DEPARTMENT of EDUCATION
Louisiana Believes

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 underlined 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.**

REVISION: 12-3-21

LEA Name Calcasieu Parish School Board	LEA Code 010
Planning Contact (name) Shannon LaFargue	
Planning Contact (title) Chief Academic Officer	
Planning Contact (email) Shannon.LaFargue@cpsb.org	
Planning Contact (phone) 337-217-4040 ext. 1705	
Fiscal Contact (name) Karl Bruchhaus	
Fiscal Contact (title) Superintendent	
Fiscal Contact (email) Karl.bruchhaus@cpsb.org	
Fiscal Contact (phone) 337-217-4000 ext. 1703	
School System Leader Name Karl Bruchhaus	
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 groups[1], 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

DEPARTMENT of EDUCATION
Louisiana Believes

2021-2022 Academic Recovery and Acceleration Plan
✓ LA Comeback ✓ Federal Reporting ✓ Act 294 Investing ESSER Funds
8.21.21

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓					
Key Investment: **Attendance**	**ESSER II**	$303,382.00 Click or tap here to enter text.	**ESSER III**	$ Click or tap here to enter text.	

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

In addition to the COVID crisis, the LEA sustained significant attendance, well-being, and instructional impacts from 4 different weather events during the 20-21 school year. The LEA students did not attend school from March 13th of 2020 until late October and early November.

1. Hurricane Laura – The direct hit caused catastrophic damage across our district and impacted over 95% of all LEA facilities.
2. Hurricane Delta – Before we could fully restore our facilities after Hurricane Laura, Hurricane Delta made landfall within 15 miles of Laura's landfall.
3. Ice Storm – We lost 3 instructional days in February due to an ice storm that wreaked havoc on the area.
4. Flood – We lost 3 more instructional days due to severe flooding in May.

Forty schools missed between 39 and 45 days and sixteen schools missed between 46 and 61 days in the fall due to the hurricanes. All of these storms caused mobility rates to soar as we lost over 3,000 students to other areas of the state and nation. Our schools and CWA have spent a significant amount of time tracking down as many students as possible. Once identified, CWA and the school target those students for re-enrollment or proper coding if a drop. The following information in each category illuminates the data, frequency, metrics, progress monitoring, and staffing for all expenditures.

The LEA collects student data in JCAMPUS. As the data is disaggregated by race and learner status, the LEA can identify the student groups needing to be re-engaged. CWA referral data can be used to identify individual students who are habitually truant. Below is a summary of key findings:

- Overall, the LEA student enrollment decreased 10% from 30,338 in 2019-20 to 27,224 in 2020-21. A difference of 3,114 students.
- Overall, the LEA attendance rates decreased from 95.46% in 2019-20 to 91.53% in 2020-21.
- African-American students have substantially lower attendance rates year to date 2020-21 compared to the previous school year (94.87% dropping to 90.79%).
- Hispanic/Latino students have substantially lower attendance rates year to date 2020-21 compared to the previous school year (95% dropping to 91.38%).
- Data show that English learners have experienced a rise in chronic absenteeism (95.16% in 2019-20 to 91.53% in 2020-21)
- In 2020-2021, 541 students were referred to CWA for attendance (35% had not previously been referred to CWA and 23% were enrolled in remote learning.)
- Current data reveals that of the 275 students in our full-time learning platform (Connected Classrooms), 34 students were at-risk due to poor attendance and grades. Those students are being diverted back to a face to face setting.

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

DEPARTMENT of **EDUCATION**
Louisiana Believes

☒ Other: LSU Attendance Alliance initiative
☒ Other: Scantron Analytics Dashboard

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

When an individual student's attendance rate is 90% or less, the student is chronically absent, has lost a significant amount of instructional time, and should be referred to CWA. An increased focus will be placed on referred students belonging to an identified at-risk group. CWA will participate in the LSU Attendance Alliance initiative. The goal is to increase the overall attendance rate to 95% by the first semester of school and to increase the identified student groups to 95% by the end of the third nine weeks. CWA will track and monitor the referred students' attendance. The findings will be used to triage needs and scaffold support. We are currently utilizing Scantron Analytics Dashboard Data(Early Warning Tracking) that is integrated from JCampus so that Principals and District Leadership can track students that are at-risk. Current data reveals that in high school there are 993 students at-risk, in middle school 698, and in elementary 428. Those students are targeted for Accelerated learning opportunities and SEL focus. Based on the 20-21 and current truant data we want those students to be re-engaged that have not returned to our district due to weather events and virtual instruction due to COVID quarantines. CPSB CWA will progress monitor the targeted students for a 5% increase in overall attendance and a decrease in truancy.

Key Investment: **Well-Being**	**ESSER II**	**$40,000**	**ESSER III**	**$450,000** Click or tap here to enter text.

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

Discipline/PA   Universal screening (Scantron Analytics data results) results are reviewed four times per school year (once per grading period) on every student enrolled (~26,000) in the parish through the consideration of risk factors (attendance, failure rate, socio-economic disadvantage, suspensions, and academic performance levels) to determine the student's level of need. Currently, data reflects ~1790 (6.75%) students fall within the "At-Risk" category. These students identified as "At-Risk" will be further screened through the Suite 360 SEL pretest. This needs assessment will identify those students who are need of targeted supports. The student goals (measurable outcomes in evidenced based activities/instruction) will be specific to the factors that initially identified the student as being "At-Risk." The student's progress towards the goals will be reviewed four times per year (Scantron Analytics data results). These students will be provided targeted support through the Suite 360 Intervention and Mental Health programs. Each school principal will assign a designee to coordinate the delivery of these services. The Mental Health Program is provided through 8 unique lessons provided over the duration of the school year. The Suite 360 intervention has adaptive lessons provided that are specific to the student's needs. These lessons are provided throughout the school year on a schedule identified by the principal designee.

Parental Referrals: The code of conduct is distributed annually to Pre-K through 12th grade students (~ 26,000 students) within the first 6 weeks of school. Within the code of conduct, parents are provided the opportunity to request assistance for social emotional issues from the Response to Intervention/PBIS team through a referral process outlined in the Parent Concern Form.

School Staff Referrals: Throughout the school year schools identify students through the School Building Level Committee process who demonstrate concerns for mental health issues and make referrals through the Child-Find process.   PA: School Building Level Committees (SBLC) will receive referrals from the school's PBIS/RTI teams, parents, and other entities who express concerns regarding mental health and behavioral issues for students. These referrals may be the result of universal screening procedures, acute emotional/behavioral issues, or information received from outside agencies. The SBLC will determine appropriate next steps and, as part of the Child-Find process, will make a

![Department of Education - Louisiana Believes]

2021-2022 Academic Recovery and Acceleration Plan
✓ LA Comeback   ✓ Federal Reporting   ✓ Act 294 Investing ESSER Funds
8.21.21

referral for evaluation when there is sufficient evidence to suspect that the student has a disabling condition under Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act (IDEA).

Student Requests for Assistance: Each school has an assigned school counselor that a process for students to make requests for assistance.

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

☒ Mental and Behavioral Health- Discipline/PA Suite 360 Mental Health (Evolution Labs)
☒ Character Building – Discipline/PA Suite 360 Student (Evolution Labs)
☒ Trauma-informed care -Discipline/PA Trust Based Relational Intervention (TBRI)
☐ Full-Service Community Schools
☒ Adoption/ integration of SEL curriculum
☒ Professional development for staff Discipline/ PA Suite 360 (Evolution Labs)/ PBIS Coaching and External Evaluations
☒ Other: Discipline/ PA PBIS Rewards (license for PBIS management system).
☒ Other: Counselor Resources

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

Discipline/ PA

COVID pandemic and weather events have negatively impacted approximately 3,114 students and families that have returned to the area. LEA will need to provide stability to our families with a full-scale implementation over 2-3 years. Beginning fall 2021, all CPSB students will have access to Discipline/PA Suite 360 Mental Health (Evolution Labs) relating to mental health and behavioral supports through the Suite 360 Social Emotional Learning Assessment. Our implementation plan at beginning of the year will be to identify students through staff referral to be in need of additional supports provided through the Suite 360 Mental Health Prevention Program and placed in tiers according to their individual needs. Students with red flag indicators will be referred to the school counselor. Counselors have received resources to help students work through issues related to COVID and/or weather events that have negatively impacted their social and emotional needs as well as character building. Teachers will receive professional development for Evolution Labs, coaching, and evaluations from TBRI practitioners to address student behavior related to trauma. In January, tiered students will be reassessed for progress and placed accordingly to continue with or exit program. PBIS Rewards will reinforce students for meeting PBIS behavioral expectations using the PBIS management system. Based on end of year progress monitoring Suite 360 Social Emotional Learning assessments, students identified as still needing counseling will be priority for beginning fall 2022.

(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: Discipline/PA Suite 360 Staff
☐ Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment	$ 490,000

Commitment: **RECOVERY AND ACCELERATION** ✔ ✔ ✔				
Key Investment: **Targeted Learning Support**	**ESSER II**	$ 2,312,562	**ESSER III**	$ 8,959,804

![Department of Education - Louisiana Believes]

2021-2022 Academic Recovery and Acceleration Plan
✓ **LA Comeback**   ✓ **Federal Reporting**   ✓ **Act 294** Investing ESSER Funds
8.21.21

How will the LEA identify the disproportionate impact of COVID-19 on student groups[2], 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: Textbooks, Molo M.S. Hiring Incentives, 504 Consultants, Dual Enrollment Virtual Program, Band Instruments/Visual Arts Supplies
☒ Other: Site Licenses

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).*

C.P.S.B. is looking at recovery in two ways:
- Embracing baseline learning for all students
- Managing effective interventions for those students not on target.

Upgrading our curriculum offerings and the opportunities to engage in those offerings through robust technology in a 1 to 1 device environment certainly enhances our opportunity for both baseline and intervention learning. The funds available to enhance core curriculum subscriptions and materials and the professional development that goes with them are crucial. The purchase of devices for all our students and the learning platforms to operate them in class and for virtual offerings have been pivotal. The ability to provide supplemental pay for teachers to interact with students during the
summer months and in other specific intervention time has been and will be crucial to making up for lost time.

The superintendent led a brainstorming/benefit analysis session with all departments impacted by ESSER funding. This wide-ranging analysis allowed for each department to submit needs and thus establish a database that was utilized for the expenditure plan.

LEAP 2025 Data was analyzed for grades 4-5 to and determine approximately 3,893 students scored below proficient in Math. After determining the approximate number, math programs (ZEARN) aligned to high-quality curriculum were purchased to assist in supporting students to create strategic plans for supporting students with unfinished learning and unfinished instruction. Literacy programs (Amplify) aligned to the science of reading were purchased to support practice, diagnose, and progress monitor the 3,203 students who scored below proficient in ELA.

---

[2] ARP ESSER Fact Sheet

Grades 6-8 analyzed LEAP 2025 data and determined approximately 3,945 students were below proficient in Math. After determining the approximate number, math programs were purchased to assist in diagnosing gaps in learning and strategic plans developed at the schools by the staffs. Literacy programs were purchased for our approximate 4,421 students for diagnostic purposes and progress monitoring based on lexile level growth.

The data for special education students in grades 4th -8th were analyzed in ELA and Math. Approximately 1,283 students scored below proficient in ELA. Literacy programs have been purchased to support, practice, diagnose and progress monitor the performance of these students. Approximately 1,371 students scored below proficient in math. Supplemental state-approved programs were purchased to diagnose and support the unfinished learning of these students.

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: Textbooks
☐ 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?

Below you will find the plan(s) for departments related to academic recovery and acceleration. Included in the plans are specific resources that will be utilized to accomplish our goals of addressing the needs of all our students in the Calcasieu Parish School System.

Advanced Studies Department: Gifted, Talented Art, Advanced Placement – grades K-12 ** - Textbooks, virtual learning platforms, assessments (formative/summative) and interactive/experiential learning opportunities.

Advanced Studies Web Based Programming Supports:
- Talented Art: Art of Education Web Based Learning Program – Virtual learning
- K-5 Gifted requires interactive learning experiences project-based learning. The platforms listed are utilized in a virtual setting: Mystery Science (STEM activities and experiments), Hands-On-Equations (Algebra readiness), Bloxels (critical and creative thinking), Bitsbox: (Coding), Break-out Boxes (Coding & Problem-Solving)
- MS/HS Gifted Academics curriculum: Middle School and High School gifted curriculum is largely aligned with NMSI, pre-AP and AP focused curriculums to challenge the students and ensure college readiness.
- Web based supports are built into the textbook and ancillary programming purchases, for example: SpringBoard, MathMentor, Math XL, ALEKS, WebAssign, GOREACT, Edpuzzle. Programs like these

allow students to learn from home and at their own pace; to watch video lessons, practice simulations and to interact with their peers in a constructive way.

Advanced Studies Textbooks with Curriculum Updates & Online Resources:

Advanced Placement: In 2019 all College Board AP Curriculums experienced an updated Curriculum Design based on the following:

- A greater emphasis on discipline-specific inquiry, reasoning, and communication skills
- Rigorous, research-based curricula, modeled on introductory college courses, that strike a balance between breadth of content coverage and depth of understanding.
- Standards informed by:
  - Recommendations of national disciplinary organizations
  - Results of curriculum studies conducted at four-year institutions
  - Leading pedagogical and measurement practices
- Detailed curriculum frameworks, which tie the discipline-specific concepts, themes, and skills to a set of key learning objectives and emphasize conceptual understanding
- Exam questions designed to elicit evidence of student achievement for each learning objective.

In addition, in 2019-2020, the College Board AP Program created a myAP coursepage for teachers and students. This platform was instrumental in allowing students to continue to learn and take the end of year AP exams in the midst of Covid. The need for different learning platforms (Face to Face, Hybrid, Virtual and times of quarantine due to COVID) as well as the College Board curriculum redesigns requires us to update Textbooks that reflect these changes both in learning platforms, methods, content, and assessments.

The Advanced Studies Department purchases will focus on providing enhanced learning platforms that further in classroom tasks, utilize virtual learning, allow for data driven differentiation and improve our use of the one-to-one District devices. Most materials will be purchased in Spring/Summer 2022.

Click or tap here to enter text.

High School E2: Guidebooks 2018 for 9-12, 6-8 ($71,201.50) Training on the Learnzillion platform, assessments, and data dashboard took place during the fall 2021 professional development days. Guidebook units, quizzes, and assessments will be used by teachers to provide differentiated instruction. Additional materials needed to implement the curriculum were also purchased. Updated training and support to address students with gaps in learning will be provided to teachers through PLCs. Learnzillion platform provides for additional high-quality assessments for Guidebook units. Data dashboards provide teachers with additional information about student progress. High School Guidebooks 2018 and Middle School Guidebooks will be used to provide Tier 1 curriculum to students, as well as differentiated instruction.

High School E3: ACT Mastery Prep ($341,880)- The entire suite of ACT products was purchased to provide our staff and students with diverse, impactful methods to refine ACT content knowledge. The products purchased include ACT student boot camps, ACT lesson plans and daily warm-ups for all core areas, ACT practices tests with data analysis, student-specific interventions based on individual data, online ACT platforms, workbooks, College Readiness Guide, and professional development for all staff. The district will assist with guiding school PLCs to review data from the 3 practice tests to make plans for further improvement of students' ACT knowledge. Training and demo access for use of the products began last May, and teachers also attended a half day training in August. Additional training and support will proceed

during the school year. To guide teachers and schools with implementing all Mastery Prep products, the district created year-long pacing calendars for EOC and non-EOC core classes.

The ACT Mastery Prep products will target students at all academic levels. All students in grades 9-12 will take 3 full ACT tests. Data from the students' practice tests will be reviewed in PLCs where teachers will create whole-group lessons. Practice test data will also drive individually assigned lessons to students from Mastery Prep's Study Hall product. Students needing additional ACT refinement of content will use the online practice platforms, and core teachers will blend ACT warm-ups and lessons into their instruction. Because all teachers will have access to the products, students in disproportionately impacted subgroups like special education and English second language will have the opportunity to get additional practice in the platform in their resource, ELL, or regular classroom environment.

High School E3: Foundational Dual Enrollment ($120,000 allocated; Year 1=$75,357; Year 2= $15,000 textbooks/codes; Year 3= $15,000 textbooks/codes, Years 2 & 3 Misc= $14,643)
Through a partnership with Sowela College, students without the College Board-Qualifying ACT Readiness scores will take 6 hours foundational dual enrollment in the fall. In the spring, these same students will take 6 hours of freshman level dual enrollment for English and math, and the district will use SCA funds to pay tuition. The district and Sowela have agreed upon three qualifying methods for students to be eligible to take the 6 hours of college credits. To equitably offer these courses to students in all 11 high schools with dual enrollment-qualified instructors, the district is offering these courses in a synchronous learning setting. On students' home campus, they will have the English and math dual enrollment courses scheduled as part of their regular face-to-face day with a proctor assigned to the dual enrollment periods. The dual enrollment teachers will virtually teach students from a central location, and the dual enrolment teachers will also provide face-to-face lessons during periodic travel days. Dual enrollment instructors will focus on the college syllabus content and ACT readiness.

The program is designed to target students that are deficient in ACT English and/or math and would not have been afforded the opportunity to obtain college credits. All students' scores at every high school were reviewed to determine which students qualify for the program, and instructors will infuse ACT readiness in their instruction to improve ACT skills for all subgroups.

High School E2: Problem-Attic for 9-12 ($33,000.00) – Teachers will use the Problem-Attic platform s a LEAP 2025-aligned resource to enhance the high-quality assessment question pool accessible during the planning of teaching and learning. The data access on student performance along with the varied question delivery are tools that are available to teachers in data-driven decision-making and result analysis.
Problem-Attic allows for differentiated instruction and presentation amongst students using released test items and standard-based questions that are aligned with the LEAP 2025 assessment performance expectations.

High School E2: SpringBoard/Agile Mind for 9-12 ($303,000.00/$166,500.00) – SpringBoard and Agile Mind digital resources provide tiered, high-quality activities and assessments designed to keep students on target in a continual effort to bridge learning gaps and addressed unfinished learning due to the substantial amount of missed instruction per Covid-19 school closures. SpringBoard and Agile Mind both have digital assessment platforms that complement the consumable instructional materials provided to students. These platforms are tiered and present their assessments with similar question types and test designs to that of the LEAP 2025 testing experience.

High School E2: Labster ($32, 000)- Labster is a fully interactive advanced lab simulation based on mathematical algorithms that support open-ended investigations. Labster combines gamification elements, immersive 3D universe, storytelling and a scoring system which stimulates students' natural curiosity and highlights the connection between science and the real world. Labster is an online science platform that will provide students with engaging, real world science experiences. The program provides virtual experiments that will give students a new perspective on learning science in a modern, exciting way. Content from Labster will enhance biology LEAP 2025 classrooms and students' performance on the spring exam.

High School E2: Edulastic ($26,000 per year for 3 years) Edulastic is an online platform that provides standards-aligned assessments. The format of the assessments mirror LEAP 2025. The district created a pacing calendar with embedded Edulastic formative assessments to benchmark students' progress and to identify gaps in learning. District-led PLCs will be held at each high school to assist with benchmark data review and the development of teachers' lesson plans that will target areas of need identified in the assessments.

Special Education: There were 1,283 students who scored below proficient in ELA and 1,371 students who scored below proficient in math. Learning A-Z, Raz-Kids, Headsprout, Science A-Z: Learning A-Z, ISPIRE/SPIRE, Learning Ally, Fairview Learning Curriculum was implemented for special education students, including students receiving deaf/hard of hearing services to fully engage in high quality instruction each day. Daily acceleration supports were provided to students with a built-in scheduled time.

Special Education: Learning A-Z, Raz-Kids, Headsprout, Science A-Z: Learning A-Z provided digital and print reading interventions and small group remediation on a daily basis utilizing a leveled reading system and monitoring tools for students with disabilities in grades K-5. Students were guided through these activities based on their functioning and/or frustration levels. **Raz-Plus** lessons focused on increasing fluency and building background knowledge through topics and vocabulary related to grade-level lessons for students with disabilities in grades K-5 on a daily basis. **Headsprout** lessons were paced according to student mastery and focused on increasing phonemic awareness and phonics skills for students with disabilities in grades K-5 on a daily basis. **Science A-Z** included multi-level materials in English and Spanish that align with LSS for Science and ELA and contained a complete scope and sequence of K-5 science experiments for students with disabilities in grades K-5 on a daily basis. For all of the programs listed above, progress monitoring will occur every nine weeks. Measurable outcomes will include an increase in Mastery on LEAP 2025 and improvement in curriculum-based assessments given throughout the year.

Special Education: ISPIRE/SPIRE PD and Materials: ISPIRE/SPIRE offered six levels of intensive reading foundation interventions during in-class or small-group lessons that supplemented core instruction for students with disabilities in grades 3-5 on a daily basis; additionally, students with disabilities who received instruction in core and remediation in the resource setting received intensive reading interventions based on strategically aligned grade-level, data driven IEP goals/objectives. There is a progress monitoring component within the ISPIRE program. Measurable outcomes will be an increase in Mastery on LEAP 2025 and improvement in curriculum-based assessments given throughout the year.

Special Education: Sound Sensible (Pre-level to SPIRE) PD: Sound Sensible was used as an intensive intervention to support the needs of students who exhibit significant deficits in phonics acquisition and phonological awareness for students with disabilities in grades K-2 on a daily basis. Measurable outcomes will be an improvement in curriculum-based assessments given throughout the year.

Special Education: UNIQUE Learning Systems: UNIQUE delivered core instruction on a daily basis using digital and paper-based lessons to engage 3-12 grade students with moderate and severe intellectual disabilities in rigorous differentiated instruction that include evidence-based supports, scaffolds, and modifications appropriate to individual functioning and frustration levels. Assessment tools and progress monitoring were utilized to develop appropriate IEP goals and objectives. Measurable outcomes including curriculum-based assessments will be given throughout the year.

Special Education: Learning Ally: Learning Ally provided digital texts aligned with LSS for ELA and Science Content/Science Strands for students with disabilities in grades K-5. Students were able to fully engage in Tier 1 lessons and activities by adjusting read aloud texts to students' fluency rates, highlighting, and note-taking features which mirrored online assessments and increasing their ability to navigate online assessments. Measurable outcomes will be an improvement in curriculum-based assessments given throughout the year.

Special Education: Fairview Learning Curriculum: Fairview Learning Curriculum provided Deaf/hard of hearing teachers literacy tools to construct mental linguistic frameworks for Deaf/hard of hearing students in preschool-12th grades on a daily basis. These frameworks, specific to each user, allowed access and increasing fluency in English and American Sign Language, and ease the movement between the two languages. The program was seamlessly integrated into any existing reading program. Measurable outcomes will be an improvement in curriculum-based assessments given throughout the year.

Special Education: Sopris Voyager for Science and Social Studies: Grade level 6-8. Reading Strategies Applied to Social Studies or Science Passages to attack, fluency, and comprehension strategies and provides the extra, structured practice needed to cement gains and develop automaticity in authentic content area texts on a daily basis. With a focus on close reading of informational text, critical thinking, extended response items, and academic vocabulary. Measurable outcomes will be an improvement in curriculum-based assessments given throughout the year.

Special Education: Learning Independence & Future Employment (LIFE) Academy – Calcasieu Parish School Board is proposing a new facility. The LIFE Academy targets post 12th grade students-ages 18-21 with disabilities. The LIFE Academy focuses on transitioning from a high school campus to a post-secondary campus.

Music Education: Instrumental – Additional lessons for instrumental students will be provided for students to regain lost time during the pandemic shutdown and to get students back on appropriate pace. ($50,000 round one and $33,000 round two)

Elementary Department: After analyzing LEAP 2025 data, there were 3,893 students who score below proficient in Math and 3,203 students who scored below proficient in ELA. Amplify Science, CKLA and

Eureka math curriculum will be implemented for elementary students to fully engage in high quality instruction each day. Instructional schedules were created to ensure instructional time is given for high quality curriculum along with daily Acceleration supports. An assessment platform (Go Formative) was purchased to digitally house high quality curriculum assessments to progress monitor evidence-based activities at least every nine weeks. Student outcomes are measured by proficiency based on high-quality curriculum assessments.

Grades 6-8 analyzed LEAP 2025 data and determined approximately 3,945 students were below proficient in Math. After determining the approximate number, math programs (ALECKS, IXL, Iready) were purchased to assist in diagnosing gaps in learning and strategic plans developed at the schools by the staffs. Literacy programs(ALEKS, IXL, Iready, Knowledge Packs) were purchased for our approximate 4,421 ELA students who are below proficient for diagnostic purposes and progress monitoring based on Lexile level growth. These programs are being implemented with the acceleration model. After the gaps are assessed, these students are having the pre-requisite skills front loaded prior to new learning of grade level material. The progress monitoring occurs unit by unit, topic by topic as curriculum embedded assessments are taken.

English Learners Department grades K-5: The most effective evidence-based model of instruction for English learners (ELs) is Two-way immersion. This bilingual instructional model is available at Fairview Elementary School for native Spanish speaking English learners. Approximately 145 students in grades K-3 are in Two-way immersion, of the 145 students, 90% are Hispanic and 80% are English learners. The ENIL Foundational Skills Toolkit, is used for progress monitoring and to provide intensive word work for small groups of students who have demonstrated a need for specific skills in reading in Spanish, levels K–2. The Toolkit provides mini-lessons and instructional strategies to help teachers implement code-focused instruction. Students receive explicit instruction in phonological awareness, high-frequency word development, and phonics.
Additional bilingual paraprofessionals, including a parent liaison, have been hired to assist with registration, parent engagement, and promote student attendance for the Hispanic and EL population. Paraprofessionals also provide native language support to give ELs access to grade level Tier 1 curriculum for students that are in Sheltered-English content classes rather than Two-way classes. The instructional models utilized for CPSB's 415 elementary ELs is based on parents' choice.

English Learners Department grades 6-8: An English learners' Middle School site was established at F.K. White Middle School and a bilingual teacher and paraprofessional hired, in addition to the three ESL certified teachers that serve 66 ELs in grades 6-8. The site school creates a sense of security and a welcoming environment for newcomer families, reducing trauma, and bridging the home and school communication barrier. The site creates a greater sense of community in which students can thrive. A strong collaboration between the ESL staff and mainstream teachers provides a smooth transition and alignment of support and services. Instructional time is maximized by eliminating commute time to a separate ESL site from multiple middle schools. Among the EL curriculums reviewed by the state committee, Champion of IDEAS and Frames of Fluency were ranked the highest and have been purchased for EL instruction. The curriculum's progress monitoring checklist will be used for ongoing language development progress monitoring.

English Learners Department grades K-12: At all EL sites, certified ESL teachers and bilingual paraprofessionals provide content-based language instruction and support to English learners to promote

language acquisition and grade level content standard proficiency simultaneously. ELs receive equitable grade-level, high quality curriculum and sheltered English instruction along with explicit English language development through ESL push-in and pull-out support. Targeted English instruction is based on the results of the English Language Proficiency Screener (ELPS) and the annual English Language Proficiency Test (ELPT) which specifies the English proficiency in all four language domains: reading, writing, listening, and speaking. In the Spring of 2021, Calcasieu Parish tested 594 ELs using the state mandated ELPT.

English Learners Department grades 9-12: Language Tree Online is the EL standards-based curriculum purchased to support both classroom and/or virtual instruction.

These products will be purchased in fall 2021 through spring 2022. Principals, Assistant Principals, Directors, and Curriculum Consultants will conduct walkthroughs in fall 2021, January 2022, and spring 2022 in all classrooms to observe and provide feedback on the implementation of instruction of these resources by classroom teachers. Using high dosage tutoring for ELA and math utilizing high quality curriculum materials, literacy interventions, IGPs, and administering high quality assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs. Progress of students will be monitored utilizing the LEAP 360 Interim Assessment(s) in ELA and Math and lesson-embedded assessments. As a result, LEA expects the number of students scoring mastery and above will increase by 5% on all 4th-8th LEAP 2025 assessments (ELA, math, science, and social studies) on the Spring 2022 LEAP 2025 Assessment.

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)*

High School E2: Learnzillion: Results of assessments on the Learnzillion platform will be used to determine where there are gaps for students who did not score mastery or above on state-wide assessments. Teachers will follow the support in the Guidebook curriculum to expand support for students.

High School E2: SpringBoard and Agile Mind for 9-12 – The scaffolded structure of SpringBoard and Agile Mind curricula allow for embedded remediation in real time to address learning gaps and unmastered content through their platforms.

High School E2: Labster - Labster will provide high school students with a hands-on, real-world science experience for biology. This engaging platform will enhance biology classrooms and appeal to various learning styles. Because students will have real-world biology experiences, their engagement with content and performance on the LEAP 2025 will improve.

High School: Edulastic- Edulastic is an online platform that provides standards-aligned assessments. The format of the assessments mirror LEAP 2025. The district created a pacing calendar with embedded Educlastic formative assessments to benchmark students' progress and to identify gaps in learning. District-led PLCs will be held at each high school to assist with benchmark data review and the development of teachers' lesson plans that will target areas of need identified in the assessments.

Elementary and Middle School Department: Approximately 3,900 Elementary and 4,440 middle school students who did not score mastery will be provided additional targeted instruction during the instructional

school day. For grades 4-5, they will receive a minimum of 60 minutes embedded within the school day as research indicates that pre/post school hours are not as successful. For grades 6-8, they will receive a minimum of 25 minutes embedded within the school day. All students in Calcasieu Parish are taught using high-quality materials daily and is monitored through CIS, implementation of NIET best practices, and utilization of the Instructional Practice Guide. In addition, all teachers are provided with continuing education for teachers to provide quality instruction by external curriculum coaches once a month.

Principals, Assistant Principals, Directors, and Curriculum Consultants will conduct walkthroughs in fall 2021, January 2022, and spring 2022 in all classrooms to observe and provide feedback on the implementation of instruction of these resources by classroom teachers. Intervention/Acceleration during the school day provided by the content specific teacher. Students' progress will be monitored utilizing the LEAP 360 Interim Assessment(s) in ELA and Math. Intervention is provided by the content specific teacher to students in grades 3-8 who do not achieve mastery on the state assessments daily during the school day from August 2021-May 2022. As a result, LEA expects the number of students scoring mastery and above will increase by 5% on all 4th-8th LEAP 2025 assessments (ELA, math, science, and social studies) on the Spring 2022 LEAP 2025 Assessment.

Key Investment: **Before and After School Programs**	ESSER II	$ 187,757.87	ESSER III	$ 22,338

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: After school deaf/hard of hearing immersion program
☒ Other: After school STEM learning programs

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

Grades 6-8 are utilizing teacher led Saturday school to go beyond the school day. Approximately 350 of our students are utilizing this option. Our 6-8 schools have traditionally not had the participation in the past for before or after school tutoring, transportation being the main barrier**.**

STEM programs before and/or after school at the Region 5 STEM Center, including but not limited to robotics, NASA activities, coding, engineering & design challenges, etc. will be implemented to enhance and support not only math & science standards, but also social studies & ELA.

Special Education: Students with disabilities in grades 4-5 who were not proficient are offered tutoring opportunities after school. Approximately 300 of our students utilized this opportunity. Students with disabilities in grades 6-8 who did not score proficient on LEAP 2025 participated in teacher-led Saturday school and after school tutoring where IEP specific goals and objectives were addressed.

After a staff-leveraging LEA analysis of opportunities for tutoring services, the LEA is purchasing 4,000 seats with **TUTORME**. This service is a 24-7, 365-day synchronous-virtual tutoring center in which the student can work with a live tutor from home or during non-school hours.

Tutoring will be offered to all students in grades 3-8 who did not score mastery and above.

The students targeted will be students, who did not score mastery, who are at-risk, and in need of extra support beginning November 2021-April 2022 and October 2022-April 2023 for 30 minutes 3 days a week.

Tutoring will be provided by certified teachers with strong content knowledge in the subject area in which they will be supporting. After school services funded to pay salary and benefits.

Students' progress will be monitored utilizing the LEAP 360 Interim Assessment(s) in ELA and Math.

As a result, LEA expects the number of students scoring mastery and above will increase by 5% on all 3-8 LEAP 2025 assessments (ELA, math, science, and social studies) on the Spring 2022 LEAP 2025 Assessment.

Key Investment: **Summer Learning Programs**	ESSER II	$ 474,000	ESSER III	$ 693,969.71

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: STEM summer learning programs
☐ 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?

High Schools E2: Summer School ($60,474.25)- The district provided multiple summer opportunities for high school students. Students were able to take a limited menu of new, repeat, and credit recovery credits in a face-to-face summer school setting at multiple campuses. Online learning was via Edgenuity, and face-to-face learning was through district/state curriculum materials.
To accommodate students from all subgroups, the district provided online summer school for new and repeat credit for students with approved circumstances where face-to-face learning was not viable. In response to learning time lost for all students, the district chose to limit the course offerings in core areas so that students were not able to take impactful core courses in a shortened summer school setting.

Approximately K-8 450 students were provided with a Tier 1 implemented Math and ELA summer academy. There were multiple enrichments offered throughout the summer that created a school day learning

environment and promoted rigorous core instruction, while engaging the students in meaningful learning classes that gave them various learning experiences.

Special Education: American Sign Language Stem Camps: The two five-day American Sign Language Camps taught by a certified teacher of the Deaf/hard of hearing and highly qualified educational interpreter allowed our signing Deaf and Hard of Hearing students in grades K-8 to come together to learn new vocabulary, conduct scientific experiments, create crafts, eat tasty food, and have fun while learning! Students engaged in hands-on science and literacy activities based on the book "Zoey and Sassafras: Dragons and Marshmallows." Measureable outcomes be an increase in Mastery on LEAP 2025 and improvement in curriculum-based assessments given throughout the year. Approximately 15 students from grades K-8 participated.

Special Education: MMM Camp – Maximizing Learning by utilizing Modeling and Manipulatives: Students with disabilities in grades 3rd-5th were guided by teams of special education teachers and paraprofessionals as they engaged in a variety of ELA and math activities for the week. Manipulatives were used to strengthen conceptual development in math. To address students various learning styles, visual and auditory modeling supports were implemented to support students in achieving LDOE ELA goals.   Measureable outcomes included an increase in Mastery on LEAP 2025 and improvement in curriculum-based assessments given throughout the year. Approximately ten students participated.

Special Education Middle School Summer Gains Camp: Intensive support will be provided at the Summer Gains three-week camp. Special Education teachers offered small group remediation using Agile Minds and LearnZillion. Measurable outcomes will be indicated in the LEAP 2025 assessment and in curriculum embedded assessments.

Special Education Camps for students with significant cognitive disabilities – Grade 6-12
Students with significant cognitive disabilities in 6th-12th grades were offered remediation toward their transition goals during two two-week camps. Special education teachers and paraprofessionals addressed the following skills: career, life skills, and self-help. Students were assessed daily through student demonstration and student performance. Approximately 20 students participated in these camps.

Elementary Department: Approximately 430 summer School-Students had the opportunity to attend a summer school which included ELA Guidebook, CKLA, Eureka Math and many enrichment options. High-quality instruction was received daily to increase student understanding and knowledge shown by high-quality curriculum assessments. Curriculum embedded assessments were given weekly to monitor progress.

Middle School Department: Approximately 450 Summer School-Students had the opportunity to attend a summer school which included ELA Guidebook, Eureka Math and many enrichment options. High-quality instruction was used to increase student understanding and knowledge shown by high-quality curriculum assessments. The students' progress was monitored weekly and during the summer session and students' current grades are being monitored and correlated with LEAP 2025 achievement data (in progress).

ESL Summer School- English learners in grades K-8 had an opportunity to attend 20 days of "Summer Gains" with other CPSB students. ESL teachers and bilingual paraprofessionals addressed newcomers' needs by

building the academic language and foundational skills needed for future success. Of the 169-beginning level ELs that were invited to attend the summer program, 89 ELs participated. Pre and post tasks were used to monitor student growth.

Summer Soccer Camp for children with Autism: Students with autism in preschool- 5th grades participated in two six-day soccer camps taught by special education teachers and staff. Students were given a pre-skills assessment and a post-skills assessment. Students with autism have limited opportunities for athletic engagement. Covid school closures and restrictions prevented regular opportunities for individual and team sports activities. Approximately 15 students participated in this camp. Athletic engagement in group sports has been research proven to have positive social skills and emotional mental health benefits. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3751802/.

STEM Summer Camps were developed to enhance and support not only math & science standards, but also ELA & social studies. Students are exposed to STEM experiences in a Project Based Learning (PBL) environment. Examples include Learning Undefeated Drop Anywhere mobile labs, the NASA Astro Camp, Robotics training and competitions, esports and coding, and Minecraft edu.

Summer Exploration Camps: Camps were creatively developed by staff and offered throughout the summer at various times. Camps such as *Cook's Creation, Be An Actor, Music Theory, Arts & Crafts, Healthy Eating & Happy Gardening, Virtual Bootcamp, Sew Creative, Intro to Coding,* were offered for free to any student interested in attending.

After a staff-leveraging LEA analysis of opportunities for tutoring services, the LEA is purchasing 4,000 seats with TUTORME. This service is a 24-7, 365-day tutoring center in which the student can work with a live tutor from home or during non-school hours. The students targeted will be students grade 7-12 who are at-risk and in need of extra support. After the initial roll-out, the LEA will look at expanding to target students at lower grades who are below proficient.

From May 30, 2021- June 24, 2021 Summer Gains was hosted by 2 middle schools, 2 elementary schools and 1 high school. Funds are allocated for salaries and benefits for staff including teachers, administrators, paras, bus drivers, and special education teachers as well as the STEM program. Funds allocated for Acceleration/guidebook/math modules and instructional materials such as Zearn and ELA Guidebook units.

Frequency was 5 days a week from 8 am- 2pm for over 880 students who were not currently on track and students who did not score mastery and above on the LEAP 2025 assessments.

Summer Gains was taught by certified teachers with strong content knowledge in the subject area utilizing high quality curriculum and interventions.

As a result, LEA expects the number of students scoring mastery and above will increase by 5% on all 4-8 LEAP 2025 assessments (ELA, math, science, and social studies) on the Spring 2022 LEAP 2025 Assessment.

As per Act 294 of students who did not meet the standard of Mastery on state assessments in 2021.

Students in grades 4-8, who did not score mastery and above, will be prioritized to ensure a seat and provided transportation to Summer Gains for summer school May 2022 – June 2022.

Key Investment: **Extended Instructional Time**	**ESSER II**	$ $771,900	**ESSER III**	$ $585,000

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: Achieve 3000
☐ 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.
High School E2: Achieve 3000 Literacy and Math ($771,900 for 2 years and estimated $385, 950 for year 3)- Achieve 3000 Literacy and Math were purchased to fill the gaps in learning for students. All high schools have added an extra period to the school day. This additional period has been designated as FUEL (Finding Unmet Essential Learning in English and Math). The district created a year-long pacing calendar that designates two days a week to Achieve Literacy and two days a week to Achieve Math. The district also created grading parameters to award a credit for the FUEL course. Professional development for Achieve will be on-going, and other supports like live "help" from the vendor will be provided all year. Students will begin work in both Achieve products by taking a Level Set that will identify their Lexile and Quartile. From there, the program will assign content to fill gaps in learning and/or accelerate students' content knowledge.   Because all teachers will have access to the products, students in disproportionately impacted subgroups like special education and English second language will have the opportunity to get additional practice in the platform in their resource, ELL, or regular classroom environment.

Job-embedded professional development for **K-8** teachers will be ongoing to support differentiation in the four core subject areas. ELA will be focusing on the Diverse Learners Supports. This training will provide our teachers with the planning tools to differentiate for our nearly 4,421 students that are below Mastery.

CPSB K-8 math teachers will receive ongoing coaching through various vendors to support the implementation of Tier 1 math curriculum. This training will provide our teachers with the planning tools to differentiate and implement the tier 1 more effectively for our nearly 3,945 students that are below Mastery.

Science teachers will receive professional development through Amplify to extend their depth of knowledge in our science curriculum and learn to better serve our students.

Social Studies will continue to receive ongoing support in DBQs.

![Department of Education Louisiana Believes]

2021-2022 Academic Recovery and Acceleration Plan
✓ LA Comeback ✓ Federal Reporting ✓ Act 294 Investing ESSER Funds
8.21.21

For grades 6-8, they will receive a minimum of 25 minutes embedded within the school day with a targeted focus on pre-requisite skills.

Special Education: After-School Deaf/Hard of Hearing Immersion Program: The After-School Deaf/Hard of Hearing Immersion Program provides language development opportunities for the Deaf signing students in preschool-8th grades and their families due to educational and social time lost during school closures attributed to the COVID-19 pandemic. The After-School Deaf/Hard of Hearing Immersion Program will be provided two days each week in the spring.   Measurable outcomes will be an increase in Mastery on LEAP 2025 and improvement in curriculum-based assessments given throughout the year.

Special Education: Deaf Community Building/Language Development Opportunities. Deaf community building/language development opportunities resulting from educational and social time lost during school closures due to the COVID-19 pandemic includes (a) monthly Deaf socials for the deaf/hard of hearing students in preschool-12th grades and their families in order to increase language exposure opportunities for these students and their families, and (b) annual free American Sign Language classes for all students, staff, and general public in order to create social opportunities to further sign language skills in the real world. With the increase of American Sign Language usage by Deaf/hard of hearing students, families in the community, and staff working with the Deaf/hard of hearing students, language skills of Deaf/hard of hearing students will improve. Measurable outcomes will be an increase in Mastery on LEAP 2025 and improvement in curriculum-based assessments given throughout the year.

Special Education High School: Intensive small group remediation for students with disabilities in grades 9-12 was provided daily using LearnZillion and Springboard. Remediation was also provided on LEAP 2025 deficits. Measurable outcomes will be indicated in the embedded assessments throughout the curriculum.

Elementary Department: Amplify Reading and Zearn provide students additional instructional time during the day with high-quality supplemental materials to support high-quality instruction in the classroom. Students in disproportionate subgroups and who were not proficient in grades 4 and 5 will have an opportunity to access high-quality instruction. Progress monitoring is reviewed weekly by teachers and Leadership Teams at school sites to support student's unfinished learning and unfinished instruction.

Extended Instructional time will be provided by the content specific teacher. Students' progress will be monitored utilizing the LEAP 360 Interim Assessment(s) in ELA and Math and Achieve 3000. Intervention is provided by the content specific teacher to students in grades 3-8 who do not achieve mastery on the state assessments daily during the school day from August 2021-May 2022. As a result, LEA expects the number of students scoring mastery and above will increase by 5% on all 4th-8th LEAP 2025 assessments (ELA, math, science, and social studies) on the Spring 2022 LEAP 2025 Assessment.

Key Investment: **Individual Student Plans for Success**	ESSER II	$ 1,087,000	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: substitutes and after hour school planning stipend
☒ Other: ACT Mastery Prep

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

By maintaining a floating substitute, LEA will pay our teachers a supplement for planning 1 hour after school since they will voluntarily cover classes when teachers are absent so the disruption to our students' instruction will be minimized.

Funding has been allocated for Pre-ACT assessments to be administered to all 9-11 grade students 3 times during the school year. The data collected from the practice and Pre-ACT will be used to ensure that strong IGPs are developed for students and coursework is fully aligned to the students' pathways. A FUEL period has been added to high school students in grades 9-11 to utilize ACT resources.

LEAP 2025 data was analyzed for grades 4-5 to and determine approximately 3,893 students scored below proficient in Math. After determining the approximate number, math programs aligned to high-quality curriculum were purchased to assist in supporting students to create strategic plans for supporting students with unfinished learning and unfinished instruction. Literacy programs aligned to the science of reading were purchased to support practice, diagnose, and progress monitor the 3,203 students who scored below proficient in ELA.

LEAP 2025 data was analyzed for grades 6-8 to and determine approximately 3,945 students scored below proficient in Math. After determining the approximate number, math programs aligned to high-quality curriculum were purchased to assist in supporting students to create strategic plans for supporting students with unfinished learning and unfinished instruction. Literacy programs that complement Tier 1 instruction were purchased to support practice, diagnose, and progress monitor the 4,421 students who scored below proficient in ELA.

Teachers reviewed LEAP 2025 student data during PLC meeting to determine support for students who did not score mastery in ELA and Math. A plan was created for each student and instruction is given during Acceleration time each day. Students are monitored for progress using curriculum-based assessments each nine weeks by the content specific teacher.

Students' progress will be monitored utilizing the LEAP 360 Interim Assessment(s) in ELA and Math. Intervention is provided by the content specific teacher to students in grades 3-8 who do not achieve mastery on the state assessments daily during the school day from August 2021-May 2022. As a result, LEA expects the number of students scoring mastery and above will increase by 5% on all 4th-8th LEAP 2025 assessments (ELA, math, science, and social studies) on the Spring 2022 LEAP 2025 Assessment.

RECOVERY AND ACCELERATION	**2021-2022 Total Funding Commitment**	$ 14,895,280

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

Key Investment: **School Improvement Best Practices**	**ESSER II**	**$ 536,969**	**ESSER III**	**$ 1,876,866**

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: Curriculum Professional Development, site licenses
☒ Other: Personalized professional development (Bullseye)

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?

High School E2: ACT Certified Educators and Core Teacher ACT Content Training ($77,160) - Training on the ACT and specific English content was purchased to provide teachers with a more in-depth understanding of the ACT test and the ACT's college and career readiness standards. An additional 1/2 day of training will be provided for all core teachers. For the ACE training, teachers will acquire a thorough understanding of ACT test specifications, examine closely the content of the English test, and receive guidance in a wide array of ACT test preparation strategies. Additionally, all core teachers will spend a half day with ACT to gain strategies for preparing students for the ACT. The improvement in ACT instruction will impact high school students with a special focus on students in their junior and senior year, who are preparing for college and career. Strategies gained from tutoring will be utilized with students as they prepare to take the ACT. The strategies will also be infused within content areas to help improve student outcomes on the ACT.

Advanced Studies Department: Gifted, Talented Art, Advanced Placement – grades K-12: Due to COVID learning deficits, the following professional development opportunities are necessary to aid teachers in providing appropriate learning experiences that will improve student achievement and help them meet their full potential.

The Advanced Studies Department professional development (k-12) will focus on providing enhanced learning platforms that further in classroom tasks, utilize virtual learning, allow for data driven differentiation and improve our use of the one-to-one District devices.

❖ Rice APSI, AP Annual, TAGT, NAGC (National Association for Gifted Children), NMSI 365, and guest speakers will allow us to increasingly meet the needs of all learners in multiple learning environments and platforms.
❖ Most materials will be purchased in Spring/Summer 2022.

Advanced Studies - Advanced Placement: In 2019 all College Board AP Curriculums experienced an updated Curriculum Design based on the following:

❖ A greater emphasis on discipline-specific inquiry, reasoning, and communication skills
❖ Rigorous, research-based curricula, modeled on introductory college courses, that strike a balance between breadth of content coverage and depth of understanding.
❖ Standards informed by:
  ➢ Recommendations of national disciplinary organizations
  ➢ Results of curriculum studies conducted at four-year institutions
  ➢ Leading pedagogical and measurement practices
❖ Detailed curriculum frameworks, which tie the discipline-specific concepts, themes, and skills to a set of key learning objectives and emphasize conceptual understanding
❖ Exam questions designed to elicit evidence of student achievement for each learning objective.
❖ In addition, in 2019-2020, the College Board AP Program created a **myAP coursepage** for teachers and students. The need for different learning platforms (Face to Face, Hybrid, Virtual and times of quarantine due to COVID) as well as the College Board curriculum redesigns requires us to provide more professional

development opportunities that reflect these changes both in learning platforms, methods, content, and assessments.

Advanced Studies MS/HS Gifted Academics curriculum: Middle School and High School gifted curriculum is largely aligned with NMSI, pre-AP and AP focused curriculums to challenge the students and ensure college readiness.

Elementary/Middle Department: Instructional leadership teams at each school will work with a vendor (Teaching Lab, TNTP, or School Kit) based on their needs assessment and baseline data. School leadership teams will have at least 2 on-site coaching visits with virtual check-ins throughout the school year to ensure high quality job embedded professional development. Measurable outcomes will be based on observation data in the classroom of improvement of classroom instruction.

For grades 6-8, they will receive a minimum of 25 minutes embedded within the school day with a targeted focus on pre-requisite skills. This is a mindset shift and we are developing our workforce with training to analyze adaptive challenges causing them to explore their beliefs, biases, and other philosophical aspects of their practices. We have been so focused on remediation that the idea of acceleration is taking time to shift to.

LEA is beginning training educators on NIET ILT Best Practices. We are working to develop our non-CIR schools to operate at the best practice level that NIET offers. We are refining our focus to data, individual growth, clusters/plc, and evaluations. Beginning in the summer of 2021 and weekly during current school year, elementary and middle school directors and administrators conducted a book study, Leverage Leadership, which will provide guidance and strategies targeting students who did not achieve mastery on LEAP 2025.

Students' progress will be monitored utilizing the LEAP 360 Interim Assessment(s) in ELA and Math. Intervention is provided by the content specific teacher to students in grades 3-8 who do not achieve mastery on the state assessments daily during the school day from August 2021-May 2022. As a result, LEA expects the number of students scoring mastery and above will increase by 5% on all 4th-8th LEAP 2025 assessments (ELA, math, science, and social studies) on the Spring 2022 LEAP 2025 Assessment.

Key Investment: **Literacy Professional Development**	ESSER II	$ Click or tap here to enter text.	ESSER III	$ 45,000

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

☐ Literacy Content Leaders
☐ Literacy Coaches
☒ Other: Professional Development for K-5 Teachers of Students with Disabilities
☒ Other: ELA Middle School Consultant

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

Elementary/Middle Department- AIM Institute for Learning and Research will provide Pathways to Proficient Reading to all administrators, Literacy Coaches, and K-3 regular education teachers, along with any new SPED education teachers for the 2022-2023 school year. AIM Pathway is an interactive digital teacher training platform designed to deliver AIM's proven research and evidence-based content that is aligned with the IDA Knowledge and Practice Standards for Teachers of Reading.

Elementary Department is providing training for teachers in grade 3-5 unit planning, analyzing student work, and diverse learner supports.

The middle school ELA consultant is also completing the AIMS training to support the development of our literacy coaches along with our ELA teachers. This will provide crucial insight on how to support our approximately 25 students in 6-8 grades that are reading below 3rd grade level.

Special Education - LETRS: LANGUAGE ESSENTIALS FOR TEACHERS FOR READING AND SPELLING
Is a flexible literacy professional learning solution for kindergarten – 5th grade educators. LETRS provides teachers with research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student. LETRS teaches the skills needed to master the fundamentals of reading instruction – phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. Teachers gained essential skills to master the fundamentals of literacy instruction required to apply and transform student learning for all students including those with disabilities, especially those reading below grade-level and have significant spelling difficulties as indicated on curriculum-based assessments and evaluation data listed in their Individualized Educational Program(IEP). All K-5 special education teachers will be required to participate in this training.

Special Education: Sopris Voyager Science and Social Studies provided a half day of virtual training with additional support from the Special Education District Content Interventionist for teachers of middle school students with disabilities who did not achieve Mastery in the areas of Science (approximately 217 students) and Social Studies (approximately 214 students) on LEAP 2025 during the 2020-2021 testing period. The training was based on students' familiarity with word attack, fluency, and comprehension strategies and provided the extra, structured practice needed to cement gains and develop automaticity in authentic content area texts. With a focus on close reading of informational text, critical thinking, extended response items, and academic vocabulary, Sopris-Voyager Science and Social Studies focused on struggling readers. LEAP 360/LEAP 2025 will be used to progress monitor student growth three times during the school year at the beginning, middle, and the end.

After school high dosage of tutoring will be offered to all students in grades 3-8 who did not score mastery or above in all subjects (funds allocated by the REAL grant for literacy).

Timeline- August 2021-May 2022 and August 2022-May 2023 / 1 hour a day 4 days a week
Small group instruction of no more than twelve students will occur utilizing high quality materials.

Literacy Intervention is provided by the content specific teacher or para for students in grades 3-8 who do not achieve mastery on the state assessments daily during the school day from August 2021-May 2022. Students' progress will be monitored utilizing the LEAP 360 Interim Assessment(s) in ELA and Math. As a result, LEA expects the number of

students scoring mastery and above will increase by 5% on all 4th-8th LEAP 2025 assessments (ELA, math, science, and social studies) on the Spring 2022 LEAP 2025 Assessment.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	$ 2,458,835

EARLY CHILDHOOD EDUCATION ✔️

Early Childhood Program Expansion	ESSER II	$ 99,755	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: Technology
☐ 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 most recent data available shows that Calcasieu's network serviced approximately 1,927 publicly funded children. With the allotted ESSER II and III funds, Calcasieu's network plans to ensure all publicly funded students have access to the internet. The Kajeet Hotspots allows all students to continue utilizing programs such as Waterford and ABCmouse at home.

Kajeet Hotspots - Kajeet hotspots provides a secure, reliable, and controlled wireless experience for students and staff that have no internet access at home. The software allows the district to be CIPA compliant.

Due to the ongoing effects of the COVID-19 pandemic, Calcasieu's network (childcares, school system, charter, and Head Start) is working to ensure all program partners are prepared for CLASS observations to be conducted in virtual and/or hybrid classrooms. Swivel Tablet stands will help observers to observe discreetly, without distracting the teacher or children.

Swivel Tablet Stands – Swivel tablet stands support educators with conducting video observations of their teaching and interaction with children. This will ensure reflective practice and the evaluation of teaching effectiveness. This tool will also support hybrid/virtual learning platforms.

LEA goal is for at least 80% of pre-Kindergarten students to meet or exceed literacy, language and cognition objectives for the Teaching Strategies Gold assessment by the final benchmark assessment May 2022.

![Louisiana Department of Education - Louisiana Believes]

2021-2022 Academic Recovery and Acceleration Plan
✓ LA Comeback   ✓ Federal Reporting   ✓ Act 294 Investing ESSER Funds
8.21.21

LEA goal is for 805 of pre-Kindergarten students will score mastery or higher for the four-year old widely held expectations on 14 of 18 objectives/indicators in Literacy, Language, and cognitive development as addressed by TS Gold.

Early Childhood Program Enhancement	ESSER II	$ 75,000	ESSER III	$ 150,000

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?

The 2021-2022 **Calcasieu Parish Early Childhood Curriculum** Review Committee will have the unique challenge of analyzing curriculum materials that have been selected to address Louisiana's Birth to Five Early Learning and Development Standards (ELDS). A high-quality Tier I curriculum will be selected for approximately 1,200 students. It will include appropriate materials and activities based on what children should know and be able to do. Students will have the opportunity to engage in hands-on, engaging, and interactive experiences through whole group, small group and individualized attention or instruction.

The Early Childhood Department is providing job-embedded professional development and ongoing coaching to support the implementation of Tier 1 curriculum. This training will provide our teachers with the planning tools to differentiate and implement Tier 1 more effectively for our nearly 1,200 students that are publicly funded.

Job-embedded Professional Development - Job-embedded professional development for early childhood teachers will be ongoing to support differentiation in the core subject areas. Our early childhood teachers will receive ongoing coaching through various vendors to support the implementation of Tier 1 early childhood curriculum.

Early Childhood Curriculum: Early Childhood curriculum is largely aligned with elementary focused curriculums to challenge the students and ensure kindergarten readiness.
The Early Childhood Department purchases will focus on providing enhanced learning platforms, utilize virtual learning, allow for data driven differentiation and improve our use of the one-to-one District devices. Most materials will be purchased in Spring/Summer 2022.

Staff Training/Professional Development to support the implementation of early childhood curriculum
Professional development will be on-going, and other supports like live "coaching" from the vendor will be provided.

LEA goal is for at least 80% of pre-Kindergarten students to meet or exceed literacy, language and cognition objectives for the Teaching Strategies Gold assessment by the final benchmark assessment May 2022.

LEA goal is for 805 of pre-Kindergarten students will score mastery or higher for the four-year old widely held expectations on 14 of 18 objectives/indicators in Literacy, Language, and cognitive development as addressed by TS Gold.

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	$ $324,755

SCHOOL SAFETY & OPERATIONS ✔

Safe School Reopening	ESSER II	$ 1,953,000	ESSER III	$ 171,400

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://www.cpsb.org/cms/lib/LA01907308/Centricity/Domain/2449/CPSB%202021-2022%20Return%20To%20School%20Plan.pdf; https://www.cpsb.org/Page/13283
COVID-19 Vaccination policies for staff and students	https://drive.google.com/file/d/1aW4cMCYxmx87iXy54K5y3WaRkUg8ESx2/view?usp=sharing
Mask wearing policies for staff and students	https://www.cpsb.org/cms/lib/LA01907308/Centricity/Domain/2449/CPSB%202021-2022%20Return%20To%20School%20Plan.pdf; **https://www.cpsb.org/Page/13283**
Physical distancing, cohorts, or learning pods	https://www.cpsb.org/cms/lib/LA01907308/Centricity/Domain/2449/CPSB%202021-2022%20Return%20To%20School%20Plan.pdf; **https://www.cpsb.org/Page/13283**

If all information is in the main School Reopening Plan, please enter the same URL for each.

DEPARTMENT of EDUCATION
Louisiana Believes

2021-2022 Academic Recovery and Acceleration Plan
✔ **LA Comeback**   ✔ **Federal Reporting**   ✔ **Act 294** Investing ESSER Funds
8.21.21

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

☒ Provide vaccinations to educators, other staff, and students, if eligible
☒ Support universal and correct wearing of masks
☒ Physical distancing (e.g., including use of cohorts/learning pods)
☒ Handwashing and respiratory etiquette
☒ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
☐ Diagnostic and screening testing
☒ Other: Camera systems Click or tap here to enter text.
☐ Other: Student pre-packaged supplies for elem. and middle school; nutrition supplies and technology

Continuity of Teaching & Learning	**ESSER II**	$ 6,728,381.79	**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)*

☒ 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: Tech contacts at each school (stipends); earbuds for all students
☒ Other: STEM bus – extended classroom; van for repairing tech

Describe the LEAs plan for implementing evidence-based activities.

Staff Training/Professional Development to support remote learning or safe reopening

IMPACT Training Substitutes - IMPACT's purpose is to provide educational technology professional development for district educational technology tools and resources for core subject teachers. This is an annual training that took place during Fall 2021 which requires the cohort of teachers to need substitutes over the 2.5 days of training. This collaborative project between the Technology Training Center and district Curriculum Departments to develop training for the integration of a 1:1 learning environment including resources for socially distanced face-to-face instruction and distance learning tools to meet the needs of students. Teachers created Canvas learning modules to share with their department to have a repository of content in the event the need to go virtual arises or for students who are absent or quarantined.

Educational Technology (computers and laptops)

Computers and Laptops - CPSB will provide upgrades to the computers used by administrators and front office staff. With updated software being adopted by the district and increased reliance on technology, upgrades to front office computers are necessary. This will ensure increased efficiency and, in some cases, increased security for employees.

IMPACT Laptops - IMPACT's purpose is to provide educational technology professional development for district educational technology tools and resources for core subject teachers. This is an annual training that took place during Fall 2021 which requires the cohort of teachers to need substitutes over the 2.5 days of training. This collaborative project between the Technology Training Center and district Curriculum Departments to develop training for the integration of a 1:1 learning environment including resources for socially distanced face-to-face instruction and distance learning tools to meet the needs of students. Teachers created Canvas learning modules to share with their department to have a repository of content in the event the need to go virtual arises or for students who are absent or quarantined. Each teacher who participates in IMPACT receives a Dell laptop to use for Face-to-Face or virtual learning.

Student Laptops - Student devices are essential for equitable access to technology. The availability of student devices supports student engagement, access, and minimizes the academic impact of lost instructional time due to absences and natural disasters. For the 2021-22 school year, an additional 8,100 laptops have been purchased and provided for students in grades 3-12 to use at school and home ensuring all students in grades 3 – 12 have a district issued device.

Student iPads - Student devices are essential for equitable access to technology. The availability of student devices supports student engagement, access, and minimizes the academic impact of lost instructional time due to absences and natural disasters. For the 2021-22 school year, an additional 4,200 student iPads were purchased and provided for students in grades PreK-2 to use at school and home ensuring all PreK-2 students have a district issued device.

Student iPad Cases - 4200 iPad cases provide protection for the additional student iPads purchased.

Student Earbuds - Earbuds for all students to support differentiated, distanced, and virtual learning.
World Languages/ESL K-12: 2,600 headsets with microphones are used to support second language acquisition, allowing students the opportunity to better develop listening and speaking skills at school or at home.

Tech Points - Tech Points equipment is distributed to teachers through a Tech Points Program. This program is structured so that teachers can participate in educational technology professional development targeted at district tools and devices outside of normal working hours. Upon successful completion of the courses, teachers are awarded Tech Points to exchange for classroom technology like projectors, Promethean boards, iPads, 3D printers, and STEM resources. This program addresses equipment shortages and supports equitable distribution of technology across the district.

STEM Bus and Supplies - To provide equitable access to STEM resources in grades K - 8, a mobile STEM bus equipped with learning stations and resources will rotate throughout the school year to school campuses to support district learning goals aligned to computational and design thinking. The bus will provide equitable access to all K-8 students in reference to STEM awareness. CPSB Technology trainers will work with school staff to develop content for using the bus at their school campus that is relevant to their students' needs.

Additionally, the mobile bus will be used to advocate for STEM via community outreach at local events. Stations inside of the bus will include activities that include coding, robotics, 3D design, and the engineering process.

Educational technology (software/ programs)

ZOOM -Zoom provides a platform to enable collaboration and engagement for students and staff. Zoom extends learning with virtual sessions for teaching and learning. It also provides a platform for staff communication and collaboration.

Canvas - Canvas is a learning management system with built-in tools to support face-to-face, hybrid and virtual instruction in grades K-12. Canvas provides a means for continuity of learning on and off campus, especially in emergency circumstances.

Blackboard Community - Blackboard Community messaging, website, and app allows for communication and engagement with the parents and community in our district with the ability to connect and notify parents as well as updates about curriculum. This is the district's tool for keeping students and parents connected to student learning and student activities.

Microsoft Enterprise License - The Microsoft Enterprise license for the district provides Microsoft productivity tools, collaboration tools and storage for all staff and students. Microsoft was chosen for the district due to the amount of industry and businesses that use this product in our community. Microsoft is known for its robust security system, and its reliability of limited downtime. Microsoft provides emerging tools that connect students to real-life experiences. It provides a hub for collaboration and document access via Teams and OneNote while integrating with Canvas, the district's online learning management system. Additionally, the district's license provides for all students and staff to have a copy of the Microsoft products on their home computers.

Discovery Education - Discovery Education provides high-quality digital media, ready-to-use activities, useful teaching and assessment tools, and professional learning resources for educators to facilitate and differentiate instruction to create a lasting educational impact in any learning environment. The district has Discovery Education integrated into Canvas for easy access by students and teachers.

ClassLink - ClassLink solves the problem of too many passwords and too many files scattered about. It is a one click, single sign-on solution that gives students access to everything they need to learn, anywhere, with just one password. Accessible from any device and supports face-to-face and virtual environments. With the ability to use a QR code for ClassLink, Prek-2 students, and students with exceptionalities can easily access resources needed for instruction. ClassLink provides the district with usage data which is essential for evaluating resources and allocating budget.

BrightBytes - BrightBytes allows the district, including school campuses, to focus on what is working in the district as well as improvements that need to be made regarding digital learning and technology access and usage. BrightBytes data has given our district insights about the use of technology. The survey has been essential for the district in collecting data on student access at home as well as device usage. Data is collected in the fall and the spring each year, giving the district the ability to assess and evaluate the use of technology in the district as it relates to Digital Citizenship, SAMR and ISTE Standards.

Pear Deck - Pear Deck integrates directly into Microsoft products by adding the ability to have interactive questions as well as formative assessments within classrooms that are face-to-face or remote. Teachers can differentiate and engage students during whole class instruction to meet the needs of all learners.

LogMeIn - LogMeIn provides the ability for our tech support staff as well as tech facilitators to take control of any district computer to assist with troubleshooting throughout the school day. This saves time especially when remote students are having trouble.

Funds for Learning - Funds for Learning provides consulting and support services to the district for the needs of the E-rate program. Funds for Learning assists the district with preparation and submission of E-rate paperwork to ensure compliance with E-rate rules and regulations.

Incident IQ - Incident IQ provides for student and staff help desk ticketing as well as IT asset management. The program gives the district the ability to assign, track, repair and do a cost-analysis on student and staff devices. Incident IQ assists schools in the distribution and management of 1-to-1 devices to support face-to-face and virtual learning.

DEPARTMENT of EDUCATION
Louisiana Believes

2021-2022 Academic Recovery and Acceleration Plan
✓ **LA Comeback** ✓ **Federal Reporting** ✓ **Act 294** Investing ESSER Funds
8.21.21

Timeclock - Timeclock provides a quick and effortless way to manage employee attendance and monitor staff location as they travel to support schools throughout the district.

Internet connectivity devices (mi-fi, hotspot)

Kajeet Hotspots - Kajeet hotspots provides a secure, reliable, and controlled wireless experience for students and staff that have no internet access at home. The software allows the district to be CIPA compliant.

Kajeet Bus Hotspots - Kajeet bus hotspots provide filtered WIFI, security, and connectivity to our students via mobile activity buses. In addition, these mobile hotspots are used in the community to provide access to students and staff outside of the instructional day.

Masks, Face Coverings, and Bell Covers for Music classes

Face Coverings: Face coverings were purchased for choral groups in K-12 settings to ensure safe practices and measures are in place for vocal performance groups. ($10,4536.89)

Bell Covers: Bell/horn covers were purchased for all instrumental horns in K-12 band programs to ensure safe practices and measures are in place as per guidance of the National Association for Music Education and the National Federation of High Schools. ($16,363.63-waiting on round 2 price)

Band Instruments and Equipment: Various instruments and related speaker equipment that are typically shared among students in band are being purchased to prevent contamination from student to student. Speaker solutions are being purchased for larger spaces to safely spread students and being able to instruct clearly. ($500,000 round one)

Art Supplies and Technology: iPad Pros and related equipment is being purchased to promote digital art for virtual art shows to assist in lessening overcrowding at face-to-face art shows. Additional art supplies are also being purchased to help lessen shared supplies in art classes ($150,000).

SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment	$ $8,852,782

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	$ 928,000	ESSER III	$ 443,750

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

Describe the LEAs plan for implementing evidence-based activities.

Data security/cybersecurity
- Enterprise Management Service (EMS) – EMS is an emergency service for the financial software used by CPSB (eFinance). It provides three main functions: 1. It automatically updates and installs security software on the server of the LEA as they become available. This provides increased data and cyber security. 2. It automatically backs up data nightly. This provides increased data security by allowing for cloud backups of financial data for the district to be created nightly. 3. In the event of an emergency, an online environment can be created to run the financial software remotely. This allows for continuity of services for the district in areas such as payroll, purchasing, accounts payable and receivable and fund accounting.

- **Black Bag -** Black Bag provides investigative security tools to assist in tracking websites that students have accessed that should be blocked as well as doing forensics on a device in helping keep our students safe while they are online.

- **Gradient -** Gradient provides cybersecurity 24/7 monitoring zero-day/zero-trust networking exploits and software flaws. Putting this cybersecurity monitoring in places allows our network department to sleep at night knowing someone is watching activity on our network to keep our data safe and to catch any attacks.

- **Bitdefender -** Bitdefender provides network and device end point protection. This antivirus software is installed on district devices to help protect the devices against adware, malware, web attacks & ransomware. We depend on Bitdefender for threat prevention, detection, and response solutions in keeping our students and their data safe.

- **Barracuda -** Barracuda email firewall, spam & virus filter -- provides our network with firewall protection of our digital assets against intrusions, malware, DoS attacks and advanced persistent threats, as well as enforce network access controls and regulate web traffic with integrated application awareness. These multiple layers of detection including advanced threat signatures, behavioral and analysis, static code analysis, etc. make security and connectivity economical for our network architecture that is both physical and virtual in our hybrid network setting.

Data storage
- Server Upgrades – Servers were upgraded for both the student information system software and the financial software. These upgrades provided increased storage capacity for data and increased functionality and performance to handle additional web traffic. This will be needed to accommodate additional student and employee online access to services.

- Zones Backup – Zones backup software is used by CPSB to provide offsite cloud backups of all primary data stored on the network. This backup is performed on a nightly basis and provides a secure and stable emergency backup of data. With an increased emphasis on online instruction and cloud based daily operation, the importance of a backup system is vital.

- Frontline – Employee attendance is tracked using Frontline Absence Management (aka Aesop). This software ensures that employees can contact CPSB or their school directly to notify them of an impending absence. Additionally, absence data is tracked and stored for state reporting purposes and to ensure tracking of financial data. Because Frontline is web-based, employees can remotely input and access absence data to ensure social distancing and accurate reporting.

- **Server Farm** -- with upgrades to our data storage, the server farm provides our entire district with an onsite and in cloud (hybrid) environment for all data stored on the Calcasieu Parish School Board (CPSB) network. This server farm includes online recruitment as well as an Enhanced Employee Access center to gather/update data from our employees. It also provides for all CPSB students by storing and tracking student information and providing security for student data. It is the foundation for all data management, employees, and students which is used for reports to the LDOE for funding and performance data.

- **Convergence (Nimble Support) -** Convergence (Nimble Support) provides an intelligent and self-managing storage device that is used to store and access data. It helps up to be able to deliver fast and reliable access to district data in our organization.

- **Camera Servers & Installation** – provides storage space of network video recordings (NVR) for a minimum of 15 days (about 2 weeks) before recording over. With the purchase of NVR servers, we will be able to store more video footage which includes additional video cameras. Our video camera system helps track movement in the buildings as well as outside of the buildings in the event there is an intruder breaking into the school or trying to do harm to students, teachers, and district employees.

Staff upskilling in data literacy/science/analysis

- Online training – Online training is necessary for key departmental staff to be able to operate financial and SIS software upgrades. Departmental staff as well as teachers and administrators will be trained in utilizing SIS software to become more data literate. Additionally, as upgrades are made to the financial system, departmental staff will need to be trained in order to operate the software correctly in order to properly report the financial data.

Statistical programs or analytics software

- JCampus – JCampus is the Student Information System (SIS) software employed by CPSB. In addition to storing and tracking student information such as demographics, grades, test scores, etc. JCampus also stores, backs up and provides security for student data. Student data can be gathered and analyzed by teachers or district personnel both for current years and over time. JCampus is also used to provide an interface to EdLink which reports data to the LDOE for funding and school performance data, as well as individual student performance.

- **Veeam (Hyper V) -** Veeam (Hyper V) provides support to modernize our data protection and eliminate downtime for backup and replication. We use Veeam for our virtual and physical environment which provides flexibility and reliability for continuous data protection. It will allow us to combine backup, disaster recovery, and cloud mobility in one platform.

- **System Center Right Click Tools -** System Center Right Click Tools provides us with tools that allow us to do multiple client actions from the console to improve device security giving us a better path to systems management. This analytical tool assists us to restart, shutdown, deploy, and repair client profiles. It provides the ability to see computer details and give us security compliance web reports.

- **Video Insight Monitoring Software -** Video Insight Monitoring Software provides viewing access to all cameras by site location, creates metadata from our NVR servers. It allows us to use a dashboard of multiple cameras for viewing. With this software, we can view movement on a campus to ensure student safety as well as play back video when needed.

Enterprise data warehouse

- eFinance – eFinance (eFin) is the software used by CPSB for employee and financial data. Upgrades have been purchased to secure a more recent version of eFin that is compliant with more modern browsers and software. Additionally, increased online functionality for both employees and prospective employees will allow for less face-to-face interaction and more socially distant data point gathering. These services include online recruitment with as well as an Enhanced Employee Access center to gather/update data from our employees.

- JCampus – JCampus is the Student Information System (SIS) software employed by CPSB. In addition to storing and tracking student information such as demographics, grades, test scores, etc. JCampus also stores, backs up and provides security for student data. Student data can be gathered and analyzed by teachers or district personnel both for current years and over time. JCampus is also used to provide an interface to EdLink which reports data to the LDOE for funding and school performance data, as well as individual student performance.

- ID Software/Hardware – ID software is necessary to provide each student with photo identification. The software system for ID's integrates with JCampus to ensure that current students / faculty are in the system. Additionally, once pictures are taken by the ID System, they are imported back into the Student Information System. This process ensures additional campus security in that only current students or faculty can take pictures and current pictures are available to be viewed in JCampus. Printers for these ID for schools will also be purchased.

Other

SVC Server Hosting (Park Place) - SVC Server Hosting (Park Place) provides server maintenance agreements to maintain operation of our servers in the event of failure. This service assists with keeping our servers going for 24/7 access.

VoIP (Sangoma Support SBC Phone System) - VoIP (Sangoma Support SBC Phone System) provides connectivity with our phone system in keeping communication among our schools and district offices.

Schneider Electric UPS (Uninterruptible Power Systems) Service - Schneider Electric UPS Service provides electricity UPS backup power if we lose electrical power. This backup system gives us time to systematically power down our server room to avoid loss of data or harm to the servers.

Fax Support - Fax Support provides connectivity through faxing information throughout the district and with other school districts and companies to better serve our students and in doing school district business.

Suddenlink Long Distance - Suddenlink Long Distance provides long distance service for all schools and district offices to conduct business in keeping our students serviced and our schools running.

VoIP 911 Services (Redsky) - VoIP 911 Services (Redsky) provides e911 services for the school district to keep all students and employees in contact with emergency services in maintaining physical building location according to our phone numbers and extensions.

Van/Truck - Van/truck provides transportation in maintaining the district's infrastructure in supporting schools to keep WAN (Wide Area Network) and Internet connectivity to our network. This new vehicle will give our network field personnel reliable, safe transportation driving from site to site to troubleshoot and repair network equipment in our 100 square mile district.

Camera Switches - Camera switches provide updated connectivity for our camera system and to cover camera additions deemed necessary to ensure the safety of our children and the security of our schools. We deemed it necessary to upgrade our camera switches with the upgraded security camera system to ensure the newer technology functions without connectivity issues.

Maintaining Security Camera Equipment - Maintaining Security Camera Equipment provides necessary supplies needed to keep our security camera system in good working conditions. This will help to provide the necessary funds needed to keep our camera switches, indoor and outdoor cameras functioning properly ensuring the safety of our students and employees.

Indoor/Outdoor Cameras & Installations - Indoor/Outdoor Cameras & Installations provides updated indoor and outdoor cameras to maintain good, clear, viewing camera angles to ensure the safety of our children and the security of our schools. Our video camera system helps track movement in the buildings as well as outside of the buildings in the event there is an intruder breaking into the school or trying to do harm to students and teachers.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment	$ $1,371,750