

**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](http://www.legis.la.gov/legis/ViewDocument.aspx?d=1235557) [HYPERLINK "http://www.legis.la.gov/legis/ViewDocument.aspx?d=1235557"](#) 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.**

<b>LEA Name</b> Jefferson Parish Schools.	<b>LEA Code</b> 026	<b>Enter Grade levels served</b> PreK - 12
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<b>School System Leader Name</b> Dr. James Gray		
<b>School System Leader Signature</b>	<b>Date</b> 9/30/22	

## 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: Pre and post test data

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: <b>Attendance</b>	<b>ESSER II</b>	<b>\$728,545 (public) + \$9,375 (charters) = \$737,920 total</b>	<b>ESSER III</b>	<b>\$297,860 (public) + \$46,558 (charters) = \$344,418 total</b>
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**PUBLIC**

It is important for students to be in attendance in school on every possible day in order to be successful. To increase our students’ daily attendance, we participated and will continue to participate in the LDOE Attendance Alliance initiative in partnership with LSU. This initiative allowed us to locate and re-engage families whose children were not actively enrolled and attending school in addition to identifying chronically absent students. Jefferson Parish’s Daily Attendance rate was 94.2% for the 21-22 school year. 37% of the 46,353 students were identified to be chronically absent based on the data collected during last year’s Spring semester.

- A district team has been created to address district attendance concerns and provide support to individual schools and students. The team will conduct quarterly meetings to discuss data and provide support where needed. Members of the team will continue to attend LDOE monthly meetings and any activities sponsored by the LDOE designed to address Attendance and Wellness topics.
- A partnership with EveryDay Labs was established during the 21-22 school year. This platform works with our data management system, JCampus, to provide friendly attendance messages to parents/guardians and easy to read reports regarding school and individual attendance data. The district’s Daily Attendance rate increased after the nudges and communications via text and mail were implemented during the second semester. The district’s Daily Attendance rate was 86.9% in the month of August and it rose to 91.4% by the end of the school year. Other subgroups showed improvement in their Daily Attendance rate from August to the end of the school year: Students who receive free lunch went from 86.1% in August and ended with 89.1%, students who receive reduced lunch rate grew from 91.8% to 94.4%, students coded as homeless living in hotels and motels rates grew from 77.2% to 79.3% and students coded as homeless and living in shelters grew from 74.7% to 87.9%. The district will continue to pay special attention to schools whose daily attendance average is less than 92% and will continue to work with all schools in regards to improving their daily attendance rate while they identify and provide interventions for chronically absent students.
  - The members of the district team have access to all of the schools’ data.
  - Training will be provided to the leaders of the schools who will have access to their school’s attendance reports.
- The CWA officers have been assigned specific schools where they are responsible for monitoring their attendance data, conducting meetings with families and assisting schools with attendance contracts and intervention plans.
- Schools are required to create one SMART goal that focuses on attendance in their PBIS plan. The plans are reviewed and schools discuss their progress during their monthly PBIS meeting.
- There has been a focus on providing our nineteen UIR-D schools with extra support to address the high out of school suspension rate through improving the school climate. Schools with high suspension rates tend to have high levels of absenteeism.
  - UIR-D schools have a full or part time Behavior Intervention Teacher who is responsible

for working with students who are having behavioral and/or attendance concerns. Jefferson Parish has 19 schools presently labeled UIR-D. We expect that at least 6 schools will exit once the LDOE provides districts with the most recent data. The provision of a full or part time Behavior Intervention Teacher has contributed to schools being able to improve their out of school suspension rates

- Jefferson Parish Schools has also partnered with Panorama Education to provide extra support to our UIR-D schools along with schools supported by the Project Aware grant. Panorama

Education provides a means to measure and improve social emotional learning through the use of teacher/student surveys, data collection, professional development and the provision of resources.

- The UIR-D schools have also participated in a book study on Unconscious Bias facilitated by Franklin Covey.
- Schools will continue to be responsible for the maintenance of attendance marking, tracking and intervening efforts.
- Jefferson Parish Schools will continue to partner with the TASC and FINS officers.
  - Quarterly meetings
  - Parent meetings & scheduled activities

With the continued use of the strategies we put in place last year (Attendance Alliance & EveryDay Labs) and those that have been implemented this year, we will reduce the number of students who are chronically absent by 10% and the number of students identified as truant by 10%. We will track our progress by mid-year and adjust our goals accordingly.

#### **JCFA (charter)**

JCFA hired a Student/Family Engagement Case Manager to engage students and their support system. The SFE had a case load with an average of 35 students each month.

JCFA's goal was to increase attendance from an average of 35.49% to a yearly average of 62.8%. The goal was 70%. While the goal was not met, considerable progress was made. In addition to increasing attendance, the average number of credits earned by students went from less than 3, to an average of 5 credits, meeting the goal.

The case manager reviewed the attendance weekly (using Edgenuity session logs and daily attendance reported in Jcampus) and identify the barriers that students and their support systems are facing. Once the barriers were identified, the SFE will help identify and connect the student and their support system to resources to remove the barrier to attendance. To support the SFEs, JCFA purchased a van to allow the case manager to network with community resources and connect students and their support systems with resources to address barriers to attendance exacerbated by COVID.

The SFE used the local sis data for attendance, Edgenuity progress data for academic progress, and reviewed with faculty the work ethic grades for students on a bi-weekly basis. The data gathered from these sources, and the weekly check-in/check-outs with the SFE were used to develop, track, and amend student PIPs. The PIPs had attendance, academic progress, and behavior goals. PIPs were monitored weekly and will be a 30-45 days plan based on the student's needs. PIPs included academic progress goals designed to increase student credit attainment and academic achievement (trackable via Edgenuity by students, parents, and teachers), attendance goals were designed to increase student attendance averages week over week (via Jcampus and Edgenuity session logs) and bi-weekly Work Ethic scores which take into consideration the effort students are putting into their class work (Jcampus).

Funds will be used to cover the SFE salary and benefits and the establishment of a DEWS

**Overall goals for 22/23:**

Students identified will increase monthly attendance rate to 70%

Students identified will earn 1.5 core credits and 2.5 total credits each semester they are enrolled for 90 days or more

2022-2023 Key Investment: <b>Well-Being</b>	<b>ESSER II</b>	<b>\$4,014,343 (public) + \$718,678.94 (charters) = \$4,733,021.94 total</b>	<b>ESSER III</b>	<b>\$6,439,253 (public) + \$943,719.77 (charters) = \$7,382,972.77 total</b>
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**PUBLIC**

For the 2021-22 school year a partnership with Children’s Hospital in New Orleans was formed utilizing ESSER II and III funds which allowed us to add 11 mental health positions. For the 2022-23 school year the Children’s Hospital partnership has grown to 24 mental health positions. Additionally through IDEA ARP, ESSER II Incentive, and ESSER II funding our district has the ability to hire 48 more mental health positions in our district schools.

For the 2021-22 school year 3,787 sixth grade students were provided through Rethink Ed classroom guidance lessons and 969 students were provided Second Step classroom guidance lessons. Rethink Ed and Second Step are evidence-based social emotional learning curricula that provide education about social skills, emotion-regulation, safety, and wellness to students. These lessons were provided by the early intervention specialists to students in grades kindergarten through 8th. For the 2022-23 school year approximately 1200 students will be provided Second Step classroom guidance lessons. These lessons will be provided by the early intervention specialists at our kindergarten through 8th grade schools, with an increase of lessons taught by our mental health professionals designated for UIR-D (Urgent Intervention Response to Discipline), as well as, lessons being done by our behavior intervention teachers in our UIR-D schools.

For the 2021-22 school year our Second Step curriculum demonstrated there was a 30% growth from students in their knowledge of social emotional skills based on pre and post assessments completed by students. The Rethink Ed curriculum demonstrated an inconsistent growth due to the online curriculum and the challenges with administering pre and post assessments.

Jefferson Parish Schools will continue to use Second Step curriculums with kindergarten through 8th grade students in the 2022-23 school year and use the pre and post assessment data to evaluate its outcomes. With the increased use by UIR-D mental health professionals and behavior intervention teachers in elementary, middle and high schools the expectation is more students will receive these supports. The Botvin LifeSkills curriculum was taught to students in grades six through high school in the health classes. 91.5% of the 10,505 eligible students participated in the weekly lessons.

In the 2021-22 school year the Student Risk and Screening Scale (SRSS-IE) was completed by all elementary and secondary schools teachers to identify high risk students who could be referred to the school mental health leadership team for interventions. The SRSS-IE is completed twice a year at every school. Outcomes from these screeners confirmed that students are receiving mental health support from the early interventionist specialists at the school or have been identified for Tier II or Tier III interventions. In the 2022-23 school year Jefferson Parish Schools will continue to use universal

screeners completed by teachers and evaluated by the school mental health leadership team to identify and develop targeted interventions.

For the 2021-22 school year a partnership with Children's Hospital in New Orleans was formed utilizing ESSER II and III funds which allowed JPS to add 6 additional nurses to support the physical well-being of our students. This has allowed us to provide better diabetic care, medical coverage for medically fragile students, and preventive care.

Jefferson Parish Schools will continue to implement initiatives that focus on building relationships, building school communities, increase safety and respond with a trauma-informed approach. In 2021-22, we trained school staff in Restorative Practices and Conscious Discipline. The schools that embraced these initiatives showed a decrease in ODR's and OSS from pre-pandemic years. We will continue to offer these supports and training in the 2022-23 school year to build upon student and staff connection and success. Our nineteen UIR-D schools along with six schools who are participating in the Project AWARE grant participated in four faculty book study sessions. Franklin Covey provided planning and book study sessions on Unconscious Bias. The expectation is for the schools to find or create ways to cultivate connection and create high-performing teams. The district will continue to use the data from the Panorama teacher and student surveys as one method of gauging the school community's culture. Results from the Fall 2021 survey in regards to "supportive relationships" showed that students in grades 3-5 increased from 83% to 85% recorded in the Spring 22 survey, students in grades 6-12 recorded an increase from 77% in the Fall 2021 survey to 80% in the Spring 2022 survey, and there was an increase among the staff members as their percentages increased from 83% to 80% in grades 3-5 and 77% to 80% of teachers in grades 6-12.

Jefferson Parish Schools have experienced an increase of out of school suspensions due to the mental and emotional stresses resulting from the changes in school and personal experiences of the pandemic and Hurricane Ida. Out of school suspensions are assigned as consequences for major behavior infractions. Fifteen out of twenty Pre-K -8 schools had an out of school suspension rate that exceeded twice the national average for their K-5 (5.2) and/or 6-8 (20.2) populations. All seven of our middle schools had an out of school suspension rate greater than 20.2. Therefore, additional deans are being hired for the 2022-23 school year.

In order to ensure that all aspects of data are being triangulated, Jefferson Parish has partnered with Illuminate Education and is in the process of establishing a real-time data dashboard. This Early Warning System data dashboard will be accessible to all stakeholders in Jefferson Parish so that identification of student needs and intervention effectiveness are timely. Data from all systems in Jefferson Parish, including JCampus which houses our specific student data such as discipline data, grades, attendance, etc will be funneled into this dashboard so that teachers, administrators, and other support educators across the district can view key data, monitor initiatives, and share easy to understand information with all stakeholders.

SMART Start (staggered entry for high schoolers): Smart Start Facilitators were paid a stipend to assist the principal, assistant principals, and counselors with the successful organization and execution of the staggered start days for high school students.

The past two years have been challenging for students, especially those in high school. Jefferson Parish Schools' new back-to-school approach is designed to help students get back into the high school experience. Smart Start uses the first four days of school to give grades 9-12 their own dedicated first

day of school.

Prior to all high school grades attending school on August 12, educators will use the grade-specific days to help high school students make the most of the academic, extracurricular, and wellbeing opportunities offered by the state's largest school system.

JP Schools students in grades 9-12 will operate on the Smart Start schedule for the first week of school. Students in grades pre-K to 8 are not impacted and will operate on their normal schedule. In schools that serve high school as well as middle or elementary grades, only students in grades 9-12 will participate in the Smart Start schedule.

This small investment of time during the first week of school will go a long way in helping our students build a foundation for a successful year. High school is a critical time in a child's life and we want to make sure they understand the many opportunities, activities, and support offered in Jefferson Parish Schools.

JP Schools based this change on feedback from conversations with groups of students, families, teachers, counselors, and administrators. School leaders will determine the details of their Smart Start schedules based on the unique needs of their school community. Smart Start gives educators an opportunity for more individualized discussions about a number of school policies, benefits, and supports such as:

- Academic orientation and expectations
- General school policies, processes, and programs
- Career and college readiness
- School culture and climate
- Athletics and extracurricular opportunities
- Student wellbeing support
- Participating in high school experience

Students in grades 9-12 will only attend school on their designated days August 8-11. All high school students will attend starting August 12. Teachers will attend school each day. High school students will still exceed the number of instructional minutes required by the state due to additional minutes being built into the academic calendar. While Smart Start will only take place the first week of school, school leaders are committed to adjusting schedules throughout the year to assist students.

STAR Program (Overage students): In order to address our overage students, Jefferson Parish is partnering with Star Academy Program to target 7th-9th grade students who are academically behind to gain the learning needed to possibly earn up to two grade-level promotions in just one school year. The program has been proven to reduce dropout rates, increase standardized test scores, and decrease absenteeism and behavioral referrals. The program is STEM-based and also addresses social emotional components such as collaboration, personal responsibility, respect of self and others. This program provides a fully-equipped learning system with a custom designed learning environment within a designated area of one of our campuses. This cohort of students were selected based on needs and space as well as their ability to show progress in the program.

#### **JCFA (charter)**

JCFA uses SAEBRS universal screener to support the identification of students who need mental and behavioral supports. The SFE and on-site social worker will provide direct service supports to students who are identified using the SAEBRS or who self-identify the need for supports. The SFE and on-site social worker will provide teachers with trauma-informed PD to create supportive classrooms. Trainings in trauma informed class rooms occurred August and in May.



JCFA's partnered with Communities in Schools to provide mental health services for the students on campus. The SFEs and social workers used data from the SAEBRS screener, attendance data, behavioral data, and student meeting data to prescribe professional development topics for faculty and staff, and to create a calendar of group services and school activities. Activities and services will be reviewed to determine the impact on mental health.

The SAFE and social workers will provide direct services to students who flag for service needs using a multitier approach. Small group and individual counseling sessions were used to address specific mental health problems, and a high school appropriate SEL curriculum was used to provide whole school supports during mentor meetings.

Goals of 21/22:

Increase overall campus attendance rate to 70%

Decrease suspensions by 25%

Attendance as just below the 70% goal and suspensions decreased only slightly over the 18/19 and 19/20 academic year.

Goals for 22/23 are:

Increase overall campus attendance rate to 70% Decrease suspensions by 25%

Funds will be used to pay for the social worker on campus via a contract with Communities in Schools

### **Jefferson Rise (charter)**

Based on the school's discipline referral and attendance data from 2021-22, students that will need mental and behavioral supports in SY 2022-2023 are returning students (less than or equal to 208) who received discipline referrals in 2021-2022. In addition, returning students (less than or equal to 217 ) who were chronically absent will need mental and behavioral supports in 2022-2023.

In 2021-2022, students received mental and behavioral supports through a reputable vendor.

However due to the instructional interruption of hurricane Ida, the continued learning loss starting in March 2020, and the ineffective services that the mental/behavioral vendor provided, our school data on discipline referrals and attendance did not improve.

Since Jefferson RISE will provide different types of support in 2022-2023 when compared to last school year, we anticipate that students who will receive meaningful and intentional mental and behavioral supports would result in fewer discipline referrals and fewer absences in 2022-2023.

Supports that will continue in 2022-23 are as follows:

Specialist, Tier III Behavior Intervention

Jefferson RISE will hire a new behavior interventionist to work with students that are struggling the most returning to full-time, in-person school after the pandemic. Students with emotional and behavioral issues will receive additional support.

2.5 Counselors (to replace Communities in Schools)

School-based staff partner with teachers to identify challenges students face in class or at home related to COVID recovery and coordinate with community partners to bring outside resources inside schools, including immediate needs like food or clothing to more complex ones like counseling or emotional support.

Students will have resources needed while learning through the COVID pandemic.

Coordinator, Student Programs

Jefferson RISE will hire a Coordinator of Student Programs (new role) to build and run programs that



support students' academic and social-emotional well-being as they return to school post-pandemic. Students will have access to a robust set of student programs during SY21-22.

#### School Nurse

To address student health needs related to COVID and missed health appointments.

Students will be screened for physical health on a regular basis and health program will be implemented for SY21-22.

#### **Laureate (charter)**

These funds were used to hire a full time counselor and pay for their salary and benefits. The counselor focused on student well being through providing counseling services. Funds are budgeted specifically to supplies targeted to support social and emotional learning initiatives. There is a high school counselor focused on middle school to high school transition.

During SY 21-22, 101 students in 440 counseling sessions were provided evidenced-based well-being supports; an estimated 250 -350 students during SY 22-23. The data that was used and the results were the child's ability to self-regulate in class and to stay focused, less behavioral issues and parent feedback. Other data sources that will be used are counselor notes, consultation meetings, and Google forms given at the beginning and end of the school year.

#### **Kenner Discovery (charter)**

Staff training in nonviolent crisis prevention interventions. Staff learn decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure safety for students and teachers. The program teaches evidence-based techniques to appropriately de-escalate and indicators to recognize stages of an escalating crisis. De-escalation training techniques along with proactive Social Emotional Learning in advisory classes will assist in maintaining a safe, calm, and secure environment for all students and teachers.

#### **Young Audiences Lower (charter)**

The school has a variety of screeners to use to help determine which students need mental and behavioral supports. The school will survey families with a mental and behavioral health screener to support in identifying specific student needs and trends across the school population. Other supports such as Purpose Prep and MindUp, are included in the school's Social Emotional Learning (SEL) curriculum. The school also regularly analyzes school-based behavioral data entered into Jcampus (Student Information System) to determine which students may need mental and behavioral support. YACS tracks student incidents and behavioral concerns throughout the year. And finally, teachers/staff use firsthand observations to recommend additional screening and support for students. The student support team meets regularly to determine if there are students who may need additional screening, interventions, and/or supports. YACS anticipates an increased number of students needing mental and behavioral support during the 2021-22 school year due to the added stressor of Hurricane Ida. All families were surveyed specifically around the impact of the hurricane and self-identified mental health issues. The data indicates an increased need for student mental health support.

Fall 2022 - A team including Social Workers, Behavior Interventionists, SpEd coordinator, 504 Coordinator, Deans of Culture and Teaching Artists and other admin meets bi-weekly to analyze and discuss student data and prioritize students who are not not engaged and present and not attaining mastery as measured on LEAP. This will happen over the next 2 years at YACS until attendance and well-being goals are met by student groups. The goals are to have a 97% attendance rate in all subgroups and increase the school percentage of mastery by 20% in two years. This group will progress monitor the goals outlined using Jcampus attendance data, LEAP 360 benchmark and LEAP data, and ELPT data.

August 2022 - YACS will seek to partner with licensed therapists and social workers as needed to provide support/serve students with identified needs beyond those that can be addressed by the campus level student support teams such as Speech Language Pathologists. All staff have been trained on the implementation of the SEL curriculum as well and this work is led by the social workers. Students will have access to mental health supports by partners and school site employees on a weekly basis. Students have been identified using student groups who are historically chronically absent (10 or more days) and have not yet attained mastery on LEAP.

The Student Advisory Support Team and School administrator tracks mental health referrals, truancy/attendance data and discipline data (behavior referrals and suspensions) to determine effectiveness and adjust these supports as indicated by the data.

YACS will provide professional development to staff to promote well-being and unpack biases and trauma that ultimately impacts the learners they serve. Developments such as Overcoming Racism have been implemented and will continue to be implemented on an annual basis. The purpose is to provide support to all staff to understand ways to support the whole child by learning about: student well-being, adverse childhood experiences, and strategies to utilize within the classroom environment. In addition, addressing and promoting staff well-being is essential in being able to meet the needs of the whole-child. Staff need to be able to address how their own ACES and trauma may show up in their educational career. These interventions will provide students with the additional emotional support students will need in addition to what's available from the counseling team. Research has also shown that teachers are the initial and first line of intervention when these types of issues arise for students.

### **Young Audiences Upper (charter)**

Student performance data, attendance data, and discipline data provides evidence that student well-being during the COVID - 19 pandemic has been significantly impacted. Specifically, our school has seen a decrease in student attendance and academic performance, and an increase in discipline infractions.

To improve student well-being, we have implemented the following measures:

1. Hire a full-time wellness and mindfulness coach and Yoga teacher to promote restorative practices as a key intervention into behavioral needs
2. Provide multiple counselor services including contracting with outside vendors to assist students and families with overcoming obstacles to and through high school graduation
3. Increasing the number of social workers, counselors, mental and physical health specialists on the campus to promote a health and strong wellness environment.
4. Engage parents as partners with developing wellness plans for students with specific learning,

physical, or mental disabilities and exceptionalities, with a focus on restoring the strength of intellectual capital acquisition patterned before the COVID - 19 pandemic.

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**.

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<b>ATTENDANCE &amp; WELL-BEING</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$11,480,001 (public) + \$1,718,331.71 (charters) = \$13,198,332.71 total</b>
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### **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: <b>Targeted Learning Support</b>	<b>ESSER II</b>	<b>\$0 (public) + \$798,214.59 (charters) = \$798,214.59 total</b>	<b>ESSER III</b>	<b>\$0 (public) + \$1,470,604.24 (charters) = \$1,470,604.24 total</b>
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#### **PUBLIC**

In accordance with the requirements of ACT 294, any student in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state’s school and district accountability system during the 2020-2021 school year shall be provided expanded academic support. Schools in Jefferson Parish will adhere to the following:

- Schools will analyze all data for students in grades 4-8. Any students who did not achieve mastery or above in any subject matter is required to receive an expanded academic support plan. (August-September 2022)
- Every student who is eligible for an expanded support plan, a Committee which consists of the teacher for that subject area, the school’s principal or designee, and the parent or guardian will create and approve a targeted expanded plan which includes the following:
  - Targeted instruction in the subject area which student has failed to earn a Mastery or above
  - Targeted instruction is provided in addition to typical instruction
- The committee’s decision should include one or both of the following options for students receiving the expanded support plan:
  - Weekly or daily Additional 30 minutes of Acceleration Time embedded in the school day provided by the child’s teacher in the content area where the child did not achieve mastery or above.

- Weekly or daily After School Acceleration provided by the child's teacher or another highly effective or qualified teacher in the content where the child did not receive mastery or above.
- Additionally, the committee could also include the following in the options to the student's expanded support plan:
  - Saturday Sessions held on pre-selected Saturday's being offered throughout the school year either at the child's school or a centralized location in the district provided by a highly effective or qualified teacher in the content where the child did not receive mastery or above.
  - Intersessions held on special holiday dates being offered throughout the school year either at the child's school or a centralized location in the district provided by a highly effective or qualified teacher in the content where the child did not receive mastery or above.
  - Summer Bridge offered in the summer (June/July 2023) at the child's school or a centralized location in the district provided by a highly effective or qualified teacher in the content where the child did not receive mastery or above.
- Each child would receive no less than 30 hours during the following year (2022-23) school year to 2023-2024 school year) or summer (if applicable), and not less that once per week
- All plans would ensure that the student support includes the following:
  - Addresses grade level standards
  - Utilizes high-quality instruction materials designed for supplemental instruction
  - Occurs individually or in groups of no more than 12 students (a parent may authorize a larger group size in writing)
  - To the extent possible, is provided by the same instructional leader

Committees will convene and plans will be created and begin implementation (September-October 2022). Students will receive expanded support throughout the 2022-2023 school year and all plans will be revisited when the updated LEAP 2025 data is received.

#### **DJOD (charter)**

Discovery Literacy/Math interventionists and Accelerate Learning Tutors will provide supplemental opportunities for small group intervention classes and tutoring sessions during the independent study block during the school day and after school. Interventionists/Tutors will use curricular resources aligned to grade level and state standards for struggling learners as provided by LDOE as well as the school's high quality Literacy and Math curricular resources for struggling learners. The interventionists/tutors will track student data related to math fluency, math procedural and conceptual knowledge, literacy fluency, reading comprehension, and word decoding

#### **JCFA (charter)**

JCFA will provide additional tutoring and intervention support during the traditional academic day for students in Math Essentials and in Algebra 1 by providing additional tutoring after school and providing targets reading supports.

JCFA selected to invest funds in this content area based on LEAP results and credit attainment as per the transcript.

One-on-one and small group tutoring using high quality curriculum will occur twice a week for students on identified to receive reading supports.

The reading interventionist will develop a caseload based on TABE, 8th grade LEAP assessment results, and credits listed on the transcript. Tutoring will be offered to students twice a week to improve fundamental skills. The goal is for 80% of the students who are identified to participate in the targeted support will earn a credit in ELA 1 by the end of the academic year. 70% of all testers on the ELA 1 LEAP will score proficient, and 30% will score Mastery or above, doubling the prior year results. The goal was not met, but progress was made.

JCFA has also identified special populations for support. JCFA's students with IEPs and ESL students preformed an average of 10% below the overall population on LEAP test. JCFA will add a ESL in-class tutor to work with ESL students in Math and on language acquisition. A dedicated SpEd teacher will pull students with an IEP and 504 plan to focus on core subject areas that have been identifies as weaknesses after COVID closures in 19/20 and 20/21 and low credit attainment and LEAP scores in 21/22. Each will have a case load of no more than 21.

An in-class tutor will focus supports in core math and ELA courses to ensure that students are performing at the Mastery level. For those students who did not meet the Mastery level but have passed the LEAP course, the in-class tutor will provide supplemental learning directed at addressing the content missed during the previous school years. Tutoring will be offered five days a week during the normal academic day. The in-class tutor will pull students based on weekly academic progress and provide direct support for each student on the caseload twice a week. In addition to these supports, all students enrolled in a LEAP course will receive 1 hour of intense test prep for eight weeks to ensure that the students have a firm understanding of all standards tested.

JCFA serves overaged students in grades 9-12

Funds will be used for ACT and Pre ACT vouchers, Math Intervention salary, ESL tutor salary, Reading Interventionist salary, and incentives for students to stay on cohort by earning credits.

### **Jefferson Rise (charter)**

Based on the school's 6-8 LEAP Assessment Index data from 2020-21 and 2021-22, students that will need targeted learning support are returning students with disabilities as well as new, incoming students with disabilities.

In 2021-2022, students received targeted learning support through interventionists, tutoring, etc. However due to the instructional interruption of hurricane Ida, the continued learning loss starting in March 2020, and not employing a position of Director, Family & Community Engagement, our grades 6-8 LEAP Assessment Index for students with disabilities declined from 2020-2021 to 2021-2022.

Since Jefferson RISE will provide different types of support in 2022-2023 when compared to last school year, we anticipate that students who will receive target learning support would result in An improved grades 6-8 LEAP Assessment Index.

Support that will continue in SY 2022-23 is as follows:

Interventionist, English Learners (3 roles)

Jefferson RISE will hire three EL Interventionists (new roles since ESSER funding started) to support English Learners students' academic and social-emotional well-being as they return to school post-pandemic, likely not having had as significant EL supports at home during the pandemic. EL students will have improved supports.

Staff Laptops

Jefferson RISE will update staff computers in order to provide high-quality instruction and virtual

support to students that are working at home and at school to recover from the pandemic

Teachers

All teachers will have a high-functioning laptop that supports their work with students.

Director, Family & Community Engagement

Jefferson RISE will hire a full-time staff member dedicated to family engagement.

Teachers, students, families and 100% of parents will have regular communication from the school about their students and other events.

Student Chromebooks

Ensure all students have up to date computers with necessary access to software. 100% of students will have Chromebooks.

### **Laureate (charter)**

These funds will be used for Mathnasium contracted services, Interventionists, a Lead Interventionist, an Assistant Head of Schools, STEP and Varsity Tutors.

All scholars that scored below mastery on their statewide assessments were given evidence based targeted learning support during the 2021-2022 academic school year via IXL & Readlive.

All scholars that scored below mastery on their statewide assessments were given evidence based targeted learning support during the 2021-2022 academic school year via IXL.

All scholars that scored below mastery on their statewide assessments were given evidence based targeted learning support during the 2021-2022 academic school year via IXL, readlive, paper based interventions and/or varsity tutors.

We continuously use MAP as a progress monitor and use our LEAP data yearly to track student achievement.

We have used our MTSS process to identify scholars in tier 2 & 3 interventions, when we have done that we assign specific IXL skills, interventionists to work closely with scholars on paper based intervention, ReadLive & even phonics instruction to improve student outcomes.

We will continue to use MAP 4 times a year, we are adding LEAP 360 this year as a progress monitoring tool and will evaluate LEAP at the end of the 2022-2023 school year.

### **Kenner Discovery (charter)**

Funds being used for Webroot licensing and computer parts to repair computers in class/club HS Internship course where student technicians utilize Vivacity Tech PBC to learn to repair HP Chromebooks. Students will receive an HP Chromebook repair certification upon successful completion of the course.

Webroot Licensing is the Firewall used to block unauthorized access to our network. KDHSA uses 1:1 Chromebook devices for all students to access the Learning Management System, OnCourse classroom, academic curriculum, and computer-based programs for targeted academic interventions.. The firewall enables students to safely access the network and internet at school.

### **Young Audiences Lower (charter)**

Expanded support for students at all grade levels will be provided. YACS' academic leadership team meets weekly to review and analyze the various data and diagnostics and creates plans for interventions and high dosed tutoring across all grade levels using NIET TAP best practices. Students are identified as most impacted by the mental health survey, attendance and discipline data in Jcampus, and performance on LEAP in grades 4th-8th. The frequency and language in which the interventions are provided is determined at the grade level. YACS has put a strong plan for intervention and tutoring into place. YACS has contracted a Reading Specialist for FY's 21-22 & 22-23, added additional Academic Interventionists staff consisting of teaching assistants. In addition, the school has implemented remediation program staffed with mentor teachers using our current staff in core content. Mentor teachers will also support guiding questions, examples, and resources to provide a narrative response for this key investment. Expanded support for students at all grade levels will be provided. YACS' academic leadership team meets weekly to review and analyze the various data and diagnostics and creates plans for interventions and high dosed tutoring across all grade levels using NIET TAP best practices. Students are identified as most impacted by the mental health survey, attendance and discipline data in Jcampus, and performance on LEAP in grades 4th-8th. The frequency and language in which the interventions are provided is determined at the grade level. YACS has put a strong plan for intervention and tutoring into place. YACS has contracted a Reading Specialist for FY's 21-22 & 22-23, added additional Academic Interventionists staff consisting of teaching assistants. In addition, the school has implemented remediation program staffed with mentor teachers using our current staff in core content. Mentor teachers will also support classrooms with lower percentages of mastery according to LEAP to increase the student achievement and build teacher capacity.

High dosage tutoring will happen daily during the school's acceleration block. Tutoring will be provided by teachers, interventionists and instructional specialists. Student data is monitored using Iready and Imagine Learning, which are both evidence-based adaptive learning software. Adjustments are made to grouping according to student progress on a quarterly basis using Iready, Imagine Learning LEAP 360 benchmarks, ELPT, and Acadience assessments and data. Interventions and high dosage tutoring are made on an ongoing basis, with the goal of moving all students towards the goal of Mastery and passing. YACS' academic leadership team meets to review and analyze the various data and diagnostics and creates plans for interventions and high dosed tutoring across all grade levels. The frequency and language in which the interventions are provided is determined at the grade level.

Students are identified as most impacted by the mental health survey, attendance and discipline data in Jcampus, and performance on LEAP in grades 4th-8th. The goals are to have a 97% attendance rate in all subgroups and increase the school percentage of mastery by 20% in all student groups identified using the parameters above in two years. This group will progress monitor the goals outlined using Jcampus attendance data, LEAP 360 benchmark and LEAP data, and ELPT data. The adaptive learning software can also be completed at home which engages families and supports learners who may be absent for extended periods of time due to COVID-19.

The school's academic leadership team has examined 2021 Testing assessment scores as well as those from prior years and analyzed the results of those results and have identified those students who did not test mastery. YACS will prioritize these students when providing high-dosage tutoring and interventions via reading specialists, teaching assistants, and mentor teachers.



**Young Audiences Upper (charter)**

Student performance data, attendance data, and discipline data provides evidence that student well-being during the COVID - 19 pandemic has been significantly impacted. Specifically, our school has seen a decrease in student attendance and academic performance, and an increase in discipline infractions.

To improve student well - being, we have implemented the following measures:

1. Hire a full - time wellness and mindfulness coach and Yoga teacher to promote restorative practices as a key intervention into behavioral needs
2. Provide multiple counselor services including contracting with outside vendors to assist students and families with overcoming obstacles to and through high school graduation
3. Increasing the number of social workers, counselors, mental and physical health specialists on the campus to promote a health and strong wellness environment.
4. Engage parents as partners with developing wellness plans for students with specific learning, physical, or mental disabilities and exceptionalities, with a focus on restoring the strength of intellectual capital acquisition patterned before the COVID - 19 pandemic.

2022-2023 Key Investment: <b>Before and After School Programs</b>	<b>ESSER II</b>	<b>\$50,000 (public) + \$0 (charters) = \$50,000 total</b>	<b>ESSER III</b>	<b>\$2,425,094 (public) + \$281,080.64 (charters) = \$2,706,174.64 total</b>
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**PUBLIC**

In reviewing SY 2021-2022 LEAP 2025 ELA and Math Assessment data, 3% of our 3rd - 8th Grade students improved their achievement levels from basic to mastery, which is an increase from last year. Even though we saw growth from our intentional efforts last year, this means that approximately 21,000 students did not score mastery and will need continued targeted instruction beyond the regular school day. These students will continue to receive a minimum of 30 minutes of accelerated instruction embedded in the school day for both Math and ELA. In addition, these students will participate in our Mission to Mastery after school program which will be in-house and staffed by our own teachers.

Schools will be allocated money to create a school-level program (with guidance from the district) that will further address student learning and acceleration. The district will outline the following parameters for schools as they plan their programs.

- Schools should plan for targeted students, prioritizing students in grades 4-8 who failed to achieve mastery on any statewide assessment to receive a regular dosage of accelerated instruction by highly effective teachers utilizing high-quality programming such as the state’s Acceleration lessons as well as district-created accelerated activities that are Tier 1 Curriculum aligned.
- This funding will pay for teacher stipends, transportation and materials. This allows the schools

to have the resources to continue the student’s learning plan and ensure all students are on track for meeting their goals to address any unfinished learning.

- Once students in Grades 4-8 have been prioritized, these before/after school programs can serve children of all grade levels based on school level needs and include academic support and further the school’s opportunity for mentoring relationships with students.

**JCFA (charter)**

JCFA will provide after-school tutoring using Eureka math curriculum for students who demonstrate lost learning based on credit attainment, attendance, and TABE scores. The additional extend day supports will allow for targeted small group and one-on-one instruction. This will occur three days a week, one hour a day.

The subject area teachers for Algebra, Math Essentials and Geometry will provide the after-school tutoring. Pre and post-tests based on state standards and LEAP 2025 assessments will be used to monitor the growth of students. Academic progress within the Edgenuity courses will be monitored weekly by the teachers.

**Kenner Discovery (charter)**

Community Works:

Afterschool enrichment program for youth that focuses on providing arts experiences such as dance, music, STEM, theater, visual arts, yoga, chess, and outdoor activities. Through cross-curricular learning experiences with arts-based instructors, students have an opportunity to build academic skills as well as broaden their horizons. The program also provides scheduled time afterschool to assist students with ELA & math skills.

Student Evaluations Psychoeducational Assessment:

A psychoeducational comprehensive evaluation may be needed quickly for a MTSS Tier 3 student and/or a student identified in crisis in order for the school personnel to provide appropriate and timely support and interventions. The psycho-educational evaluation is completed by a licensed psychologist along with other specialists as applicable. The school will contract with a licensed psychologist and/or a child development center that provides multidisciplinary evaluation services.

2022-2023 Key Investment: <b>Summer Learning Programs</b>	<b>ESSER II</b>	<b>\$270,000 (public) + \$96,355 (charters) = \$366,355 total</b>	<b>ESSER III</b>	<b>\$4,212,786 (public) + \$297,980.64 (charters) = \$4,510,766.64 total</b>
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**PUBLIC**

Jefferson Summer Bridge is a K-8 extended summer learning program offered by Jefferson Parish Schools, which is designed to provide targeted students with additional opportunities for extended or

accelerated learning in a camp-like setting. Students attend the program for 3-4 weeks in June and July, M-F from 7:30 to 2:30. The student's day is divided into 3 hour Academic and Enrichment blocks. During the academic block students participate in accelerated ELA and Math coursework (high quality materials provided by LDOE as well as Tier 1 curriculum) in order to get a jump start on the upcoming school year. There is also a social emotional piece that is embedded into the curriculum. The second half of the day, students participate in enrichment activities that further develop content but also embed opportunities for students to engage in STEM-based activities, fitness activities, as well as music and art. These activities help us to further support student learning beyond the school year so that learning gaps can be addressed. The above format will continue for SY 2022-2023.

Student participants are targeted to participate in the program based on priority enrollment criteria created by the district. Students are prioritized by their SPED, ELL status and overall indication of learning loss. Sources used to identify students that fall into those categories are: IEPs and state and local assessment student performance scores. SY 2021-2022 and 2022-2023 program goals are as follows:

- Ensure students in grades 4-8 who failed to achieve Mastery on state and local tests receive expanded support.
- Engage students in content that will prepare them for the next school year and accelerate closure of learning gaps.
- Provide a variety of opportunities for students to participate in enrichment activities that increase joy and engagement and develop the whole child.
- Provide opportunities for students to safely interact with their peers and build a sense of community.

In SY 2021-2022, 5000 seats were allotted and approximately 3500 students enrolled in Jefferson Summer Bridge. SY 2022-2023, 5000 seats will be allotted, again. We hope to have all seats filled. SY 2021-2022 comparison of pre/post assessment data showed that overall 62% of our student participants grew in ELA. The ELA Pre/Post test comparison also revealed an average student growth of 1 point in writing; 20% average growth in reading and 8% average growth in ORF. Comparison of Math Pre/Post assessment data showed that overall 71% of our student participants grew with an average student growth of 10%. In addition to pre/post assessments teachers also collect anecdotal data on each student that is documented on student progress reports. Student progress reports as well as pre/post assessment data are sent to the home school at the completion of the program.

The district uses three primary data sources to evaluate the effectiveness of its summer learning program: Pre/Post assessments, student progress reports and student, teacher and parent surveys. In SY 2022-2023, the district will continue to use the latter data sources to evaluate the effectiveness of Jefferson Summer Bridge.

Jefferson Parish Schools is pleased to continue to offer various layers of summer programming for high school students. The programs range from opportunities to relearn LEAP 2025 core content areas and potentially retake LEAP to opportunities to earn advanced business certifications.

Jefferson Parish Schools is pleased to continue to offer various layers of summer programming for high school students. The programs range from opportunities to relearn LEAP 2025 core content areas and potentially retake LEAP to opportunities to earn advanced business certifications.

For high school students who may have struggled during the school year, High School Summer Bridge is a free learning opportunity. Designed to provide high school students an opportunity to retake a LEAP content course to earn Carnegie credit and graduate on time by way of credit recovery, students receive targeted instruction aimed at closing learning gaps. High School Summer Bridge also combats learning slumps that high school students may experience during summer break, and also allows them the opportunity to enter the next academic year more prepared and confident. In the program, students experience an accelerated learning approach, which exposes them to grade-level content and enrichment aligned to the demands of the LEAP 2025 assessment as they simultaneously receive instructional support, interventions, or extended learning.

Jefferson JumpStart Summers is a program intended for Jefferson Parish High Schools students in grades 9-12. This program is intended to offer an advanced opportunity for students to learn a skill to increase career readiness, and some students had the opportunity to earn a stipend for successful completion of the program. Taking place during two summer sessions, course offerings included Carpentry, Swift Coding, Lodging and Management, EMR (first responder), and Digital Media (Graphic Arts). Upon completing the JumpStart Summers program, students have the opportunity to test and earn an Advanced or Basic industry credential.

The data gathered after the completion of the programs included certification test results, and shows the impact of the JumpStart Summers program. Out of 155 students, 142 students, or 92%, earned either a Basic or Advanced credential. 69 out of 155 students (45%) earned an Advanced credential, making them that much more likely to be successful post-high school.

The high school summer programs implemented in Summer 2022 will continue and expand during Summer 2023.

#### **Laureate (charter)**

Funds are used for summer school staffing (including a nurse), supplies and transportation.

Summer school was available as an opt in for all scholars during the 2021-2022 school year if their parents requested it. 136 scholars were signed up for summer school.

The number for 22-23 is dependent on our data from the 2022-2023 school year. We anticipate roughly 150 scholars.

We will use our MAP data from the August 2022 wave. The results were: MAP growth for the amount of scholars in the 41st percentile or above in grades 2-4 in reading were higher than the amount in April of the 2021-2022 school year and the amount of scholars in the 41st percentile or above in 2nd, 4th, 6th & 7th grade were higher than the amount in April of the 2021-2022 school year.

We will continue to use the data from LEAP/MAP & STEP to analyze the effectiveness of summer learning. We will continue to use these tools to monitor scholar progress and use them to identify which scholars are in need of summer school.

#### **Kenner Discovery (charter)**

Summer salaries for PD, bridges, leap, summer camp, summer athletics programs:

Discovery’s Summer Learning and Wellness programs are available for students who have not met grade level standards, attended literacy or math intervention during the school year, or have been identified as a struggling learner. Students attending our Summer Bridges Program participate in a daily 90 minute ELA block and 90 minute math block. Summer Learning teachers utilize high quality curriculum and LDOE support handbooks for struggling learners. Student data is tracked and monitored throughout the program. Additionally, KDHSA began offering an Athletics summer program to encourage students to stay active as well as reward them for good grades and behavior.

2022-2023 Key Investment: <b>Extended Instructional Time</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$0</b>
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2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$136,750 (public) + \$69,000 (charters) = \$205,750 total</b>
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**PUBLIC**

When reviewing 8th grade Spring 2021 LEAP data, the evidence indicated that 39% of incoming 9th grade students scored below Mastery on their ELA LEAP assessment and/or their Math LEAP assessment, indicating that they should be provided with intentional support immediately. As a result of our data findings, 1718 students were enrolled in Intensive English I for the 2021-2022 school year, and 1600 students were enrolled in Intensive Algebra I for the 2021-2022 academic school year. Each of our high schools offered Intensive Algebra I and English I (taught by a certified teacher), and students who scored Mastery or below were scheduled for the applicable courses during their 9th grade year. Those year-long Intensive classes allowed students more time to further develop the content, skills, and understanding through the use of our Tier 1 curriculum; additionally, those courses provided teachers the opportunity to designate time for intervention support, in order to more effectively meet students’ individual learning needs. By Spring 2022, Intensive English I saw growth in Mastery of 1% from students’ 8th grade LEAP scores to their English I LEAP tests. Even though that data might not seem significant, many students -who didn’t reach the ideal Mastery target at the end of the 2021-2022 school year - *did* demonstrate substantial progress, as evidenced through their scale score growth. Prior to the start of the current 2022-2023 academic year, Spring 2022 8th grade LEAP data was used to determine that 1815 incoming 9th grade students should be provided meaningful ELA support during the 2022-2023 academic year, and 1908 incoming 9th grade students should be provided with that same support in math. Because of the growth that many students had experienced with Intensive courses during the 2021-2022 school year, students scoring a Basic or below on 8th grade ELA and/or math LEAP assessments were scheduled in Intensive English I and/or Intensive Algebra I courses. As such, students currently enrolled in those courses will continue to receive daily intensified and intentional support throughout the entirety of this academic year. In order to best understand and evaluate the effectiveness of the Intensive courses that were implemented, students enrolled in those courses will continue to take benchmark assessments throughout the 2022-2023 school year in order for us to

monitor their growth and to inform instructional decisions and shifts needed for higher impact on student growth.

In addition to offering after-school tutoring at all of our high schools, our district will continue with our district "Mission to Mastery" efforts during the 2022-2023 school year. extended learning program designed to provide students with additional opportunities for accelerated learning during designated holiday break, and this program has expanded its

Mission to Mastery is an extended learning program designed to provide students with additional opportunities for accelerated learning during designated holiday break, and this program has expanded to include all high school grade levels and LEAP content areas. Students who need intentional LEAP support in order to meet graduation requirements are giving first chance entry into the high school programs. Both of these efforts - after-school tutoring and Mission to Mastery - that take place outside the conventional course requirements, will provide students with the opportunity to engage in content that will accelerate the closing of any learning gaps. To specifically support rising seniors who have not yet passed LEAP 2025 assessments as is required for graduation, after-school tutoring - catered specifically to the demands of the LEAP 2025 assessments - will be available after school and on Saturdays, and will include synchronous and asynchronous practice, enrichment, and on-grade level supports. Finally, JPS will continue braiding federal funding sources to better support CTE opportunities for *all* students, in order to best meet the demands of today's regional workforce so that our students can be successful post-high school. That includes providing students with a wide range and variety of options, such as dual enrollment courses, CTE certification costs and facilitating intern/externships, and CLEP and AP courses and exams, just to name a few of the ways that we are flexibly and productively helping to impact students.

After ensuring that all academic LEAP requirements are met, additional support will be provided to assist students in monitoring their progress toward graduation. By partnering with Career Compass this academic year, over 1,000 students will receive support as they prepare for graduation and life post-high school through experiencing college/career awareness modules and mentoring, which will equip them with regionally-relevant workforce and post-secondary information. Additionally, graduation planning assistance will be geared toward counselors and school staff to create and carry out a plan for Individual Graduation Plan assistance. Schools that will be receiving these services from Career Compass are Bonnabel High School, Strehle Community School, Grace King High School, and East Jefferson High School.

### **Jefferson Rise (charter)**

Based on the school's ACT and WorkKeys data from 2020-21 and 2021-22, graduating seniors who have not obtained ACT 18+ or WorkKeys Silver + will need individual plans for success. In addition, graduating seniors who have not taken the ACT test will need to take a national test.

Due to the instructional interruption of hurricane Ida, the continued learning loss in March 2020, and the number of opportunities for students to take the ACT national tests and WorkKeys tests during a school year, 35% of the graduation cohort scored ACT 18+ or WorkKeys Silver+.

Since Jefferson RISE will strategically plan for students to take the ACT national tests (Ex. offer the tests

at our school site) and provide more than one.

Supports that will continue:

Coordinator, Academic Counseling and Post-Secondary Planning

Jefferson RISE will hire a Coordinator of College and Career Readiness (new role) to build and run programs that support students as they approach graduation and consider college and career, including reviewing all Individualized Graduation Plans and coordinate necessary revisions so all students are on track to graduate on time. Students will be on track to graduate on time with clear plans for post-graduation.

Rising seniors who have not passed LEAP 2025 assessments will either be scheduled in a LEAP course (if there is no conflict in the student schedule) and/or will receive intervention during intervention period. Seniors will be scheduled to take the assessments in the fall 2022 and in spring 2023 if needed. Seniors will also be invited to attend afterschool LEAP tutoring sessions.

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**.

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<b>RECOVERY AND ACCELERATION Commitment</b>	<b>2022-2023 Total Funding</b>	<b>\$7,094,630 (public) + \$3,013,235.11 (charters) = \$10,107,865.11 total</b>
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### **Commitment: PROFESSIONAL LEARNING & DEVELOPMENT**

<b>2022-2023 Key Investment: School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$1,365,240 (public) + \$436,509.25 (charters) = \$1,801,749.25 total</b>	<b>ESSER III</b>	<b>\$77,846 (public) + \$294,945.36 (charters) = \$372,791.36 total</b>
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#### **PUBLIC**

Since 2018, Jefferson Parish Schools has invested in professional learning focusing on instructional best practice to support structures that elevate educator growth and student achievement through training around effective instructional leadership teams and teacher collaboration. As a result of training and developing leaders, Jefferson Parish Schools, through the monitoring, refinement, and evaluation of core school improvement practices by district and school leaders, centered in student work, was able to experience sizable growth across various metrics. This led to an increase in many school performance scores at our highest-needs campuses and elevated our district performance score.



In the summer of 2022, educators were trained, including school leaders, master teachers, and other teacher leaders on all campuses, on instructional leadership team best practices and teacher collaboration to envelope new and veteran educators to refocus on school improvement best practices. This training was hosted in house, facilitated by the National Institute for Excellence in Teaching (NIET), from June 20-23. Educators from our CIR and UIR-A campuses were required to attend.

As a result of new learning at the summer best practices training, and data from the 2021-2022 academic year, the district teaching and learning leadership identified areas to support and refine practice with school leaders. This was introduced at both our Master Teacher Summer Institute (over 100 Master teachers) and Jefferson Summer Institute (school ILTs for all 80 campuses) and codified through strategic short- and long-term plans for district and school support. As network support teams visit campuses and work with school instructional leadership teams to analyze, implement, develop, and evaluate processes for school improvement best practices against these plans, school teams use multitudes of qualitative and quantitative data (LEAP 2025 data, benchmark assessments, diagnostics, student-centered walk-throughs, and cluster/ILT observation), including student work to inform support that sets the tone for monthly principal and master teacher clusters for leaders to take back and strengthen practice.

As part of our leadership development, Jefferson Parish is participating with with NISL and implementing an in-hours leadership Program.

**NISL:** 10 district leaders will participate in NISL. One of the units in the NISL program focuses on Culturally-Responsive Leadership for Equity which drives the belief that every child should have the opportunity to achieve at high levels, with the goal of making students fully prepared for careers and college without remediation. This is not only a moral imperative but is essential to economic success and societal well-being. Ensuring equity is in everyone's best interest. COVID-19 has further deepened inequities that already existed in schools. When society is equitable, democratic institutions are strong and economies flourish. Achieving an equitable public-school system is in the best interest of all our students, and indeed, our economy and our entire society. This will assist the district in addressing the disproportionate impact of Covid-19 on subgroup populations.

Participation in NISL will make administrators more aware of the belief that all students should have the opportunity to achieve at high levels. Good leadership is the first step in helping students succeed academically. After participating in NISL, administrators will be better equipped to lead and coach teachers, who in turn will provide instruction to students in 4-8 who failed to achieve mastery on statewide assessments. As per Act 294, students in grades 4-8 who failed to achieve mastery on any statewide assessment administered pursuant to the state's school and district accountability system during the 2021-22 school year shall be provided expanded academic support. Part of these academic support plans will include opportunities for students to receive daily embedded accelerated small group instruction, weekly before and after school expanded support/instruction in areas where they did not receive mastery or above as well as opportunities to continue opportunities for expanded learning during our Summer Programming.

**Operation Lead** is a comprehensive principal leadership program in Jefferson Parish Schools.

This program is designed to invest, develop, and build school level leaders within our system. As outlined in priority 3 of 2024: The Future Our Kids Serve, Jefferson Parish understands the critical role that school leaders play in building strong, instructionally focused school cultures. Leaders not only have a broad impact on our schools and our students, but they also have an impact on our community. By investing in our future principals, we are investing in our children and community.

Operation Lead has three phases that will allow our future school leaders to gain valuable skills in their journey to becoming a principal. Each phase is created to offer opportunities for future leaders to learn competencies and skills for leading schools successfully. Additionally, as they engage in the phases of the Operation Lead program, they will develop new perspectives as they network with experienced leaders across our district.

#### Phase 1: Aspiring Leaders Academy

Over six months, aspiring school leaders are provided with training from leaders across Jefferson Parish, on the job stretch assignments, special projects, and new learning that will develop and build a foundation for leadership competencies and skills in Jefferson Parish Schools.

#### Phase 2: Assistant Principal Pool

Future leaders will apply to the assistant principal pool. Once candidates enter the pool, they are eligible to apply for assistant principal positions across the district where there is availability. Additionally, Jefferson Parish will implement an Administrator's Fellow Program where candidates work as assistant principal interns in order to receive job-embedded experience in the assistant principal role. All candidates who enter the pool will also attend specific leadership training classes focused on leadership competencies over a one-year period.

#### Phase 3: Principal Pool

After at least 1-2 years of successful leadership experience, assistant principals or other approved leadership positions, can apply to the principal pool. All candidates who are admitted to this pool are eligible for principal positions or principal stretch assignments across the district where there is availability. Candidates in this pool who receive a principal assignment will attend new principal meetings throughout their first year of their principalship.

#### **Jefferson Rise (charter)**

2020-21 and 2021-22 LEAP data of grades 6-8 and high school students were used to make these decisions.

In 2021-2022, the following positions were held:

-A chief academic officer was hired so that teachers had additional training and support on curriculum, standards, academics, and other professional learning that will support students'

academic recovery and development.

-A coordinator (master teacher), English Middle School was hired so that middle school students will have higher rates of achievement over time.

-A Coordinator (master teacher), Social Studies High School was hired so that high school students will have higher rates of achievement over time.

-A coordinator (master teacher), Intervention and English Learners was hired so that EL and other students who receive interventions will have improved supports; interventionists will improve their practice.

The following are the educators participating in school improvement best practices:

**Coordinator, Intervention and English Learners**

Jefferson RISE will hire a Coordinator of Intervention and English Learners (new role) to support interventionists and students who are behind grade level and English Learners as they return to school post-pandemic. EL and other students who receive interventions will have improved supports; interventionists will improve in their practice.

**Director, Student Supports and Programs a.k.a. Director, Student Services**

Jefferson RISE will hire a Director of Student Supports and Programs (new role) to build and run programs that support students' academic and social-emotional well-being as they return to school post-pandemic. Students will have access to a robust set of student programs and student supports during SY21-22.

The school improvement best practices that will happen in SY 2022-23 are as follows:

**Coordinator (Master Teacher), English Middle School**

Jefferson RISE will hire a Coordinator, English Middle School (new role) to support middle school English teachers with addressing students' learning loss due to the pandemic and learning recovery over time. Middle school English students will have higher rates of achievement over time.

**Coordinator (Master Teacher), Social Studies High School**

Jefferson RISE will hire a Coordinator, Social Studies High School (new role) to support high school Social Studies teachers with addressing students' learning loss due to the pandemic and learning recovery over time. High school Social Studies students will have higher rates of achievement over time.

**Director, Curriculum & Instruction**

Jefferson RISE will hire a D-CI that will develop staff's academic knowledge and manage curriculum implementation to better support students in recovering academically from the pandemic. Teachers will have additional training and support on curriculum, standards, academics, and other professional learning that will support students' academic recovery and development.

**Laureate (charter)**

We focused on Special Education Leadership Development and Eureka Math Professional Development.

Leaders attended the full staff professional development on UDL by SELF last year.

Additionally, I attended one on SMART Goals as it relates to IEPs. 2 leaders have received professional development in Math via Unbound ED for 2 days.

We did not have clusters or PLC or Common Planning last year. All teachers were given PD most Thursdays in a "TAP cluster" format 50% of the sessions were aligned to Eureka Math. Jefferson Parish Monitoring was used to evaluate the IEP goals they taught us We analyze all data collected from our NWEA MAP assessment, LEAP data and COMPASS observations. We will use retention information and general math grades to determine what to start, stop and pivot for the 2022-2023 school year.

SELF programming pushed us to consider Universal Design for Instruction. Using tools that are inclusive of all learners help us to provide FAPE. TAP Cluster formatted professional development allowed our leaders to use data from observations and walkthroughs to directly develop professional learning that teachers then used in classrooms week after week. Our Team can continue to benefit from UDL and SMART goals training. Professional development was thoughtful last year and needs building upon this year.

**Young Audiences Lower (charter)**

YACS is a TAP Best Practices school and implements ILT and cluster to progress monitor and improve student outcomes. YACS partners with NIET to provide customized school support in school improvement best practices. The goals are to have a 97% attendance rate in all subgroups and increase the school percentage of mastery by 20% in all student groups identified using the parameters above in two years. Progress towards goals will be monitored using Jcampus attendance data, LEAP 360 benchmark and LEAP data, ELPT data, Iready and Imagine Learning data. Progress monitoring will occur weekly using these practices throughout the academic school year for academic growth. Teachers who have met their student goals as outlined will receive a stipend to incentivize their student growth and additional work. Expanded support for students at all grade levels will be provided. YACS has put a strong plan for instructional delivery into place. The school uses iReady diagnostics (ELA & Math) for grades k-8 and the DIBELS literacy screener in grades k-3. The school also added components to their Tier 1 curriculum that focuses on addressing learning loss via Great Minds Eureka, Wit and Wisdom, Foundations, and Amplify Science. Additional professional development and adaptive software programs are utilized to address learning loss and targeted learners as identified above. Examples of those programs include Iready, Imagine Learning, resources for Digital Media, Renaissance Learning and Illuminate The school's academic leadership team meets to review and analyze the various data and diagnostics and creates plans for interventions and high dosed tutoring across all grade levels with data from these programs. The frequency and language in which the interventions are provided is determined at the grade level. These programs are only manageable with the support of technology coordinators who train teachers and support student learning, provide various reports and support the leadership team in data analysis.

<b>2022-2023 Key Investment: Literacy Professional Development</b>	<b>ESSER II</b>	<b>\$899,465 (public) + \$12,480.73 (charters) = \$911,945.73 total</b>	<b>ESSER III</b>	<b>\$406,500 (public) + \$92,150 (charters) = \$498,650 total</b>

**PUBLIC**

**Literacy Content Leaders**

Literacy Content Leaders (17) were trained over the course of the 2021-2022 academic year on the LDOE-approved Literacy Content Leader track. These candidates were selected from our literacy coaches and existing in-house Ignite Content Leader Fellows, serving in CIR and UIR-A schools. Jefferson Parish Schools partnered with The New Teacher Project (TNT) for this new learning. Literacy Content Leader Fellows, including Literacy coaches, were tasked with leading literacy-based interventions, cluster support for literacy initiatives, and monitoring/developing plans to improve literacy data as measured through our K-2 literacy screener, Acadience, along with results from in-house benchmark assessment. This learning will also be used in the future to meet district needs.

As a result of these efforts, the district saw an increase in our Acadience screener data for the 2021-2022 academic year. To continue this trajectory, we intend to continue and elevate our best practices.

Literacy Content Leaders (15) will be trained over the course of the 2022-2023 academic year on the LDOE-approved Literacy Content Leader track. These candidates were selected from our literacy coaches and existing in-house Ignite Content Leader Fellows, serving in CIR and UIR-A schools. Jefferson Parish Schools is partnering with Keys to Literacy for this new learning. Literacy Content Leader Fellows, including Literacy coaches, will be tasked with leading literacy-based interventions, cluster support for literacy initiatives, and monitoring/developing plans to improve literacy data as measured through our K-2 literacy screener, Acadience, along with results from in-house benchmark assessment. This learning will also be used in the future to meet district needs. These content leaders and literacy coaches will also support the implementation of ACT 108 completion and transfer of learning to classroom practice.

**Literacy Coaches**

In 2021-2022, we hired 9 literacy coaches to lead literacy initiatives on CIR/UIR-A campuses. They received extensive training from the LDOE content leader track, the art of coaching, AIM pathways, communities of practice, and the Plain Talk conference. In addition to other aforementioned responsibilities, these coaches assisted teachers with effective literacy planning practice, teaching and/or co-teaching, assessment, intervention, and use of data from curriculum-based assessments to drive instructional improvement in literacy.

For 2022-2023, seeing the improvement in student data and educator practice, the district will continue the above practices and add an additional three literacy coaches, supported by a district literacy coordinator.

Act 108 requires early literacy training for K-3 teachers of reading, math, science, and/or social studies as well as principals and assistant principals of schools that include the K-3 grade levels. The training

must be based on the science of reading and must include extensive training in the five components of reading which are phonemic awareness, phonics, fluency, vocabulary, and comprehension.

To meet the requirements of ACT 108, Jefferson Parish Schools has partnered with The AIM Institute for Learning and Research to provide foundational literacy training for K-3 educators that is grounded in the latest research, technology, and best practices in the fields of literacy and language-based learning disabilities. School ILT teams and district literacy coaches began training first in the summer of 2022. Cohorts of educators at all K-3 schools have signed up for cohorts beginning in October 2022, January 2023, and other rolling cohorts to begin as needed to meet the needs of educators and fulfill requirements of ACT 108.

### **NIET Literacy Leadership Training**

In 2021-2022, Jefferson Parish Schools partnered with NIET to create The Jefferson Parish Literacy Network, a collective of school leaders and Master teachers dedicated to building capacity for instructional leadership teams knowledge and skills in recognizing research based practices in literacy instruction, centered around our core curriculum for K-2, CKLA. These leaders led other principals in a train the trainer model, building collective understanding and efficacy for the work.

For 2022-2023, we will again partner with NIET to expand learning for this cohort, and include a number of new leaders to expand the reach of the work to other campuses.

### **Young Audiences Lower (charter)**

YACS will receive individualized coaching support from NIET with a focus on school improvement best practices mentioned above. All leaders will continue to receive extensive training on a monthly basis and be key leaders in ILT. The ILT meets weekly; the student support team meets weekly to discuss interventions and progress monitoring data as outlined above. YACS has scheduled ongoing PD using School Improvement Best Practices and approved vendors by state. Developments such as Overcoming Racism have been implemented and will continue to be implemented on an annual basis. The purpose is to provide support to all staff to understand ways to support the whole child by learning about: student well-being, adverse childhood experiences, and strategies to utilize within the classroom environment so that they are ready to tackle the literacy achievement gap. Research has also shown that teachers are the initial and first line of intervention when these types of issues arise for students. Wilson reading professional development provides individualized coaching support on teaching students how to read and is Horton-gillingham based. Teachers are receiving development backed in the science of reading on a monthly basis via Wilson reading. This program supports the core phonics instruction occurring at YACS and will ultimately improve the percentage of learners performing at Benchmark as outlined by our literacy screeners for all grades.


Amplify consumables also support cross-curricular connections and provide teachers who are not ELA teachers to practice literacy skills that have been developed through cluster. The consumables are necessary to train teachers on how to use them to best support literacy in all content areas via cluster. The goals are to have a 97% attendance rate in all subgroups and increase the school percentage of mastery by 20% in all student groups identified using the parameters above in two years. Progress towards goals will be monitored using Jcampus attendance data, LEAP 360 benchmark and LEAP data, ELPT data, Iready and Imagine Learning data. Progress monitoring will occur weekly using these practices throughout the academic school year for academic growth.

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.

Click or tap here to enter text.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$2,749,231 (public) + \$836,085.34 (charters) = \$3,585,316.34 total</b>
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<b>SCHOOL SAFETY &amp; OPERATIONS</b> ✓ 				
<b>2022-2023 Safe School Reopening</b>	<b>ESSER II</b>	<b>\$10,860,444 (public) + \$1,844,881.20 (charters) = \$12,705,325.20 total</b>	<b>ESSER III</b>	<b>\$31,000,000 (public) + \$3,948,866.83 (charters) = \$34,948,866.83 total</b>
Provide the URL to the following LEA documents.				
<b>School Reopening Plan for In-Person Learning</b>				
<p>Jefferson Parish Schools (JPS) opened the 2022-2023 school year with an in-person learning opportunity for all students. JPS does operate one virtual high school for eligible students and families who opt for a virtual learning experience. Safety precautions and measures are in place to address the health and safety of all of our students. JPS's COVID -19 Guidelines for the 2022-2023 can be viewed online at: <a href="https://www.jpschools.org/startstrong">https://www.jpschools.org/startstrong</a></p> <p>JPS's COVID-19 Guidelines follows guidelines based on Louisiana's Ready to Achieve! 2022-2023 School Operational Guidelines.</p> <p>Should the public health situation worsen, restrictions may gradually tighten, allowing for less flexibility and fewer opportunities for in-person teaching and learning. In addition to meeting the guidelines recommended by the state, we may take extra precautions to increase the safety of our students, employees, and families.</p> <p>Based on the public health situation, schools may shift to a 100% virtual school instructional model, either on a school-by-school basis or district-wide.</p> <p>Isolated Students</p> <ul style="list-style-type: none"> <li>• Should students need to be isolated, they should bring devices home, access assignments in Google Classroom and conduct asynchronous learning for days out of school.</li> <li>• Teachers will check assignments, provide feedback for assignments through Google Classroom and monitor student work.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• The district has 1:1 device capacity for K-12 graders and will provide students with district computers in order to support instructional technology for teaching and learning.</li> <li>• We continue to partner with Cox Communications so qualified families can easily access discounted,</li> </ul>				



low-cost home internet.  
More information is available at [jpschools.org/internetoffer](https://www.jpsschools.org/internetoffer).

**COVID-19 Vaccination policies for staff and students**

<https://www.jpsschools.org/startstrong>

COVID-19 Immunizations  
Current guidance from the CDC and Louisiana Department of Health indicates that COVID-19 vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. All students and staff are encouraged to consult their doctor or local health agency for personal vaccination eligibility.

**Masking policies for staff and students**

[COVID-19 Guidelines / Home](#)

Face Masks

- All adults and students in grades PK-12, regardless of vaccination status, are encouraged to wear a face mask while inside the school facility or in close proximity to others.
  - Students and staff returning to school/work from isolation are strongly encouraged to wear a face mask, while close to others, through day 10 from the date of test collection.
  - Students and staff identified as close contacts of an individual that tested positive for COVID-19 are strongly encouraged to wear a face mask for 10 full days from the last day of close contact.
- Students and staff exhibiting symptoms related to COVID-19 are strongly encouraged to wear a face mask for 10 full days from onset of symptoms.
- Individuals who are immunocompromised or at risk for getting very sick should talk to their healthcare provider about wearing a mask.

**Physical distancing, cohorts, or learning pods**

[COVID-19 Guidelines / Home](#)

Physical distancing, cohorts/learning pods are highly encouraged.

*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.

**PUBLIC**

Jefferson Parish employees are also assigned on-line School Safety training provided by Vector/Safe Schools platform: Bullying Prevention, Suicide Prevention, Dating Violence and Mandatory Reporting. School based employees also complete a course on school safety that covers topics such as: Active Shooter, Crisis Response and REcovery and Terrorism Awareness and Response. Employees must provide documentation of their completion of mandatory classes to their principal or director. Principals and Directors of departments are encouraged to assign their staff coursework in areas pertinent to their job duties or professional development. All staff members are also able to access any coursework available in the course library. Schools are also required to provide information to students grades three through twelve in bullying and suicide prevention through classes, counseling and activities. Schools use a variety of school based personnel and partnerships with agencies such as: CrimeStoppers, the Jefferson Parish Coroner's office and River Oaks Hospital to provide the information to our students.

All Jefferson Parish Schools are required to have a crisis team responsible for developing a crisis plan, attending regularly scheduled meetings, conducting and documenting the required actual and table top drills. There is a District Crisis Team who's responsible for monitoring the completion of drills, reviewing plans and supporting the school level teams. The Director of Safety is responsible for attending local or state meetings and training related to school safety. The Director of Safety is also responsible for being the liaison between the school system and the local authorities when emergency situations arise. Jefferson Parish Schools have been committed to the use of a single point of entry for all schools as a safety precaution so visitors are identified upon their entry to a campus.

Students and faculty members are provided information and encouraged to use the Crimestoppers app to report crime or dangerous incidents. The RAVE app is now available to Jefferson Parish Schools employees. Employees are encouraged to sign up for the app as an additional way of alerting the appropriate authorities of an emergency.

For specific school suicide threats and threat of violence the district has trained mental health professionals to assess the level of threat the student poses and make appropriate recommendations. Jefferson Parish Schools (JPS) has a threat of violence policy that incorporates a team threat assessment approach. School administrators and district mental health professionals assess the threat and develop an appropriate threat response plan that is shared with the student and parents. JPS mental health crisis response teams are deployed in the event of a threat, school shooting, or other violent incidents in the school community. These crisis response teams are trained to assess the crisis' impact, the need for intervention and follow-up, as well as referrals to outside providers for further assistance. At times crisis teams may partner with community agencies to provide needed services. Counseling is provided to the affected students and school staff by the mental health crisis teams. In the event of a student making a suicide threat the district policy has in place a procedure for immediate assessment by a trained mental health professional to determine the risk level and the safety plan for the student, as well as, appropriate referrals if further evaluation is needed.

During the 2021-2022 school year 508 students were assessed for suicidal ideation/gestures and 277 students were assessed for Threats of Violence.

Suicide prevention training is provided to all school staff through Vector in compliance with the Jason

Flatt Act to identify students who are potentially suicidal. Schools may take advantage of Suicide Prevention Training, Signs of Suicide, which is offered in collaboration with the Jefferson Parish Coroner's Office for Middle and High School students. Secondary Students are required to have the Suicide Prevention Hotline on the back of the School IDs.

Upgrades to and replacements of air chillers, air conditioners and HVAC systems will continue in order to improve the air quality in schools to prevent the spread of viruses.

### **JCFA (charter)**

Increased sanitation, PPE available for students, staff, and guest on campus, increased nursing services, onsite COVID testing, wifi connectivity, online CTE opportunities

### **Kenner Discovery (charter)**

#### **Modulars & Performance Center**

KDHSA has followed CDC guidelines alongside Ochsner's safe return plans. The school hired more teachers in order to spread students apart as well as utilized outdoor space as much as possible. Weather conditions and spacing has caused some issues in doing so. Therefore, KDHSA has purchased additional Modular buildings to add on to our campus to ensure spacing requirements will not be an issue should we need to social distance again. This will also offer more individualized and targeted learning plans. Additionally, KDHSA is building a Performing Arts and Athletic center to create a safe environment for students to not only social distance themselves, but to have an indoor facility to express their physical abilities as well as for their mental health. Both facilities would help to keep the school out of a hybrid or virtual schedule, and keep kids in the classroom. Teachers are given a classroom budget, each school year, to fill their classes with what they believe is necessary to teach the students in an effective and productive way.

#### **Young Audiences Lower (charter)**

The goals are to have a 97% attendance rate in all subgroups and increase the school percentage of mastery by 20% in all student groups identified using the parameters above in two years. Progress towards goals will be monitored using Jcampus attendance data, LEAP 360 benchmark and LEAP data, ELPT data, Iready and Imagine Learning data. Progress monitoring will occur weekly using these practices throughout the academic school year for academic growth.

In order to accomplish the goals above, we have added additional custodial staff to create the safest and cleanest environment possible as we return to school after the pandemic. In the event of quarantines, common spaces and classrooms are extensively cleaned and maintained to support in prevention of illnesses that are widespread within our community. Additional custodial staff have supported in improving attendance and ultimately academic performance by creating a safe and healthy learning environment.

**Young Audiences Upper (charter)**

The COVID - 19 pandemic increased the need for additional safety precautions upon students returning to school. Specifically, students were not allowed to share materials, needed alternative access to clean water and individual supplies and pre-packed and separated meals due to the reopening guidelines for schools during the pandemic. To accomplish this, our organization:

1. Purchased an electronic, touchless hall pass system, a software that allows children to wirelessly request a bathroom pass. The software included a contact tracing feature to determine which students had been within 3 feet of other students when positive cases arose.
2. The school provided CDC compliant, disposable masks, hand sanitizer, disinfectant, and other sanitation supplies to ensure that all high frequency high touch surfaces were constantly cleaned to prevent the spread of germs.
3. Schools provided pre-packaged individually boxed meals for breakfast and lunch allowing students to quickly enter and exit breakfast, lunch, and evening meal lines without any employees or other students touching food surfaces.

<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>	<b>\$41,860,444 (public) + \$5,793,748.03 (charters) = \$47,654,192.03 total</b>
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***Double Click to enter each Funding Commitment amount***



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<b>Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.</b>	
<b>ATTENDANCE &amp; WELL-BEING 2022-2023 Total Funding Commitment</b>	\$ 13,198,332.71
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>	\$ 10,107,865.11
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	\$ 3,585,316.34
<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>	\$ 47,654,192.03
<b>2022- 2023 Total Funding Commitment</b>	\$ 74,545,706.19

LEA 2022 - 2023 ARAP Status

<input type="radio"/>	ARAP Approved
<input type="radio"/>	ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer <u>feedback/comments</u>
<input type="radio"/>	ARAP <b>not approved</b> : 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.