

2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [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 in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Natchitoches Parish	LEA Code 035	Enter Grade levels served PreK-12
Planning Contact (name) Ben LaGrone		
Planning Contact (title) Director of Teaching and Learning		
Planning Contact (email) blagrone@npsb.la		
Planning Contact (phone) 318-352-2358		
Fiscal Contact (name) Sarah Rachal		
Fiscal Contact (title) Director of Federal Programs		
Fiscal Contact (email) srachal@npsb.la		
Fiscal Contact (phone) 318-357-7177		
School System Leader Name Dr. Grant Eloi		
School System Leader Signature	Date 9/30/2022	

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

NEEDS ASSESSMENTS ✓ ✓ ✓

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

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

LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:

- The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
- Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
- Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
- The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
- The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
- Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

Commitment: ATTENDANCE & WELL-BEING ✓✓

2022-2023 Key Investment: Attendance	ESSER II	Click or tap here to enter text.	ESSER III	\$150,000
---	-----------------	----------------------------------	------------------	------------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

LEA’s 2021-2022 SY count reflects a total enrollment of 5,361 students. Of those students 19.2% are truant and NPSB is at a 93% attendance rate. African American students within our six inner city schools have the highest number of absences. Our goal is to reach 98% attendance rate and decrease the truant percentage to 10% by the end of SY 2022-2023, we will track our progress by mid-year and adjust our goals accordingly.

During the 2021-2022 school year we partnered with the Natchitoches Parish Sheriff department to locate, reengage, and deter dropouts incurred during the COVID pandemic. This initiative assisted us with contacting students and parents who we identified with three absences within the first month of school. By January of 2022, we successfully contacted and reengaged about 82 families. We will continue this partnership and strategically track the impact of these efforts. We have established a district attendance committee who developed school-level intervention protocols and provided training to school leaders. Schools will send attendance letters home at the following intervals: 3 days, 5 days, and 7 days. These letters are to be signed and returned to the school and uploaded to JCAMPUS. The district team will track and respond to absenteeism weekly.

During the 2022-2023 school year, our district Parental Engagement Coordinator will conduct professional development with leaders on the Be Engaged Framework.

With the continued use of the strategy, we put in place last year (Sheriff Department Partnership), consistently monitoring and responding to absenteeism data, and adding the Be Engaged Framework we are confident we will reach our goals.

2022-2023 Key Investment: Well-Being	ESSER II	\$120,000	ESSER III	\$210,000
---	-----------------	------------------	------------------	------------------

Students needing well-being (mental and behavioral) supports in SY 2022-2023

The LEA will administer the Student Risk Screening Scale – Internalizing and Externalizing (SSRS-IE) to all students in grades PK-12 (~5400 students) within the first eight weeks of school. The LEA will disaggregate this data by student groups (demographic, socio-economic status, and diverse learner status) by school, grade level to drill down the information that would help identify the individual student needs. Additionally, the TLC LEA will administer the Strengths and Difficulties Questionnaire (SDQ) to all students who score in the tier 2 and tier 3 area of the SRSS. The SSRS-IE will determine students’ needs for Tier 2 and Tier 3 interventions. The SRSS-IE will be administered for a total of 3 times each school year to determine success and provide data tracking.

All students receive Tier 1 interventions through PBIS and SEL curriculum.

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 our faculty and staff. The district has an email hotline setup district wide for all faculty, staff, students, and parents. All personnel have access to the Oschners’s telehealth counseling. The Program Coordinator also sends out weekly mental and emotional health information

in the weekly district newsletter. Each school leader will be charged with working with a school healthy advisory committee at each individual school.

One Social Worker with benefits will be hired to support 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 in PD in the summer, fall, winter, and spring (~500,000). The LEA will purchase an SEL or character building and development curriculum/program that best meets the needs of each school (Navigate 360, Capturing Kids Hearts). Purchase a program that will provide a comprehensive risk/threat assessment program to provide training and database to keep accurate tracking.

For the 2022-2023 and 2023-2024 school year we have contracted with Natchitoches Parish Regional Medical Center for Telehealth Services. This school-based service will operate in all 15 schools. This service will allow parents to have first-hand information about their child’s well-being without the parent/guardian having to miss work or the student having to miss school.

The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$480,000
---	------------------

Commitment: RECOVERY AND ACCELERATION ✓✓✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

All areas outlined in [Act 294](#) should be addressed.

2022-2023 Key Investment: Targeted Learning Support	ESSER II	\$1,484,000	ESSER III	\$5,175,702
--	-----------------	--------------------	------------------	--------------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the 2021-2022 SY **3,190** students scored below proficient on the prior year’s LEAP assessment and received 45 minutes of targeted learning support as part of our district wide implementation of WIN (Whatever I Need).

2022 LEAP data demonstrated significant improvement in students scoring proficient in ELA: 4th grade (+9%), 6th grade (+4%), English I (+11%), and English II (+13%). Students’ academic performance was a result of daily intervention using LDOE Tutoring Strategy, quarterly benchmark assessments using Renaissance STAR 360, quarterly data meetings (QDRs) held with each principal, and action plans developed as a response to QDRs. We will continue to provide 100% of students with targeted learning support through our WIN program, use STAR 360 data to measure student progress, utilize Acadience to progress monitor K-2 literacy, and administer quarterly standards-based benchmarks for Science and Social Studies.

If we focus on teacher instruction, then teachers will use better practices in the classroom and increase student achievement. Therefore, our major investment for targeted learning support is additional staffing in the form of

Instructional Literacy Specialists that are trained by the following vendors: National Institute of Excellence in Teaching and Noel Consultants.

A growing body of evidence suggests that teacher quality can substantially affect students’ academic achievement. NPSB recruitment and incentive program has resulted in decreasing the number of non-certified teachers in key positions throughout the district from 85 teachers to 52 teachers. Fifteen of the fifty-two teachers are currently enrolled in a program. We have put several things in place such as tuition exemption, reimbursement for passed PRAXIS exams, and 240 tutoring to assist with studying for PRAXIS. A one-time signing compensation, amount based on qualifications, to new certified teachers who sign a two-year contract contributed to the decrease in non-certified personnel. Our district certification coach will continue to support and monitor teachers in their various programs. We will also continue to offer incentive pay to teachers in hard-to staff schools and signing bonus.

District Percentages of Proficiency

ELA % Proficient	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	English I	English 2
2021	38%	31%	34%	28%	41%	46%	31%	38%
2022	40%	40%	28%	42%	44%	47%	30%	33%
LA 2022	38%	44%	40%	38%	45%	47%	41%	46%
22-23 Change	+2 %	+9%	-6%	+4%	+2%	0%	11%	13%

Math % Proficient	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Algebra 1	Geometry
2021	44%	36%	33%	29%	31%	40%	24%	14%
2022	44%	35%	26%	29%	24%	24%	39%	30%
LA 22	37%	37%	34%	27%	24%	23%	34%	28%
22-23 Change	0%	-1%	-7%	0%	-7%	-16%	+15%	+16%

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$162,178	ESSER III	\$924,000
---	-----------------	------------------	------------------	------------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During SY 2021-2022 six schools provided after school programs to address learning lost and provide acceleration lessons that better prepared students to engage with grade level content. Transportation was provided to ensure access for all disproportionate students. We were able to support about 200 students in 3rd-8th grade and about 100 students in high school. Due to staffing challenges, we were unable to measure the impact of these efforts.

During SY 2022-2023 we are making acceleration the foundation of our after-school learning programs. After school learning programs will begin using math and ELA accelerate resources that build subskills needed to help students engage in grade-level work. We anticipate providing 500-600 students after school learning support at 9 school sites. We used 2022 LEAP data and Acadience Literacy Screeners to determine priority for admission into the afterschool programs. Due to staffing challenges, we are limited in the number of students we can accept. All after-school learning sites will use the following data to measure students’ progress: STAR results, grades, and exit ticket data from accelerate lessons. This data will be organized in a district-wide tracker and analyzed quarterly.

Our after-school program is available on Mondays, Tuesdays, and Thursdays from 3:00 p.m.-5:00 p.m. Transportation and a healthy snack are provided.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$	ESSER III	\$1,126,000
---	----------	----	-----------	-------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the summer of 2022 Natchitoches Parish offered Summer RISE (Reaching Improvement through Support and Enrichment) to about 945 students in Kindergarten - 11th grade. This month-long program targeted students with the greatest academic needs as determined by the end of year ELA and math STAR assessments. In addition to math and ELA support students who attended Summer RISE participated in STEM activities, ART, Yoga, Jiu Jitsu, and a range of other outdoor activities. The results of our summer efforts reflected that 92% of students reached the required proficiency score for math and ELA to move to the next progressive grade level. Students needing summer learning in SY 2022-2023 are those students who have historically not met individual LEAP growth targets. In addition, we will use the end of year STAR data to prioritize needs. Summer RISE Pathways 22-23 will continue to operate as established during SY 2021-2022. We will continue to offer academic and enrichment opportunities to students during Summer RISE 2022-2023. To determine which enrichments activities to provide, we will conduct an interest inventory for students.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$0
--	----------	-----	-----------	-----

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

N/A

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$72,000	ESSER III	\$426,222
---	----------	----------	-----------	-----------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Going into the 2021-2022 school year, the data for Natchitoches displayed 54% (225 students) of students entering 9th graded performed below mastery on spring 2021 assessments. Two hundred fifty-three (62%) students in high school scored below mastery on spring assessments. These are student who were included in the district plan for student planning. The district provided evidenced-based interventions and contracted with Career Compass to provide student planning sessions, career interest seminars as well as Jump Start Planning, and FAFSA support. Students we also screened to determine specific reading needs and provided with evidence-based reading interventions. Students participated in ACT, CLEP, and ACT 8/9 as well as dual enrollment. All students received individual academic goals. In the 2020-2021 school year, students scored 46% (195 students) mastery or above on the 8th grade assessments and 39% of students (156 students) scored mastery or above on high school assessments. The district provided enrichment opportunities such as ACT prep, as well as Career Compass services (FAFSA for seniors, career seminars, and Jump Start planning). Students participated in ACT, CLEP, and ACT 8/9 as well as dual enrollment. All students received individual academic goals. For the 2022-2023 school year, 53% of students entering 9th grade are entering at the below mastery level. 67% of current high school students performed below mastery on high school assessments. Natchitoches Parish has continued it partnership with Career Compass to provide support for students as well as FAFSA and college and career counseling services. Students were screened and monitored through benchmark assessments throughout the year. Though the proficiency in these grades shows minimal growth, the overall index and proficiency of the high school assessments did increase by 15% in Algebra, 16% in Geometry, and 3% in US History due to increased opportunities for students to take ACT 8/9, and evidence-based student interventions.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

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

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$9,370,102
--	--------------------

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$336,000
--	-----------------	------------	------------------	------------------

The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

Natchitoches Parish School System provided professional learning opportunities on Instructional Leadership Teams (ILTs) to every Principal, Academic Assistant Principal, Instructional Specialist, and Central Office Teaching and Learning Department Specialist during the 2021-2022 school year. The training was guided to correlate with NIET best practice. **Forty-two** district/school leaders attended the NIET conference and witnessed ILTs modeled live.

After 2021 spring and summer training on cluster implementation, all schools restructured master schedules and began conducting cluster meetings weekly. Instructional Specialist received monthly training on leading cluster to guide teachers through various levels of best practice. Development and support to classroom teachers was provided by the Principal and Instructional Specialists.

Data used to understand and evaluate the effectiveness of the professional learning during the 2021-2022 year began with a class level goal-setting process completed by every teacher. Class level goal setting was followed with school level goal setting. A quarterly data review was held where ILTs completed a data tracker to analyze progress. District Teaching and Learning Director met with each ILT to analyze data in the tracker, guide next steps, and assist schools in development of an action plan for the coming 9-week quarter. Data was derived from proficiency checks in each core content area. STAR Reading and Math assessments aligned to Louisiana Standards served as the tool in those content areas. Science and Social Studies proficiency checks were teacher developed.

Professional learning activities for Natchitoches Parish Schools are systematically outlined in the Teaching and Learning Vision Document. No single part is isolated. All professional learning activities work in conjunction with one another; therefore, improved student outcomes are the result of the total package.

All professional learning activities will continue as part of a multi-year plan to follow our district Teaching and Learning Vision plan.

Support will be provided to schools and educators through a strategically planned model. School administrators and Instructional Specialists are trained on best practice. School level ILTs then incorporate these best practices into cluster delivery and development plans. Following cluster time, ILT coordinated support is provided at the classroom level by school administrators, Instructional Specialists, lead teachers, and district content specialists of the Teaching and Learning Department. To clarify strong instructional practice and provide meaningful feedback to teachers, the NIET Teaching and Learning Standards Rubric will be implemented in the 2022-2023 school year. Training was conducted in June 2022 for all teacher observers in the Natchitoches School System.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$155,000	ESSER III	\$174,800
--	-----------------	------------------	------------------	------------------

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the 2021-2022 school year about 101 teachers were provided literacy professional development. These professional developments covered an array of topics such as EL Education Skills Block Training, EL Education new teacher training, LETRS Science of Reading Training, Voyager Intervention training, High School Guidebook training, and NIET cluster and best practices training. All the professional learning opportunities listed above played a crucial role in our district's improvement. The Science of Reading was the most instrumental as it began teaching our teachers how to teach phonics, which is an area that district leaders identified as a high need.

Natchitoches Parish Schools used the following data to evaluate the effectiveness of professional learning from the 2021-2022 school year; LEAP data, STAR quarterly data, progress monitoring data (Acadience, Isteep, and My Virtual Reading Coach.) Our district will continue to use goal setting, progress monitoring, quarterly proficiency assessments, quarterly data reviews, and WIN (Whatever I Need) interventions to ensure that our students continue to get a high-quality education.

Natchitoches Parish Schools have 12 content leaders, and additional ones working toward their certifications. Lead teachers have also been selected at each school for content and best practices support.

The Natchitoches Parish School system will continue to use the NIET framework for clusters and Instructional Leadership Team meetings, as well as continue to train our Instructional Specialist on best practices. This ensures that our leadership teams are trained to provide additional assistance when needed. Our Teaching and Learning Department also has specialist who provide additional content knowledge and feedback to teachers on a weekly basis.

Based on the data from the 2021-2022 school year Natchitoches Parish will continue training teachers on the Science of Reading as well as using NIET to train Instructional Specialist and leadership teams on best practices. Based off of LEAP data in ELA all grade levels except 5th grade outscored the 2021 school year based on student proficiency. Based off of Acadience, for grades kindergarten through second grade all grade levels grew in proficiency from the 2021 to the 2022 school year.

District Percentages of Proficiency in ELA by Grade

% Proficiency	3rd Grade	4th grade	5th grade	6th grade	7th grade	8th grade	English I	English II
2019	37%	25%	33%	37%	46%	46%	34%	43%
2021	38%	31%	34%	28%	41%	46%	31%	38%
2022	40%	40%	28%	42%	44%	47%	35%	39%
Louisiana 2022	38%	44%	40%	38%	45%	47%	41%	46%

Kindergarten-Second Grade Literacy Screener- Acadience

Grade	Percentage Proficient 2021	Percentage Proficient 2022
Kindergarten	35%	39%
First	31%	44%

Second	32%	40%
Third	24%	32%

The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$665,800
---	------------------

SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$	ESSER III	\$200,000
Provide the URL to the following LEA documents.				
<p>School Reopening Plan for In-Person Learning https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2575/NPSB/2476768/NPSB_Covid-19_Operational_Guidelines_2022-2023.pdf</p> <p>COVID-19 Vaccination policies for staff and students https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2575/NPSB/2476768/NPSB_Covid-19_Operational_Guidelines_2022-2023.pdf</p> <p>Masking policies for staff and students https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2575/NPSB/2476768/NPSB_Covid-19_Operational_Guidelines_2022-2023.pdf</p> <p>Physical distancing, cohorts, or learning pods https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2575/NPSB/2476768/NPSB_Covid-19_Operational_Guidelines_2022-2023.pdf</p> <p style="text-align: center;"><i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i></p>				
2022-2023 School Safety Operations	<i>ESSER II or III budgeting for this section is not required as a part of this plan.</i>			
<p>School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by assessing each school’s safety posture to create actionable next steps to consider.</p> <p>Use the guiding questions, examples, and resources to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.</p> <p>LEA plans and procedures cover all identified threats and hazards and address what happens before, during, and after emergencies. District and school level crisis management plans were developed in partnership with a wide range of school personnel and community partners. School Crisis Management Plans (SCMs) are reviewed by the district and updated yearly. Each school has a designated person who is responsible for coordinating and managing emergency preparedness, safety, and security. Schools provide training on all emergency polices and procedures from the school’s crisis management plan, including the roles of staff and faculty. School Leadership Teams conduct site assessments that involve school staff, resource officers, and district staff. The district has a multidisciplinary threat assessment team to respond to behaviors that create safety concerns. To validate the school’s crisis management plans developmentally appropriate drills are conducted for students and staff.</p>				

All school and district personnel participate in active shooting and anti-bullying trainings.

For the 2022-2023 SY we have partnered with the Natchitoches Parish Sheriff department to provide one full-time resource officer at every school.

Suicide prevention hotline 988 is on the back of student’s identification badges.

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$200,000
---------------------------------------	---	------------------

Double Click to enter each Funding Commitment amount

Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA’s 2022 - 2023 Academic Recovery and Acceleration Plan.	
ATTENDANCE & WELL-BEING	2022-2023 Total Funding Commitment
	\$ 480,000.00
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment
	\$ 9,370,102.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment
	\$ 665,800.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment
	\$ 200,000.00
2022- 2023	Total Funding Commitment
	\$ 10,715,902.00

Please recheck your plan to ensure you followed the below directions.

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

LEA 2022 - 2023 ARAP Status

- ARAP Approved
- ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
- ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments

Reviewer Initials **Click or tap here to enter text.**

Date Click or tap to enter a date.