

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).

Within the Richland Parish School District, there are approximately 2720 students enrolled in the 8 elementary schools and 3 secondary schools, Pre-K – 12th grade (JPAMS MFP count as of 09/15/2021). The enrollment is showing a slight growth over the previous 2 years of less than 100 students. This growth may be due to a virtual school offering that was started in the 2020-2021 school year in an effort to attract students whose parents were considering other educational options other than in person instruction in response to the Covid-19 epidemic. Richland Parish currently offers two modes of instruction: In-person instruction (hybrid model) which provides students with four face to face instructional days and one virtual/home learning with opportunities to come to school for small group instruction. Some parents have opted for the 100% virtual school day (Richland Virtual Academy). Teachers are assigned a case load of RVA students to provide support, progress monitoring, and parental communication.

It is essential to have data on how students are learning in order to support the goals of access and equity, especially for those student groups adversely affected by Covid-19. To meet the needs of our disproportionately impacted students due to Covid-19 we are analyzing student data. For example, 2 of our highest elementary disadvantaged schools have dropped 9 index points in ELA and 25.4 index points in math. These schools have received an additional teacher to assist with RTI. Tutoring is being offered after school, and a variety of support on Fridays, ie: small group tutoring, individual tutoring sessions, and google meets during home learning. Often students in Richland Parish are members of non- typical family units. They are being raised by single parents, grandparents, aunts,

¹ [ARP ESSER Fact Sheet](#)

uncles, cousins or older siblings. The psychological and emotional impact on the family unit as a result of someone who is dealing with a positive COVID case is very devastating and traumatizing. The anxiety caused by the fear of losing someone close to them can be quite overwhelming. The added stress of getting sick from someone around them and taking it home is another fear of many students. This no doubt is a cause for diminished learning outcomes, and attendance across all student groups at all grade levels.

Attendance Data is looked at the school daily through Daily Absentee Reports and at the district level on a weekly basis with Attendance Summary Reports being run through the EDgear Webpams System. Gain/ Loss Reports are run every Friday. Student drops that are coded as L0- No Shows and L1 pending request for records are also run weekly and the District Child Welfare and Attendance Supervisor works to locate those students to ensure that they are enrolled in a school. These students are tracked in a chart that shows all attempted contacts and enrollment status.

Assessment data is both formative and ongoing, high quality data tools as well as teacher-made tests and checklists enable teachers to engage in student work analysis that can be used to drive RTI and provide acceleration opportunities that are differentiated to address learning loss. Based on the data released from the DOE’s 2021-2022 Academic Recovery and Acceleration Plan, the percentage of all K-5 students performing on or above grade level on literacy screeners dropped by 16% from 2019, with Black students dropping 19% and of the 14 Hispanic students enrolled in K-5 none performed above or on grade level compared to 67% of the 13 students enrolled performing on grade level in 2019. In the report, Early Warning, Why Reading by the End of Third Grade Matters, by the Annie E. Casey Foundation, it was stated that those students that are not proficient readers by the end of third grade were four times more likely to drop out than their on-level peers. Third grade is the final year that children are learning to read, after which students are “reading to learn.” Beginning in fourth grade, students transition to reading to learn and if they are not proficient readers will struggle with the text of the curriculum.

The LEA will partner with school leaders to set school-level improvement goals that are aligned to the LEA goals by engaging each school leadership in the development of a school specific school improvement plan. Richland Parish will work to improve school attendance to 95% by the end of the first semester. Using PBIS to reward improved attendance at the school level. To increase the number of students performing on or above grade level on literacy screeners by 20% by the end of the 2021-2022 school year, literacy coaches will conduct observations of teachers to inform next steps in coaching. Literacy coaches/content leaders will spend time planning with PK-2 teachers as they prepare for data-aligned small-group centers targeting individual student literacy needs. Literacy coaches/content leaders will also support 3-8 literacy teachers in planning for RTI to address individual student needs based on student data.

A. & B. Mode of Instruction/ Student Enrollment by Student Groups:

Count of Students (K-12 by October 1 Enrollment by Student Group (2021 is by Sept 15, Count)								
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2019 (Total)	2683	6	1476	29	1128	2147	2	307
2020 (Total)	2636	8	1461	36	1090	2231	3	349
Virtual	664	3	437	13	209	446	1	92
2021 (Total)	2641	6	1473	32	1127	1490	5	400
Virtual	188	0	110	2	76	113	0	36

C. Attendance Data by Student Groups

Average Attendance of Students by Student Group									
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD	RVA
2019	92.93	96.33	93.35	92.79	92.28	92.80	96.4	92.72	NA
2020	93.29	97.19	93.60	92.84	92.88	93.42	98.50	92.74	NA
2021	93.16	97.88	93.17	82.96	93.51	92.95	97.86	93.38	92.99

D. Chronic Absenteeism Data

Percent of Chronic Absentee Students by School												
Year	DHS	DMS	DES	HRES	MES	MHS	MJHS	RHS	RJHS	RES	SES	District
2019	45%	10%	17%	21%	18%	32%	32%	28%	29%	32%	15%	25%
2020	26%	6%	5 %	14%	8%	14%	11%	28%	9%	17%	11%	14%
2021	30%	6%	23%	23%	19%	37%	35%	31%	18%	35%	16%	26%

Chronic Absentee #/% of Students by Demographics										
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD	RVA	
2019	694	0	355 (23 %)	11 (58%)	328 (28 %)	597 (27%)	0	99 (24%)	NA	
2020	386	1 1%	206 (13%)	5 (22%)	174 (15%)	265 (14 %)	0	74 (17 %)	NA	
2021	673	1 1%	397 (26 %)	15 (56%)	260 (23%)	452 (27%)	0	96 (22%)	269 (60%)	

Commitment: ATTENDANCE & WELL-BEING ✓ ✓			
Key Investment: Attendance	ESSER II	\$	ESSER III \$ \$2,400
How will the LEA identify students who need to be re-engaged?			
<p>Richland Parish Schools believe that children can only learn effectively if they attend school regularly. It is important too, that children arrive and leave school on time. It is equally important that children should not be in school if they are unwell. Richland Parish Schools collects student data through the EDgear Webpams Data System. This data can be broken down by demographics (race), socio-economic status, and diverse learner status. This data was disaggregated by the aforementioned groups, by school and by grade level. Below is a summary of findings:</p> <ul style="list-style-type: none"> • Overall, student enrollment for the 2020-2021 school year decreased from 2683 to 2636 students, by the October 1, 2020 MFP count in Edgear. However, the same report as of September 16, 2021 indicates enrollment has increased to 2728 students for the current year. • African American students attendance rates dropped from 93.6% in 2019 to 93.17%, Hispanic students attendance dropped greater than 10% from 92.84% in 2019 to 82.96% in 2021. • Economically disadvantaged students' attendance dropped 0.43 % from 98.5% in 2019 to 97.86% in 2020. • Students in grades K- 7 showed declines in attendance whereas, students in grades 8-12 showed gains from 1-2%. • The percent of students with Chronic absenteeism, is greatest at the two K-5 elementary schools serving a majority black student population and in the Mangham School District across all three schools • One high school showed a drop in Chronic Absenteeism from 45% in 2019 to 30% in 2021. It should be noted that 25% of their enrolled students opted for the virtual platform. <p>Comprehensive covid tracking is done daily and every virtual student has an assigned teacher coach and school level team to identify students who are struggling and develop individual probation plans as needed to get them back on track.</p> <p>Budget includes amount for JPAMS drop-out early warning system \$2,400</p>			
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)			
<p>X Re-engagement supports- Participate in the LSU Social research and evaluation center to support schools and families in re-enrolling eligible pk-12 students.</p> <p>X Drop-out early warning systems</p> <p>X Other:- Partner with school counselors and community partners to support informed IGP updates or college and career transitions for all students</p> <p>X Other: Employ a JAG specialist</p> <p>X Other: Establish/ Continue Community Engagement Advisory Panel that meets monthly comprised of community partners, representatives from local governmental bodies, local businesses, the school district, and parents</p> <p>X Engage government officials such as the District Attorney, Juvenile Court Representatives, and FINS Coordinator to coordinate services.</p>			
How will the LEA seek to re-engage students with poor attendance?			
<p>As a system we will participate in the LSU Attendance Alliance Initiative and prioritize schools/students with an attendance rate of 93 % or less, (DHS MHS, MJHS, RHS, RES) based on the needs assessment findings. Our goal is to increase the targeted groups to 95% or greater by the end of the first semester. We will track and monitor engaged students' attendance daily through JPAMS.</p>			

Attendance Data is looked at the school daily through Daily Absentee Reports and at the district level on a weekly basis with Attendance Summary Reports being run through the EDgear Webpams System. Gain/ Loss Reports are run every Friday. Student drops that are coded as L0-No Shows and L1 pending request for records are also run weekly and the District Child Welfare and Attendance Supervisor works to locate those students to ensure that they are re-enrolled in a school. These students are tracked in a chart that shows all attempted contacts and enrollment status.

The school will discuss the importance of attendance regularly (Parent/Teacher meetings, flyers, social media platforms, sending regular attendance updates in newsletter/good attendance highlighted in assembly). Strategies to address attendance concerns and increase good attendance will be addressed in each school’s PBIS plan. Using the PBIS plan, schools will reward improved attendance at the school level.

The principal or principal designee will contact any students who are marked as absent for two days consecutively. The district CWA will make regular contacts with parents of students identified as chronically absent. At the school level and at the district level, administrators or their designees will utilize a variety of means to contact parents, including but not limited to, phone call, text messaging, social media platforms, face to face conferences in person or virtual, and home visits. Students identified as chronically absent or truant. If the CWA is unable to resolve the attendance issue it is then turned over to the truancy officer. After a home visit, families may be referred for counseling or to the district FINS officer who will work to assess the needs of the family and provide information on needed services .

The LEA will partner with school leaders to set school-level improvement goals that are aligned to the LEA goals by engaging each school leadership team in the development of a school specific school improvement plan. Richland Parish will work to improve school attendance to 95% by the end of the first semester. The CWA will report out to the Community Engagement Advisory Panel on a regular basis. The Community Engagement Advisory Panel is made up of 22 community leaders such as mayors, town council members, professionals, parents, and members of the educational community.

Key Investment: Well-Being	ESSER II	\$Click or tap here to enter text.	ESSER III	\$ 21,210.
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How will the LEA identify students who need mental and behavioral supports?

All students (2613) grades k-12 will be administered the Universal Screeners (SABERS &/or BESS) to provide insight into the thought processes and feelings of the students. The Teacher and Student rating scales will also be administered, which will measure adaptive and problem behaviors as well as academics if needed. This rating will address the needs in the school settings. All students will receive mental and behavioral support through the use of SEL at each school, but targeted interventions will be put in place based on the information obtained through the data disseminated from our use of universal screeners. The screeners will be scored by the behavior leadership team at each school within the first semester of school, and the results will be shared and explained to all parties involved . Each school will disaggregate the data by race, socio-economic status, and diverse learner status by school , and by grade level to specify the individual student needs. At the start of the school year each school was tasked with forming a Behavioral Leadership Team to collaborate with members of the team PREPARE to establish schedules to complete universal screenings and disseminate information so needs can be quickly identified and plans made for addressing needs can be put in place. At the current time 3.83 % of our students are receiving additional mental and emotional health support from Social Worker, Behavioral Interventionist ,School Psychologist, and School Based Health Clinic. Once the Universal Screener is completed the results will be analyzed to determine any further students who may be at risk and qualify for mental health and/or behavioral supports.

Each school is being administered the FastBridge SAEBRS Behavioral Screener 3 times a year. Due to an oversight with the company the first screener will be given in mid-November, January, and again in May. After each testing window the school based team will review the data and progress of each student to determine if interventions are successful, or if other mental health interventions need to be implemented as stated above. We also have the BESS Screener to be used if we feel it is necessary for the student, in order to gain more insight into their behavior. Each school also purchased an SEL or character building program to help guide and inform students in the areas of mental health. These programs are being implemented at all schools so (2614) students are receiving SEL in order to build student knowledge in the areas of social and emotional well-being. Insights to Behavior was also

purchased to monitor interventions being done for students exhibiting behavior problems. The program also aids in formulating FBA's as well as Tier 2, 3 and Behavior Intervention Plans.

Budget reflects the following:

- BASC-BESS Q-global scoring subscription \$1,400 -III

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

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

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

RPSB will partner with school based health centers at both Rayville & Delhi to address both mental health and behavioral needs through counseling and community support.

Character Building is addressed through the SEL programs RPSB have adopted (Sanford Harmony & Panorama for both Character Building and social emotional learning) RPSB also uses the Robot Milo to address Character Building and Social Emotional Needs for students with significant disabilities. The District Crisis team has been trained in the use of PREPARE.

RPSB uses a trauma screener (CATS) Child and Adolescent Trauma Screener to determine the need for counseling or other interventions to address specific trauma in a student's life

RPSB has also adopted the use of the Fast Bridge SAEBRS Screener for Universal Screening both behaviorally and academically. The District Crisis team is trained in the use of PREPARE.

RPSB has adopted SEL programs in all schools. The LEA has adopted Sanford Harmony for our Pre-K-8th grade students. Sanford Harmony is a social emotional learning program designed to address the process through which boys and girls and adults acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills and communication and understanding, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood. Research shows that students who engage in a SEL program

- Perform 13% better academically
- Experience fewer conduct problems, emotional distress, and drug use
- Graduate from high school and college at higher rates
- Have lower rates of sexually transmitted infections and pregnancy
- Are less likely to experience mental health disorders
- Are less likely to be involved in the juvenile justice system

Panorama was adopted for grades 9-12. This program addresses **Student competencies** - includes measures of Grit, Growth Mindset, and Self-Efficacy (plus others) **Student supports and environment** - includes Teacher-Student Relationships, Sense of Belonging, School Safety (plus others) **Teacher skills and perspectives** - includes Professional Learning about SEL, School Climate, Resources for School Support (plus others)

Our district is involved in professional development. Schools K-12 are being trained in the implementation of the Universal Screener Fast Bridge (SABERS) by the end of October. Universal Screeners are used to inform teachers of Tier 1 program evaluation and pinpoint areas of effective and ineffective core practices. It will pinpoint academic and SEB gaps for more targeted interventions that will expedite growth. The use of this screener will allow teachers and administrators to know whether interventions are working in half the time to make the necessary adjustments faster. It will ensure growth is happening equitably for all students. Next, administrators are trained on the use of the CATS- trauma screener as well as how to effectively use Sanford Harmony and Panorama to address students' social and emotional needs. Behavior Interventionist trains the district on the proper way to use Insights to develop and implement interventions. FBAs, and behavior plans will be developed as needed using data derived from screeners, J-pams data, and Insights Program. Behavioral and Emotional Screening System (BESS) will be used as an additional assessment for students who do not respond in a timely manner to interventions being suggested through the use of (SABERS.) BESS will also be used to give parents the opportunity to participate in the assessment, by which information will be available to provide necessary support to families. The district also provided a 3-day training on PREPARE for approximately 20-30 professionals, ie. counselors, nurses, teachers, principals, psychologists, educational diagnosticians, that make up the Crisis Team. Teachers and administrators are trained on the use of Sanford Harmony and Panorama to address SEL on a daily basis with fidelity..

Insights to Behavior is a web-based application that empowers any user to quickly create a BIP with research-based strategies.

The needs of those students who are found to be at risk for behavioral and emotional interventions, will be addressed through Social Emotional Learning Programs, that is a component of the schools curriculum. (Sanford Harmony & Panorama) Students

whose behavior continues to escalate will be monitored through the use of the Insights to Behavior Program to implement tier 1-3 interventions as well as develop a FBA in order to create a behavior intervention plan as needed. Assistance will be provided by behavioral interventionists and school social worker. We will also address the trauma component of the investment through the PREPARE Crisis Program which focuses on the prevention, reaffirmation, evaluation, response to the mental health needs and the examining of the effectiveness of the crisis interventions. In the event of a traumatizing event, members of the team are called upon to assess the situation, and provide the necessary interventions to address and contain the trauma.

RPSB employees have access to free virtual mental health support through the partnership with the LDOE and Ochsner. In addition to this free service, RPSB will administer the BESS to all teachers, administrators, paraprofessionals, and central office staff in order to assess services needed.

Budget reflects the following:

- Online subscription for Insights to Behavior for 1 year. Insights to Behavior is a behavior management company that has created a solution for assessing student, building behavior intervention plans, and tracking effectiveness of those plans. \$12,810 -III
- Online platform for Panorama \$7,000-III

(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)
- X Other: BESS will be given to teachers, administrators, paraprofessionals, and central office staff
- Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$23,610

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ 1,145,250	ESSER III	\$ 1,208,277
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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)

- X Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- X Student outcome data, such as assessments
- State administrative data, such as unemployment claims
- X Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- X Conversations with community (stakeholder input)
- X Student enrollment and attendance data
- X Student instructional mode (virtual, hybrid, in-person)
- X Student course enrollment data
- X Other: Summer Learning Camp attendance
- X Other: Homework hotline usage

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).

To meet the needs of our disproportionately impacted students due to Covid-19 we are analyzing student data. For example, 2 of our highest elementary disadvantaged schools have dropped 9 index points in ELA and 25.4 index points in math. These schools have received an additional teacher to assist with RTI. Tutoring is being offered after school, and a variety of support on Fridays, ie: small group tutoring, individual tutoring sessions, and google meets during home learning. The district will use attendance data to identify students during the pandemic of face to face students and Richland Virtual Academy. Average attendance for grades 2-8 dropped slightly with attendance increasing in grades 9-12. With an overall chronic absentee students of 26% of the population. The LEAP data shows that 75% or greater students did not score mastery on the state tests. Based on DOE's 2021-2022 Academic Recovery and Acceleration Plan, the percentage of all K-5 students performing on or above grade level on literacy screeners dropped by 16% from 2019, with Black students dropping 19% and of the 14 Hispanic students enrolled in K-5 none performed above or on grade level compared to 67% of the 13 students enrolled performing on grade level in 2019. Salary/benefits for additional staffing to build tutoring into the school day using a plus one additional staffing model and

² [ARP ESSER Fact Sheet](#)

prioritizing schools with CIR/UIR labels. This additional staff will be able not only reduce class size to better maintain mitigation, but also be used to provide acceleration opportunities that are differentiated to address learning loss. Based on a needs assessment through the IDEA department, two additional SPED teachers were added to two middle schools to support this student group. This addition will allow students to participate within core classes providing access to Tier I Curriculum. Teachers will assist with front loading of materials as well as continued support of IEP goals.

Utilizing strategic scheduling to revamp RTI and electives as a time and place to accelerate learning. Salary/benefits for teachers to tutor after school hours and during the summer months. Additional staff in the form of teacher or reading interventionists to coach teachers in selecting and implementing literacy intervention and extensions. Students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021 and 2022 school years have been identified and IAIP's have been developed for each student where their strategic involvement is prioritized. We have identified a K-2, 3-5, and 6-8 literacy coach who provided additional support to all CIR/UIR-A schools. MOU's are established with ULM, LaTech, Grambling, TNTP, and iTeach aspiring teachers who are utilized to provide extra tutoring staff for after school and summer programming. To better prepare for students who are absent and/or quarantined, contract with certified content leaders in ELA and Math to build nearpod lessons and hardcopy resource books for student use for the 2022-2023 school year. Another student group identified is students with access to connectivity. To better reach all students with low connectivity a district homework hotline has been established and staffed by local teachers to support students and families outside of school hours. Funding for the homework hotline is through EEF. A needs assessment was conducted in the spring of 2021 by TNTP to identify evidence-based activities, drive goals, and set timelines for the 2021-2022 school year. Student groups identified who have been most impacted by the Covid-19 pandemic this summer to target for summer learning opportunities prioritizing grades four through eight who have IAIP's in place for the 2021.2022 academic year.

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

- High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
- Literacy Interventions and Extensions
- Individual Graduation Plans (IGP)
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

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

The following high quality data tools are used to drive in-school RTI and after-school tutoring opportunities to differentiate acceleration efforts and address lost learning: DIBELS (ELA), OnCourse (Math), LEAP 360 (ELA and Math), and Digital Great Minds Programing (Math). Student work analysis both formal and informal is incorporated into our school level cycles of development. Each school in the district has a lead instructional coach on site to support developmental cycles. Instructional Leadership Teams (ILTs) will engage in one formal cycle of development monthly that includes the following: ILT's meet at minimum once monthly, ILTs lead monthly district learning walks at their school site, ILTs also engage in bi-monthly school level learning walks, ILTs lead bi-monthly school-level PLC's, and state certified content leaders in ELA, Math, and Science lead monthly district PLC's by content area. Leaders of school level ILTs receive support weekly by their assigned supervisor and monthly by TNTP to ensure frequent engagement and data analysis centered in thoughtful planning around teaching and learning. Grade specific Literacy coaches will work closely with the school-level instructional leadership teams, ILT, to track and monitor progress of literacy interventions and extensions implemented by engaging in regular meetings, frequent learning walks, and formal coaching cycles of development with their assigned caseload of teachers as an extra layer of support for our CIR/UIR-A schools. The district high school instructional coach works closely with the assessment and accountability and vocational supervisors to ensure all students have an individual graduation plan in place. The district high school instructional coach meets weekly with guidance counselors. To better understand our district plan of support aligned

to our needs assessment conducted by TNTP in the spring of 2020 see our [2021-2022 academic priorities](#) to ensure effective instruction and address learning loss and our [yearly calendar](#). To measure our progress aligned to our needs assessment classroom observations will continue to be collected and analyzed in October, March, and April to ensure: the number of students always engaged in grade level work continues to increase, teachers continue to use curriculum embedded assessments to monitor student understanding, and numbers of students meeting the expectations of the assignments and standards in ELA, math, science, and social studies will improve by engaging in routine cycles of development that include routine student work analysis. This district measure outcomes include the following: This District will increase the school performance score by 5 points. Grades 4-8 will grow in the assessment index in ELA, Math, Science, or Social Studies. The district progress monitors using LEAP 360 in ELA and Math grades 3-8 and Equip is used to drive acceleration efforts during and after school opportunities prioritizing students in grades four through eight who failed to achieve mastery on any statewide assessment during the 2020-2021 and 2021-2022 school years.

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 grades four through eight who did not achieve Mastery or above will be identified and an Individual Academic Improvement Plan (IAIP) will be developed for each core subject area. (i.e., ELA, Math, Science and Social Studies) Students in grades four through eight will be prioritized in afterschool programs and will have opportunities for a variety of support on Friday's, ie: small group tutoring, individual tutoring sessions, and google meets during home learning.

Key Investment: Before and After School Programs	ESSER II	\$ 171,107.	ESSER III	\$ Click or tap here to enter text.
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

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

To meet the needs of our disproportionately impacted students due to Covid-19 we are analyzing student data. For example, 2 of our highest elementary disadvantaged schools have dropped 9 index points in ELA and 25.4 index points in math. These schools have received an additional teacher to assist with RTI. Tutoring is being offered after school, and a variety of support on Fridays, ie: small group tutoring, individual tutoring sessions, and google meets during home learning. All schools in Richland Parish are offering after-school/before school tutoring to students who exhibit learning loss through review of prior year LEAP 2025 scores and end of the year assessments. Principals along with Instructional Leadership Teams (ILTs) will prioritize students based on prior year available data in ELA and Math. Data will be available through On Course assessments and LEAP 2025 scores. Tutoring will be offered approximately 3 days per week for 1.5 hours after school and/or 30 minutes prior to the beginning of the school day. Tutoring will begin in September and extend through the testing window. On Course benchmark assessments and LEAP 360 interims will be used for progress monitoring. Teachers and paras will utilize Accelerate curriculum to effectively address and prevent unfinished learning. Accelerate is a just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach

addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. Richland Parish will provide transportation for students attending after-school tutoring. Every student who did not achieve Mastery or above will be identified and an Individual Academic Improvement Plan (IAIP) will be developed for each core subject area. (i.e., ELA, Math, Science and Social Studies) This district will recruit and prioritize students in grades four through eight who failed to achieve mastery on any statewide assessment during the 2020-2021 and 2021-2022 school years. Prior year test scores and/or beginning of the year baseline data will be used for baseline score for tutoring students. School based teachers will utilize Accelerate for before and after school tutoring as well as RTI incorporated into the school day. DIBELS scores, interim test data, and six weeks grades will be utilized for progress monitoring. Each school has a SBLC who monitor students' academic success closely to identify struggling students and develop individualized support plans and ensure they are accessing wrap-around supports offered. In addition to school level SBLC teams, data will be reviewed for student growth or decreases by the ILTs and decisions made to add/delete students to the tutoring cycle. Tutoring began in October and will end in April. As a result of our efforts, the district will increase the school performance score by 5 points overall. Grades 4-8 will see growth in the assessment index in ELA, Math, Science, or Social Studies across school sites.

Key Investment: Summer Learning Programs	ESSER II	\$ 60,172	ESSER III	\$ 276,142
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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?

- salary/benefits for LEA coordinator, teachers, and staff
- transportation costs
- supplies for academic and enrichment activities (including, but not limited to, SEL and theater classes from Princess Theater, a local theater organization)
- field trips
- costs for [SWIVL camera](#) (and needed accessories) required for conducting teacher observations during summer learning

The Richland Parish summer learning program will prioritize and recruit students in grades four through eight who failed to achieve mastery on LEAP 2025 during the 2020-2021 school year. Each school will establish an accelerated learning committee to target students identified who did not achieve mastery. The summer learning program will include learning acceleration tutoring in ELA and mathematics for PK-12 students. Certified teachers will use resources from Tier 1 curriculum during whole group and small-group learning. During the 4-week, full-day summer learning experience in June 2022 (16 days total), students will receive an hour and a half of literacy instruction every day, an hour and a half of mathematics instruction every day, and two and a half hours of enrichment instruction every day.

Daily progress monitoring will occur as teachers conduct 30-minute small-group lessons during the hour and half block of instruction. Teachers will collect progress monitoring data daily during this small-group instruction and use the data to conduct a student work analysis each afternoon to determine the next day's instruction.

By the end of the 4-week summer learning program in June 2022, students should show an increase in reading, writing, and/or fluency proficiency and an increase in mathematics proficiency as indicated by the pre- and post-assessment.

Our summer learning program will take place at multiple campuses across our district, prioritizing campuses with students of greatest needs per the data of our needs assessment.

In mathematics, students will be assessed using Great Minds Equip on the first day of the summer learning program to determine their individual learning needs, and teachers will use this data to drive their instruction for the remainder of the time. Each afternoon, teachers will conduct a student work analysis protocol to determine individual student progress toward the student's individual goal. On the last instructional day of the summer learning program, math teachers will assess students again to determine individual student growth. The goal is for students to increase their score by 5%.

In literacy, students will be assessed in fluency and writing on the first day of the summer learning program, and teachers will utilize this data to drive whole group, small group, and individualized instruction. Each afternoon, teachers will conduct a student work analysis protocol to determine individual student progress toward the student's individual goal. On the last instructional day of the summer learning program, literacy teachers will assess students again using the same fluency and writing assessment used at the beginning. The goal is for students to increase their score by 5%.

The Richland Parish summer learning program is a 4-day program conducted over 4 weeks. Teachers will spend the morning portion of the SLP teaching and use the afternoon portion for analyzing daily student work, annotating the next day's lesson using that data, and rehearsing for the next day's instruction under the tutelage of a certified mentor/coach. School level content leaders, coaches, and site leaders will conduct informal observations of core content teachers throughout the morning in order to inform decisions about afternoon professional development in analyzing student work, planning, and rehearsing lessons. Teachers will use the SWIVL cameras to capture video and audio of lessons to show prior to the afternoon protocols so that teachers can discuss what is seen/heard and use that data to drive their own planning.

Key Investment: Extended Instructional Time	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ Click or tap here to enter text.
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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?

Refer to before/after school section for extended instructional time

Key Investment: Individual Student Plans for Success	ESSER II	\$ 69,520	ESSER III	\$ 88,000
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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 In address disproportionate impacts?

Richland Parish will partner with Career Compass to provide individual graduation planning services for grades 8th-12th during the 2021-2022 academic school year. The services will include collaboration meetings with a trained Career Compass Coach and school counselors, small group mentoring, college and career awareness seminars, customized activities for students including Jump Start Information and awareness, and reporting for schools. Career Compass will be responsible for providing progress monitoring for each school and district. A detailed end of year summary report and student data will be shared at the end of the academic school year. These results will drive the objectives for the beginning of the incoming school year.

The district high school instructional coach works closely with the assessment and accountability and vocational supervisors to ensure all students have an individual graduation plan in place. The district high school instructional coach meets weekly with Individual guidance counselors, and monthly during district PLCS as a group to monitor progress toward graduation path. This progress includes analysis of ACT and Workkeys completion at each school. Currently, Richland Parish has 3 trained ACT certified educators who will conduct boot camps at all 3 high schools with a focus on university path students in 11th and 12th grades.

To measure our progress aligned to our needs assessment classroom observations will continue to be collected and analyzed in October, March, and April to ensure: the number of students always engaged in grade level work continues to increase, teachers continue to use curriculum embedded assessments to monitor student understanding, and numbers of students meeting the expectations of the assignments and standards in ELA, math, science, and social studies will improve by engaging in routine cycles of development that include routine student work analysis. In order to ensure successful completion of

student IGP fees for ACT exams, training for CTE teachers, computers provided for virtual and hybrid CTE courses, and supplies for CTE focused coursework will be utilized.

Richland Parish schools will prioritize and recruit students in grades four through eight who failed to achieve mastery on LEAP 2025 during the 2020-2021 school year to ensure increased graduation rate.

Funding is being utilized for the following:

- Chromebook devices with Windows 10 to ensure virtual CTE students have connectivity and support to learn virtually
- Desktop computers for 3 high schools to support BCA, IBCA, and Adobe CTE courses
- ACT and Work Keys online subscriptions curriculum. Unlimited access per school \$2000 per school x 3 schools
- Microsoft Office Software licences to CTE and non-core curriculum for individual students.
- Dual enrollment course fees for 3 high schools

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 2,860,948
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓				
Key Investment: School Improvement Best Practices	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 30,000
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"/> Other: Instructional coaching support <input checked="" type="checkbox"/> Other: Learning walks in the cycle of development				
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>Learning walks and coaching are established and rooted in the three pillars at the district level and within-schools. Systems encourage consistent collaboration between teachers, coaches, leaders, and district supervisors. Prioritizing student experience in classrooms has been elevated by focusing on student work. Students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021 and 2022 school years have been identified and IAIP's have been developed for each student where their strategic involvement is prioritized. Identified subgroups: xx Community engagement work has developed communication channels between the districts, schools, and community stakeholders and families. Disproportionate students impacted families participation will be prioritized and incentives will be offered. To better understand our district plan of support see our 2021-2022 academic priorities and our yearly calendar. In addition to the yearly calendar that allows for collaborative planning time and sets clear expectations, our LDOE school improvement support specialist is plugging in with additional support for CIR/UIR-A school-level learning walks in between district level monthly expectations. Principal support is focused on clarifying roles and responsibilities of ILT's aligned to district/school priorities (Weekly supervisor support and monthly Lead Richland PLCs). ILT will meet routinely to consistently use ILT meetings to discuss instructional trends and norms on best practices to ensure strong engagement of cycles of developments (ILT's meet at minimum bi-monthly for meetings, monthly Learning walks, bi-monthly school level learning walks, and lead bi-monthly school level PLC's). TNTP support will be focused on growing the middle leaders through a coaching support model monthly.</p> <p>To continue to grow a pipeline of strong coaches, content experts, and leads to strengthen ILTs, the district will contract with current certified content leaders (Talent Coaches) and mentor teachers to support the 2021-2022 educators across the district in earning distinction and working toward educational leader certification.</p>				
Key Investment: Literacy Professional Development	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 101,960
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input checked="" type="checkbox"/> Literacy Content Leaders <input checked="" type="checkbox"/> Literacy Coaches <input type="checkbox"/> 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?

- Salary/benefits for literacy coaches (PK-2, 3-5, and 6-8) (CLSD grant)
- Costs for Literacy Foundations PD for educators outside of K-3 (\$51,960)
- Costs for [SWIVL camera](#) (and accessories) required for conducting observations (\$50,000)

Teachers of literacy and school administrators will attend Literacy foundations PD. Literacy coaches and content leaders will support literacy teachers in planning, rehearsing, and implementing effective and rigorous literacy instruction through a Tier 1 curriculum. Literacy coaches will create a SMART goal for each teacher they support, and will utilize a coaching log to track the support they provide and the progress the teacher makes. Literacy coaches will conduct observations of teachers daily to inform next steps in coaching to help teacher make progress toward their individual SMART goal. The SMART goals will align with district and school level literacy goals.

Literacy coaches/content leaders will spend time planning with PK-2 teachers as they prepare for data-aligned small-group centers targeting individual student literacy needs. Literacy coaches/content leaders will also support 3-8 literacy teachers in planning for RTI to address individual student needs based on student data. Coaches will utilize the SWIVL camera to capture video and audio of model lessons to show other teachers across the district so that all teachers have the opportunity to learn from one another in a unique way. Literacy coaches/content leaders will utilize the science of reading when supporting all teachers to ensure students receive the instruction that best fits their individual needs. Richland Parish schools will prioritize and recruit students in grades four through eight who failed to achieve mastery on LEAP 2025 during the 2020-2021 school year.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment

\$ 131,960

EARLY CHILDHOOD EDUCATION ✓				
Early Childhood Program Expansion	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 5,000
<p>Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p><input checked="" type="checkbox"/> Ready Start Networks</p> <p><input type="checkbox"/> Fund Pre-K seats</p> <p><input checked="" type="checkbox"/> Other: recruit and enroll children through social media and advertising campaigns, and in-person outreach events</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
<p>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</p> <p>Richland Parish has critical gaps in access to quality early care and education for our communities' youngest learners. Increased access to reliable, quality early care and education is a necessity to ensure our local economy thrives today and tomorrow. In order to combat these challenges, Richland Parish Schools is an active member of the Ready Start Richland Network. Ready Start Richland is a community coalition of early care and education programs; Head Start, school system, and childcare committed to creating and implementing a unique vision for early childhood. The Children's Coalition of Northeast Louisiana provides support and services for all activities. To better understand the plans and goals of the network, see the Ready Start Richland Blueprint. The network meets bi-monthly to address the goals listed in the blueprint. Beginning in December 2021, the network will recruit children for the Birth to Five programs in the network through social media, television and radio advertising campaigns. An in-person outreach event is scheduled for Saturday, February 26, 2022. The Coordinated Enrollment Week is scheduled for February 28-March 4, 2022. The LEA will support the efforts of the Ready Start Richland Network by providing informational materials such as signs, flyers, magnets, brochures, and books in order to promote awareness and access for families. Students with the greatest academic need are given priority in our preschool program. The LEAs goal is to keep the allotted 55 LA4 preschool seats filled by maintaining a waitlist for each site. The number of open/available seats is listed on the Ready Start Richland/Children's Coalition website.</p>				
Early Childhood Program Enhancement	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$11,800
<p>Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p><input checked="" type="checkbox"/> CLASS Certification</p> <p><input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide</p> <p><input checked="" type="checkbox"/> Other: Purchase high-quality instructional material</p> <p><input checked="" type="checkbox"/> Other: Purchase necessary supplies for classrooms</p>				
<p>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</p> <p>Elementary school administrators will participate in CLASS observation training in order to gain an in-depth understanding of the CLASS methodology and prepare to reliably assess teaching quality using CLASS. This training will help our elementary schools become stronger by building the support teachers need to be effective educators and ensuring children experience classroom</p>				

interactions that fuel their social, emotional and academic growth. By June our goal is to have approximately 8 elementary administrators participate in the CLASS training provided by Teachstone at a cost of \$775 per person. (\$6200)

The LEA will purchase high-quality instructional material such as the *Getting Ready for Kindergarten Teaching Guide*. This instructional guide offers a collection of daily plans that will help support children through the preschool-to-kindergarten transition, help them reflect on and celebrate their accomplishments, and strengthen family partnerships at the end of the year. This guide will be implemented during April and May 2022. (\$600)

The LEA will purchase classroom supplies based on requests from each Pre-K teacher. These classroom supplies will be hands-on and support both gross and fine motor skills. The supplies may include but not be limited to colors, markers, construction paper, fingerpaints, playdough, sidewalk chalk, center supplies, and outdoor activities such as tricycles, bouncing balls, and hula hoops. These supplies will be used throughout the school year. (\$5000)

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	\$ \$16,800
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SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$ 2,473,823	ESSER III	\$ 5,117,500
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Provide the URL to the following LEA documents:

[School Reopening Plan for In-Person Learning](#)

[COVID-19 Vaccination policies for staff and students](#)

[Mask wearing policies for staff and students](#)

[Physical distancing, cohorts, or learning pods](#)

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
- X Support universal and correct wearing of masks
- X Physical distancing (e.g., including use of cohorts/learning pods)
- X Handwashing and respiratory etiquette
- X 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
- X Other: Maintenance of healthy facilities, including roofs
- X Other: Improve bus fleet (6 buses) to support distancing

Continuity of Teaching & Learning	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 858,026
<p>Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p>X Staff Training/Professional Development to support remote learning or safe reopening</p> <p>X Educational technology (computers/ laptops)</p> <p>X Educational technology (software/ programs)</p> <p><input type="checkbox"/> Mobile hotspots with paid data plans</p> <p><input type="checkbox"/> Internet connected devices with paid data plans</p> <p><input type="checkbox"/> Cost of home internet subscription</p> <p><input type="checkbox"/> Cost of home internet through LEA-managed wireless network</p> <p>X Other: External/outdoor access points to increase wi-fi availability for students and parents (funding included in data infrastructure)</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
SCHOOL SAFETY & OPERATIONS			2021-2022 Total Funding Commitment	
			\$ 8,449,349	

DATA INFRASTRUCTURE ✓				
Data Infrastructure	ESSER II	\$ Click or tap here to enter text.	ESSER III	\$ 176,634
<p>Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p><input type="checkbox"/> Early warning system to track student progression</p> <p><input type="checkbox"/> Data security/cybersecurity</p> <p><input type="checkbox"/> Data storage</p> <p><input type="checkbox"/> Staff upskilling in data literacy/science/analysis</p> <p><input type="checkbox"/> Statistical programs or analytics software</p> <p><input type="checkbox"/> Enterprise data warehouse</p> <p><input type="checkbox"/> Data dashboards or other activities to improve public transparency</p> <p>X Other: Upgrade outdated infrastructure including wireless systems and servers providing student and data services</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
Describe the LEAs plan for implementing evidence-based activities.				
<p>A wireless network and servers will be installed and/or upgraded at the Central Office and all school locations in order to support added software and student connectivity services throughout the parish. The updated network will focus on increased functionality and less down time due to system maintenance.</p>				
DATA INFRASTRUCTURE			2021-2022 Total Funding Commitment	
			\$ 176,634	