

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	Date 12/02/2021 Resubmission #2

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: School-level improvement goals aligned to LEA goals
- Other: District social/emotional data

Criteria Checklist

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

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

Key Investment: **Attendance**

ESSER II

ESSER III

\$ 100,000

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

NPSB will identify students who need to be re-engaged through JCAMPUS attendance reports, both virtual and face-to-face, DEWS Report, and school reports that identify multiple tardiness or early check-outs.

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: Truancy/attendance officer
- Other: Click or tap here to enter text.

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

NPSB will form a community partnership with the Natchitoches Parish Sheriff's Department and the City of Natchitoches Police Department to bridge school, home, and community relations. These officers will work with the schools to locate, re-engage, and deter drop-outs incurred during the COVID pandemic.

LEA's JCAMPUS attendance report reflects a total enrollment of 5,381 students; 36.67% Caucasian, 58.56% African American, 2.92% Hispanic, 0.61% Asian, 1.19% Other. Of these students, our African American population had the highest number of absences at 58.34% absent, compared to 37.54% for our Caucasian students. Our six inner city schools have the highest percentage of absences, as well as the greatest number of students living in poverty. The data trend presented above was reflected in our last three years of face-to-face data and is mirrored in our virtual data, as well.

The students who missed the most instruction for the 20-21 school year have been identified as being our highest priority for reengagement - Caucasian inner-city – 16.7%; African American inner-city – 86.9%. For the 21-22 school year our plan is to use our JCAMPUS system alert on students' fifth absence. Approximately 377 students need to be reengaged.

The LEA will administer Student Risk Screening Scale –Internalizing and Externalizing (SRSS-IE) to all students in grades pre-k through grade 12 (~5400) students) within the first 6 weeks of school. Additionally, the TLC LEA will administer the Strengths and Difficulties Questionnaire (SDQ) to all educators, families, students within the first three months of school.

The LEA will disaggregate this data by student groups (demographic, socio-economic status, and diverse learner status) by school, and by grade level to drill down the information that would help identify the individual student needs.

We will be hiring two to three social workers to supports our students and provide professional mental and behavioral health services. Additionally, 100% of our faculty (administration, classroom teachers, paraprofessionals, and bus drivers) will participate in trauma-informed PD in the summer, fall, winter, and spring (~\$200,000). The LEA will purchase an SEL or character building and development

curriculum/program that best meets the unique needs of each school at \$20,000 - \$40,000 each depending on the school site prior to end of Spring 2022.

Students who need to be reengaged and supported due to quarantine or other excessive medical absences will be using the Google Classroom platform. Attendance will be closely monitored.

Key Investment: **Well-Being**

ESSER II

\$352,997

ESSER III

\$ 1,024,750

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

Data tracking of students' emotional needs since the beginning of COVID and the learning losses created by quarantined teachers have been analyzed. The results yielded significant learning loss and increase in achievement gaps, particularly among our virtual population of students. Many have not had a smooth transition back to face-to-face learning and need multiple behavioral interventions.

The LEA will administer Student Risk Screening Scale –Internalizing and Externalizing (SRSS-IE) to all students in grades pre-k through grade 12 (~5400) students) within the first 6 weeks of school. Additionally, the TLC LEA will administer the Strengths and Difficulties Questionnaire (SDQ) to all educators, families, students within the first three months of school. The LEA will disaggregate this data by student groups (demographic, socio-economic status, and diverse learner status) by school, and by grade level to drill down the information that would help identify the individual student needs.

(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: Nurses
- Other: Social/emotional coaches

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

With the increase of COVID cases and quarantines among teachers and students, the district felt it was necessary to provide medical personnel to ensure the safety and well-being of staff and students by mitigating processes and procedures that would contribute to the spread. Therefore, two full-time nurses will be hired to respond to employee/parent questions and work in conjunction with LDH to determine quarantines and dates for return to work/school. The nurses would also work with schools to ensure proper COVID protocols are in place.

Along with the increase of teacher quarantines comes the issue of teachers having to use their leave time when quarantined. This led to teachers not always divulging COVID exposure because they were out of sick leave to quarantine. In order to keep our students safe and further mitigate the spread of the virus we included funding to cover employee salaries when they are forced to quarantine.

Along with the pandemic and the impact upon students' social and emotional state, the district recognized the need to put support systems in place. NPSB will contract social workers for every school. These employees will be full-time and will be available to both students and staff suffering from mental health issues due to COVID.

In order to address the social emotional needs of principals as they transition through the COVID pandemic, we plan to provide leadership coaching through the LSU Leadership Development Institute. Addressing the leadership's social emotional needs will have a direct positive impact on students and teachers. This will ensure a smoother transition for all in the recovery of learning loss and mitigating further emotional trauma in the midst of COVID.

We have also identified the need for more space at NCHS to allow for social distancing in overcrowded classes. We are purchasing two portable buildings to place at NCHS, with each building holding two classrooms each.

The LEA is establishing a system-level Student Well-Being Task Force. Our Program Coordinator has been working on addressing the social and emotional health of our students at the start of this school year as well as our faculty and staff. An email hotline was set up district wide for all faculty, staff, students, and parents. Each school leader will be charged with establishing a mental health team that will collaborate with the district Task Force, to ensure all students, educators, and families can access and complete the screeners so needs can be quickly identified.

We will be hiring two to three social workers to supports our students and provide professional mental and behavioral health services. Additionally, 100% of our faculty (administration, classroom teachers, paraprofessionals, and bus drivers) will participate in trauma-informed PD in the summer, fall, winter, and spring (~\$200,000). The LEA will purchase an SEL or character building and development curriculum/program that best meets the unique needs of each school at \$20,000 - \$40,000 each depending on the school site prior to end of Spring 2022.

In December and March, the school-based mental health team will review the progress of students based on documentation from teachers and other mental and behavioral health professionals to determine the students social and emotional health based on one of the previously administered screeners. This will inform continued supports offered throughout the summer.

(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) via NPSB hotline
- Other: Nurses
- Other: Leadership counseling services

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 1,377,747

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

Key Investment: **Targeted Learning Support**

ESSER II

\$ 1,653,218

ESSER III

\$ 617,795

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: Compensation for certified teachers in CIR schools
- Other: Recruitment of certified teachers

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).

NPSB has six CIR schools, which currently have a larger percentage of non-certified personnel than non-CIR schools. Research has shown that putting a certified, highly effective teacher in the classroom has one of the greatest impacts on student learning, particularly in low-performing, poverty-stricken schools. COVID exacerbated this problem through quarantining of both staff and students, or students opting to attend school virtually. The data showed that the majority of the virtual students did not participate in classes on a regular basis and that no or little parental or home support was available for students. Therefore, COVID was a huge factor in placing our most at-risk students in circumstances that only broadened their achievement gaps; not to mention the fact that most of the virtual teachers were uncertified or day-to-day subs due to the shortage of staff because of COVID-related issues. We propose paying all certified teachers a graduated compensation for working in a CIR-identified school. Our proposal was to provide an additional \$5,000 for the first year, \$6,000 for the second year, and \$7,000 for the third year. Our assertion is that this additional pay will attract more certified teachers to teach at the CIR schools where our students need the most targeted learning support. All six CIR schools were given equal opportunities to recruit and hire certified teachers.

In order to address the issue our lack of certified teachers and the fact that COVID is still causing a shortage of teachers in general, our HR staff have struggled to maintain certified teachers. Additionally, non-certified teachers still need on-going support and monitoring in their various programs. Therefore, we have decided to contract two certification coaches to work with our non-certified people and guide them in becoming certified. We are also promoting an advertising campaign for certified teachers that includes billboards and television advertisements.

NPSB has more than 80 non-certified teachers in key positions throughout the district. We currently only have one school in the district that is 100% certified. We have put several things in place such as tuition exemption,

² [ARP ESSER Fact Sheet](#)

reimbursement for passed PRAXIS exams, and 240 tutoring to assist with studying for PRAXIS. We are proposing a signing compensation, amount to be dependent upon qualifications, to new certified teachers who sign a two-year contract with our district.

We are also planning to kick off an ad campaign to recruit certified teachers. We plan to place billboards in key areas for four months and conduct 1 to 3-minute advertisements for television. Many people have left the area to take care of sick COVID family members. We hope that these extra advertisement efforts will recruit some certified teachers in our surrounding areas. We also plan to expand HR's recruiting efforts to include larger, multi-state job fairs.

We plan to contract with Career Compass to provide a Graduation Coach to work as an extension of the school and to help students who may have gotten off-track for graduation during COVID. This person will also serve as an extra resource for teachers to communicate with on students who have lost ground due to quarantines or virtual school, thus ensuring a smooth transition back to face-to-face for the students.

The district has implemented a "WIN" initiative (Whatever I Need) at all schools (see attached document). This program is comprised of a 45-minute block of time where EVERY student is tiered based on their own individual academic needs. It is designed to target learning loss for our students most impacted by COVID. Each student's academic placement is based on previous state testing data and a universal screener. Their individual academic plan (IAP) is then formulated for initial placement into WIN.

Tier 1 has the 'green' students; those who have Mastery or above scores. Depending upon the grade level, these students are either in enrichment classes (Interests/Opportunities credits) or in Carnegie unit classes. Tier II are the 'yellow' students who are in the Accelerate classes where teachers are working on front-loading the Tier I classroom curriculum and addressing learning gaps in that process. Tier III are the 'red' students; these students receive intense, focused instruction that specifically targets the point of need for the learning gaps, e.g. phonics instruction.

All students are progress monitored every two weeks, data is collected and tracked on each student, and then the data rolls into a school-wide tracker that is reviewed quarterly with school administration by the district. Students have the opportunity to move up in tiers, or may occasionally have to move back to get some extra explicit instruction.

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: Financial compensation for teaching at CIR schools
- Other: Equitable access to curriculum and resources

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

NPSB had a large population of students this past year whose parents opted for virtual learning rather than risking exposure to COVID for their child/children. This included a large number of K-2 students. This grade band lays a crucial foundation for a student's educational progression. Many of these students did not participate at all virtually, even though their parents enrolled them in virtual school. This created vast learning gaps for the students and the need for intense, differentiated instruction. The learning loss that incurred during the transition from face-to-face learning to virtual learning necessitated us seeking curriculum for K-1 that includes a heavy phonics component (our current curriculum does not; it also does not have the option of all materials in digital access). Therefore, we decided to place EL in K-1 to meet these deficits, as well as aligning with 2nd grade, where we already have the EL curriculum. Lack of phonics knowledge was identified as the greatest area of need for our K-2 teachers. With phonics knowledge being the key deficit in the learning gaps of the students, we knew we had to do something to address the deficits in teacher knowledge of effective phonics instruction. We plan to put our teachers through an intense LETRS phonics training that will help them to accurately assess students' academic progress and meet their individual needs.

The fact that these learning gaps grew substantially during COVID led to us looking more critically at our curriculum, as well. In some areas we had Tier 1 in place but need additional supplemental resources; in others, we lacked Tier 1 completely; in most cases this was due to lack of sufficient vendors tiered by the state to cover all grade levels. Whatever the case, the learning gaps have only increased and we have devised a list of curricular needs to address the student learning deficits. We have opted for digital access in all areas available and are ensuring one-to-one device access to help mitigate the spread of COVID among our students.

We found the same deficit in our science and social studies areas; these deficits ranged from K-8 grade. These are the subjects that always ranked last when serving not only our virtual students, but also our face-to-face students. Students had to be combined at times when no subs were available due to COVID quarantine. This reflected in our test scores and the learning gaps of our students. We have included science curriculum and PD (Amplify - we have none in K-2) and social studies supplemental materials to accompany the Tier I curriculum (DBQ and Studies Weekly). Again, we are requesting digital access to help mitigate the spread of COVID.

We had a high number of high school students impacted by COVID in all subject areas. Virtual instruction was provided but very few students participated. Face-to-face operated on a hybrid schedule; also not optimal for student learning. We experienced the same issues with the shortage of teachers and subs as in the other grades. However, the fact that the students were Students lost crucial foundational learning for EOCs, ACT, AP, and DE classes. These effects have been even more detrimental to our students' achievement since the high schools are on a block schedule

***See data referenced above regarding statewide assessments and the attached WIN Guidance document.

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)*

Under the leadership of our School Improvement Consultant and with our Instructional Specialist initiative, we have completely revamped all of our school master schedules. Each school now has a 45-minute "WIN" period (Whatever I Need). All students were screened at the beginning of school and placed in one of three tiers according to the results. Students not scoring mastery or above on the state-wide assessments were automatically set to be a Tier II or Tier III placement. The final determination of tiers was made on an extensive analysis of a compilation of

data on each individual student. Students scoring in a Tier I were placed in various opportunities such as Carnegie-unit bearing classes, STEM, Arts and Humanities, Theater, Archery, etc. All students are progress monitored every two weeks and their instructional needs are adjusted accordingly. Students are benchmarked quarterly and have the opportunity to move up in tiers if they meet certain criteria.

Attend to Individual Students' Needs: Provide individualized supports and services to meet the social, emotional, educational, mental health, and well-being of students.

- Set up an email hotline for students and families (helpishere@nat.k12.la.us). Report all call and requests for support to the district Mental Health Response Team.
- Staff will incorporate social emotional learning and teach weekly lessons to all grades PK – 12.
- Staff will regularly communicate about individual students through already developed team structures: School Building Level Committees, PBIS teams, and PLCs.
 - Teams will meet monthly and/or weekly to discuss students' academic, social, and emotional successes and challenges, identify signs for students who need additional support.
 - Complete the process and reporting procedures for individual academic, social, emotional, behavioral student concerns that might arise as educators connect daily with students; proactively support those concerns before significant intervention is needed.
- Administer a universal mental health screener (Student Risk Screening Scale) to all students three times a year.
 - Train responsible party to conduct screener at each school.
 - Conduct screener at Cluster meetings no later than October 22, 2021; January 21, 2022; April 8, 2022.
- Write and implement individualized plans based on a screener results and/or staff and family-initiated concerns.
 - Identify Tier II and Tier III interventions per school site.
 - Provide professional development as needed on interventions and follow-up on data of effectiveness.
 - Identify external service providers who will provide additional services as needed.
 - Monitor and adjust the individualized plans as needed.

Respond to Student Behavior with Appropriate Support: Address policies and practices to ensure that students receive appropriate support, as behavior incidences are often a signal of need.

- Provide professional development and resources on trauma informed practices, impact of trauma on students, culturally responsive teaching, de-escalating strategies, and other strategies to support students.
- Ensure each school has a well-developed PBIS plan and procedures that allow for appropriate support (i.e. counseling vs. suspension).

If help is needed, email helpishere@nat.k12.la.us.

- Assist students in connecting with school counselors and clinical staff, as needed, for support with academic, social, or emotional needs.

***Also, see data referenced above regarding statewide assessments and the attached WIN Guidance document.

Key Investment: Before and After School Programs	ESSER II	\$ 44,471	ESSER III	\$ 391,930
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

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

To help address the many gaps in student learning that occurred during loss of instructional time due to COVID, NPSB will offer after-school programs and Saturday school for remediation and attendance recovery. These programs will be offered at all of our schools and staffed by LEA teachers. Transportation will be provided to ensure access for all disproportionate students.

High schools have offered after-school tutoring and Saturday school Beginning in January 2021. We are now offering it at all schools for the 2021-2022 school year.

***See data referenced above regarding statewide assessments and the attached WIN Guidance document.

Key Investment: Summer Learning Programs	ESSER II	\$ 260,721	ESSER III	\$ 64,703
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Vendor-provided summer learning programs
- Partner with organizations to provide summer learning programs
- Partner with vendors to specifically provide tutoring during summer programming
- Develop LEA direct-run summer learning program, staffed by LEA educators
- Other: Transportation, Cafeteria workers, supplies
- 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?

COVID-19 impact and the size of our disproportionate population have produced an even larger number of students with significant learning gaps. Therefore, NPSB has established a summer learning program, *Camp All-Stars*, to be directly run and staffed by NPSB employees. Transportation will be provided, along with breakfast and lunch. Only certified, effective proficient or above teachers will be chosen to teach. In addition to receiving crucial academic recovery instruction, students are also exposed to enrichment areas such as the Arts and Humanities, STEM, Health and Fitness, Music, Band, and various other activities. LEA prioritized students experiencing the greatest learning losses based upon grades, attendance, and previous testing history for eligibility to attend summer learning of the 2020-2021 school year. We held a month-long (Camp All-Stars) for all students with the greatest learning losses.



COVID had the most impact on student learning due to quarantines and virtual school where students had no home support. Approximately 700 students were serviced in our summer learning camps.

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: 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.

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?

***See data referenced above regarding statewide assessments and the attached WIN Guidance document.

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ 3,032,838

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

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 129,283

ESSER III

\$ 776,035

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: NIET Training
- 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?

Upon thorough analysis of the past three years' trend data, it was determined that the majority of our students have consistently performed below grade level in reading; many of these students are two to four grades behind. COVID quarantines, teachers out, and no substitutes are all circumstances that have just compounded the learning loss we were already facing with our students. We decided to expand our LDOE Initiative for Instructional Specialists at CIR/UIR-A schools to include Instructional Specialists at all schools. We have also placed additional coaches at schools with larger populations or greater need due to various subgroups' low performance.

We are planning to contract with NIET to provide services through two external consultants to work with our district staff and Instructional Specialists. The focus of their work will be to share best practices in classroom instruction and data analysis to identify the many student learning gaps and the best methods for addressing them.

Key Investment: **Literacy Professional Development**

ESSER II

\$ [Click or tap here to enter text.](#)

ESSER III

\$ 96,549

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

- Literacy Content Leaders
- Literacy Coaches
- Other: School Improvement Consultant
- 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?

In order to lead these Instructional Specialists in the most effective manner possible, we hired a School Improvement Consultant, Kathy Noel, to oversee them and to ensure they are given adequate professional development, support, and resources. All efforts led and implemented by Mrs. Noel are focused on addressing learning loss due to COVID. Practices being used are analysis of data to determine students below mastery and connecting all professional development to the instructional practices being used by the teacher in the classroom.

The Academic Improvement Team, led by the Director of Academics, monitors the professional development sessions and works with principals to ensure the best practices are being implemented by teachers in the classroom.

To address literacy learning loss Natchitoches Parish teachers are participating in weekly professional development during Cluster time. Professional development is centered around student data and identifying/analyzing where students are struggling. Teachers will also begin training on the Science of Reading through either LETRS or Aims during the 2022 school year. Students most significantly affected by learning loss are receiving targeted interventions based off of literacy screeners and or LEAP data. Students receive small group instruction daily and are progress monitored every two weeks to assess growth and/or deficits.

Natchitoches Parish Schools
Baseline Data

Local Literacy Plan

Kindergarten-Second Grade Literacy Screener- Acadience

Grade	Percentage Proficient
Kindergarten	35%
First	31%
Second	32%

LEAP Data

Grade	Percentage Proficient
Third	38%
Fifth	34%
Eighth	46%
English I	31%
English II	38%

***See data referenced above regarding statewide assessments and the attached WIN Guidance document

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment

\$ 1,001,867

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.

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.



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.

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 EDUCATION	2021-2022 Total Funding Commitment	\$ Click or tap here to enter text.
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SCHOOL SAFETY & OPERATIONS

Safe School Reopening	ESSER II	\$ 220,000	ESSER III	\$ Click or tap here to enter text.
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Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://npsb.la/sites/default/files/2021-09/NPSB%20Covid%20Guidelines%202021.pdf
COVID-19 Vaccination policies for staff and students	https://npsb.la/sites/default/files/2021-09/NPSB%20Covid%20Guidelines%202021.pdf
Mask wearing policies for staff and students	https://npsb.la/sites/default/files/2021-09/NPSB%20Covid%20Guidelines%202021.pdf
Physical distancing, cohorts, or learning pods	https://npsb.la/sites/default/files/2021-09/NPSB%20Covid%20Guidelines%202021.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: Providing thermal cameras
- Other: Click or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$ 2,087,500

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

\$ 2,307,500

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ Click or tap here to enter text.

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

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

Describe the LEAs plan for implementing evidence-based activities.

Click or tap here to enter text.

DATA INFRASTRUCTURE

2021-2022 Total Funding Commitment

\$ Click or tap here to enter text.

LEA:	035	NATCHITOCHE PARISH SCHOOL BOARD
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Count of Students (K-12) by October 1 Enrollment by Student Groups								
Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2019	5616	27	3226	164	2001	4045	55	636
2020	5361	27	3033	157	1934	4943	53	605
2021								

Count of Students (K-12) by October 1 Enrollment by Grade Bands															
Year	PK	K	1	2	3	4	5	6	7	8	T9	9	10	11	12
2019	220	409	447	420	418	422	417	446	441	467	2	498	430	393	406
2020	204	375	396	445	383	406	401	397	446	423	0	475	439	391	384
2021															

Percentage of K Students Performing On/Above Level on All Literacy Screeners								
	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	44	67	38	28	54	38	20	12
2019	6	0	2	20	12	4	0	5
2020	39	100	31	50	48	35	67	6

Percentage of Grade 3 Students Performing at Mastery and Above on 2021 LEAP 2025									
		All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	ELA	33	~	21	69	50	28	0	10
2019	ELA	37	67	26	56	50	29	29	23
2021	ELA	38	33	21	33	58	28	0	15
2018	MATH	30	~	16	62	48	22	0	18
2019	MATH	35	67	24	63	46	27	43	23
2021	MATH	36	33	21	33	53	27	25	19
2018	SS	18	~	8	46	29	11	50	5

Percentage of Grade 3 Students Performing at Mastery and Above on 2021 LEAP 2025

		All	Asian	Black	Hispanic	White	ED	EL	SWD
2019	SS	18	50	10	50	26	12	14	15
2021	SS	18	67	6	11	31	12	25	17
2019	SCI	22	50	13	56	30	13	14	13
2021	SCI	20	33	10	11	33	14	0	9

Percentage of Grade 8 Students Performing at Mastery and Above on LEAP 2025

		All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	ELA	46	0	34	80	69	38	50	7
2019	ELA	45	33	31	33	65	36	0	4
2021	ELA	46	100	31	67	71	35	0	6
2018	MATH	30	0	21	43	50	26	25	0
2019	MATH	24	100	15	0	39	18	33	0
2021	MATH	33	0	15	56	59	21	0	0
2018	SS	38	0	27	70	59	30	25	2
2019	SS	39	67	24	22	62	28	0	7
2021	SS	32	100	17	44	55	20	0	0
2019	SCI	30	67	14	11	54	19	0	4
2021	SCI	24	0	9	44	47	13	0	0

Cohort Graduation Rate

	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	85.7	~	85.4	62.5	86.5	81.7	100	73.8
2019	77.8	50	78.5	50	77.9	74.3	66.7	71.2
2020	85.4	100	84	100	86.8	81.9	100	72.2

Percentage of Cohort earning Basic or Advanced Credentials

	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	57.6	~	52.3	12.5	65.3	52.8	0	50
2019	55.1	50	49.7	41.7	64.9	51.4	33.3	47.5
2020	49.3	100	46.6	40	52.8	44.9	33.3	35.2

# of Graduates Eligible for TOPS*		
2018	2019	2020
171	182	157

* Due to limitations in the data received related to TOPS this information is not currently available by subgroup

Average ACT Score								
	All	Asian	Black	Hispanic	White	ED	EL	SWD
2018	17.8	~	16.3	15.6	20.1	16.7	15.2	13.6
2019	17.1	15	15.6	17.3	19.6	15.8	15	13.2
2020	17.3	22	15.4	16.8	20	16.1	14.7	~

~ Refers to lack of available data

ESSER Funding Overview

LEA	ESSER II*	ESSER III*	Total ESSER II & III*	ESSER III 20% Reservation Requirement*
035 - NATCHITOCHE PARISH SCHOOL BOARD	\$10,442,620	\$23,452,641	\$33,895,261	\$4,690,528

*Estimated allocation 90%

Natchitoches Parish WIN (“Whatever I Need”) Guidance Document 2021-2022 Final

Section 1: Introduction

The purpose of this document is to provide an overview of “Whatever I Need” (WIN) in Natchitoches Parish Schools and explain the essential components of WIN. WIN will assist ALL students through learning extensions and interventions. This WIN guidance document is designed to assist Natchitoches educators in understanding the goals, values, and implementation expectations of this plan. **During the 2021-2022 school year the priority focus will be on reading/ELA.**

Grades K-8:

1st & 2nd 9-Weeks: Reading/ELA or Enrichment

3rd-4th 9-Weeks: Reading/ELA, Enrichment, or Math (See Appendix Figure 3 Math WIN Resources)

Students initially deemed proficient in ELA but are failing to adequately progress in math will be placed in WIN for math intervention.

All students in Grades 1-8 will receive Accelerate math tutoring the first and second 9-weeks of school during the core math instructional block to address learning loss due to “digital absences”, COVID-19, and/or summer regression. Accelerate tutoring will connect unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. (See Appendix Figure 4 - Math 1-8 Accelerate Tutoring - The Core and the More).

Grades 9-12:

Priority 1: Any student whose LEAP 2025 ELA achievement level does not meet a proficient level will be administered iSTEEP Advanced Literacy Assessment for reading.

Priority 2: Any student whose math achievement level does not meet a proficient level on the universal screener will be administered iSTEEP math screeners: Math Concepts and Applications.

9th-12th grade students may also have options for credit courses, credit recovery, industry-based credentials, and/or reading and math interventions.

Section 2: What is WIN? Focused, Simple, Powerful!

Natchitoches’s WIN Factor is a daily, 45-minute minimum block of academic time built into master schedules at all schools for students in grades K-12. WIN time will allow all teachers and students to come together at a common time of day to study learning extensions for students who have met state proficiency standards in reading and math and learning interventions for students who are at risk of not meeting state proficiency standards. The WIN Factor utilizes data-based decisions that should allow for flexible grouping and fluid movement of students based on academic strengths and weaknesses. Student placement should be made by the school’s Leadership Team to ensure proper placement in a group or class and JCAMPUS. WIN time is specifically for student acceleration or intervention and should target each individual student’s needs. Extensions and interventions will be dependent upon student data and progress monitoring. By implementing the WIN Factor, Natchitoches will provide a structure to ensure that **ALL** students are provided with learning supports necessary to extend student outcomes and foster academic success.

Section 3: Essential Components of “Whatever I Need” (WIN)

For WIN implementation to be effective, **ALL** essential components must be implemented with integrity and in a rigorous manner. There are four essential components of WIN:

- A. Universal Screening
- B. Multi-level Instructional System
- C. Progress Monitoring
- D. Data-based Decision Making

A. Universal Screening

The WIN process begins with Universal Screening of all students. Natchitoches Parish will utilize the following Universal Screenings:

Grade (s)	Universal Screener(s)
K	State Requirements: Beginning of Year Acadiance Learning: First Sound Fluency
1st	State Requirements: Beginning of Year Acadiance Learning: Word Fluency
2nd	State Requirements: Beginning of Year Acadiance Learning: Oral Reading Fluency
3rd	STAR 360 Reading; STAR Math (from EOY 2nd grade)
4th-9th	Proficiency Level (Mastery and Above) Reading: LEAP 2025 ELA Achievement Level (most recent data available) Math: LEAP 2025 Math Achievement Level (most recent data available)
Grade 10	Proficiency Level (Mastery and Above) Reading: LEAP 2025 English I Math: LEAP 2025 Algebra I
Grade 11	Proficiency Level (Mastery and Above) Reading: LEAP 2025 English II Math: LEAP 2025 Algebra I or Geometry
Grade 12	Proficiency Level (Mastery and above) Reading: LEAP 2025 English II Math: LEAP 2025 Algebra I or Geometry

Schools will analyze the most recent Universal Screening data available for each grade band. This data analysis should be used to identify students for each level of WIN.

B. Multi-level Instructional System:

The WIN Factor has three tier levels of instruction which represent a continuum of supports beyond the regularly scheduled core instruction time.

- **Tier I:** Students whose data reflects a proficient level or above should be provided opportunities for purposeful enrichment and extension of learning. These students should be grouped and provided additional support comparable to their level of achievement. Leadership teams should include an action plan for developing units or modules of study to provide purposeful enrichment/extension for Tier I students.
- **Tier II:** Students who score below proficient on the universal screener. Students who score in this range will be considered for Tier II intervention work and monitored closely. Students who respond to Tier II intervention(s) and who meet benchmark goals should be transitioned to Tier I setting. Students who show minimal response to Tier II intervention should have a change in intervention instruction, frequency, and/or duration. If progress continues to be minimal, the student should move to Tier III instruction, where more intensive and individualized supports are provided.
- **Tier III:** Students who score at risk or unsatisfactory on the universal screener. These students will be further assessed to determine the student's instructional level and appropriate intervention - fluency, accuracy, comprehension. In math, students will be further assessed to determine the student's instructional level and appropriate intervention - fluency, accuracy, problem solving. Students who respond successfully to Tier III intervention(s) and meet personal goals should transition to Tier II where interventions are provided in a larger group setting with less intensity. Students who show minimal response to Tier III intervention should have a change in intervention instruction, frequency, and/or duration.

Identify students for each level of WIN through a Beginning of Year Universal Screener.

Grades K-2: (See Appendix Figure 1)

- Students scoring above benchmark will be in an Enrichment/Extension group (Tier I).
- Students scoring on benchmark will be placed in an Accelerate group (Tier II).
- Students that score in the at-risk category in reading on the universal screener will be placed in a reading WIN group (Tier III).

Grades 3-8: (See Appendix Figure 2)

- Students scoring Advanced or Mastery on LEAP 2025 or STAR (3rd grade) will be in an Enrichment/Extension group (Tier I).
- Students scoring Basic or Approaching Basic on LEAP 2025 or STAR (3rd grade) will be placed in an Accelerate group (Tier II).
- Students that score Unsatisfactory on LEAP 2025 or STAR 360 (3rd grade) in reading will be placed in a reading intervention group (Tier III).

Grades 9-12: (See Appendix Figure 5)

- Students whose data reflects a proficient level or above on the universal screener (Tier I). These students should be provided opportunities for purposeful enrichment and extension of learning. Leadership Teams should include an action plan for developing units or modules of study to provide purposeful enrichment/extension for Tier I students.
- Students who score below proficient on the universal screener, and score in the yellow (average) or green (above average) zone of iSTEEP (Tier II). These students may be considered for Tier II intervention (reading or math intervention - LEAP 2025 labs (STAR progress monitoring) or work in a WIN Tier I setting. Students who score in this range and are assigned a LEAP 2025 course will be assigned to a WIN elective credit LEAP 2025 HS assessment laboratory course.
- Students who score below proficient on the universal screener, and score in the red zone (Below Average) on the iSTEEP (Tier III). In reading, these students will be further assessed with iSkill to determine the student's instructional level and appropriate intervention - fluency, accuracy, comprehension. In math, these students will be further assessed with iSkill to determine the student's instructional level and appropriate intervention - fluency, accuracy, problem solving. These students will be assigned to a WIN Reading (Technical Reading and Writing - Course Code 125010) or (Remediation Mathematics - Course Code 160313). Students who respond successfully to Tier III intervention (s) and meet personal goals should transition to a Tier II or Tier I WIN course at mid-term depending on the credit courses being offered at that time.

C. Progress Monitoring:

Every intervention or support service must have a progress monitoring component. Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, and to evaluate instructional effectiveness. Progress monitoring should occur every 2 weeks.

D. Data Based Decision Making:

Universal screening data determine a student's WIN level for enrichment or further screening. From that point on data-based decision-making is an on-going process. Progress monitoring data is used to determine when a student has or has not responded to instruction at any level of the intervention system. Student placement should be fluid, allowing for instructional opportunities that will best serve the academic needs of all students.

Our ultimate goal is to move all students to the proficiency level of Mastery or above.

Section 4: WIN Standard Protocol:

STEP 1

- Identify students for each level of WIN through universal screening. Students that score below proficient in both reading and math on the universal screener will be placed in a reading intervention group. Students scoring proficient on the universal screener will be in a Tier I group. Start with student performance in Reading, and then move to student performance in Math.

STEP 2

- Make teacher/student Assignments by matching teachers for each group of students within all levels. Assign groups of students to instructors based on level of support and student need.

STEP 3

- Provide a minimum of 45 minutes of learning extension or intervention daily. Teachers will utilize resources outlined in the WIN Resources and Assessment charts to maximize student progress and foster academic success for all students. Attendance will be taken in a scheduled JCampus WIN section. Grading will only occur in credit bearing High School courses.

STEP 4

- Students falling in Tier II and Tier III will receive progress monitoring every 2 weeks. Individual students should have goals on a weekly basis. Growth will be determined by individual student goals. Adjust grouping and extension/intervention plans as needed. (Exception: High School WIN for Credit - See Appendix)

STEP 5

- Students should be placed in the appropriate WIN class/group based on data.

Section 5: Summary

School Leadership Teams should coordinate, monitor, and evaluate effectiveness of the WIN Factor. The integrity of implementation should be a priority at every level of the WIN Factor. Student placement within a WIN tier should be fluid and based on data. All instruction should be based on the goal of advancing student achievement.

Leadership Teams should keep the following in mind when supporting WIN:

- Leadership Teams should have scheduled opportunities to review student progress monitoring data
- To ensure students' academic growth, it is crucial that interventions be directly related to the identified skill deficit(s)
- WIN lesson plans that specify the students, focus skill(s), instructional procedures, and progress monitoring plans
- Attendance will be taken and grades will be assigned WIN for credit High School Courses.
- Notification will be provided to parents of intervention goals and progress monitoring results.

APPENDIX

Figure 1: K-2 Reading/ELA WIN Assessment Chart

Level	Universal Screener	Placement	Explanation	Resource	Progress Monitoring
Tier I Above Benchmark	Acadience Learning Screener	Enrichment	Students scoring above benchmark.	<ul style="list-style-type: none"> • Readers Theatre • STEAM • Fitness • Art 	Screen using Acadience beginning, middle, and end of year
Tier II Benchmark Goal	Acadience Learning Screener Kindergarten:First Sound Fluency 1st: Word Fluency 2nd: Oral Reading Fluency	Accelerate	Students scoring at their benchmark goal.	Accelerate using: <ul style="list-style-type: none"> • ARC Toolkits (K/1) • EL Skills Block Materials for 2nd • IRLA • EL Skills Block Assessment • Freckle ELA 	Acadience Learning Progress Monitoring every two weeks using Progress Monitoring Scoring Booklet and Acadience Reading Summary or Benchmark Goals and Cut Points for risk
Tier III At Risk	Acadience Learning Screener Kindergarten:First Sound Fluency 1st: Word Fluency 2nd: Oral Reading Fluency	RTI	Students scoring below their benchmark goal	<ul style="list-style-type: none"> • Sondag System LPL • Sondag System 1 • Sondag Mastery Checks • Freckle ELA 	Acadience Learning Progress Monitoring every two weeks using Progress Monitoring Scoring Booklet and Acadience Reading Summary or Benchmark Goals and Cut Points for risk

Figure 2: 3-8 ELA WIN Assessment Chart

Level (by color)	Universal Screener	Placement	Explanation	Resources	Progress Monitoring
Tier I Mastery and Above	LEAP 2021 ELA Results	Enrichment	Students scoring mastery or advanced on LEAP 2021	<ul style="list-style-type: none"> • STEAM • Fitness • Art • 8th Grade Students - High School Credit or ACT Inspire 	STAR given at the end of each 9-weeks
Tier II Basic Approaching Basic	LEAP 2021 ELA Results	Accelerate	Students scoring basic or approaching basic on LEAP 2021	<ul style="list-style-type: none"> • Accelerate Knowledge Portion of Guidebooks • Diverse Learners Guide found on the Guidebooks Hub • Accelerate Foundations (grades 3-5) • Accelerate Knowledge and Vocabulary (3-8) <p>*** Secondary resources for lower-level Tier II</p> <ul style="list-style-type: none"> • Sondag Essentials • Freckle ELA • Sondag Mastery Checks 	STAR given at the end of each 9-weeks *Progress monitoring occurs every two weeks using the resource tools listed
Tier III Unsatisfactory	LEAP 2021 ELA Results	RTI	Students scoring unsatisfactory on LEAP 2021	<ul style="list-style-type: none"> • Sondag System LPL • Sondag System 1 • Sondag System 2 • Sondag Mastery Checks • My Virtual Reading Coach (recommended for grades 6-8) 	STAR given at the end of each 9-weeks *Progress monitoring occurs every two weeks using the resource tools listed.

Figure 3: Math WIN Resources -3rd-4th 9-weeks

These students are proficient in ELA and have previously been enrolled in an Enrichment program but are failing to adequately progress in math, **keeping the first priority for year 1 as ELA**

STAR 360 Math Assessment	1st-2nd Resource/Progress Monitoring Tool	3rd-5th Resource/Progress Monitoring Tool	6th-8th Resource/Progress Monitoring Tool
Basic	<p>Resource: Accelerate Tutoring Level 2 Resources curated by parish math content leaders using LDOE Accelerate Guidance, Zearn Foundational Lesson Guidance, and Achieve the Core Coherence Map.</p> <p>Freckle Math</p> <p>Progress monitor every 2-weeks using STAR formative assessment probes via STAR Custom.</p>	<p>Resource: Accelerate Tutoring Level 2 Resources curated by parish math content leaders using LDOE Accelerate Guidance, Zearn Foundational Lesson Guidance, and Achieve the Core Coherence Map.</p> <p>Freckle Math</p> <p>Progress monitor every 2-weeks using STAR formative assessment probes via STAR Custom.</p>	<p>Resource: Accelerate Tutoring Level 2 Resources curated by parish math content leaders using LDOE Accelerate Guidance, Zearn Foundational Lesson Guidance, and Achieve the Core Coherence Map.</p> <p>Freckle Math</p> <p>Progress monitor every 2-weeks using STAR formative assessment probes via STAR Custom.</p>
Approaching Basic	<p>Resource: Accelerate Tutoring Level 2 Resources curated by parish math content leaders using LDOE Accelerate Guidance, Zearn Foundational Lesson Guidance, and Achieve the Core Coherence Map.</p> <p>Freckle Math</p> <p>Progress monitor every 2-weeks using STAR formative assessment probes via STAR Custom.</p>	<p>Resource: Accelerate Tutoring Level 2 Resources curated by parish math content leaders using LDOE Accelerate Guidance, Zearn Foundational Lesson Guidance, and Achieve the Core Coherence Map.</p> <p>Freckle Math</p> <p>Progress monitor every 2-weeks using STAR formative assessment probes via STAR Custom.</p>	<p>Resource: Accelerate Tutoring Level 2 Resources curated by parish math content leaders using LDOE Accelerate Guidance, Zearn Foundational Lesson Guidance, and Achieve the Core Coherence Map.</p> <p>Freckle Math</p> <p>Progress monitor every 2-weeks using STAR formative assessment probes via STAR Custom.</p>
Unsatisfactory	<p>Bridges Intervention Set 1</p> <p>Progress monitor every 2-weeks using Bridges PM resources.</p>	<p>Bridges Intervention Set 2</p> <p>Progress monitor every 2-weeks using Bridges PM resources.</p>	<p>Bridges Intervention Set 2</p> <p>Progress monitor every 2-weeks using Bridges PM resources.</p>

Figure 4 Math Grades 1st-8th Accelerate Tutoring - The Core & The More

1st-2nd 9-weeks: Accelerate tutoring will be provided before beginning a new topic within Zearn math and strategically before beginning a set of lessons in Illustrative Math.

Rationale: To support students in building the knowledge and skills required to be successful in core instruction within the context of a high-quality curriculum.

Math instructions block recommendations:

Eureka Math- 60-75 minutes

Zearn Math- 75-90 minutes

Illustrative Math- 60-90 minutes

Pacing calendars will be modified to support schools with a large number of students requiring additional accelerated instruction beyond the LDOE tutoring resources. This acceleration will be facilitated prior to each math mission/unit.

3rd-4th 9-weeks: Students initially deemed proficient in ELA who are currently participating in an enrichment class but are failing to adequately progress in math, will be placed in WIN for math intervention. These students will continue to receive Accelerate tutoring during their core math instructional block in addition to the WIN time. (Refer to Figure 3 below for grade-specific intervention resources.)

Math Watchlist for 1st-8th Grade Students

Data from the STAR 360 screener(s) and the previous year's LEAP 2025 data will be used to develop watchlists. The watchlists will be used to determine which students will shift to the math WIN during the 3rd and 4th 9-weeks.

1st-8th grade students: Students who score basic, approaching basic, or unsatisfactory on the STAR 360 math screeners will be placed on a watchlist.

Figure 5: High School (WIN is for high school credit)

<p>9th grade</p>	<p>Tier I</p> <ul style="list-style-type: none"> ● WIN for Credit - High School ● Extension Groups <p>Tier II</p> <ul style="list-style-type: none"> ● WIN for Credit - High School ● LEAP 2025 HS Assessment Labs <p>Tier III</p> <ul style="list-style-type: none"> ● WIN Reading I Technical Reading and Writing
<p>10th grade</p>	<p>Tier I</p> <ul style="list-style-type: none"> ● WIN for Credit - High School ● Extension Groups <p>Tier II</p> <ul style="list-style-type: none"> ● WIN for Credit - High School ● LEAP 2025 HS Assessment Labs ● Credit Recovery <p>Tier III</p> <ul style="list-style-type: none"> ● WIN Reading I or WIN Reading II Technical Reading and Writing
<p>11th grade</p>	<p>Tier I</p> <ul style="list-style-type: none"> ● WIN for Credit - High School ● ACT: Mastery Prep ● Extension Groups ● Fast Forward Initiative <p>Tier II</p> <ul style="list-style-type: none"> ● WIN for Credit - High School ● LEAP 2025 HS Assessment Labs ● ACT: Mastery Prep ● Credit Recovery <p>Tier III</p> <ul style="list-style-type: none"> ● WIN Reading I or WIN Reading II Technical Reading and Writing

12th grade	<p>Tier I</p> <ul style="list-style-type: none">● WIN for Credit - High School● Extension Groups● Credential Attainment● Fast Forward Initiative● ACT subscore acceleration - scholarship opportunities● Apprenticeships <p>Tier II</p> <ul style="list-style-type: none">● WIN for Credit - High School● LEAP 2025 HS Assessment Labs● Credit Recovery● Credential Attainment <p>Tier III</p> <ul style="list-style-type: none">● WIN Reading I or WIN Reading II Technical Reading and Writing
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WIN for Credit High School

WIN course needed	Description/Requirement	Credit Options	Title of Course	Course code
Reading Course	Any student not testing on grade level via iSteep on Reading will be enrolled in a WIN for Credit Reading Course	.5 or 1.0	WIN Reading I WIN Reading II	125010 120322
AP Labs	AP: full year option only WIN block for course credit and preparation for the March testing session-course offered through NVA.	.5 or 1.0	Examples: Biology II AP Chemistry AP English IV AP Environmental Science AP Physics AP U.S. History AP World History AP	150307 150410 120326 150311 150724 220404 220413
ACT Prep	TOPS University seniors without a 21 on their ACT will be placed in an ACT prep course in the fall of their senior year according to NPSB policy	.5 or 1.0	WIN ACT Prep	400107
WorkKeys Prep	TOPS TECH Jumpstart seniors without a silver on their WorkKeys will be placed in a WorkKeys prep course in the fall of their senior year.	.5 or 1.0	WIN WK Prep submit course request if not listed in JCampus	400099
LEAP Assessment Prep	Students needing additional time for remediation or reinforcement in any of the state tested LEAP subjects may benefit from this additional course.	.5 or 1.0	Examples: WIN Biology Rem WIN Algebra Rem WIN Geometry Rem WIN English Rem WIN US History submit course request if not listed in JCampus	150313 160313 160311 120323 220313

SEGUE-- Credit Recovery	Students needing additional time to recover credits that they have previously failed. Depending on the student this course may be for credit or not.	.5, 1.0	Study Hall	400099
Study Skills (LAA 1)	Students on the LAA 1 Diploma Path will be scheduled in Study Skills courses to assist them in earning their workforce component of their diploma.	1.0	Study Skills I Study Skills II Study Skills III Study Skills IV	500100 500101 500102 500103
WIN Enrichment Course (not attached to specific code)	Courses that are not specific to a course code could carry a general course code.	.5, 1.0	WIN Enrichment	400099
General Credit Courses	If any Carnegie credit course is needing to be offered all year it may be offered in a WIN for credit format.	1.0	Use specific Carnegie course code	

WIN Resource Information:

Bridges Math Intervention Modules

Bridges Intervention is a resource designed for mathematics intervention environments providing targeted instruction and support within the RtI framework. Intended to complement regular math instruction, Bridges Intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence—starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused, 30-minute session is matched to student needs.

Freckle Math/ELA

Freckle is an online learning platform that allows students to practice Math and English Language Arts at their own level. Freckle continuously adapts to each student’s individual skills, so each student is getting the appropriate challenge, whether they’re working at, above, or below grade level. Teachers can utilize resources to provide differentiated remediation and measure progress using Freckle benchmark assessments.

Accelerate-Tutoring Model

<https://www.louisianabelieves.com/academics/accelerate>

Accelerate is designed to support school systems implementing tutoring at scale as a core function in order to achieve significant results for all students.

To effectively address and prevent unfinished learning, students must be provided with extra time to learn through equal-access tutoring. Accelerate is a just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge.

STAR 360 Formative Assessment Probes

With Star Custom, you can support a cycle of informed instruction using quality skill checks aligned to your state standards. You’ll get greater insight into the skills students have mastered and those that need more work—so you better target instruction and move learning forward.

Sonday System

Sonday System 1 offers structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.

STAR

Why overwhelm educators and students with testing? Streamline the assessment process with valid, reliable data to deliver the right instruction, at the right time, for the right reason. Get a complete view of students' progress at the grade, school, or district level, including achievement and growth measures.

EL Education Skills Block

This comprehensive 1-hour block uses a structured phonics approach to understanding the behaviors related to the types of letter-sound connections students are able to make as they learn to read and write

ARC Toolkits

Help teachers make the shift to delivering Foundational Skills instruction in flexible, strategie small groups. The IRLA Toolkits and Foundational Skill Toolkits enable teachers to provide differentiated, targeted, and efficient skills instruction embedded into one-on-one conferences and strategy plans.

My Virtual Reading Coach

MindPlay Virtual Reading Coach is an effective online reading program that improves reading abilities. It permits students with diverse skills and unique needs to read with control and precision

Websites:

Clever: <https://clever.com/>

Acadience Learning: <https://acadiencelarning.org/acadience-reading/k-grade6/>

Acadience Reading Benchmark Goals

Acadience™ Reading: Summary of Benchmark Goals and Cut Points for Risk

		Reading Composite Score																								
		38	156	152	129	177	208	202	256	287	289	349	405	341	383	446	386	411	466	435	461	478				
		26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380				
		13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324				
		First Sound Fluency (FSF)																								
		16	43																							
		10	30																							
		5	20																							
		Phoneme Segmentation Fluency (PSF)																								
		44	56	47																						
		20	40	40																						
		10	25	25																						
		Nonsense Word Fluency (NWF)																								
Correct Letter Sounds		28	40	34	59	81	72																			
		17	28	27	43	58	54																			
	8	15	18	33	47	35																				
			4	17	25	21																				
	Whole Words Read		1	8	13	13																				
			0	3	6	6																				
		Oral Reading Fluency (ORF)																								
		34	67	68	91	104	90	105	118	104	121	133	121	133	143	139	141	151								
	Words Correct	23	47	52	72	87	70	86	100	90	103	115	111	120	130	107	109	120								
		16	32	37	55	65	55	68	80	70	79	95	96	101	105	90	92	95								
	Accuracy	86%	97%	96%	99%	99%	98%	99%	99%	98%	99%	100%	99%	99%	100%	99%	99%	100%								
		78%	90%	90%	96%	97%	95%	96%	97%	96%	97%	98%	98%	98%	99%	97%	97%	98%								
		68%	82%	81%	91%	93%	89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%								
	Retell	17	25	31	39	33	40	46	36	39	46	40	46	52	43	48	50									
		15	16	21	27	20	26	30	27	30	33	33	36	36	27	29	32									
		0	8	13	18	10	18	20	14	20	24	22	25	25	16	18	24									
	Retell Quality of Response			2	2	2	2	3	2	2	3	2	3	3	2	2	3									
				1	1	1	1	2	1	1	2	1	2	2	1	2	2									
		Maze Adjusted Score																								
		11	16	23																						
		8	11	19																						
		5	7	14																						
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End			
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade								

Reading Composite Score: A combination of multiple Acadience Reading scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *Acadience Reading Composite Score* worksheets on pages 21–27.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99% overall). These scores are identified as *Above Benchmark*. While students scoring Above Benchmark are likely to need *Core Support*, some may benefit from instruction on more advanced skills.

BENCHMARK GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20% overall) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

Note: There is no benchmark goal for Letter Naming Fluency (LNF).

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Natchitoches Virtual Academy September 2021 Data

Criteria: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in LEA. Your plan must include a description of to what extent, and how frequently, the LEA collects now and will collect in the future data for all students in your LEA on:

a. Mode of instruction: The number of students in your LEA that are attending fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;

Online Only Instruction (K-12) - 152

Hybrid Model (K-12) - None

b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups 1 (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) for each mode of instruction; and

Enrollment Data	
Demographics/Groups	Enrollment Numbers
Regular Education Students	134
Special Education Students	18
Gifted & Talented	3
504 Students	11
Caucasian Males	21
Caucasian Females	24
African American Males	49
African American Females	58
Hispanic Males	0
Hispanic Females	0
Asian Males	0
Asian Females	0
Total Males	70
Total Females	82
English Learners	0
Migrant Students	0
Homeless Students	0
Foster Care Students	0
Total Enrollment	152

c. Attendance: Student attendance for all students and disaggregated for each of the student groups 1 (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) for each mode of instruction;

Attendance Information: Absences	
Demographics/Groups	Days Absent
Regular Education Students	39
Special Education Students	19
Gifted & Talented	0
504 Students	0
Caucasian Males	0
Caucasian Females	0
African American Males	44.5
African American Females	13.5
Hispanic Males	0
Hispanic Females	0
Asian Males	0
Asian Females	0
Total Males	44.5
Total Females	13.5
English Learners	0
Migrant Students	0
Homeless Students	0
Foster Care Students	0
Total Absences in Days	58.0

d. Chronic absenteeism data: The number of students who miss at least 15 or more days of school in a year.

Chronic Attendance Information: Number of students absent for 15 or more days	
Demographics/Groups	Number of students absent 15 or more days
Regular Education Students	1
Special Education Students	0
Gifted & Talented	0
504 Students	0
Caucasian Males	0
Caucasian Females	0
African American Males	1
African American Females	0
Hispanic Males	0
Hispanic Females	0
Asian Males	0
Asian Females	0
Total Males	1
Total Females	0
English Learners	0
Migrant Students	0
Homeless Students	0
Foster Care Students	0
Total # of Students with chronic absenteeism	1

