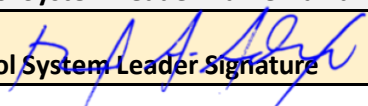


2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups 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 Ascension	LEA Code 003	Enter Grade levels served K-12
Planning Contact (name) Dr. Edith Walker		
Planning Contact (title) Chief Instructional Officer		
Planning Contact (email) edith.walker@apsb.org		
Planning Contact (phone) 225-391-7000		
Fiscal Contact (name) Dr. Latatia L. Johnson		
Fiscal Contact (title) Supervisor of Federal Programs		
Fiscal Contact (email) latatia.johnson@apsb.org		
Fiscal Contact (phone) 225-391-7385		
School System Leader Name David Alexander		
School System Leader Signature 	9/28/2022 Date Click or tap to enter a date.	

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

\$0

ESSER III

\$126,000

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

Click or tap here to enter text.

2022-2023 Key Investment: **Well-Being**

ESSER II

\$277,460

ESSER III

\$84,995

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

Click or tap here to enter text.

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**.

Chronically Absent APSB Students – 4259

Number Truant Students In System – 2238

To address the absenteeism in our system, our truancy team established a relationship with our schools, along with a detailed process for reporting truancy. At the three days unexcused absence mark, we press for schools to contact parents to inform them of the student's days absent. This is also done at the five, seven, and ten day absence mark. Our Truancy Interventionists work hard to meet with parents to inform them of the compulsory attendance laws on the fifth day the student is absent, even if it means going to the homes of students. We have also established rapport with our parish judges and Families in Need of Services (FINS) to care for the whole child. In preparation for the 2022-2023 school year, our Truancy Department designed a program that is currently being piloted in six of our schools. In addition to this, we have recently added a computer software system (Kinvolve) that has a Multitiered System Approach to address chronic attendance issues. With the edition of this program, we will be able to increase our response times; this will allow us to address not only truancy but chronic absenteeism in our parish more efficiently. This system will provide us with the data needed to support our efforts in working with the parents to address other barriers that contribute to chronic absenteeism. Through the use of our pilot, we have assembled a Truancy Panel (that will work with the six schools in our pilot group) to help address attendance, mental health issues, behavior, etc. to reduce cases referred to courts and improve overall student academic performance.

According to the 2021 -2022 data, the number of chronically absent students increased from 1108 (SY 2020-2021) to 4259. The number of truant students decreased from 2916 (SY 2020-2021) to 2238 (SY 2021-2022). To increase our students' daily attendance, we now have a laser focused approach on doing reengagement plans at 3 days unexcused and an attendance plan at 5 days unexcused. This initiative will assist us with contacting students and parents who we have identified as having three unexcused absences within the first month of school. Once we identify the students, we will track their daily attendance, assign attendance monitors to conduct routine check-

2022-2023

ins with students and parents, assign a student-peer- mentor and give parents weekly positive feedback via Kinvolved/Powerschool Attendance Notification System. We are assured this will increase student attendance rate; we will also use a truancy panel to determine other root causes of students missing school. Using this panel will allow us to provide students with Restorative Strategies to reconcile truancy issues. With continued use of the strategies, we have put in place and by adding the panel and Kinvolved/Powerschool software this should help us decrease truancy in our district by 3%-5%.

SY(2021-2022) Power School attendance data along with student assessment data from spring 22 was used to analyze and evaluate the correlation between student attendance and student literacy. It was determined through this data analysis, that a system change was needed to decrease attendance waiver requests and the number of truant students, so that systemic change would improve overall student performance.

The discipline data revealed that there was a need of preventive measures as there was an uptick in the number of expulsions for violence and drug related offenses. In SY 2020- 2021 6% of district expulsions were related to violent offenses. In SY 2021-2022 there was a substantial increase in violent offenses, as 24% of all expulsions were related to violence. Drug related expulsion was at 30% in SY 2020-2021 and 40% in SY 2021-2022. To help combat the uptick in violence and drug related offenses and expulsions, the district purchased and trained faculty and staff in Capturing Kids hearts(to support discipline, behavior, and parent engagement) at a series of pilot schools (middle and high). To have a systemic impact on conflict resolution and social emotional support, Restorative Practice Training was provided to all levels (primary, middle, high). Through these efforts, our goal is to decrease the number of violent and drug related expulsion by 1%-2%.

In an evaluation of our student population, it was revealed that in SY 2021-2022, 8% of our student population was diagnosed with ADHD, while 2% of our student population was diagnosed with some type of mental health disorder. As result, we can reasonably infer that there is a correlation between the uptick in violent offenses, use of drugs by students, and thoughts of suicide/suicidal ideations and the increase of student mental health diagnosis. To better support our students, we created a Youth Advisory Panel to get to the heart of student needs. We will also be field tested the Youth Target Health Program in our most needed areas. Additionally, we are hosting a Wellbeing Night to support parents in identifying and knowing the signs of at risk behaviors. This will also provide supportive service resources to students and parents. Through all of these efforts, it is our goal to support the whole student and improve overall student behaviors and wellbeing.

During the 2021-2022 school year the Strengths Difficulties Questionnaire was administered to 14,688 students. 0.02% (438) were at risk for behaviors interfering with peer relationships. 0.05% (839) were at risk for behaviors interfering with classroom learning. For the 2022-2023 school year APS will utilize PASS. PASS is a K-12 attitudinal survey that helps educators proactively uncover students internalized and externalized barriers to learning. Barriers are broken down into three categories, school connectedness, self-efficacy, and motivation. Students will complete the survey online during an assigned testing window. Once the window is closed the district will access reports to determine how to best support schools. Likewise, school teams will access reports to support students. The data from PASS along with supports will be used to determine impact on suspensions. We will utilize the results from PASS to identify specific students and barriers that are resulting in suspensions. School disciplinary teams will utilize this information to coordinate services for students. Depending on need students may receive support from school building counselors and/or social workers or be referred to external agencies.

ATTENDANCE & WELL-BEING	2022-2023 Total Funding Commitment
	\$488,455

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	\$0	ESSER III	\$0
Use the guiding questions, examples, and resources to provide a narrative response for this key investment.				
Click or tap here to enter text.				
2022-2023 Key Investment: Before and After School Programs	ESSER II	\$ \$385,354	ESSER III	\$ 2,507,365
Use the guiding questions, examples, and resources to provide a narrative response for this key investment.				
Click or tap here to enter text.				
2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$5,063,576
Use the guiding questions, examples, and resources to provide a narrative response for this key investment.				
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.				
Click or tap here to enter text.				
2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$0
Use the guiding questions, examples, and resources to provide a narrative response for this key investment.				
<p>In the 2020-2021 school year, our overall percent proficient in high school LEAP 2025 was 50.5, and our predicted graduation rate for the Ascension Parish Schools' Class of 2022 is a 90.2 percent. Although 50 percent of our students scored proficient and 90% of our seniors graduated in four years, Ascension Parish Schools created individual graduation plans for every high school student. We did not purchase a program from a vendor (student planning partner). Our technology department worked to create a program which houses individual plans within our existing system, PowerSchool.</p> <p>Each high school made a plan to meet with individual students (7289 high school students district wide in '21-'22) to develop their secondary and post-secondary plans. These plans include the graduation path the student is in, the courses the student has taken and passed, as well as those still needed. The IGP program also tracks credentials,</p>				

college credits earned, LEAP results and ACT scores. Our schools' counselors, graduation and career coaches make schedules that work for each of their campuses. Parents/guardians are given access to their student's IGPs and sign off on the plan their student created. This plan is used by teachers, administrators, counselors, students and parents/guardians throughout the school year to monitor student progress and to schedule future courses. Students who were not proficient on a LEAP 2025 assessment were provided extra instruction after school and over the summer. As a result of our individual student planning efforts in ensuring students are monitored and supported in the areas needed to stay on track for graduation, our percent proficient increased in 2021-2022 to 51.6 percent proficient.

During the 2022-2023 school year, we will identify members of the Class of 2023 who need passing LEAP assessments to meet graduation requirements. Currently, 3% of our 2023 seniors are still in need of a passing LEAP score in order to meet graduation requirements. We will use our IGP program to identify specific needs and will develop plans to support their success. Guidance counselors, Career Coaches and Graduation coaches will assist in the identification process and continue student support through conferencing, parent engagement meetings and tutoring that is already in place. Additional support measures (student planning vendors) are being explored and additional support personnel are piloted as options to improve students outcomes, specifically to increase proficiency on LEAP 2025 and the district graduation rate for the Class of 2023.

Pilot results based on the additional staff at East Ascension High (Graduation Instructional Interventionist) will help us determine if we should add additional Graduation Instructional Interventionists to support all Ascension Parish high schools in the 2023-2024 school year.

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**.

In reviewing SY 2021-2022 LEAP 2025 ELA and Math Assessment data, ELA indicate 3rd (52%to 53%) a 1% increase in percent mastery, 4th (60% to 59%) a one percent decrease, 5th (57% to 62%) a four percent increase, 6th (53% to 53%) no increase in percent mastery, 7th grade(60% to 65%) a 5% increase and 8th grade (60% to 61%) a one percent increase. LEAP 2025 Math data indicate 3rd (50% to 52%), 4th (48% to 54%), 5th (46% to 50%), 6th (41% to 41%), 7th (41% to 43%), and 8th (32% to 29%). A total of 2035 students in 3rd-5th ELA did not score mastery and Above and a total of 2359 students in Math did not score mastery and above. These are the students that will be targeted for after school tutoring. In total 4225 students in grades 3rd-8th did not score mastery and above on 2021-2022 LEAP 2025. Likewise in Math 5405 students did not score mastery and above. See attached link to data chart.

Students received support in ELA and Math after school twice a week for one hour and half. Teachers selected to teach tutoring will be highly effective or effective proficient. If no effective rating is available EEPASS scores will be utilized to identify teachers who are proficient. Teachers will utilize resources and assessments from TIER I curriculum to address student needs during after school tutoring. Biweekly administrators will meet with teachers to discuss student progress and next steps. Teachers will receive support during weekly cluster meetings around best practices to support students. Each school has a early release second Tuesday of each month. During early release teachers will also discuss next steps. Transportation is an option for students in CIR and UIR-A schools. Enrichment activities will not be provided during after school tutoring.

Summer 22 learning was held June 6-July 1. Ascension provided summer learning to 2,220 students this summer. Students received support in ELA, Math, and SEL. Accelerate Ascension was held 4 days per week for four hours a day. Friday's students went on field trips. During the school day students received 60 minutes of Math, 60 minutes of ELA, 60 minutes of enrichment, and 60 minutes of SEL. Transportation was provided for ALL students. Lunch was also provided.

RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$7,956,295
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓✓✓

2022-2023 Key Investment: **School Improvement Best Practices**

ESSER II

\$0

ESSER III
\$140,000

\$

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

Click or tap here to enter text.

2022-2023 Key Investment: **Literacy Professional Development**

ESSER II

\$0

ESSER III
\$294,000

\$

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

Click or tap here to enter text.

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.

In the 2022-2023 academic year, 100% of our K-3 teachers including SPED, EL, and district level leaders (500 teachers and leaders) are participating in the Science of Reading training. APS partnered with AIM Pathways to provide the training. Teachers complete a series of self-directed lessons weekly. After completing a series of lessons teachers participate in virtual community of practice sessions facilitated by AIM Pathways. This year we will continue to develop educators who teach or lead grades 4th-12th grade throughout the year and during summer 23. We have identified a reading diagnostic to administer to 6th-12th grade. During the year we will develop educators using resources provided by LDOE. We are using DIBELS scores and LEAP 2025 scores to determine our student needs. EOY 2022 DIBELS K-3 scores indicate 43% of Kindergarten students scored below benchmark, 46% of first grade, 32% of second grade, and 40% of third graders scored below benchmark. School leaders had the option to administer EOY screener to students who score benchmark or above during middle of the year of testing. Additionally, after analyzing 2022-23 BOY DIBELS district data there was a decline in students scoring benchmark or above 48% of kindergarten scored benchmark or above, 49% of first graders scored benchmark or above, 70% benchmark or above second grade, and 74% benchmark or above for third. This data includes all K-3 students. In addition, 2021 LEAP 2025 results indicate 53% of our 3rd graders scored mastery and above. In 2022 54% of third graders performed at mastery and above resulting in a 1% increase.

We expanded the partnership with NIET to provide support beyond CIR and UIR-A schools. Utilizing district data from 2019-2022 ten out of 28 K-8 schools declined in AI from 2021-2022. Nineteen out of twenty-eight schools haven't regained AI from 2019. Those school are priority for receiving support from NIET.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$434,000.00

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$0

ESSER III

\$640,000

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://www.ascensionschools.org/about/school-operations-for-2022-23>

COVID-19 Vaccination policies for staff and students <https://www.ascensionschools.org/about/school-operations-for-2022-23>

Masking policies for staff and students <https://www.ascensionschools.org/about/school-operations-for-2022-23>

Physical distancing, cohorts, or learning pods <https://www.ascensionschools.org/about/school-operations-for-2022-23>

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

2022-2023 School Safety Operations

ESSER II or III budgeting for this section is not required as a part of this plan.

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.

Use the **guiding questions, examples, and resources** to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.

In Ascension Parish we have a strong partnership with Law Enforcement. They are part of our Multi Agency District level crisis management team. Together we develop our Crisis Plans and train school Crisis Teams, who in turn train our School Level Staff members and Students at drill procedures and the safety features in our facilities. School Crisis Teams attended a District meeting this year in July 2022. We reviewed procedures with them and gave them guidance on updating their plans and energizing their teams.

Our Superintendent and In House School Security team members met with our Sheriff and our Chief of Police in July 2022 to discuss our current School Security Staffing, audit procedures and other areas that we will work on this year. Our District Security personnel meet with the Law Enforcement School Security Division multiple times a month to implement and improve our safety procedures. We have joint drills and various audits

planned with them. Our Drills are managed in the Raptor Drill Management Module.

Schools have Drill Protocols that they use to prepare for such events. District Security Personnel have provided training to multiple leadership groups in July 2022 that focus on Behavioral Safety/Security mindsets. Law Enforcement team members participated. The groups included Principals, Facility Managers, Cafeteria Managers and Crisis Team Members. During the School year, schools will practice their responses to various threats. Law Enforcement Partners have committed to inspect our facilities and our security behaviors.

We have been working diligently since 2013 to install safety features that were identified in a Vulnerability Study that was conducted by a Security Professional. We have installed the majority of the recommendations in this report and we focused our training for leaders this summer on knowing how to identify threats and respond to threats. We charged our School Crisis teams with passing the training down to all students and staff. Our District Crisis team members will monitor drill and training progress for each school.

We monitor online threats and work together with Law enforcement to address them promptly. We work on SSO Staffing Details and duties with our Law Enforcement Partners. We control access to our facilities and track who is let in. We check visitors against the National Sex offender registry. These are a small sample of the overall set of procedures.

Staff and Students are encouraged to report threats promptly and to call lock downs when threats are identified. There are no penalties or repercussions for false alarms. After the recent event in Uvalde, any staff member who expressed concerns was directed to District Safety Personnel who took note of all concerns and answered any questions posed by the staff. The District Staff is always available to address concerns from School Crisis Teams or individual staff members. District Crisis Team members shared threat identification scenarios with School Facility Managers and Cafeteria managers at a joint training session on July 28, 2022. These employees are on the look out for threats and were asked to promptly report them.

Our System conducts written Facility Security Audits. Law Enforcement Partners committed to also conducting audits and providing them to the system. These audits are managed in the Raptor Drill Management Module.

All 31 schools received additional interior and exterior cameras that is accessible by district, law enforcement, and school building level leaders. APSB's first step is to ensure that all counselors are trained in effective crisis and trauma response. In doing this, they will be able to

adequately support students and educators after threats of violence both in the school and community. Teams will be strategically set up in locations that will be beneficial for those who have been significantly impacted. The goals of those teams will be to do the following:

- Rebuild and affirm attachments and relationships
- Show families, students, and educators the need to first deal with and assess their own response to crisis and stress.
- Reassure students and educators so that they regain trust in security as well as feeling safe.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$640,000

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	\$488,455
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$7,956,295
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$434,000
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$640,000
2022- 2023 Total Funding Commitment	\$ 9,518,750.00

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

Date Click or tap to enter a date.