

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



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School System Leader Name Superintendent Ricky Durrett	
School System Leader Signature <i>Ricky Durrett</i>	Date. 09/29/21, Revised 11/4/21, Revised 12/16/21

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: LPSB 5 Year Strategic Plan/Attuned-Comprehensive Needs Assessment
- ☒ Other: Superintendent's Diversity Committee-(PAC) Parent Advisory Council

Criteria Checklist

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

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

Key Investment: Attendance	ESSER II	\$.00	ESSER III	\$.00
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How will the LEA identify students who need to be re-engaged?

N/A-Lincoln Parish did not utilize ESSER2 or ESSER3 Funding for Attendance.

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?

N/A -Lincoln Parish did not utilize ESSER2 or ESSER3 Funding for Attendance.

¹ [ARP ESSER Fact Sheet](#)

Key Investment: Well-Being	ESSER II	\$.00	ESSER III	\$ 1,006,525
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How will the LEA identify students who need mental and behavioral support?

Lincoln Parish will partner with Panorama to administer a screener 3 times a year. The screener will include questions on 4-5 of the following categories: challenging feelings, classroom effort, emotion regulation, engagement, grit, growth mindset, positive feelings, school climate, self-efficacy, self-management, sense of belonging, social awareness, and supportive relationships. The first SEL survey was administered by Lincoln Parish Fall 2021 to approximately 5,600 K-12 students. During FY201-22 second semester initial results will be broken down by student groups (grade, demographic, diverse-learner status), school, and grade level to further review determine the individual needs of the students in Lincoln Parish Schools. For FY2021-22 there are 432 PreK-12 students are receiving individual counseling services at 12 school sites. For the total Lincoln Parish students served by one-on-one individual services eighty are from the SWD Subgroup, and nine from the EL subgroup.

As of 12/15/2021 the approximate number of students identified from the screener results shows the following:

- (K-2) 57% of 1,227 student count demonstrated additional need for mental & behavior follow-up and support in relation to self-management. Approximately 699 K-2 students identified.
- (3rd-5th) 39% of 965 student count demonstrated additional need for mental & behavior follow-up and support in relation to emotional regulation. Approximately 378 3rd-5th students identified.
- (6th-12th) 43% of 2,054 student count demonstrated additional need for mental & behavior follow-up and support in relation to emotional regulation. Approximately 884 6th-12th students identified.

Based on the results of the initial Fall2021 screener and future data collections, mental health counselors, school counselors and classroom teachers will provide whole group, small group, or individual support to students to build their social-emotional competencies.

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

☒ Mental and Behavioral Health (Site-Based Mental Health Counselors)

☐ Character Building

☐ Trauma-informed care

☐ Full Service Community Schools

☐ Adoption/ integration of SEL curriculum

☒ Professional development for staff

☒ Aligned to LPSB 5 Year Strategic Plan-LDOE/Attuned

LPSB Strategic Plan Mission Objective #2-Expand Individualized Support

Vendor: Panorama-Ongoing Contracted services

☐ Other:

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

The LEA established a system-level Student Well Being Committee this summer at each school in Lincoln Parish to discuss multi-tiered behavioral and social emotional supports necessary for the students at each of the district schools. To date 8.5 mental health counselors have been hired to push in and support the LEA with mental health and SEL support.

For Elementary Schools – Grades K-6 – (approximately 3,100 students)

Panorama Education will provide training to the mental health counselor and school psychologist assigned to each school. *Panorama Education* will also provide district wide training to all teachers for them to better understand the social emotional screening process and additional training will be provided via *Panorama Education* as needed at a district and/or administrative level. The *Panorama Education* training will assist the Student Well Being Committee on determining which students need Tier 2 or Tier 3 support. All students currently receive Tier 1 support. The mental health counselors will provide training to teachers on how to use the lessons available in the *Panorama Education* library that align to his/her class results for Tier 1 support. Classroom teachers will be trained and expected to implement SEL lessons monthly. The Student Well Being Committee at each school will develop a tracking system to monitor the progress of students receiving Tier 2 and Tier 3 supports. A school based mental health counseling referral system has been developed and implemented at all K-6 schools in the district.

For Middle and Secondary Schools – Grades 7-12 – (approximately 2,500 students)

After the results of the first screener are available, *Panorama Education* will provide training to the mental health counselor and school psychologist assigned to each school. This training will assist the Student Well Being Committee on determining which student needs Tier 2 or Tier 3 support. *Panorama Education* will also provide district wide training to all teachers for them to better understand the social emotional screening process and additional training will be provided via *Panorama Education* as needed at a district and/or administrative level. All students will receive Tier 1 support via Google Classroom or digital means in the classroom setting. The Student Well Being Committee will develop a tracking system to monitor the progress of students receiving Tier 2 and Tier 3 supports. A school based mental health counseling referral system has been developed and implemented at all 7-12 schools in the district.

Upon further training from Panorama Education in December 2021, March 2022, and May 2022, the school based Student Well Being Committee will review how well the students are doing based on documentation from teachers and other mental health professionals to determine the students social and emotional health based on benchmark screening data. This will inform continued supports and/or additional supports needed throughout the school year.

****Panorama Education has been purchased as the SEL/Character Building program to meet the needs the needs of our Pilot Schools – (Hillcrest El, Cypress Springs El, IA Lewis El, Dubach El, Ruston, El) The other district schools, with the support of their mental health counselors, have purchased or are developing SEL curriculum or supports that meets the unique needs of their individual schools.***

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

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

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 1,006,525
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Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ 209,847	ESSER III	\$ 2,405.236
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How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

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

Students across Lincoln Parish have had disrupted educations, many have unfinished learning needs. Moreover, many students needed support before the pandemic. The ongoing and future practice will be designed to meet the needs of students with unfinished learning, students who have grade-level skills and knowledge but not yet mastered academic content, diverse learners such as English language learners and Students with Disabilities.

Based on our 2021 LEAP assessment data, we have identified 4 student groups where the gap between the achievement of that group and white students is the most significant. The 4 student groups are English Learners, Students with Disabilities, Black or African American and Hispanic/Latino (see table below). We are updating our IAIPs for all students who failed to score Basic or Above in at least two core subjects. In addition to the strategies of support for all students included in our Lincoln Parish Strategic Plan (outlined below), the strategies that will be implemented for these students include enrollment in a summer program, additional in-school support or after school tutoring, implementation of a high quality curriculum and placement in the classroom of a highly effective teacher. Additionally, all of these student groups will be prioritized during time set aside for Tier 2 interventions using the Diverse Learners Guide for ELA in grades 3-12, IRLA Foundational Toolkit lessons for grades K-2 and ZEARN foundational lessons for math in grades 1-5. Another important focus of the district (and part of our strategic plan) is to increase the number of students with disabilities who receive grade-level instruction in ELA and math from content experts in an inclusive classroom. To support this work, we have hired a project manager (co-teaching coach) and partnered with Blue Engine to train and coach general education and special education teachers on co-planning and co-teaching.

The chart below contains Lincoln Parish calculations for the number of students in grades 4th-8th who failed to achieve mastery on statewide assessments during 2020-2021. The total population of 3rd-8th/High School (2,185 students) have been impacted with learning loss due to the COVID-19 Pandemic by a -3 percentage point decrease. The approximate number of students by subgroups who have been the **most impacted by the COVID-19 Pandemic** are:

- (K-2 grade span grouping) SWD in Kindergarten with a decrease in literacy screener-9% change of 431 enrollment=43 students

- (3rd-8th grade span grouping) Two or more races with a decrease of -17% change of 18 student count=14 students
- (3rd-8th /& High School grade span groupings) Two or more races with a decrease of -17% change of 18 student count=14 students
- (3rd-8th / & High School grade span grouping) Hispanic with a decrease of -5% change of 173 student count=136 students.

The district has **prioritized services and supports for the following students in grades 4th-8th through the district's recovery and acceleration plan and Lincoln Parish 5-Year Strategic Plan:**

- (SWD) Students with Disability ~ 357 students,
- EL ~50 students,
- Black/African American ~ 830 students through the district's recovery and acceleration plan and Lincoln Parish 5-Year Strategic Plan.

Lincoln Parish	2019 % Mastery+ Grades 3-8	2021 % Mastery+ Grades 3-8	2019-2021 % Mastery+ Change Grades 3-8	Approximate Number per Subgroup-Failed to achieve Mastery	2019 % Mastery+ Grades 3-8 & HS	2021 % Mastery+ Grades 3-8 & HS	2019-2021 % Mastery+ Change Grades 3-8 & HS
Total Population 2185 students	35	31	-4	1,501	37	34	-3
Black or African Amer 977 students	19	15	-4	830	19	16	-3
Hispanic/Latino 173 students	27	21	-6	136	27	22	-5
White 985 students	54	49	-5	503	56	52	-4
Two or more races 18 students	41	24	-17	14	42	29	-13
Economically Disadvan 1519 students	26	22	-4	1,184	26	23	-3
Regular Education 1797 students	40	36	-4	1,150	41	38	-3
Students w/Disabilities 388 Students	9	8	-1	357	9	8	-1
English Learner 53 students	8	5	-3	50	8	5	-3

Lincoln parish's high-level summary of student outcomes from FY21 assessments showed to best address unfinished learning and meet the needs of diverse learners is through staffing and scheduling in-person mode of instruction. People matter. Accelerating learning and closing the achievement gap is not easy, but with a well-designed 5 year Strategic Plan will provide four interconnected strategies: 1. Rigorous and engaging core instruction is the foundation. 2. Individualized support is central to meeting students' diverse needs for student success. 3. Authentically engage families to meet their diverse needs. 4. Recruit and maintain a diverse team of highly effective teachers and leaders.

They must all be implemented as a set. They also have implications for staffing, scheduling, and how teachers are supported when experiencing an in-person mode of instruction. Ensuring high-quality core instruction will be Lincoln Parish focus fundamental to addressing unfinished learning and the needs of diverse learners.

While the challenges and disruptions that lead to unfinished learning are significant, it is essential that core instruction remains on grade level, or students will fall further behind. Research shows that there is a positive relationship between annual time spent on in-person teaching and learning a subject and student mastery.

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
Co-Teaching Model, Vendor: Blue Engine
- ☒ Aligned to LPSB 5 Year Strategic Plan-LDOE/Attuned
LPSB Strategic Plan Mission Objective #2-Expand Individualized
- ☐ 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:

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

The interventions chosen include ZEARN foundational lessons for math, the Diverse Learners Support for ELA Guidebooks and IRLA Foundational Toolkit lessons for ELA grades K-2. School were required to either extend the ELA and math classes to include a 30 minute intervention time or add a "skinny" block during the school day. The interventions utilized will focus on providing students with the needed supports so that they will be able to access grade-level standards and the high quality curriculum they will encounter during core instruction. Student groups identified in the table above will be prioritized. Interventions will provided daily. These supports will be provided by the students' classroom teacher. Because we know that the purpose of interventions is so that students can be successful with grade-level work, the effectiveness of the interventions will be determined by student improvement on curriculum-embedded assessments. Student progress will be monitored weekly by classroom teachers and monthly by ELA and math coaches and principals. Our students with disabilities will benefit from placement in inclusive classrooms with a general education teacher who is the content expert and a special education teacher who is an expert in strategies and supports.

We are working with Blue Engine to develop a survey to measure the perceived effectiveness of the initiative by teachers. Questions we are analyzing to for use include:

- My Coach gives me concrete / actionable feedback for implementing co-teaching in our coaching conversations.
- I have made specific changes in my co-teaching practice as a result of working with my coach.
- I feel supported by my Coach.
- My co-teacher and I make time to individualize instruction for every lesson
- My area of expertise is leveraged to individualize instruction during lesson planning
- In your co-taught classroom this year, how often do you utilize a co-teaching model other than One-Teach, One-Assist?
- In your co-taught classroom this year, how often do you use a broader understanding of student needs alongside concrete mastery data to inform instructional decisions?
- My voice on the teaching team is valued.

- I am clear on my responsibilities on my team both in and out of the classroom.
- In your classroom teaching team this year, how often do you share instructional feedback?
- Coaching is critical to improving my practice.
- I am confident in my ability to help diverse learners make growth in my classroom.
- All of my students are capable of completing grade-level work.

We are working with Attuned to progress monitor the following measures for our co-teaching work with Blue Engine:

- How much: 100% of school staff is utilizing new engagement models with SPED and EL students within the pilot
- How well: 85% of SPED and EL students in the pilot program report the new engagement models are helpful
- How well: 90% of school staff in the pilot program report the new engagement model to be effective
- To what end: 100% of the k-2 students served under the new engagement model have shown growth in reading levels through IRLA

We are working with Attuned to use the following measures for progress monitoring of our intervention time.

- How much: 100% of students are appropriately chosen for participation in intervention.
- How well: 90% of teachers are proficient on rubric based on observation during intervention
- How well: 90% of students report intervention to be helpful in accessing grade level materials
- To what end: 80% students in intervention grow in academic performance

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)

Student groups identified in the table above (English Learners, Students with Disabilities, Black or African American and Hispanic/Latino) who are not achieving mastery will be prioritized. Tier 1/High Quality curricula materials are used in all K-8 ELA, math, science and social studies classrooms. General Education and Special Education teachers have received training on the curriculum and PD days are set aside for teachers to unpack units. These trainings will occur at strategic times throughout the year. The dates are August 16-18, October 8, January 3 and March 11. Common planning time is facilitated by the school's ELA and math coaches and is used for lesson study. Schools are expected to ensure teachers are collaborating on lesson study bi-weekly at a minimum. Most schools are able to ensure this is occurring weekly. Students who scored below mastery in ELA and math will be provided extra support during intervention time. Some schools have extended time in core classes while others have a "skinny block". Curricula resources will be used during intervention time (Diverse Learners Guide, ZEARN Foundational Lessons, Jump Math Bridge Lessons, IRLA Foundational Toolkit lessons, etc.). Additionally, each elementary school was given an ELA and math coach to support teachers with core instruction and intervention time. Coaches will work with priority teachers weekly and non-priority teachers bi-weekly. Coaches will provide support with planning and analyzing student work from the curriculum. Coaches will also model, co-teach and observe teachers to provide feedback on the execution of the lessons from our high quality curriculum. Designated district staff will work with school administrators and ELA and math coaches to ensure teachers have a clear understanding of expectations for intervention time. Monthly check-ins will be established with each school. Student progress on grade-level standards will be monitored via a spreadsheet that tracks performance on Guidebook End of Unit Tasks and the major work for math in each grade.

For LPSB 5-Year Strategic Plan through work with Attuned we will measure the following as it relates to the work of our ELA and math coaches:

- How well: 85% of school content leads strongly agree/agree that the training and coaching has positively impacted their ability to support teachers

- How well: 85% of teachers strongly agree/agree that the training and coaching has positively impacted their Lesson Plan Internalization
- How well: 100% of meetings facilitated by school content leads that meet our bar based on periodic audits/observations of common planning time meetings
- To what end: 90% of teachers whose lesson plans meet Lesson Plan Internalization rubric bar

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

ESSER II

\$.00

ESSER III

\$.00

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

- ☐ Partner with organizations to provide before and/or after school programs
- ☐ Partner with vendors to specifically provide tutoring before and/or after school
- ☐ Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

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

N/A-Lincoln Parish did not utilize ESSER2 or ESSER3 Funding for Before and After School Programs.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 89,000

ESSER III

\$ 926,130

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?

Lincoln Parish will offer a summer learning program for students below grade-level. The focus will be on all students reading at grade-level and mastery of grade-level standards. Effective teachers will be selected and Tier 1/High Quality curricular materials will be used. Transportation will be provided to and from the summer learning program. The summer learning program will take place 3 weeks in June 2022. Baseline data will be analyzed for each student before the summer learning program begins, a goal will be set for each student, and an end of program assessment will be administered to measure progress and determine what percent of students met their goal.

Description of Summer Learning Program

Selection of Students

Non-proficient students in grades K-8 were offered 2 weeks of in-person intense summer support in June and 2 weeks in July for a total of 4 weeks. Non-proficient students in Algebra I, Geometry, English I and II, Biology, and US History also were offered in person remediation and support prior to retaking the end of course exams in these subjects. All students identified as English Learners, special education, migrant, homelessness, and foster children, automatically qualified for the support regardless of grades and state testing history. In additional communities of students from certain geographic regions of poverty within the district, qualified for the support as well. All students attending

summer sessions were required to be enrolled in Lincoln Parish schools. All students received free breakfast, lunch, and school supplies in an effort to address children from low-level families.

Curriculum

Curriculum was based on Tier 1 curriculum, which were ARC, ELA Guidebook, Jump Math, Agile Algebra I, Patterson Geometry, PHD Science, Open Sci-ed, Biology Hub, and LA State Standards in Social Studies.

Pacing guides were created for the summer weeks as well.

Mental Health professionals and school nurses were on staff daily to ensure students received the support they needed in SEL, covid monitoring, etc. Absenteeism was monitored, and parents were given support as needed in working with their children. A LP goal includes 68% of student reporting strong social emotional competencies and 55% of students reporting high levels of feeling safe and engaged.

Teachers

Proficient and highly effective teachers provided the summer support, and classrooms were staffed with two certified teachers. By double staffing classrooms, it was possible to provide whole group instruction, small group instruction, and provide individual support. Students were kept in the least restrictive environment. ELA and Math curriculum experts were on campuses to assess instruction, give feedback to teachers, and ensure students were receiving the necessary supports.

Progress Monitoring

Students were given pre and post exams to measure learning. District staff trained teachers in aggressive monitoring strategies meaning students received individual feedback daily. Students in grades 4-8 were monitored for promotion or retention. Attendance, work ethic, attainment of skills, etc. were all factors in considering promotion or retention. The goals previously determined in the LPSB 5 year Strategic Plan (partnership with Attuned Partners) were used as goals for students. Although these goals could not be attained in one year, there was progression toward the goals. The goals based on the LP needs assessment include 80% graduates having college or career credentials, 77% of students in grades 3-8 achieving mastery in both ELA and Math, closing the mastery achievement gap between white students and students of color. Progress monitoring after first summer:

- How much: 100% of students in summer school received Tier 1 curriculum
- How well: 90% of students reported that summer instruction was helpful
- How well: 90% of students showed learning gains by end of summer school
- To what end: less than 10% of students were retained due to deficiencies

Key Investment: **Extended Instructional Time**

ESSER II

\$.00

ESSER III

\$.00

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

- ☐ Extended school day *(if implementing before/ after school programs separate from the school day, please use that category)*
- ☐ Extended school week
- ☐ Extended school year
- ☐ 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?

N/A-Lincoln Parish did not utilize ESSER2 or ESSER3 Funding for Extended Instructional Time.

N/A-Lincoln Parish did not utilize ESSER2 or ESSER3 Funding for Extended Instructional Time.

Key Investment: Individual Student Plans for Success	ESSER II	\$.00	ESSER III	\$.00
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Individual Graduation Plan (IGP) <input type="checkbox"/> IGP Planning Partner <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?				
N/A-Lincoln Parish did not utilize ESSER2 or ESSER3 Funding for Individual Student Plans for Success.				
RECOVERY AND ACCELERATION			2021-2022 Total Funding Commitment	
			\$ 3,630,213	

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓				
Key Investment: School Improvement Best Practices	ESSER II	\$1,061,387	ESSER III	\$ 1,714,339
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input checked="" type="checkbox"/> Instructional Leadership Teams (ILT) <input checked="" type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input checked="" type="checkbox"/> Aligned to LPSB 5 Year Strategic Plan-LDOE/Attuned LPSB Strategic Plan Mission Objective #1-Develop rigorous and engaging instruction LPSB Strategic Plan Mission Objective #4 Grow a Diverse and Talented Team LPSB Mentor/Resident Workforce Development- Funding for Pre-Educator Pathway <input type="checkbox"/> Other:				
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?				
<p>Student groups identified in the table above (English Learners, Students with Disabilities, Black or African American and Hispanic/Latino) who are not achieving mastery will be prioritized. Each elementary school will be provided with an ELA and math coach. The primary role of the ELA and math coach is to facilitate PLCs to ensure teachers are engaged in lesson study bi-weekly for the purpose of internalization. The majority of schools are providing lesson study support weekly. ELA and math coaches will also support teachers as they plan and execute lesson plans for intervention time. Classroom teachers will provide support to their students during intervention time. Additional responsibilities include observation and feedback, individualized teacher support, and facilitating district unit unpacking sessions. District ELA and math facilitators will meet with ELA and math coaches monthly to build their capacity around supporting teachers with lesson internalization. A district social studies facilitator will be used to support teachers as they implement the LDOE Scope and Sequence this school year, while preparing for new standards and a new curriculum for next school year.</p> <p>For LPSB 5-Year Strategic Plan through work with Attuned we will measure the following as it relates to the work of our ELA and math coaches:</p> <ul style="list-style-type: none"> How well: 85% of school content leads strongly agree/agree that the training and coaching has positively impacted their ability to support teachers 				

- How well: 85% of teachers strongly agree/agree that the training and coaching has positively impacted their Lesson Plan Internalization
- How well: 100% of meetings facilitated by school content leads that meet our bar based on periodic audits/observations of common planning time meetings
- To what end: 90% of teachers whose lesson plans meet Lesson Plan Internalization rubric bar

Key Investment: Literacy Professional Development	ESSER II	\$.00	ESSER III	\$.00
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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
☒ Aligned to LPSB 5 Year Strategic Plan-LDOE/Attuned
☐ 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?

Our K-2 ELA curriculum is American Reading Company (ARC). K-2 teachers will collaborate during district PD days to unpack the upcoming ARC unit. Four days are currently built into the district calendar for this school year. ELA coaches were hired to support ARC. The ELA coaches will receive training through "ARC University" and the "Leadership Learning Series." The district opted to build capacity with our school ELA coaches rather than continued reliance on ARC coaches. As a result, ELA coaches will provide individualized ARC training to new teachers. The district will also provide 55 hours of science of reading training to all K-3 teachers. Keys to Literacy will provide the training. The training will be conducted during 4 district PD days built into the district calendar over the next two years.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 2,775,726
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ 418,892	ESSER III	\$ 221,940
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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
 Expanded Pre-K (2) teachers/(2) paras
☒ Aligned to LPSB 5 Year Strategic Plan-LDOE/Attuned
☐ 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?

Lincoln Parish School Board supports ESSER II & III funds which would increase supply of, and access to, quality early childhood education in our public Pre-K classrooms. Research shows that high-quality learning experiences during the critical early years of brain development are pivotal to children's success in school, overall well-being, and prospects in life. High quality early childhood care and education improves a child's school readiness and social-emotional development and builds a foundation for future

success. The benefits of high quality early childhood care and education are especially powerful for disadvantaged children, who often enter kindergarten behind their peers and struggle to catch up. The effective implementation of the Tier 1 Teaching Strategies Creative Curriculum will ensure Kindergarten readiness.

As the LEAD Agency for Early Childhood Education in Lincoln Parish, our network has shown an increase in the number of Pre-K seats through the October and February 1 child count data, as well as, increased enrollment registrations during our network Coordinated Enrollment Day event and the number of children on our waitlist. Lincoln Parish School Board's October 1, 2021 Pre-K child count was 292 compared to October 1, 2020 Pre-K child count of 288. Lincoln Parish is only allocated funding for 80 LA4 seats, but have identified and qualified 141 LA4 children. We use local general funds, LA4 funds, and Title I funds to fund the positions for certified teachers and paraprofessionals. Due to this growing number of disadvantaged Pre-K children needing high-quality early childhood education, in our Ruston and Simsboro areas, Lincoln Parish is expanding access to Pre-K through the addition of 2 new Pre-K classes for the 2021-2022 and 2022 and 2023 school years with 2 full time teachers and 2 paraprofessionals, which meets the state requirement of teacher: student ratio. This funding will ensure that disadvantaged Pre-K children in our district will have access to and receive high-quality early childhood education taught by certified teachers and implementation of a Tier I curriculum, which evidence shows provides the greatest long-term gains. Effectiveness of implementation of Creative Curriculum and mastery of Birth –Five Standards will be evaluated Fall, Winter, and Spring of each year. Per Bulletin 130 Pre-K teachers must have a Fall and Spring CLASS observation. Lincoln Parish School Board's Early Childhood Coordinator, Chief Academic Officer, and school level administrators are certified CLASS observers and will provide feedback and support for individualized areas of growth based on Fall and Spring CLASS observations. All children, ages birth-5, enrolled in public and nonpublic pre-K, Head Start, and child care centers that receive public funding must be assessed with Teaching Strategies GOLD® three times a year (Fall, Winter, Spring). Lincoln Parish School Board's Early Childhood Coordinator, Chief Academic Officer, and school level administrators will analyze TS Gold data from each checkpoint and will utilize differentiated resources and levels of support accordingly.

This funding will ensure that Pre-K children in our district will have access to and receive high quality early childhood education taught by certified teachers and implementation of a Tier I curriculum, which evidence shows provides the greatest long-term gains.

Early Childhood Program Enhancement

ESSER II

\$.00

ESSER III

\$.00

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.

No ESSER II & III will be utilized for CLASS Certification and Professional Development.

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

No ESSER II & III will be utilized for CLASS Certification and Professional Development. Will include these activities in ESSER2 Incentive Application.

EARLY CHILDHOOD EDUCATION

2021-2022 Total Funding Commitment

\$ 640,832

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$107,079	ESSER III	\$ 2,686,808
<p>Provide the URL to the following LEA documents: https://5il.co/ycee Additional link for Howard School, State Neglected and Delinquent Site which must also adhere to the La. Dept. of Health & Hospitals. https://ldh.la.gov/Coronavirus/</p>				
<p>School Reopening Plan for In-Person Learning</p> <p>Food Service protocols may vary by school and grade level. Each school will determine the best procedures based on school context.</p> <p>Cafeteria tables will be used with students sitting in their static groups or sitting on the same side of the table.</p> <p>Breakfast options will include a grab and go OR a hot meal, and all meals are free to students.</p> <p>Water fountains in the cafeteria may only be used to fill water bottles or cups.</p> <p>COVID-19 Vaccination policies for staff and students</p> <p>Vaccinations are optional for employees and qualifying students.</p> <p><u>When to Stay Home</u></p> <p>Students who are ill should stay home regardless of symptoms.</p> <p>All covid-19 symptoms should be monitored closely.</p> <p>Fever of 100.4 requires students to stay home or be picked up from school.</p> <p>Unvaccinated students must quarantine at home if they are exposed to Covid-19.</p> <p><u>Quarantine Requirements for Students Who are Exposed to Covid-19</u></p> <p>Students who are considered a close contact to a positive Covid-19 case will be required to quarantine at home for 10 days, unless one of the following occurs</p> <p>Student will be exempt from quarantine if he/she has tested positive within last 90 days</p> <p>Students will be exempt from quarantine if he/she is fully vaccinated, wearing masks properly, and distancing sufficiently.</p> <p>Click or tap here to enter text.</p>				

Mask wearing policies for staff and students

Masks are required for all students in grades K-12 and adults. No masks are recommended when students or adults are outside.

Mask breaks are recommended throughout the day at the teacher's discretion.

Open Houses and Prep Days – Masks are required for all adults and students K – 12.

Athletic events - Masks are required for indoor lick or tap here to enter text.

Physical distancing, cohorts, or learning pods

A physical barrier is not required outdoors, but each group should remain separated.

Schools should limit crowding at entry and exit points.

Water fountains may only be used to fill water bottles or cups.

An isolation area will be designated at each school site for students who are ill.

Each school will be assigned a school nurse.

Contact tracing will continue at each school.

Field Trips may be available later this fall.

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
 - Sanitation: Water-filling stations
- ☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments LPSB Emergency Coordinator-Salary and Benefits
- ☐ Diagnostic and screening testing
 - Other:
 - Other:

Continuity of Teaching & Learning

ESSER II

\$ 1,307,240

ESSER III

\$ 1,675,202

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

- ☒ Staff Training/Professional Development to support remote learning or safe reopening
- ☒ Educational technology (computers/ laptops)
- ☒ Educational technology (software/ programs)
- ☐ Mobile hotspots with paid data plans
- ☐ Internet connected devices with paid data plans
- ☐ Cost of home internet subscription

- ☐ Cost of home internet through LEA-managed wireless network
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment \$ 5,776,329

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$.00	ESSER III	\$ 435,199
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Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Early warning system to track student progression
☒ Data security/cybersecurity
☒ Data storage
☐ Staff upskilling in data literacy/science/analysis
☒ Statistical programs or analytics software
☐ Enterprise data warehouse
☐ Data dashboards or other activities to improve public transparency
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

Data Security/Cybersecurity

Lincoln Parish School Board will focus on data infrastructure with ESSER III funds to support equitable, inclusive access to technology and high quality, high impact teaching and learning with data analytics, increased data storage, and improve network data security and cybersecurity. Our focus will be on the following:

- Implement a data analytics platform for evaluating LEAP/ACT performance across student populations for utilization in school-based strategic planning.
- Improve technology network infrastructure throughout the district to accommodate increased data storage, higher network traffic for the increasing number of teacher and student devices on the network during in-person instruction, increase network data transmission speeds, and provide the latest hardware that supports the latest network security applications and software.
 - Upgrade all school servers used for caching and authentications to improve data security and network access at the school-site.
 - Upgrade the district virtual host server for increased data storage and to provide redundant file storage in the event of a hardware failure.
 - Installation of a network-attached storage device that will be the main data storage device in the district's datacenter. The device will increase data storage capacity, create greater efficiency in data file sharing, with RAID storage.
 - Provide security enhancements to existing network firewall with a threat defense/threat protection license for intrusion detection and prevention, analysis of network traffic for intrusions and exploits into the network, set parameters for file blocking, and stop network traffic based on security intelligence.

- Update internal connections (wireless access points, switches, etc.) at district non-instructional facilities that are ineligible for funding under USAC (E-rate) but still utilized in management of school-based instructional programs, activities, students and staff.
- Improve network and data security on end user devices:
 - Upgrading endpoint protection (anti-virus) software installed on desktops, laptops, and user mobile devices that are connected to district networks directly or through an ISP.
 - Implement Multi-Factor Authentication (MFA) for enhanced network security when district networks are accessed remotely through VPN utilities.
 - Upgrade VPN utility for remote network access that supports MFA.
- Implement the information security continuous monitoring methodology with tools and software that will centralize the complete management of network firewalls, application control, intrusion prevention, and advanced malware protections. The Network Administrator will be able to know the state of district networks real-time with available analytics and logging. This methodology reduces network exposure to attacks, informs on the relative risk of threats detected, and makes it possible for staff to identify and mitigate flaws as they occur.

DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment	\$ 435,199
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