachers, and district personnel. They are supported by the academic team from the district, along with literacy and math coaches.</p>				
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment				\$ 3,118,689

EARLY CHILDHOOD EDUCATION 				
Early Childhood Program Expansion	ESSER II	\$ <input type="text" value="Click or tap here to enter text."/>	ESSER III	\$ <input type="text" value="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) <input type="checkbox"/> Ready Start Networks <input type="checkbox"/> Fund Pre-K seats <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				

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

The PCPSB is not the grantee for the Ready Start Network. The Pointe Coupee Early Childhood Coalition, the Resource and Referral Agency for the parish, is charged with the Ready Start Network goals, objectives, and associated activities. Currently, the Head Start and Pre-K programs are under enrolled. Funding will be used to recruit and enroll children through social media, advertising campaigns and outreach events.

Early Childhood Program Enhancement	ESSER II	\$ 50,000	ESSER III	\$ 15,342
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- CLASS Certification
- Professional Development from High-Quality Instructional Materials Vendor Guide
- Other: Conscious Discipline
- Other: ASQ3 Developmental Screener

PCPSB will invest ESSER funds to improve the quality of early childhood programs by training all school system administrators and early childhood teachers to Pre-K CLASS reliability. The CLASS Observation scoring data from each fall and spring will be used to determine program improvement and teacher professional development needs. Program enhancement will also increase through professional development in the district's Tier I early childhood curriculum, Creative Curriculum. Professional Development for Creative Curriculum will be allowable only through the LDOE Vendor's Guide. All early childhood teachers and support staff will participate in Conscious Discipline – Social Emotional program. This program will be implemented in conjunction with the support of an early childhood social worker who provides mental, behavioral and social support services to early childhood children in the district.

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

- PCPSB will identify early childhood children in need of intervention through the ASQ3 universal developmental screener. All early childhood teachers will be trained in the implementation of the ASQ3 by August 2022.
- The screener will be used as an entry developmental screener for all early childhood children administered within the first 45 days of school.
 - Results will be used to determine if a child's development is on track as expected. Children determined not on target or in need of interventions will be given individualized, targeted instruction that will be progress monitored monthly through-out the school year by teachers and administrators.
 - The district and schools will analyze and evaluate the data at the beginning, middle, and end of year.
 - Student, school, and district goals will be set and monitored after each progress monitoring.

Commented [KL1]: I need to check CLASS Certification, PD, Other : Conscious Discipline
Other: ASQ3 - Developmental Screener

Commented [KJ2R1]: ok. I will take care of marking the x's for you.

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	\$ 65,342
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SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$ 500,000	ESSER III	\$ 1,875,000
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	www.pcpsb.net			
COVID-19 Vaccination policies for staff and students	www.pcpsb.net			
Mask wearing policies for staff and students	www.pcpsb.net			
Physical distancing, cohorts, or learning pods	www.pcpsb.net			
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> Support universal and correct wearing of masks <input checked="" type="checkbox"/> Physical distancing (e.g., including use of cohorts/learning pods) <input checked="" type="checkbox"/> Handwashing and respiratory etiquette <input checked="" type="checkbox"/> Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems <input type="checkbox"/> Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments <input type="checkbox"/> Diagnostic and screening testing <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Continuity of Teaching & Learning	ESSER II	\$ 1,966,005	ESSER III	\$ 3,667,928
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input checked="" type="checkbox"/> Staff Training/Professional Development to support remote learning or safe reopening <input checked="" type="checkbox"/> Educational technology (computers/ laptops) <input checked="" type="checkbox"/> Educational technology (software/ programs) <input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input checked="" type="checkbox"/> Other: Hired full-time social worker for one campus <input checked="" type="checkbox"/> Other: Hired teachers to reduce class sizes. Contracted with retired teachers to assist with Dibels testing.				
SCHOOL SAFETY & OPERATIONS	2021-2022 Total Funding Commitment			\$ 8,008,933

DATA INFRASTRUCTURE 

Data Infrastructure	ESSER II	\$ 40,000	ESSER III	\$ 8,850
<p>Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p> <input type="checkbox"/> Early warning system to track student progression <input type="checkbox"/> Data security/cybersecurity <input type="checkbox"/> Data storage <input type="checkbox"/> Staff upskilling in data literacy/science/analysis <input checked="" type="checkbox"/> Statistical programs or analytics software <input checked="" type="checkbox"/> Enterprise data warehouse <input type="checkbox"/> Data dashboards or other activities to improve public transparency <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. </p>				
<p>Describe the LEAs plan for implementing evidence-based activities.</p>				
<p>The district has purchased the analytics component from OnCourse to track student data from state assessments, benchmarks, and classroom assessments to get a whole view of the student.</p>				
<p>DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment</p>				<p>\$ 48,850</p>