

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.



LEA Name Lincoln Preparatory School	LEA Code W33
Planning Contact (name) Melanie Colvin	
Planning Contact (title) Chief Academic Officer	
Planning Contact (email) mcolvin@lincolnprep.school	
Planning Contact (phone) 318-245-1230	
Fiscal Contact (name) Megan Kenley	
Fiscal Contact (title) Chief Financial Officer	
Fiscal Contact (email) mkenley@lincolnprep.school	
Fiscal Contact (phone) 318-732-6596	
School System Leader Name Gordan Ford	
School System Leader Signature	Date 9/30/2021

NEEDS ASSESSMENTS ✓✓✓

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

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

Criteria Checklist

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

¹ [ARP ESSER Fact Sheet](#)

Commitment: **ATTENDANCE & WELL-BEING** ✓✓

Key Investment: **Attendance**

ESSER II

ESSER III

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

Lincoln Preparatory School (LPS) collects student attendance data in a student information system. This data captures students by: demographic (race), socio-economic status, and diverse learner status. LPS disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged. The student body at LPS is more than 90% students of color and more than 90% economically disadvantaged. As a result, our plans target our entire population, as nearly all of our students would be considered at-risk. During weekly collaboration meetings, teachers in all grade levels discuss attendance issues, academic issues, and motivational issues for students who need to be re-engaged. Attendance issues are submitted to truancy. Through our weekly reviews, we have determined between 30 to 40% of students in each grade level needed to be placed in groups for re-engagement. Students in grades K through 2 missed the most in person learning due to Covid related quarantines. Only 7% of students are currently achieving at the MASTERY level. Summer school enrollment and after school tutoring programs are being offered to ALL students. Additional Teachers and paraprofessionals were brought on board to lower class sizes and provide additional classroom supports.

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

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

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

A new senior-level position has been created that will oversee Enrollment Management, with a focus on truancy. Approximately 5% of students currently have excessive absences. During the 2122 school year, nearly all learning was in person learning. For parents who still have issues with in person learning will be given the option for a virtual program which uses live teaching.

- Attendance Warning Letter
- Attendance Warning Meetings and intervention conferences
- Home visits
- Seat Time makeup
- Other interventions as identified by the counselors and social worker

Key Investment: **Well-Being**

ESSER II

\$Click or tap here to enter text.

ESSER III

\$ 54254.88

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

LPS has hired a registered Social Worker to assist our Guidance Counselor, who is a Supervisory Licensed Clinical Social Worker. Our guidance counselor and social worker have developed a referral form which teachers can use to refer students for additional supports. Our school counselor and our social worker created a referral form and will train teachers on how to recognize the need for mental and behavioral supports. Each year the referral form will be provided to teachers, and teachers will be trained on how to complete the form during professional development days prior to the beginning of each school year. This plan was planned during the 2020-2021 school year and fully implemented during the 2021-2022 school year. Our JCAMPUS system documents all demographic details of each student such as race, sociology-economic status, and diverse student learner status. The student body at LPS is more than 90% students of color and more than 90% economically disadvantaged. As a result, our

plans target our entire population, as nearly all of our students would be considered as having a need for mental and behavioral supports. During the 2021-2022 school year more that 15% of students were referred. A total of 83 students were referred. The breakdown of referred students is as follows:

- *K-2 - 8 students referred
- *3rd-5th - 14 students referred
- *6th-8th - 49 students referred
- *HS - 12 students referred

Since the vast majority of referrals came from grades 6-8, those students were provided intensive support. Nineteen 6th graders, thirteen 7th graders, and seventeen 8th graders were referred. It was also noted that the 2020-2021 school year students in grades 6-8 spent the fall semester in a virtual only setting. During that time the daily average attendance rate was 81%. In review of the attendance of the forty-nine 6-8 graders referred, 8 students missed over 10 days of instruction, and 32 students missed five-nine days of instruction, and 9 students missed less than five days of instruction. Upon review of the academic achievement levels of all 83 referred students, the following statistics were identified:

- *K-2 referred students were all below academic benchmarks (DIBELS)
- *3rd-5th - Only one referred student achieved Mastery in both ELA and Math. Two additional referred students achieved Mastery in ELA.
- *6th-8th - Only one referred student scored Mastery in both ELA and Math, and three additional referred students score Mastery in ELA only.
- *HS - One referred student scored Mastery in two subject areas.

All referred students were provided meetings with either our school counselor or our social worker. Weekly check-in's were documented in our JCampus system. LPS instituted peer and group counseling teams. Students needing additional support were enrolled in a class entitled Strategies for Academic Success. This course highlights time management, organizational, and academic priority skills. Additional academic supports were provided through RTI, after-school tutoring, and summer school.

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

- ☐ Mental and Behavioral Health
- ☒ Character Building
- ☐ Trauma-informed care
- ☐ Full Service Community Schools
- ☐ Adoption/ integration of SEL curriculum
- ☒ Professional development for staff
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

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

LPS used ESSER funds to hire a registered Social Worker to assist our Guidance Counselor, who is a Supervisory Licensed Clinical Social Worker. Our school social worker will develop a plan in which teachers can refer students in need of mental and behavioral supports. Based on referrals, our social worker and counselor will schedule in which student check ins are frequent and documentation will be kept in our JCAMPUS system. Our faculty and staff will be trained at the beginning of each year on the mental and behavioral supports referral form. Our teachers will also participate in trauma-informed professional development in the fall.

(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	\$ 54254.88
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Commitment: **RECOVERY AND ACCELERATION** ✓✓✓

Key Investment: **Targeted Learning Support**

ESSER II

\$ Click or tap here
to enter text.

ESSER III

\$ 312,288

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

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

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

The LEA allocated funds to help address the needs of students most impacted by the Covid-19 pandemic. Our decision making process was based on cross-referencing classroom grades and with state and district assessment results, and those students with poor attendance due to spending a majority of time as a virtual learner. Our decision making was also driven by weekly collaboration reviews of benchmark performance of students in grades K-8.

The LEA used the following data sources for review:

- *Dibels Early Literacy Screeners for all students K-3.
- *LEAP 360 Diagnostic test was also used for grades 3-10 in ELA and Math.
- *LEAP 2025 Results for 20-21 School Year (including percent of students at Mastery and Above in ELA and Math, Science and Social Studies; Grades 3 and 8, disaggregated by demographic/race, socio-economic status, and diverse learner)
- *Other LDOE State released data including: "Percentage of K Students On/Above Level on all Literacy Screeners", "Cohort Graduation Rate", "Percentage of Cohort earning Basic or Advanced Credential", and "Average ACT Score" reports.

The student body at LPS is more than 90% economically disadvantaged. As a result, our plans target our entire population, as nearly all of our students would be considered at-risk of being in need of academic recovery and acceleration. During weekly collaboration meetings, teachers in all grade levels discuss attendance issues, academic issues, academic test data, and motivational issues for students who need to be re-engaged. Attendance issues are submitted to truancy. Through our weekly reviews, we have determined between 30 to 40% of students in each grade level needed to be placed in groups for re-engagement. Students in grades K through 2 missed the most in person learning due to Covid related quarantines. It was also noted that the 2020-2021 school year students in grades 6-8 spent the 2020-2021 fall semester in a virtual only setting, and 75% of the 3rd 9 weeks of the 2021-2022 school year in a virtual only setting. Only 7% of students are currently achieving at the MASTERY level.

² [ARP ESSER Fact Sheet](#)

In review of academic achievement levels on the 2021 LEAP 2025 tests we know that

*Our 4th-7th graders scored >1% Mastery on ELA and Math Tests

*Our 8th graders scored >1% Mastery on Math and 21% Mastery on ELA Tests

The LEA also has determined through beginning, mid, and end of year benchmarking (LEAP 360, DIBELS, STAR Assessments) for all K-8 students, we have an average of 67% of students who are not on grade level.

In response, LPS used ESSR funds to hire additional teachers and paraprofessionals to lower class sizes and provide additional classroom supports. Grades K-2 and 5th-8th will be divided into three sections for an overall teacher student ratio of 20:1 or smaller. Additionally, each classroom in grades K-5 will also be assigned a paraprofessional who will provide educational supports for struggling students. In grades 6-8, paraprofessionals will also assigned to classes. ESSR funds will be used to hire paraprofessionals.

As a small single-site school, impacts were evenly spread across our entire student population. We are using ESSER Funds to add additional teachers and paraprofessionals in classrooms to recover from learning loss. We will use those human resources to break classes into strategic small groups to address specific learning needs. In this category, we are using funding to have an intervention educator to assist with student growth. Funds were allocated for the following programs: school based social worker, additional paraprofessionals to assist educators, technology infusion to address learning loss, and response to intervention programs. An intervention period was also implemented to help all students with high quality intervention strategies. The intervention opportunity for daily high-dosage tutoring in grades 1-8. Also, 120+ students are getting recovery time in after-school tutoring and 160+ in summer learning. The overall goal is to have all students in grades 1-8 to be fully recovered within three years.

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: After-school tutoring

☒ Other: Summer learning programs

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

As a result, interventions are targeted at the entire student body. Intervention time will be scheduled into the regular school day, additional human resources will be used inside K-8 classrooms, after school programs will be in place, and teachers will be trained on Tier I curriculums. Everyday for a 50 minute time period, students in grades K-8 were involved high quality intervention or enrichment through the use of Edulastic, LEAP 360, Literacy Interventions through DIBELS, and read aloud. The program was monitored by our two trained Intervention Coordinators. During weekly teacher collaborations, student improvement and remaining student needs were documented and discussed.

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)

The K-8 School-Wide RTI program was fully implemented in the 2021-2022 school year. A partnership with education students from Grambling State University was created to provide more Human Resources to help meet the needs of students impacted by the COVID 19 pandemic. Our Summer School Program was first implemented in the summer of 2021 and will continue until 2024. This includes daily summer stipends at applicable rates for those who will provide supports and services for this activity, including: administrators, certified teachers, paraprofessionals, our counselor and social worker, and other personnel required to ensure a successful program to address learning loss of identified students as a results of the pandemic. This includes students in grades 4-8 who failed to achieve Mastery on previous statewide assessments.

As the program continues, our goal is that all grades will have a 50% proficiency rate for students that attend the Summer Learning Program. Daily and weekly exit tickets and assessments are used to monitor progress and reviewed to make help us informed decisions about future academic plans. Additionally, in regards to ACT 294, we expanded our regular school day after school tutoring which was held Monday-Thursday from 3:30-5:30 PM. Any student could participate in after school tutoring, but students who did not score mastery were recommended. Additionally, students who scored unsatisfactory-approaching basic were provided with 30 hours of in-person remediation. Students who are performing below grade level were recommended for summer school or extended school year. Tier I curriculums were used in each extended school day program.

- Students will be provided High-quality curriculum
- Students will be placed in a classroom with a Highly Effective Teacher
- Students will be provided after school tutoring
- Students will be provided additional in school support
- Students will be enrolled in a summer program. In that summer program the students will be taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

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

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 169,290

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?

The student body at LPS is more than 90% economically disadvantaged. As a result, our plans target our entire population, as nearly all of our students would be considered at-risk of being in need of academic recovery and acceleration. During weekly collaboration meetings, teachers in all grade levels discuss attendance issues, academic issues, academic test data, and motivational issues for students who need to be re-engaged. Attendance issues are submitted to truancy. Through our weekly reviews, we have determined between 30 to 40% of students in each grade level needed to be placed in groups for re-engagement. Students in grades K through 2 missed the most in person learning due to Covid related quarantines. It was also noted that the 2020-2021 school year students in grades 6-8 spent the 2020-2021 fall semester in a virtual only setting, and 75% of the 3rd 9 weeks of the 2021-2022 school year in a virtual only setting. Only 7% of students are currently achieving at the MASTERY level.

In review of academic achievement levels on the 2021 LEAP 2025 tests we know that

*Our 4th-7th graders scored >1% Mastery on ELA and Math Tests

*Our 8th graders scored >1% Mastery on Math and 21% Mastery on ELA Tests

Based on data review of DIBELS, LEAP 2025, STAR Assessments, RTI Progress monitoring, teacher collaboration notes, and attendance records, the following number of LPS students were assigned after-school tutoring:

2020-2021

K- 12
1st- 16
2nd-15
3rd- 15
4th- 14
5th- 17
6th- 16
7th- 15
8th- 14

2021-2022

K- 9
1st- 17
2nd-16
3rd- 16
4th-17
5th-14
6th-17
7th-16
8th-16

Due to these key factors and increased numbers, LPS's after-school tutoring program was supported by ESSR funds. The after school program was driven by data collected for all sources listed above and from additional individualized benchmark data collected and addressed by the RTI period implementation.

In addition to the RTI periods scheduled during the school day, students who score significantly below proficiency on diagnostic assessments in English language arts (ELA) and math as well as students who exhibit documented academic deficiencies in ELA and math throughout the school year will be enrolled in after-school supplemental tutoring. Teachers and paraprofessionals will provide after-school tutoring to students in grades K-8 using evidence-based intervention materials embedded in Tier I Curriculum Academic Supports.

Funds will be budgeted for:

- Stipends of \$25 per hour for teachers
 - Stipends of \$15 per hour for paraprofessionals
 - The number of stipends to be paid will be based on the number of teachers and paras needed according to the number of students who meet the criteria for after-school tutoring. This number will be fluid as student progress is monitored throughout the school year and may necessitate enrollment adjustments.
 - Benefits for teachers
 - Benefits for paraprofessionals
 - The benefits to be paid will be based on the number of teachers and paras needed according to how many students meet the criteria for after-school tutoring and number of classes to maintain a ratio that promotes individual attention for students.
- In grades 9-12, Covid-19 school closures affected a student's ability to complete coursework and grasp the major content of the course. Tutoring for 9-12 grade students was also made available.

Funds will be budgeted for

- Stipends of \$25 per hour for teachers to provide after-school credit recovery sessions
- Benefits to be paid to for teachers to provide after-school credit recovery sessions
- The purchase of a credit recovery tool – Edgenuity which will be used for course recovery, test prep, and SEL.

Any student who benchmarks one or more grade levels below their current grade level will have access to after school tutoring programs. After school tutoring programs will use Tier I Curriculum Interventions and the Accelerate Program.

Key Investment: Summer Learning Programs

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 111,321

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?

LPS used ESSR funds to support summer school programs for students with academic and/or attendance deficiencies.

The student body at LPS is more than 90% economically disadvantaged. As a result, our plans target our entire population, as nearly all of our students would be considered at-risk of being in need of academic recovery and acceleration. During weekly collaboration meetings, teachers in all grade levels discuss attendance issues, academic issues, academic test data, and motivational issues for students who need to be re-engaged. Attendance issues are submitted to truancy. Through our weekly reviews, we have determined between 30 to 40% of students in each grade level needed to be placed in groups for re-engagement. Students in grades K through 2 missed the most in person learning due to Covid related quarantines. It was also noted that the 2020-2021 school year students in grades 6-8 spent the 2020-2021 fall semester in a virtual only setting, and 75% of the 3rd 9 weeks of the 2021-2022 school year in a virtual only setting. Only 7% of students are currently achieving at the MASTERY level.

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*Our 4th-7th graders scored >1% Mastery on ELA and Math Tests

*Our 8th graders scored >1% Mastery on Math and 21% Mastery on ELA Tests

The LEA also has determined through beginning, mid, and end of year benchmarking (LEAP 360, DIBELS, STAR Assessments) for all K-8 students, we have an average of 67% of students who are not on grade level.

Teachers met with parents of students who are performing below grade level and developed an Individual Academic Plans to address student needs. This occurred in November 2021. Parents were given the choice of enrolling their students in a summer school program. As a result of these meetings the following number of students were enrolled for 2021-2022 summer school program:

K - 12
1st - 29
2nd - 21
3rd- 16
4th- 16

5th- 17
6th- 19
7th- 16
8th - 16

An additional 35 special education students were qualified for extended school year.

COVID-19 school closures significantly affected our normal school operations. To reduce learning loss primarily in the areas of math and ELA our school will provide six weeks of instruction using Tier I Curriculums, the Accelerate Program, and Common Lit. Rosters for summer school will be based on academic benchmarks, student grades, and literacy and math screeners (STAR Assessments). Summer school will be in-person for K-8 in year one and for K-11 in year two. Summer school will be held for six weeks on Monday-Thursday for five hours each day.

Funds will be budgeted for

- Stipends of \$35 per hour to be paid to K-12 teachers 2 consecutive summers.
- Benefits to be paid to teachers 2 consecutive summers.
- Stipends of \$20 per hour to be paid to paraprofessionals who will provide learning support to SPED students, EL students, and students in larger groups for 2 consecutive summers.
- Benefits to be paid to paraprofessionals who will provide learning support to SPED students, EL students, and students in larger groups for 2 consecutive summers.
- Stipends to be paid to 5 bus drivers for summer school for 2 consecutive summers.

Any student who benchmarks one or more grade levels below their current grade level will have access to after school tutoring programs. After school tutoring programs will use Tier I Curriculum Interventions and the Accelerate Program. RTI Programs have been put in place for additional student support.

Key Investment: Extended Instructional Time

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

- ☐ 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: After school programs
- ☒ Other: Other RTI Programs

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

Lincoln Prep is over 90% students of color and over 90% economically disadvantaged, so disproportionate impacts have not been measured within the student population.

Any student who benchmarks one or more grade levels below their current grade level will have access to after school tutoring programs.

Key Investment: Individual Student Plans for Success

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

- ☒ Individual Graduation Plan (IGP)
- ☐ IGP Planning Partner

☐ 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?

The LEAs plan includes the following supports to address the needs of students:

*Provide access to advanced coursework (Data for Class of 2022 included below)

-85% of all seniors earned a dual enrollment credit during high school

-21 students have completed Advanced Placement Courses

-19 students have earned a Regional Industry-Based Credential

-10 students have earned a Statewide Industry-Based Credential

- 6 students have earned the Associate of General Studies Degree from Southern University at Shreveport

*Provide additional testing opportunities for ACT and ACT WorkKeys

-All seniors (38) were offered two ACT Waivers and the free ACT state testing date

-All juniors (56) were offered two ACT Waivers and the free ACT state testing date

-All seniors and juniors were provided at least two ACT WorkKeys tests

*Provide technology resources for students- This includes additional materials, supplies, calculators, and site licenses to digital textbooks, additional Chromebooks for WorkKeys testing, Smartboards for class instruction and supports for additional ACT/WorkKeys preparation

*Purchase credit recovery software for all students at LPS in grades 3-12 (Approximately 444 students)

Also, for students in grades 4 through 8, LPS will continue to monitor those students who did not achieve mastery on any statewide assessments and document support on an Individual Academic Improvement Plan (IAIP). Currently approximately 48% of our students are on an IAIP for support and it is hoped that we reduce those needs by 5-10 percent.

Academic counseling meetings with all grade levels. Parent/Guardian/Teacher conferences after each grade period. RTI Programs have been purchased for additional learning loss recovery. Credit recovery programs have been put in place. Beginning In the summer of 2020, K-3 teachers participated in Acadience Literacy Training. In the summer of 2021, K-2 teachers participated in literacy training held by LDOE. Teachers of all grade levels and content areas were required to complete Tier I curriculum training in which literacy is a primary focus. Teachers were trained by representatives from CKLA, ZEARN, Eureka, LEARNZILLION, Inquiry Hub, DBQ, Springboard, Patterson Math, Studies Weekly, Open SciEd, and Amplify Science. Trainings were held at the beginning of the year and continued throughout the year with the assistance of our content leaders.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 285,175

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓✓✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

☒ Instructional Leadership Teams (ILT)

☒ Teacher Collaboration (Common Planning/PLC/ Cluster)

☐ 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 the disproportionate impact of COVID-19 on subgroups of students?

The LEA will purchase Tier 1 Curriculums and provide training for all content area teachers. Teachers will be paid a stipend for non-working hours. Content leaders will be paid a stipend to present information and act as a liaison between teachers and contracted curriculum support providers.

Credit recovery programs have been put in place to support impacts from COVID 19. All 3-12 teachers will be training on the credit recovery program.

Beginning In the summer of 2020, K-3 teachers participated in Acadience Literacy Training. In the summer of 2021, K-2 teachers participated in literacy training held by LDOE. Teachers of all grade levels and content areas were required to complete Tier I curriculum training in which literacy is a primary focus. Teachers were trained by representatives from CKLA, ZEARN, Eureka, LEARNZILLION, Inquiry Hub, DBQ, Springboard, Patterson Math, Studies Weekly, Open SciEd, and Amplify Science. Trainings were held at the beginning of the year and continued

All LPS educators and paraprofessionals will be trained on the Tier- 1 curriculums. Tier-1 curriculums are being implemented to provide our students with the highest quality of instruction. Our students need this academic support because the student body at LPS is more than 90% economically disadvantaged. As a result, our plans target our entire population, as nearly all of our students would be considered at-risk of being in need of academic recovery and acceleration. During weekly collaboration meetings, teachers in all grade levels discuss attendance issues, academic issues, academic test data, and motivational issues for students who need to be re-engaged. Attendance issues are submitted to truancy. Through our weekly reviews, we have determined between 30 to 40% of students in each grade level needed to be placed in groups for re-engagement. Students in grades K through 2 missed the most in person learning due to Covid related quarantines. It was also noted that the 2020-2021 school year students in grades 6-8 spent the 2020-2021 fall semester in a virtual only setting, and 75% of the 3rd 9 weeks of the 2021-2022 school year in a virtual only setting. Only 7% of students are currently achieving at the MASTERY level.

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*Our 4th-7th graders scored >1% Mastery on ELA and Math Tests

*Our 8th graders scored >1% Mastery on Math and 21% Mastery on ELA Tests

The LEA also has determined through beginning, mid, and end of year benchmarking (LEAP 360, DIBELS, STAR Assessments) for all K-8 students, we have an average of 67% of students who are not on grade level.

To help ensure our teachers and paraprofessionals are properly trained to address the specific needs of our students, we have partnered with curriculum vendors School Kit Group to ensure We have properly trained educators on staff to provide assistance. We currently have an ELA content leader, a math content leader, a science content leader, and two intervention leaders. During the 2021-2022 School year we will add an additional ELA content leader and an additional math content leader. We are also hiring an additional math teacher to allow our trained content leaders the opportunity to complete more classroom observations and provide supports as needed.

Key Investment: **Literacy Professional Development**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 288562.50

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

☐ Literacy Content Leaders

☐ Literacy Coaches

- ☒ Other: Content Leaders
☐ 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?

Trainings, Tier 1 curriculum implementations, stipends, and supports will be prioritized around the state assessment content levels for grades 4 through 8 and students who failed to achieve mastery on statewide assessments. The goal is that we will continue to train additional staff and provide ongoing professional development over the course of the next two years to help teachers identify and efficiently address learning loss experienced as a result of pandemic. The measurable outcomes for all students in grades 4-8 is a 8-10% per year of growth for our students to perform at Mastery or higher at the end of the year.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment \$ 288562.50

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	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)

- ☐ Ready Start Networks
☐ Fund Pre-K seats
☐ 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?

Click or tap here to enter text.

Early Childhood Program Enhancement	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)

- ☐ 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.

Teachers in grade levels will be trained by LDOE Vendors for Professional Development on Tier I Curriculums.

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

Click or tap here to enter text.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment

\$ Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning

<https://www.lincolnprep.school/resources/Documents/Lincoln%20Preparatory%20School%e2%80%99s%20Ready%20To%20Achieve%20Plan%202021-2022.pdf>

COVID-19 Vaccination policies for staff and students

<https://www.lincolnprep.school/resources/Documents/Lincoln%20Preparatory%20School%20-%20Parent%20Student%20Handbook%202021-2022.pdf>

Mask wearing policies for staff and students

<https://www.lincolnprep.school/resources/Documents/Lincoln%20Preparatory%20School%e2%80%99s%20Ready%20To%20Achieve%20Plan%202021-2022.pdf>

Physical distancing, cohorts, or learning pods

<https://www.lincolnprep.school/resources/Documents/Lincoln%20Preparatory%20School%e2%80%99s%20Ready%20To%20Achieve%20Plan%202021-2022.pdf>

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

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

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

Continuity of Teaching & Learning

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

- ☒ 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

\$ Click or tap here to enter text.

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 161,680

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: Chromebooks and other hardware
- ☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

LPS has purchased digital versions of Tier 1 curriculums to assist in meeting the needs of our students. In order to ensure our students receive highly quality access to all of the features of the digital curriculums, we purchased 22 digital boards to be placed in all 3rd-8th classrooms. The digital boards are interactive and provide an opportunity for the educator to incorporate hands-on learning task, remedial portions of the curriculum, collaborative lessons, peer reviews, and whole group work.

LPS also purchased 100 chromebooks using ESSR funds to add an additional 15+ chromebooks to every 3rd-8th grade math classroom. This placed our math classrooms at a 1:1 ratio for technology devices for students.

DATA INFRASTRUCTURE

2021-2022 Total Funding Commitment

\$ 161,680

