


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



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NEEDS ASSESSMENTS ✓ ✓ ✓

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

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

Criteria Checklist

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

¹ ARP ESSER Fact Sheet

Commitment: ATTENDANCE & WELL-BEING ✓

Key Investment: Attendance	ESSER II	\$1,000,000	ESSER III	\$ 1,000,000
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How will the LEA identify students who need to be re-engaged?

Livingston Parish Public Schools uses a district wide system to track student attendance. The data has the ability to be tracked and disaggregated by demographics. This allows the district to pinpoint students needing to be reengaged.

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

- Re-engagement supports
- Drop-out early warning systems
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

A priority of Livingston Parish Public Schools is to re-engage students who have poor attendance through a variety of measures. Students are reengaged by:

- Schools contact parents through automatic phone messaging systems for each student absence.
- Each school has an attendance liaison that contacts parents through mail and personal phone calls about attendance situations.
- Each school works closely with FINS to identify families that need additional support.
- Laptops are issued to each 6th and 9th grade student to encourage engagement at home.
- Teachers use Google classroom to post assignments and lessons as reminders as well as make up assignments so absent students do not fall behind.
- LPPS created the Virtual Program for students who achieve better virtually rather than a traditional school setting.
- A variety of vocational education courses are offered throughout the school day as well as after school opportunities.
- Credit Recovery is offered for students to gain credits and not fall behind their cohort group.
- Dual Enrollment is offered for students who are wanting to advance and be challenged in academic courses.

Key Investment: Well-Being	ESSER II	\$1,000,000	ESSER III	\$ 500,000
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How will the LEA identify students who need mental and behavioral supports?

Livingston Parish Public Schools identifies students in need of mental and behavioral supports through School Building Level Committees. Students are referred to the SBLC through a variety of channels that include, but are not limited to, parents and school personnel. Additionally, LPPS engages in primary prevention through the Social-Emotional Learning curriculum, Second Step. LPPS hired additional nursing staff to cover schools.

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

- Mental and Behavioral Health
- Character Building
- Trauma-informed care
- Full Service Community Schools
- Adoption/ integration of SEL curriculum
- Professional development for staff

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

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

Livingston Parish Public School implements evidence-based activities through the Multi-Tiered System of Support. These tiers include primary prevention provided by school counselors through the Second Step curriculum; classroom based secondary intervention; and tertiary intervention supports provided by school psychologists and social workers.

(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: Made Ocshner Virtual Therapy Information available
- Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 3,500,000
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Commitment: RECOVERY AND ACCELERATION ✓ ✓

Key Investment: **Targeted Learning Support**

ESSER II

\$ 250,000

ESSER III

\$ 4,000,000

How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

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

The curriculum department along with various other departments were tasked with identifying our areas of greatest need and then creating a plan of how we could best support our students and staff as we work to close the gaps created by the COVID-19 pandemic. The needs from each department to execute this plan were submitted for approval.

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

² ARP ESSER Fact Sheet

- 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: Numeracy Interventions and Extensions
- 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?

Students in Livingston Parish are assessed three times a year using diagnostic screeners. Screening data is utilized to determine who needs interventions and extensions; as well as the area of intervention. These will include, but are not limited to DIBELS 8th, Amplify Reading, Ready Math diagnostics in grades K-8, and MyPerspectives diagnostics in grades 6-8, Gizmos for science support in grades 6-8. All students in grades 2-5 will complete standards-based ELA assessments in Affirm to guide instruction within the classroom. High school students (9-12) across all subjects are given a pre-test diagnostic in order to target specific instruction towards any recognized learning gaps. Benchmark exams throughout the year ensure that students are progressing at an acceptable rate. Programs such as DBQ, EdPuzzle (grades 6-12), and Horizon ACT Prep are being utilized to provide the necessary learning support.

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)*

Students in Livingston Parish will receive a variety of intervention and acceleration opportunities based on their specific needs. These will include, but are not limited to access to the iReady support for math, Amplify Reading for ELA, Spire for RTI, school-based tutoring offered before, during and after school.

Key Investment: Before and After School Programs	ESSER II	\$ 100,000	ESSER III	\$ 450,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

- Partner with organizations to provide before and/or after school programs
- Partner with vendors to specifically provide tutoring before and/or after school
- Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- Other: School-based tutoring and acceleration 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?

The district has provided programs such as iReady, Amplify, & Spire to support before, during and after-school tutoring. Schools pay for tutoring and additional support programs through ESSER funds that were dispersed to the individual campuses.

Key Investment: Summer Learning Programs	ESSER II	\$ 100,000	ESSER III	\$ 900,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

- Vendor-provided summer learning programs
- Partner with organizations to provide summer learning programs
- Partner with vendors to specifically provide tutoring during summer programming

Develop LEA direct-run summer learning program, staffed by LEA educators
 Other: Click or tap here to enter text.
 Other: Click or tap here to enter text.

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

Students needing remediation or acceleration in grades 2,3, 4, 7 & 8 have the opportunity to attend a district-run Summer Learning Program that includes instruction and activities to support ELA, Math, ELL and SEL. High School students (9-12) have the opportunity to attend credit recovery during the summer to retake classes or take classes for new credit in order to accelerate their learning. They are also able to earn Industry Based Certifications in CTE subject areas.

Key Investment: Extended Instructional Time	ESSER II	\$ 250,000	ESSER III	\$ 250,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

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

The LEA uses Tier I curriculum and focus standards to develop remediation and acceleration lessons to utilize during the Summer Learning Program.

Key Investment: Individual Student Plans for Success	ESSER II	\$ 25,000	ESSER III	\$ 25,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Individual Graduation Plan (IGP)
- IGP Planning Partner
- Other: IAIP
- 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?

LPPS will use IGP and IAIPs to determine those individuals most in need of interventions and support and will develop individual plans based on those needs. IGP are reviewed annually, at a minimum, to ensure students are making acceptable progress towards earning their diploma.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 6,350,000

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 500,000	ESSER III	\$ 500,000
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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: Discovery Walks and Support Coaching (SLC)
 Other: NIET: Principal Leadership Series

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?

- Monthly SWAT(subgroups want attention too) leadership and data team meetings(ILT) to be led by the special education support coaches who will record and review model lessons using the SWVL video and streaming system
- Stipends/benefits and course fees will be paid to all teachers completing mentor training and for mentoring alternate certified candidates a minimum of 5-hours a week
- Professional Development vendor support for monthly on-site learning walks and coaching support
- Costs for ipad devices to support weekly data entry during Kickup walkthrough cycles and for monitoring instruction including Class Size Reduction Teachers assigned to assist with ESL students
- Professional Development vendor support for on-site leadership training of new administrators

Key Investment: Literacy Professional Development	ESSER II	\$ 200,000	ESSER III	\$ 200,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

Literacy Content Leaders
 Literacy Coaches
 Other: Use of Tier 1 Curriculum Professional Vendor Support
 Other: Literacy Intervention

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

- Costs for ipad devices to support daily data entry in the Kickup App coaching log to document coaching support conducted by the Literacy Coaches
- Provide professional development vendor support Great Minds- Wit and Wisdom Affirm Assessment portal to generate instant reports for data tracking of ELA assessments
- Provide professional development vendor support Great Minds- Wit and Wisdom InSync online instructional tools to support online learning.
- Provide professional development vendor support with mCLASS Intervention for K-2 and DIBELS 8th Edition to help with data analysis and progress monitoring

<ul style="list-style-type: none"> • Provide professional development vendor support with Amplify Reading CKLA Grades K-3 to diagnose student deficits and assign individual student pathways • Implementation of SPIRE reading, a multi-sensory reading intervention program to remediate student deficits • Provide DBQ Training and database access for all history teachers to improve writing across the curriculum • ELA content leaders will utilize the SWVL device to record and analyze teacher instruction and provide feedback 	
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 1,400,000

EARLY CHILDHOOD EDUCATION

Early Childhood Program Expansion	ESSER II	\$ 25,000	ESSER III	\$ 25,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

Ready Start Networks
 Fund Pre-K seats
 Other: Implement an online Pre-K application system to reach and encourage more families to apply
 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?

Through our Coordinated Enrollment efforts that have been modified due to COVID, we have used various social media formats (Twitter, YouTube, LPPS EC Website, etc.), as well as, in-person *Application Assistance Days* geographically located across the parish to increase the number of families who apply through our new online application system.

Early Childhood Program Enhancement	ESSER II	\$ 25,000	ESSER III	\$ 50,000
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

CLASS Certification
 Professional Development from High-Quality Instructional Materials Vendor Guide
 Other: Expanding the Tier 1 curriculum
 Other: Implementing Seesaw activities correlated to the ELDS standards to be used on iPads purchased for Pre-K students

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?

- Purchase high-quality instructional materials and PD that support our Tier 1 curriculum
- Increase the number of studies in our Tier 1 curriculum
- Purchase iPads to have a 1:1 ratio in early childhood

- Purchase Seesaw licenses and create activities aligned to ELDS standards to be used on iPads when a variety of learning environments is needed

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	\$ 125,000
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SCHOOL SAFETY & OPERATIONS

Safe School Reopening	ESSER II	\$ 350,000	ESSER III	\$ 500,000
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Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	http://www.lpsb.org/cms/One.aspx?portalId=630&pageId=37649341
COVID-19 Vaccination policies for staff and students	http://www.lpsb.org/cms/One.aspx?portalId=630&pageId=37649341
Mask wearing policies for staff and students	http://www.lpsb.org/cms/One.aspx?portalId=630&pageId=37649341
Physical distancing, cohorts, or learning pods	http://www.lpsb.org/cms/One.aspx?portalId=630&pageId=37649341

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

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

- Provide vaccinations to educators, other staff, and students, if eligible
- 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: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Continuity of Teaching & Learning	ESSER II	\$ 3,000,000	ESSER III	\$ 6,000,000
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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)

<input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input checked="" type="checkbox"/> Other: Exterior wireless APs deployed at all district sites to allow localized wireless access <input checked="" type="checkbox"/> Other: Exterior wireless APs and/or Hotspots deployed at various cooperating locations across the parish to provide localized wireless access <input checked="" type="checkbox"/> Other: Staff, Student, and parent training on remote learning, digital citizenship, and cyber safety	
SCHOOL SAFETY & OPERATIONS	2021-2022 Total Funding Commitment \$ 9,850,000

DATA INFRASTRUCTURE				
Data Infrastructure	ESSER II	\$ 500,000	ESSER III	\$ 500,000
Which activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input checked="" type="checkbox"/> Early warning system to track student progression <input checked="" type="checkbox"/> Data security/cybersecurity <input checked="" type="checkbox"/> Data storage <input checked="" type="checkbox"/> Staff upskilling in data literacy/science/analysis <input checked="" type="checkbox"/> Statistical programs or analytics software <input checked="" type="checkbox"/> Enterprise data warehouse <input type="checkbox"/> Data dashboards or other activities to improve public transparency <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Describe the LEAs plan for implementing evidence-based activities. <p>The district has implemented a multi-tier cyber security and data protection system. The district uses a number of software to track student progress and other student data. The district trains staff on using data systems and analyzing data.</p>				
DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment			\$ 1,000,000