2021-2022 Academic Recovery and Acceleration Plan

✓ LA Comeback ✓ Federal Reporting ✓ Act 294 Investing ESSER Funds

8.21.21

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

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School System Leader Signature Don Coker	**Date 9/28/2021**

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups[1], which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? *(check all that apply)*

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

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**	**$37,665.00**	**ESSER III**	**$ 0.00**

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

The OPSB LEA collects Student attendance data in WebPams. This data captures students by demographic (race), socio-economic status, and diverse learner status. OPSB disaggregated this data by the above student groups, by school, and by grade-level to identify the individual students who need to be engaged. Key findings are below.

The OPSB total enrollment decreased 100 students from 18,500 in 2020-2021 to 18,400 in 2021-2022. 782 are fully remote students while 17,618 are full-time in-person.

The OPSB LEA has considered the 2020-2021 students who were chronically absent 15 days or more as needing to be re-engaged during the 2021-2022 school year 5,445 students had chronic absenteeism (15 or more absences) in 2020-2021. (4206 in-person and 1,239 virtual) Thankfully, our virtual student enrollment has decreased from 4,823 (2020-2021) to 782 (2021-2022) . We will continue to prioritize our virtual students from 2020-2021 and 2021-2022 for re-engagement purposes.

According to 2020-2021 attendance data students who need to be re-engaged having the greatest number of absences by subgroup - Our Hispanic population (16.81%) has the largest percentage of absences with Whites (16.57%)and Black/African Americans(15.62%) being 2nd and 3rd highest. Our homeless had 29.1% absences and economically disadvantaged is 15.57%; 16.81% (120) Hispanic; 16.57% (1,785) White; 15.62% (1,032) Black/African American; 29.1% (9) Homeless; 17.46% (1,897) Economically disadvantaged; 15.57% (370) SPED ; 15.64% (48) LEP

Each school will identify homeless students through the Louisiana Residency Questionnaire. Schools also contact our Title I Supervisor in charge of homeless/foster care to confirm the status of homelessness for the students. In 2020-2021, 91 students were identified as homeless. To date in 2021-2022, 31 students have been identified but numbers are expected to increase due to past years data.

In-person chronic absenteeism (absent 15 days or more) - 2019-2020 - 2,089 students; 2020-2021 - 4,207 students; Present 2021 - 192 students

At this time, Elementary schools only provide printed material to go home with quarantined students. Middle and High offer some printed materials with digital resources (Google Classroom) and some hybrid instruction, depending on the subject and teacher. The number of students who have been quarantined during 2021-2022 is 2,167. Of the 2,167 students, approximately 1,000 students do not consistently participate in remote instruction when offered during school building closures or individual quarantine determinations.

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:
☐ Other:

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

Compensation for 3 Homeless/Foster Care liaisons to increase school-community relations, outreach, identification, and services to address learning loss among students experiencing homelessness/foster care to track attendance, grades, discipline, truancy, and improving student/parent engagement. They will work 33 weeks and 15 hours per week. These individuals will serve as liaisons between school and community to ensure all students are accounted for and being served regardless of their home situation. To date, two homeless/foster care liaisons have been hired to support the district/schools for outreach purposes to identify and address the needs of our students experiencing homelessness and foster care. Each school will identify homeless students through the Louisiana Residency Questionnaire. Schools also contact our Title I Supervisor in charge of homeless/foster care to confirm status of homelessness for the students. Due to COVID-19 a large number of our students (2020-2021 91 homeless students) were homeless or in foster care, etc. In 2020-2021, 29.1% of our Homeless subgroup were chronically absent. Liaisons will work closely with each schools' designated liaison and the District Title I Supervisor over Homeless and Foster Care to ensure proper identification, enrollment, and re-engagement of these students. The liaisons will make phone calls based on the consistency of absences (4 to 5 days). Their ways of tracking will be based on visits/calls to school liaisons, nine weeks report cards and attendance reports. To date, 31 students have been identified as homeless but expected to increase.

Measurable Outcomes and Progress Monitoring - Our goal is to decrease the number of chronically absent homeless students from 29.1% to 15% in the 2021-2022 school year. Monthly activity logs will be turned in by the liaisons to Title I Supervisor to track communication between the school and homeless families. Every 3 weeks IT Dept. will run an attendance report to show attendance data. Liaisons will use this data to work with schools and families to increase consistency of attendance.

Key Investment: **Well-Being**	**ESSER II**	**$681,206.00**	**ESSER III**	**$ 0.00**

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

Ouachita Parish Schools conducted Well-Being Universal Screenings with the *Student Risk Screening Scale – Internalizing and Externalizing (SSRS-IE)* during the Fall of 2020. The school counselors helped to facilitate the process. The SSRS-IE was completed by the students' teachers and identified any potential social, emotional, or behavioral issues. Consent to screen was requested from the parents/guardians to all 18,500 students who were in-school or virtual. Of the consent forms sent out 3,196 parents gave permission and 1,993 of the parents chose to opt out while the remaining number of forms sent out were not returned at all. Those students identified as no or low-risk did not require any intervention. Those who were moderate or high-risk were to be referred to the School Building Level Committee (SBLC) at their respective schools to determine what intervention was needed. The interventions could have been but were not limited to: change in scheduling, referral to the school counselor, consideration for academic or behavioral RTI, consideration for an evaluation for Section 504 or special education services, or referral to an outside agency. This process is expected to be completed again in the Fall of 2021, but testing is not yet complete for data to be entered.

Through surveys to our staff, OPSB has acknowledged the requests from principals and teachers needing PD on Trauma Informed Schools and Social Emotional Learning due to all (18,400) students experiencing some type of trauma due to COVID-19 (effects of mask-wearing, virtual learning vs. in-person, limited social interaction).

***(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:
☐ Other:

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

- **12 mental health providers (Licensed Professional Counselors, Licensed Marriage and Family Therapist, Licensed Clinical Social Workers to work 35 hours per week or Provisional Licensed Professional Counselors, Provisional Licensed Marriage and Family Therapist, Licensed Master Social Worker to work up to 25 hours per week) to provide support and counseling for student well being for all school sites in OPSS. Services will be provided through professional development, counseling, mentoring, and therapeutic services. Services will be provided from August through May during school hours due to effects of COVID. Vendor(s) will be individual contract workers. To date, we are in the process of hiring 3 Mental Health persons and have interviews set up for 8 more. The mental health contract workers will help with administering the Well Being Screeners and determine the students social emotional/mental health needs. We do not have a total number of students who will be screened this year because consent forms are still in process, but based on last year's data, 3,196 parents gave consent for their student to be screened. OPSB is expecting larger numbers of consents due to stakeholder concern about the well-being of all students. The Mental Health Providers will report to the Pupil Appraisal Facilitator and the Director of Student Support Services.**

  Measurable Outcomes and Progress Monitoring -The Mental Health Specialist outcomes will be measured by the decrease of referrals for students who have been identified as needing the services of the Mental Health providers. Our Mental Health Specialists/Behavior Interventionists saw 138 students last school year. We hope to decrease our number of referrals by 10% because of the intentional work the Mental Health Specialists are doing in our schools. Each student will be monitored, and documentation (session logs, notes from specialists, teacher feedback) will show the evidence of success for each. The well-being screener (SSRS-IE) results (Fall and Spring) will also be used to show improvement or lack of improvement in at-risk students for the measurable outcomes as well as progress monitoring by comparing the scores each time it is used.

- **Software purchased for Trauma-Focus Cognitive Behavioral Therapy Training for the Behavioral Interventionists and Mental Health Specialists to provide professional development to school personnel on providing tiered mental health support, suicide prevention, trauma, and related issues. This initiative will help support the need for SEL due to the effects of COVID. We are in the process of purchasing these videos that will allow for more than just the 3 Mental Health Specialists who are on our staff to be trained in these areas. We will be planning the PD for schools as soon as the Mental Health Specialists on our staff are trained. The 3 Mental Health Specialists will plan after school PDs and have been assigned 12 schools each to cover all 36 schools. These PDs will take place during a 3-week span as soon as they are trained. Progress Monitoring - Feedback from schools and follow up visits from Mental Health Specialists will take place quarterly. School Counselors will be point of contacts for Mental Health Specialists.**

  Measurable Outcomes and Progress Monitoring - The Trauma-Focus Cognitive Behavioral Therapy training will be documented by sign in sheets and agendas for each school. Reflection logs by training participants of how they will implement the training strategies will be used for progress monitoring. The Mental Health outcomes due to this training will be measured by the decrease in referrals for students who have been identified as needing the services of the Mental Health providers. Our Mental Health

Specialists/Behavior Interventionist saw 138 students last school year. We hope to decrease our number of referrals by 10% because of the intentional work the Mental Health Specialists are doing in our schools. Each student will be monitored, and documentation (session logs, notes from specialists, teacher feedback) will show the evidence of success for each. The well-being screener (SSRS-IE) results (Fall and Spring) will also be used to show improvement or lack of improvement in at-risk students for the measurable outcomes as well as progress monitoring by comparing the scores each time it is used.

- **Software purchased for Renewal Trauma Care Training for the Behavioral Interventionist and Mental Health Specialist to provide professional development to school personnel on providing tiered mental health support, suicide prevention, trauma, and related issues. This initiative will help support the need for SEL due to the effects of COVID. We are in the process of purchasing these videos which will allow for more than just the 3 Mental Health Specialists who are on our staff to be trained in these areas. We will be planning the PD for schools as soon as the Mental Health Specialists on our staff are trained. The three Mental Health Specialists will plan after school PDs and have been assigned 12 schools each to cover all 36 schools. These PDs will take place during a 3-week span as soon as they are trained. Progress Monitoring - Feedback from schools and follow up visits from Mental Health Specialists will take place quarterly. School Counselors will be point of contacts for Mental Health Specialists.**

  Measurable Outcomes and Progress Monitoring - The Trauma-Focus Cognitive Behavioral Therapy training will be documented by sign in sheets and agendas for each school. Reflection logs by training participants of how they will implement the training strategies will be used for progress monitoring. The Mental Health outcomes due to this training will be measured by the decrease in referrals for students who have been identified as needing the services of the Mental Health providers. Our Mental Health Specialists/Behavior Interventionist saw 138 students last school year. We hope to decrease our number of referrals by 10% because of the intentional work the Mental Health Specialists are doing in our schools. Each student will be monitored, and documentation (session logs, notes from specialists, teacher feedback) will show the evidence of success for each. The well-being screener (SSRS-IE) results (Fall and Spring) will also be used to show improvement or lack of improvement in at-risk students for the measurable outcomes as well as progress monitoring by comparing the scores each time it is used.

- **Software purchased for Trust-Based Relational Intervention (TBRI) Practitioner Training for the Behavioral Interventionist and Mental Health Specialist to provide professional development to school personnel on providing tiered mental health support, suicide prevention, trauma, and related issues. These initiatives will help support the need for SEL due to the effects of COVID. We are in the process of purchasing these videos that will allow for more than just the 3 Mental Health Specialists who are on our staff to be trained in these areas. We will be planning the PD for schools as soon as the Mental Health Specialist on our staff is trained. The three Mental Health Specialists will plan after school PDs and have been assigned 12 schools each to cover all 36 schools. These PDs will take place during a 3-week span as soon as they are trained. Progress Monitoring - Feedback from schools and follow up visits from Mental Health Specialists will take place quarterly. School Counselors will be point of contacts for Mental Health Specialists.**

  Measurable Outcomes and Progress Monitoring – The TBRI Practitioner training will be documented by sign in sheets and agendas for each school. Reflection logs by training participants of how they will implement the training strategies will be used for progress monitoring. The Mental Health outcomes due to this training will be measured by the decrease in referrals for students who have been identified as needing the services of the Mental Health providers. Our Mental Health Specialists/Behavior Interventionist saw 138 students last school year. We hope to decrease our number of

referrals by 10% because of the intentional work the Mental Health Specialists are doing in our schools. Each student will be monitored, and documentation (session logs, notes from specialists, teacher feedback) will show the evidence of success for each. The well-being screener (SSRS-IE) results (Fall and Spring) will also be used to show improvement or lack of improvement in at-risk students for the measurable outcomes as well as progress monitoring by comparing the scores each time it is used.

- **John Rosemond (vendor) is a family psychologist who speaks to groups about parenting and family issues. Request is for 2-3 events for our school families to attend and hear Mr. Rosemond speak and receive resources. These events will help support the need for SEL due to the effects of COVID. We are waiting on COVID numbers to decrease so we can safely gather in a large group before scheduling these events.**

  When John Rosemond is scheduled to speak, the schedule will be for Pre-K parents on set date from 9:30-11 OR 12:30 -2:00 - PK parents from Drew, Calhoun, Pinecrest, Sterlington, Swartz Lower, Woodlawn and Highland (Non-Title) would have a choice of the two times. We would invite PK parents from our Title 1 schools from 3:30-5:00 during our regular advisory board meeting (80% and above economically disadvantaged) Note - All PK schools give priority to low income students and not specifically zoned. Title 1 supervisors will collect feedback from parents and follow up with parents who have questions and need more support.

  Measurable Outcomes and Progress Monitoring - . Early Childhood and Title 1 Supervisors collect sign-ins for each event involving parents 3 times a year (End of 1st 9 weeks, Mid-term, and End of Year) Upon collection of baseline data, we hope to increase parental involvement by 10% in our Pre-K Schools. Title 1 supervisors will collect feedback from parents following the events and follow up with parents who have questions and need more support. Sign in sheets for events and feedback form from parents will be used to measure growth in parental involvement. Surveys after the events will help identify greatest needs in the area of SEL. The data from the surveys (Fall and Spring Surveys) will be shared with school counselors and mental health specialists to continue supporting the needs through individual or small group counseling.

- **MOCO -- Melanie Massey local community vendor will provide a selection of PDs for schools to choose from-- Trauma Informed Schools PD will equip teachers with the knowledge and classroom strategies to support students who have experienced trauma in their lives. Schools will be able to choose specific topics addressed in these PDs that fit their greatest needs. Surveys will be sent to individual schools to gather data/feedback to determine the depth of the PD. Vendor will also partner with OPSB Mental Health Specialists to gain understanding of each school's needs. School staff will reflect and give feedback after the PD is complete. They will provide examples of successful use of strategies in their classrooms and follow up visits from MOCO will take place if needed. PDs will be offered to schools during their faculty meetings after school or scheduled after school PD days. Each school will receive at least one PD beginning in November 2021. Title II Coordinators will be responsible for scheduling the individual school PDs with school Title II contacts and principals.**

  Measurable Outcomes and Progress Monitoring - We will survey teachers to see how SEL is integrated into weekly lessons to get an initial baseline. Surveys have recently gone out so the baseline has not been set. All schools have recognized the need for SEL, but they are finding that scheduling lessons/classes is challenging. Through the PDs by MOCO, we hope to increase our implementation of SEL lessons. Our goal is that every teacher will implement 1 SEL lesson/strategy per week. These weekly lessons will be implemented 95% of the time. Weekly lesson plans will be documented and student participation/work will be monitored for progress.

Student surveys also will be given Fall 2021 to determine greatest Social Emotional Needs in schools. High-Risk students will be identified through the surveys. Schools will use this data to determine types of PDs for individual schools. Survey feedback from teachers and administrators after the PDs provided by MOCO will determine areas of focus and implementation for SEL. Survey high-risk students from Fall Surveys again in Spring 2022 to determine success of strategies implemented from MOCO PDs. Lesson Plans from teachers documenting SEL activities/strategies will be used to show how often students are receiving SEL. Counselors will keep charts on high-risk students to document their participation in SEL activities and determine growth using survey data from Fall to Spring. We are still working on surveys to determine our initial baseline of high-risk students.

***(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:
☐ Other:

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment	$ 718,871.00

Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: **Targeted Learning Support**	ESSER II	$ 111,234.00	ESSER III	$ 273,564.00

How will the LEA identify the disproportionate impact of COVID-19 on student groups[2], which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? *(check all that apply)*

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

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 K-12 students most impacted by the Covid-19 pandemic through high-dosage tutoring. Students will be identified through the use of assessment, attendance, instructional mode, and demographic data

The assessment scores were analyzed from the 2019-2020 school year and compared to 2021 LEAP scores to determine decrease in performance.

[2] ARP ESSER Fact Sheet

Because 66% of the student population grades 3-12 (approx. 8,408 students) scored non-proficient on LEAP in 2021, Targeted Learning Support is an area of greatest need. After-school tutoring for grades K-12 will be offered throughout the school year to address unfinished learning due to COVID-19. Tier-1 curriculum and Accelerate will be used during the tutoring hours as Evidence-based resources. Students scoring non-proficient in ELA, Math or subjects needed for credit to graduate will be considered priority. Schools will also use course grades (D or F in ELA or Math) to determine greatest needs for tutoring. Progress monitoring will be used throughout the school year to track students' progress with tutoring. (ex. weekly communication between tutors and school; formative and diagnostic assessments during tutoring; report cards showing improvement in grades)

Grades 6-12 will also offer in-school tutoring if tutors are available. Due to the difficulty finding in-school tutoring, some schools will do a combination of both in school and after school. Schools will be able to use their own certified teachers for after school tutors.

Target areas will be English Learners sub group due to 93% scoring non-proficient; Black or African American sub group due to 85% scoring non-proficient; Hispanic/Latin scoring 73% non-proficient; Hawaiian/Other Pacific Islander 75% non-proficient; Economically disadvantaged 76% non-proficient; Students with disabilities 89%; and Homeless/Fostercare scoring 84% non-proficient

Another Targeted area will be grades 4-8 students who were virtual students 2020-2021 because they scored significantly lower on LEAP 2021. Virtual non-proficient in ELA grades 3-8 was 67% compared to in person non-proficient 49%; Virtual non-proficient in Math grades 3-8 was 85% compared to in person non-proficient 67%.

For current K-2 students, we will use DIBELS scores as well as the Schoolpace program to establish a basis for students who qualify for after school tutoring in ELA.

For current K-2 students, we will use READY Math Diagnostic as well as IREADY and ZEARN diagnostic scores to establish a basis for students who qualify for after school tutoring in Math.

Student Recommendations for after school tutoring for grades 3 through 5 will be based on LEAP Assessment data (Grades 4 and 5) and Benchmark testing (Grades 3-5) Students who did not achieve Mastery or above will qualify for tutoring.

Student Recommendations for in school or after school tutoring for grades 6 through 8 will be based on LEAP Assessment data. Students who did not achieve Mastery or above will qualify for tutoring.

Student recommendations for in school or after school tutoring for grades 9-12 will be based on LEAP Assessments and Course Grades.

Priority students recommended for tutoring - Students who attended school virtually in 2020-2021 and are in person this year who did not score proficient; Students who are from low-income families scoring not proficient; Students in sub groups (mentioned above) who did not score proficient. Note...All schools will have after school tutoring in order to reach all students scoring non-proficient. Schools will prioritize according to subgroups with greatest needs.

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:
☐ Other:

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

- **In-School tutoring by Bilingual tutors for schools that have a large population of non-English students. Tutors will provide services by pushing into classrooms and work with students to help better understand the content and curriculum being addressed. A total of 4 tutors will spend 100% of their time supporting bilingual students during school. This will help support our non-English students who have been affected by COVID causing unfinished learning. 93% of our EL students scored non-proficient on LEAP assessments. Our LEP population grew from 272 to 304 (11%) With this subgroup in mind, bilingual tutors will be encouraged to participate in afterschool tutoring for our LEP students. To date, Two bilingual tutors have been hired for 2021-2022. Two additional bilingual tutors will be hired in the near future. The two tutors were placed at West Monroe and Riser Middle because they have the two highest LEP student populations. We hope to place additional tutors when hired in Lenwil Elementary, Riser Elementary, and Riverbend Elementary which are growing in their LEP numbers.**

- **Another way we are targeting our EL students is through the purchase of a web-based translation system. To date, we have purchased Transperfect, a web-based translation management system. This software will allow schools and district to translate and store documents in the same format for our EL students. This program will help make OPSS compliant with ESSA. This will help support our teachers of non-English students who have been affected by COVID causing unfinished learning.**

- **Benefits for all tutors and graduation coaches**

- **The 5 high schools in OPSB will hire 2 Graduation coaches per high school for IGP and diploma endorsement monitoring, FAFSA, cohort tracking for 2021-2022 These coaches will provide support to keep students on track for graduation and decrease drop-out rates. To date, only 2 coaches have been hired at 1 of the high schools. (WOHS) Progress monitoring will take place at each school by documenting coaching supports 2020-2021 overall graduation rate was 89%. Through this activity we hope to increase graduation rate to 90%. Our targeted subgroups are Hispanic (80% graduation rate) and students with disabilities (73.3 graduation rate)**

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)*

Priority grades 4-8

All schools with grades 4-8 will participate and prioritize students scoring non-proficient on ELA and or Math; English Learners sub group due to 93% scoring non-proficient; Black or African American sub group due to 85% scoring non-proficient; Hispanic/Latin scoring 73% non-proficient; Hawaiian/Other Pacific Islander 75% non-proficient; Economically disadvantaged 76% non-proficient; Students with disabilities 89%; and Homeless/Fostercare scoring 84% non-proficient; Virtual students will be offered after school VIP tutoring as well.

Progress monitoring will be used throughout the school year to track students progress with tutoring. (ex. weekly communication between tutors and school; formative assessments during tutoring; report cards showing improvement in grades.

An after school Acceleration Program is being offered to 4th-5th grade students who scored below the Mastery level on the LEAP 2021 Spring Assessment in Math and/or ELA. The goal of this Acceleration Program is to provide extended time for direct, small group instruction. Sessions will be held from 3:00-4:30 2 days a week. Fall session Oct. 18 - Dec. 17 and Spring TBA beginning January.

An Acceleration Program will be offered to 6th, 7th, and 8th grade students scoring below Mastery on the LEAP 2021 spring test in math and/or ELA. The program will be offered from 3:00 – 4:30 twice a week for each grade level or during school with a tutor. There will be a fall and spring window. Students may participate in both, but must re register for the spring session. Transportation and snacks will be provided. Fall Session Oct. 18 - Dec. 17 and Spring TBA beginning January.

Note - Middle Schools will offer in-school tutoring as well, but due to schools not being able to find as many in-school tutors, middle schools will conduct a combination of in-school and after school programs. Since the majority of tutoring will be done after-school due to shortage of tutors for in-school, this document/plan shows total dollar amounts for tutoring in the after-school section.

Measurable Outcomes and Progress Monitoring - Using the above sub group data, OPSB's goal for the 2021-2022 school year is to increase proficiency levels in all subgroups in ELA by 10% and Math by 5%. In 2021, our overall percentage of non-proficient scores for grades 3-12 was 66%. We would like to see our total proficiency score increase 10%.

Progress monitoring will occur weekly throughout the school year to track students progress in the tutoring programs. We will monitor progress of growth through weekly communication between tutors and school administrators; formative assessments during tutoring; report cards showing improvement in grades. When Spring 2022 test results are available, district test coordinators will share feedback with school test coordinators and admin to determine the growth and the needs for 2022-2023 tutoring.

Key Investment: **Before and After School Programs**	**ESSER II**	**$ 2,577,767.00**	**ESSER III**	**$ 455,000.00**

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

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

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

<u>After school tutoring - Grades K-12</u>

The LEA will implement an after school program at each school within the district that utilizes Tier I curriculum that is provided through the LDOE's Accelerate program as well as additional Tier I curriculums. Students will be selected for the tutoring program using data collected from diagnostic tests as well as LEAP Assessment data. This data includes students who attended school virtually last year and achieved proficiency in the areas of ELA and Math at disproportionately lower levels in comparison to their peers who attended school in-person. Progress will be monitored through weekly assessments, a second benchmark assessment in January, progress reports mid nine weeks, and nine week report cards. The number of students participating will be determined by the available number of tutors.
Ideally, students will be selected by priority of need across all subgroups for the fall and spring Acceleration Program. However, in order to provide as many students as possible with interventions, one group of high priority students will attend the 7 week program in the fall and two additional high priority groups will attend the 14 week program in the spring. Consideration of students from all subgroups will take place when selecting high priority student needs. (Targeted subgroups are English Learners sub group due to 93% scoring non-proficient; Black or African American sub group due to 85% scoring non-proficient; Hispanic/Latin scoring 73% non-proficient; Hawaiian/Other Pacific Islander 75% non-proficient; Economically disadvantaged 76% non-proficient; Students with disabilities 89%; and Homeless/Fostercare scoring 84% non-proficient; Virtual students will be offered after school VIP tutoring as well.)

- **An after-school Acceleration Program is being offered to Kindergarten through 3rd grade students who are recommended by their teacher based on the results of the fall benchmark testing in Math and Reading. The goal of this Acceleration Program is to provide extended time for direct, small group instruction. Sessions will be held from 3:00-4:30 2 days a week. Transportation will be provided if needed.**

- **An after school Acceleration Program is being offered to 4th-5th grade students who scored below the Mastery level on the LEAP 2021 Spring Assessment in Math and/or ELA. The goal of this Acceleration Program is to provide extended time for direct, small group instruction. Sessions will be held from 3:00-4:30 2 days a week. Fall session Oct. 18 - Dec. 17 and Spring TBA beginning January.**

- **An Acceleration Program will be offered to 6th, 7th, and 8th grade students scoring below Mastery on the LEAP 2021 spring test in math and/or ELA. The program will be offered from 3:00 – 4:30 twice a week for each grade level or during school with a tutor. There will be a fall and spring window. Students may participate in both, but must re register for the spring session. Transportation and snacks will be provided. Fall Session Oct. 18 - Dec. 17 and Spring TBA beginning January.**

- **High School In-school/after school tutoring to target areas of high need in students prior to failure. 2 in school per school at the 5 high schools for 2021-2022 school year. Due to difficulty finding in-school tutors, schools may opt to hire after-school tutors (8 tutors per high school if after-school) or do a combination of both.**

- **Fuel costs for After School Programs**

  Measurable outcomes and progress monitoring - Consideration of students from all subgroups will take

place when selecting high priority student needs. (Targeted subgroups are English Learners sub group due to 93% scoring non-proficient; Black or African American sub group due to 85% scoring non-proficient; Hispanic/Latin scoring 73% non-proficient; Hawaiian/Other Pacific Islander 75% non-proficient; Economically disadvantaged 76% non-proficient; Students with disabilities 89%; and Homeless/Fostercare scoring 84% non-proficient; Virtual students will be offered after school VIP tutoring as well.)

Using the above sub group data, OPSB's goal for the 2021-2022 school year is to increase proficiency levels in all subgroups by at least 10%.

When Spring 2022 test results are available, district test coordinators will share feedback with school test coordinators and admin to determine the growth and the needs for 2022-2023 tutoring. Students who do not show growth will be in our target groups for tutoring in 2022-2023.

Progress will be monitored weekly throughout the year through weekly assessments, benchmark tests at the beginning of the school year, a second benchmark assessment in January, progress reports from tutors, progress reports mid nine weeks, and nine week report cards.

Note - Elementary and Middle schools will hire 12 instructors per site; High schools will hire 8 per site for after school tutoring/ acceleration programs. Teachers and other staff members; university residents and block students; retired teachers are eligible to serve as after school tutors.

Key Investment: **Summer Learning Programs**	**ESSER II**	**$ 228,910.00**	**ESSER III**	**$ 6,500.00**

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:
☐ Other:

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

2021-2022 Middle School Summer Credit Recovery - Costs for this project include: materials for program; pay for 24 teachers for 19 days, 3 site coordinators for 21 days, 10 bus drivers; 5 custodians for 19 day; fuel costs for buses; benefits for employees. Tier 1 Curriculum utilized and followed. This Summer activity will be added summer of 2022 due to students failing core subjects due to unfinished learning. Students will be identified and prioritized by their final grades in core subjects (ELA, Math, Science, and Social Studies) Students in 6th, 7th, and 8th grades who earned a 62-66 average will be considered eligible for credit recovery. Students who meet requirements in Summer Credit Recovery will be able to promote to the next grade. This will help keep students on track per grade level and for graduating on time.

Measurable Outcomes and Progress Monitoring - In 2019-2020 5.29% of our 6th, 7th, and 8th graders failed. In 2021 16.84% of our 6th, 7th, and 8th graders failed. Our goal is to increase our number of promotions by 15% through Summer Credit Recovery. Final report cards in May of 2022 will determine students who are eligible for Middle School Summer Credit Recovery (Students in 6th, 7th, and 8th grades who earned a 62-66 average will be

considered eligible for credit recovery.) Progress will be monitored through weekly assessments and teacher input. The grades from Summer Credit Recovery classes will be averaged as a 5th 9 weeks to be averaged to get a final average. Students who earn a passing grade will be promoted to the next grade.

Key Investment: **Extended Instructional Time**	**ESSER II**	**$ 0.00**	**ESSER III**	**$ 0.00**

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

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

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

N/A

Key Investment: **Individual Student Plans for Success**	**ESSER II**	**$ 0.00**	**ESSER III**	**$ 0.00**

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:
☐ Other:

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

N/A

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	**$ 3,652,975.00**

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

Key Investment: **School Improvement Best Practices**	**ESSER II**	**$ 429,723.00**	**ESSER III**	**$ 5,547,330.00**

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: New Teacher Induction Training
☒ Other: Compensation and reimbursement related "to preventing, preparing for, and responding to coronavirus."

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?

- **New Teacher Induction Program - Stipends/Benefits for 150 new teachers for training days during summer 2021 (6 days) Stipends for 150 Mentors assigned to New Teachers during summer; Stipends for Presenters at PDs; Training new teachers working with mentors will help teacher retention related to workforce needs caused by COVID. High dosage of curriculum training before school will better prepare our teachers to be ready to start the school year as they establish lesson plans to include targeted sub groups. All schools are experiencing teacher retention problems, but the 14 schools who are considered economically disadvantaged need the most support. The New Teacher Induction Program supports these teachers by assigning a mentor, administrator support, and district support. PD and modeling of tier 1 curriculum and classroom management are crucial to a first year teacher's success. Mentors will meet weekly; district leaders will have planned visits monthly or when needed; administrators will meet weekly; classroom management will be planned throughout the year targeting greatest needs areas; Google check-ins to survey new teachers once a month will show us progress made with mentors; mentors will hold quarterly check-ins.**

- **Teacher Leaders/Content Leaders leading PLCs after school - Pay stipends/Benefits to these Teacher Leaders/ Content Leaders for their preparation and presentation time to deliver high quality curriculum strategies to other teachers. Pay stipends to other teachers for their after school PLC time. This initiative will help support professional development and focus on the implementation of Tier 1 curriculum to meet the needs of unfinished learning due to COVID. Grades 4-8 teachers will be strategic in their PLC time to plan for targeted students who did not score Mastery or above on LEAP. (66% scoring below Mastery in 2021) They will spend some of this time collaborating with tutors working with these targeted subgroups. (Target areas will be English Learners sub group due to 93% scoring non-proficient; Black or African American sub group due to 85% scoring non-proficient; Hispanic/Latin scoring 73% non-proficient; Hawaiian/Other Pacific Islander 75% non-proficient; Economically disadvantaged 76% non-proficient; Students with disabilities 89%; and Homeless/Fostercare scoring 84% non-proficient. Another Targeted area will be grades 4-8 students who were virtual students 2020-2021 because they scored significantly lower on LEAP 2021. Virtual non-proficient in ELA grades 3-8 - 67%; Virtual non-proficient in Math grades 3-8 - 85%.**

- **ACT Certified Educator training - Trained teachers will be more effective in the classroom promoting unfinished learning and ACT strategies for students' learning loss due to COVID. 40 teachers were trained Summer of 2021. This activity includes registration and stipends/benefits for teachers to train during the summer. Teachers who participate in this training will show evidence of strategies learned in lesson plans and formative assessments will be aligned to ACT standards. OPSB ACT data shows an average composite score of 19.4 in 2020. OPSB LEA's goal is to increase the average composite score to 20 for the 2021-2022 school year. Targeted subgroups will be our students with disabilities (average composite 15.1) and Black/African American (16.8 average composite) Providing training for our teachers will support this goal.**

- **One-time additional compensation and benefits for employees working in person during COVID-19 in the 2021-2022 school year. Approximately 2,700 employees at up to $1,500 per full-time employee (amount will be prorated for part-time employees). Estimated pay period will be in March 2022.**

- **Reimbursement of substitute pay for employees with COVID-19 related leave. Approximately 1,000 substitutes will be needed for 2021-2022. According to OPSB Covid and quarantine data for Aug.-2021-present - teacher positive cases 65; support staff positive cases 60; teacher quarantines 25; support staff**

quarantines 42.				
Key Investment: **Literacy Professional Development**	**ESSER II**	**$ 0.00**	**ESSER III**	**$ 0.00**
Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)* ☐ Literacy Content Leaders ☐ Literacy Coaches ☐ Other: ☐ Other:				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
N/A				
PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment				**$ 5,977,053.00**
EARLY CHILDHOOD EDUCATION ✓				
Early Childhood Program Expansion	**ESSER II**	**$ 172,448.00**	**ESSER III**	**$ 0.00**
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: Gross motor skill equipment/tracks/and storage for Pre-K ☐ Other:				
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?				
Due to LDOE's statewide Early Childhood initiative, OPSB recognizes the need for Physical Well-Being and Motor Development in PK students. For this reason, we are allocating funds to the below activities/projects. Our PK schools serve the majority of our low income families. Under that domain Standard 1: Develop large muscle control and coordinate movements in their upper and/or lower body. the use of tricycles encourages gross motor skill development. The preschool teachers and tutors will provide supports and services through scaffolding skills required to ride the tricycles and lead to pre bike riding skills. • **Classic Rider Tricycles will be used for gross motor time in each Pre-K class. Due to storage capacity, this is designed to be a small group rotation (5 per class), and each school will receive 5 trikes for every 2 classes. Pre-K teachers are required to provide a minimum of 60 minutes daily. Due to COVID, providing a space outside for students to participate in gross motor skills such as riding a trike on a bike path helps keep trikes and bicycle riders safer, kept away from other playground traffic (social distancing). Additionally, providing more trikes will allow more students participate at one time, minimizing the time spent on cleaning between students. Including all PreK Reverse Mainstreaming classes. The schools that are receiving tricycles didn't have enough to give all students ample time to ride the tricycles in their gross motor time**				

during the day. There were 70 tricycles requested. This would give each school with a pre k class 5 new tricycles for the students. Data from TS Gold will be used to determine effectiveness of the extra tricycles.

- **County Garage storage to hold tricycles and to be used as dramatic play area for Pre-K students. The garage would be located next to the Trikeopolis track for gross motor time each day. Due to COVID mitigations and restrictions having a designated area to clean and store trikes is imperative to maintaining a safe and healthy environment for PreK Students. The following 13 schools will receive a County Garage: Boley EL, Calhoun EL, Drew EL, Jack Hayes EL, Lakeshore EL, Lenwil EL, Pinecrest EL, Riser EL, Shady Grove EL, Sterlington EL, Swayze EL, Swartz Lower EL, Crosley EL. There were 14 garages requested. This would give each of the 14 schools with pre-k classes one of these for their playground. Data from TS Gold will be used to determine effectiveness of increased gross motor skills by having the tricycles easily accessible in the garages.**

- **Pedal Path Tricycle Track for PreK students to use with tricycles during gross motor time. Due to COVID, providing a space outside for students to participate in gross motor skills such as riding a trike on a bike path helps keep trikes and bicycle riders safer, kept away from other playground traffic (social distancing). The following 10 schools will receive a Pedal Path: Boley EL, Calhoun EL, Jack Hayes EL, Lakeshore EL, Lenwil EL, Pinecrest EL, Riser EL, Shady Grove EL, Swartz Lower EL, Crosley EL. 10 @ $10762 ea. Pre-approval is attached. There were 10 paths requested. The following schools had a need: Boley, Calhoun, Jack Hayes, Lakeshore, Lenwil, Pinecrest, Riser, Shady Grove, Swartz Lower and Woodlawn. The other 4 had an area for the students to ride their trikes and didn't need one. Data from TS Gold will be used to determine effectiveness of the pedal paths to encourage gross motor, social interactions, and following directions.**

Early Childhood Program Enhancement	ESSER II	$ 89,957.00	ESSER III	$ 0.00

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

☐ CLASS Certification
☒ Professional Development from High-Quality Instructional Materials Vendor Guide
☒ Other: Purchase High Quality Instructional materials
☐ Other:

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

- **Conscious Discipline, a Transformational Social-Emotional Learning and Classroom Management program for PreK & K, to address identified and/unidentified trauma to students as a result of COVID. Materials include: Classroom Edition: Feeling Buddies Self-Regulation Deluxe Toolkit, (English and Spanish) with physical music CD: 125 sets for all PK and K homeroom classes in Ouachita Parish; Premium Parent Education Pack: 19 schools with PK and K; School Family Deluxe Pack: 125 classes of PK and K; Self-Regulation Value Pack: 38 would give 2 sets/school (2021-2022). This SEL program will be ordered this winter to be fully implemented in August 2022. Teachers will participate in two days of training and receive coaching from a Conscious Discipline Instructor.**

  Measureable Outcomes and Progress Monitoring - A fidelity checklist will be conducted by a trained CLASS observer in the fall and rated on a scale of 1 to 4. CLASS observations will be done in the Fall and Spring to measure classroom quality particularly in the CLASS Classroom Organization and CLASS Emotional Support domains. Measurable outcomes for the program would be that there would be an increase in Emotional

Support and Organization by 10% up to a 6.0 on a scale of 1-7 from the Fall CLASS score to the Spring CLASS score in classes that scored 3-4 on the fidelity checklist. Progress monitoring will be done via walk-throughs by the administrative team. Lessons will be incorporated into morning meeting time and throughout the day documented by annotating lesson plans to include these lessons.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	$ 412,005.00

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	$ 4,130,000.00	ESSER III	$ 2,468,275.00

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://s3.amazonaws.com/scschoolfiles/1815/2021-2022_reopening_guidelines.pdf
COVID-19 Vaccination policies for staff and students	https://s3.amazonaws.com/scschoolfiles/1815/2021-2022_reopening_guidelines.pdf
Mask wearing policies for staff and students	https://s3.amazonaws.com/scschoolfiles/1815/2021-2022_reopening_guidelines.pdf
Physical distancing, cohorts, or learning pods	https://s3.amazonaws.com/scschoolfiles/1815/2021-2022_reopening_guidelines.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:
☐ Other:

Continuity of Teaching & Learning	ESSER II	$ 3,170,360.00	ESSER III	$ 273,665.00

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:
☐ Other:

SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment	$ $10,043,300.00

DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	$ 35,000.00	ESSER III	$ 200,000.00

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: Virtual Server
☒ Other: Web-based ticketing and inventory management system

Describe the LEAs plan for implementing evidence-based activities.

- **Dell VxRail virtual server node for datacenter. This will accommodate additional load of 1:1 devices due to Covid-19. OPSB Network Administrator will coordinate with Dell to integrate with our virtual environment.**
- **Cloud-based next-gen Anti-Virus/EDR solution to protect teacher/student devices and servers (renewable subscription - one year only). Carbon Black Cloud Prevention (2021-2022) Implemented earlier this school year.**
- **Web content filter for onsite and mobile devices to protect students on and off network (renewable subscription - one year only). Contentkeeper (2021-2022) OPSB Network Administrator will oversee the continued use of this service.**
- **Web-based ticketing and inventory management system to help track and support our 1:1 deployment (renewable subscription - one year only). Incident IQ (2021-2022) Implemented earlier this school year and has been a huge asset to supporting and tracking teacher and student devices. Network Administrator and Tech Support Coordinator**

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment	$ 235,000.00