

**2022-2023 Louisiana Comeback 2.0 Directions:** School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). **LEAs must submit their plans in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Union Parish	LEA Code 056	Enter Grade levels served Pre-K – 12 <sup>th</sup> graders
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School System Leader Name Kristy Fine		
Kristy Fine	Date 9/30/2022	

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

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

**NEEDS ASSESSMENTS** ✓ ✓ ✓

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

☒ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status

☒ Student outcome data, such as assessment scores

☐ State administrative data, such as unemployment claims

☒ Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19

☒ Conversations with community (stakeholder input)

☒ Student enrollment and attendance data

☒ Student chronic absenteeism data

☒ Student instructional mode (virtual, hybrid, in-person)

☒ Student course enrollment data

☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

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

☒ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.

☒ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.

☒ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.

☒ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.

☒ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).

☒ Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

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

2022-2023 Key Investment: **Attendance**

ESSER II

\$20,000

ESSER III

\$40,000

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

**Outcomes/Data Used for Analysis:** According to data reports generated by the JCampus SIS, the district-wide attendance rate decreased from 95.90% in 2020-2021 to 93.91% in 2021-2022, and the percentage of chronically absent/truant students increased from 29% in 2020-2021 to 45% in 2021-2022. We believe that the 2020-2021 data may be skewed due to inconsistencies in data input concerning absences and quarantine.

**Identification of Students:** Attendance data is recorded in JCampus daily, and alerts are sent to principals and district administrators. In addition, JCampus calls parents daily to notify them when a student is marked absent. The employee in charge of truancy at each school is the one who identifies students considered chronically absent/truant through use of reports that are available in JCampus SIS.

**Data Used for Identification:** The district will continue to track student attendance, and develop plans for students who are chronically absent/truant. We will continue to enforce weekly truancy checks through our partnership with the District Attorney's Office.

**Evidence-Based Supports:** *School committees look at individual circumstances to determine the best approach for reaching individual students' attendance needs. School administrators, counselors, social workers, SROs, truancy officer, teachers, and parents have input into student cases, depending on severity of absences. Students will be positively recognized upon more regular school attendance including PBIS rewards.*

The Student Well-being Committees reviewed student data and designed responses that included but were not limited to home visits from the school resource officer, social worker/counselor sessions at school, and referral for other necessary services. Once students returned to school or began attending more frequently, they were recognized for increases in attendance through classroom, school-wide, and district attendance trackers.

Both schools implement School-wide PBIS to help decrease absences due to discipline issues. Incentives/rewards are in place for students who follow school-wide expectations.

We will continue to use the reported means to increase student attendance. The following strategies will continue as we strive to increase student attendance percentages and increase student enrollments:

- Parents receive a Student Handbook each year that outlines attendance policy/requirements.
- Teachers will input daily attendance to track chronically absent or truant students.
- Teachers will make contact with parents of students who miss three consecutive days but are not in quarantine.
- Letters are mailed to parents when a student has three unexcused absences.
- Letters are mailed to parents when a student is at-risk for failure due to attendance.
- Administrators or their designees will make contact with the parents of students who miss five or more days in any semester.
- As a last resort, students with three unexcused absences are referred to the district attorney's office for assistance.

**Anticipated Outcomes:** By using these supports, we plan to decrease the percentage of chronically absent students by an additional 2% and increase daily attendance rates by an additional 1% during the 2022-2023 school year.

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

**ESSER II**

**\$680,000**

**ESSER III**

**\$1,210,000**

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

**Outcomes/Data Used for Analysis:** For the SY 2021-22, evidence used to identify the needs for additional emotional and behavior support was derived from teacher evidence documents, observations from school personnel, prior discipline history, counselor reports, and BASC-3 data. Education and support was provided to school personnel on general applications of Applied Behavior Analysis as well as specific applications for students needing immediate access to behavior modifications. Students were evaluated to determine antecedent interventions, replacement behaviors, consequential intervention. The plans of care were implemented and data was collected and monitored to determine success of treatment. Students will demonstrate a reduction and replacement of maladaptive behaviors and an increase social skills with peers and adults in all environments. 29% (425 of 1441 students) were screened, but only 6% (91 of the 1441) were provided services. The total number of students serviced over the course of the year decreased by 1.25% to 4.75%.

**Identification of Students:** Union Parish school personnel administered Pearson's Behavioral and Emotional Screening System (BASC-3) screener to 371 students who had permission via signed consent forms. The screener was administered three times a year (fall, winter, and spring), so new students were added as they moved into the district. Pearson's Review360 was used to monitor student data from each screening administration. The Student Well-being Committees reviewed student data from BASC-3 and classified students into Tier I, II, or III. If social, emotional or behavioral needs were identified, the parent was notified and asked to attend a conference to discuss the identified issues. Students with acute needs were identified as needed by parents, teachers, or administrators as well. The committee reviewed data throughout the year to monitor improvements, add participants, or remove participants.

**Evidence-based Activities:** UPSD partnered with Louisiana Spirit Crisis Counseling Program (commonly referred to as Louisiana Spirit) which operated during a presidentially declared disaster under the oversight of the Louisiana Department of Health, Office of Behavioral Health (LDH/OBH). The Crisis Counseling Assistance and Training Program (CCP) is funded through the Federal Emergency Management Agency (FEMA) and administered by the Substance Abuse and Mental Health Services Administration (SAMHSA). All students participated in SEL lessons provided by Louisiana Spirit counselors and/or Pearson's BASC-3 Behavior & Emotional Skill Building Workbooks. Counseling services were provided to our Tier III students through Dr. Sherlyn Powell, Behavior Interventionist, Glenda Smoke, School-based Counselor, and Shelby Smith, Licensed Professional Counselor with our school-based medical clinic. If needed, the parent or school contacted an external behavioral health service in the area. A variety of evidence-based strategies were used to engage our students: video modeling, restorative justice discussion, scenario role-play, peer presentations, wellness journal prompts, individual and small group interventions. The following research-based, age-appropriate curricula were used as well: "Teens Together Grief Support Group Curriculum: Adolescence Edition" (Routledge Taylor & Francis Group ©2001), "Everyday-Life Reading & Writing" Binder 1 and 2 (Remedia Publications, Inc. ©2013), "Anger Management Workbook for Kids" (Althea Press ©2018), "Trauma-Informed Social-Emotional Toolbox for Children & Adolescents" (Lisa Weed Phifer & Laura K. Sibbald ©2020), "Boost Emotional Intelligence in Students" (Maurice J. Elias, Ph.D., and Steven E. Tobias, Psy.D. ©2018), "CBT Toolbox for Children & Adolescents" (Lisa Phifer, Amanda K. Crowder, Tracy Elsenraat, Robert Hull ©2017), "Social Inferences Fun Deck" (Super Duper ® Publications ©2006)

**Anticipated Outcomes:** For SY 2022-23, Union Parish will continue all well-being supports as listed above. Pearson's Behavioral and Emotional Screening System (BASC-3) screener will be administered to students who retain permission via signed consent forms. This number has not been determined at the time of submission.

Dr. Powell has identified 26 students to participate in her 2022-23 Cohort based on behavior data from the 2021-22 school year, and Glenda Smoke is currently providing services to 28 students based on behavior data from the 2021-22 school year. We plan to meet the need of students and assist parents in a manner which will lead to at least a 1% drop in the percentage of students in need of mental and behavior supports during the 2022-23 school year.

Professional Counselor, and Glenda Smoke, School-based Counselor. If needed, the parent or school contacted an external behavioral health service in the area.

#### **Students with Disabilities**

##### **Attendance and Well Being**

##### **Identification of Students**

Students were referred for behavioral support according to needs indicated on disciplinary data housed in JCAMPUS, parental concerns, and/or teacher recommendations.

##### **Evidenced -Based Supports**

Students were evaluated by Board Certified Analyst to determine antecedent interventions, replacement behaviors, and consequential interventions. Plans of care are implemented with data collection based on reports from home and school personnel to determine success of treatment. Staff and parents are provided training. Antecedent interventions are implemented to prevent behaviors from occurring and teach appropriate functional behaviors to replace maladaptive behaviors.

##### **Outcomes/ Data used for Analysis**

Data used for analysis was based on a review of written session detailed notes by the Registered Behavior Therapist. Observations of target behaviors were also used to determine progress or lack thereof. The focus of intervention was related to behaviors that prevented access to the curriculum, social engagement, and following teacher directives. During each session with each client, data was collected for every instance of target behavior. Data was also collected on each student's ability to comply with teacher instructions, appropriately following the curriculum requirements, and engaging with peers as appropriate in a school setting.

Target behaviors addressed include Noncompliance, Elopement, Self-injurious Behaviors, and Throwing Items. Overall, elopement behaviors, self-injurious behaviors, and the throwing of items improved, while non-compliance behaviors were inconsistent.

##### **Anticipated Outcomes for 2022-2023**

This service will be discontinued due to lack of staffing on the part of the agency.

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**.

See separate attendance and well-being sections above.

**ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment**

**\$1,950,000**

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

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

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

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

2022-2023 Key Investment: **Targeted Learning Support**

**ESSER II**

**\$201,700**

**ESSER III**

**\$801,295**

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

**EL Student Population**

The Union Parish School District (UPSD) served a total of 90 EL students during the 2021 – 2022 school year. Union Parish Elementary School serviced 48 EL students, UPJH/UPHS serviced 35 EL students, and DCCS serviced 7 EL students. The overall EL enrollment comprised 4% of students enrolled in Union Parish Schools. The placement of new EL students was determined by the UPSD Registration form, a Home Language Survey from the LDOE website, and by a Louisiana Student Residency Questionnaire. After the forms/surveys were reviewed, the student(s) were given the ELPS screener to determine eligibility for EL program placement. After the determination, parent notification letters were sent home in the parents' home language. At the beginning of the school year, the EL Teacher/Coach shared ELPT data with all immediate stakeholders (teacher(s) and administrators) and adjustments are made to the students' learning plans.

The goal for English Language Proficiency was to increase our proficiency rates from the present 8% to 15%. This was measured by ELPT results, 2022.

The goal for EL Achievement on Content Assessments was to increase scores as follows:

The number of EL students in grades 3 - 8 scoring approaching basic will increase from 32% to 39%.  
 ELA 19% to 26%  
 Math 44% to 51%  
 Science 44% to 51%  
 SS 19% to 26%

The strategies used for the EL Programming:

1. To facilitate the use of online instruction and tutorial services of Imagine Learning to advance students to the next level. This was measured by Imagine Learning data and intervention progress reports.
2. To accelerate EL students' learning by front loading Tier 1 curriculum and providing real time remediation that will directly impact the grade level learning of the students' core courses. This will be measured by LA Connectors for EL students during intervention time, IRLA and iReady data, portfolios, progress reports (every 3 weeks), and report cards (every 9 weeks).

The EL programming used in our school system are content-based ESL and an ESL Program. EL students are fully immersed in the content areas and supported with EL supports which include a Tier 1 Curriculum (ARC, Guidebooks, Zearn, Amplify, and SS) and small group instruction (Accelerate, EL Connectors, and iReady). UPSD utilized a certified EL teacher, Reading Specialist, and two paraprofessionals to provide small group interventions that were based on LA student standards Connectors for English Learners. All EL students are provided access to all content areas by the following: building content teacher capacity for EL support, EL specialist push in, differentiated instruction and small groups. We provide small groups accelerate (real time instruction for K – 5 and 6 – 12 students. Emerging students receive 30 minutes a day for small group instruction. Also during this small group instruction, K – 5 students use Imagine Learning to reinforce language and 6 – 12 students use Sound Reading Solutions to assist with language development skills. After school tutoring is available for all EL students where they will continue instruction based on Tier 1 accelerated materials, Imagine Learning, and Sound Reading

Solutions. All EL students received a Chrome Book, Hot Spot, and access to Imagine Learning. Login numbers and directions (in the home language) on how to sign in to Imagine Learning were sent home to assist the student and parents.

Any EL student who scored proficient on the ELPT or who opted out of the EL Program received parent notification in their home language. We originally used a letter from the LDOE but have since created a letter on official UP letterhead. These documents are retained in each student's file. Any student who scores proficient and exits out of the EL Program is progress monitored by analysis of report cards, teacher meetings, and LEAP 2023 for two years by the EL coach. A document was created last year that progress monitors grades and attendance. If at any time a student regresses, a parent meeting would be scheduled to discuss grades and the possibility of the student receiving after school tutoring or small group instruction based on their needs in a certain academic area. After school tutoring was provided for all EL students.

The UPSD monitors the effectiveness of the EL Program through student data progress (IRLA, Imagine, and iReady), classroom teacher input (we meet once a month), observations, DIBELS data, school level meetings, grades, SPS scores, and whether our EL students are meeting the ELPT goals. An Individual Student Learning Plan (ISLP) is created for each student at the beginning of the year. The ISLP includes the Pre/Post scores form Imagine Learning, Learning Improvement Goals, Learning Sequence, School/Classroom Activities, and Home Activities. The ISLP is based on individual student needs and shared with teacher(s) and parents to share activities that can be implemented at school and home.

The ELPT results for the 2021 – 2022 school year are as follows:

**9% of EL students scored proficient on the ELPT.**

Although the EL students didn't meet the set goal, we did see a small, positive increase on the ELPT. The below data shows that ELPT scores have improved throughout the school year.

ELPT Data-

**46%** of EL students moved up one or more levels on the ELPT.

**46%** of EL students remained at the same level on the ELPT.

**9%** of EL students decreased on the ELPT. Upon review of data, these students had a high number of absences throughout the school year.

**The number of EL students in grades 3 – 8 scoring approaching basic increased 43%.**

**ELA- 59%**

**Math- 41%**

**Science- 44%**

**SS- 29%**

**UPES Imagine Scores for 2021 – 2022:**

Increased- 84%

Decreased- 14%

No change- 2%

**EL Students enrolled in after-school tutoring:-**

UPES- 31

UPJH- 1

UPHS- 4

DCC- 0

**2022 – 2023**

UPSD will be serving 98 EL students for the 2022 – 2023 school year.

**Goal for English Language Proficiency:**

Based on the 2022 ELPT scores, EL students will increase proficiency rates from the present 9% to 12%. This will be measured by ELPT spring results, 2023.

**Goal for EL Achievement on Content Assessments:**

The number of EL students in grades 3 – 8 scoring approaching basic or higher will increase from 43% to 46% using spring 2022 ELPT results as a baseline and will be measured by spring 2023 ELPT results.

ELA 59% to 62%

Math 41% to 44%

Science 44% to 47%

SS 29% to 32%

**Strategies used for the EL Programming:**

To facilitate the use of online instruction and tutorial services of Imagine Learning to advance students to the next level, as measured by Imagine Learning Data and intervention progress reports.

To accelerate EL students learning by front loading Tier 1 curriculum and providing real time remediation that will directly impact the grade level learning of the students' core courses. This will be measured by LA Connectors for EL students during intervention time, IRLA and iReady data, portfolios, progress reports (every 3 weeks), and report cards (every 9 weeks).

The EL programming used in our school system are content-based ESL and an ESL Program. EL students are fully immersed in the content areas and supported with EL supports. These supports include a Tier 1 Curriculum (ARC, Guidebooks, Zearn, Amplify, and SS) and small group instruction (Accelerate, EL Connectors, and Spire). UPSD used a certified EL teacher, EL coach, and two paraprofessionals to provide small group interventions that were based on LA student standards Connectors for English Learners. All EL students are provided access to all content areas by the following: building content teacher capacity for EL support, EL coach push in, differentiated instruction and small groups. We provide small groups accelerate (real time instruction for K – 5 and 6 – 12 students. Emerging students receive 30 minutes a day for small group instruction. Also during this small group instruction, K – 5 students use Imagine Learning to reinforce language and 6 – 12 use Sound Reading Solutions to assist with language development skills. After school tutoring is available for all EL students where they will continue instruction based on Tier 1 accelerated materials, Imagine Learning, and Sound Reading Solutions.

The UPSD will monitor the effectiveness of the EL Program through student data progress (IRLA, Imagine, and Spire), classroom teacher input (we will meet once a month), observations, school level meetings, grades, SPS scores, DIBELS data, and whether our EL students are meeting the ELPT goals. An Individual Student Learning Plan (ISLP) is created for each student at the beginning of the year. The ISLP includes the Pre/Post scores form Imagine Learning, Learning Improvement Goals, Learning Sequence, School/Classroom Activities, and Home Activities. The ISLP is based on individual student needs and shared with teacher(s) and parents to share activities that can be implemented at school and home. All EL students received a Chrome Book, Hot Spot, and access to Imagine Learning. Login numbers and directions (in the home language) on how to sign in to Imagine Learning will be sent home to assist the student and parents.

After school tutoring is being provided for all EL students.

[Begin here](#)

**Students with Disabilities - Identification of Students and Outcomes from 2021-2022**

Student needs for targeted learning support were based on those who scored Approaching Basic or Unsatisfactory on 2020-2021 LEAP data. Other consideration was given to those who suffered instructional loss due to lack of attendance which manifested in lower grades.

**Evidenced-Based Strategies/Description of Plans**

Students received a minimum of 60 minutes of accelerated instruction in reading and math from the Accelerated Learning Guide and Foundational Support Guide. Teachers were provided continued ongoing support through Professional Development, Professional Learning Communities, Classroom Walk-throughs, and feedback from external consultants.

**Outcomes for students who received targeted learning support (tutoring) SY 2021-2022**

In reviewing the 2020-2021 LEAP 2025 ELA and Math assessment data, 15% of Students with Disabilities improved their achievement levels from Basic to Mastery at Union Parish Elementary. At Union Parish Jr. High School, 14% of Students with Disabilities improved their achievement levels from Basic to Mastery. Students received a minimum of 60 minutes daily of accelerated instruction in reading and math.

**Students with Disabilities - Anticipated outcomes/Description of targeted learning support SY 2022-2023**

Our goal for 2022-2023 is to increase the number of students scoring basic to mastery by 5%. New teacher training will consist of reviewing the LEAP 2025 data to identify student strengths and weaknesses. Students will continue to receive a minimum of 60 minutes of accelerated instruction in reading and math daily.

2022-2023 Key Investment: **Before and After School Programs**

**ESSER II**

**\$20,000**

**ESSER III**

**\$40,000**

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

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

**Identification of Students and Outcomes from 2021-2022**

Student needs for targeted learning support were based on those who scored Approaching Basic or Unsatisfactory on 2020-2021 LEAP data. Other consideration was given to those who suffered instructional loss due to lack of attendance which manifested in lower grades.

**Evidenced-Based Activities/Description of Plans**

Acceleration/Remediation was provided for students in grades 4-8 who did not achieve mastery on statewide assessments. Instruction was based on Foundational Skills Support Lessons, Zearn and JUMP Math lessons. Paraprofessionals supported teachers in providing small group instruction. District administrators and external consultants supervised and supported teachers. Professional development was provided to meet the needs of students using small group instruction and standards-aligned instruction through the use of high quality materials.

**Description of Data used for Decision- Making**

Students were administered Pre/Post Tests and Weekly Fluency checks from the Foundational Skills Checklist to determine student growth.

**Outcomes from 2021-2022**

In the area of ELA, students with disabilities grew an average of 16% on the Pre to Post on the Foundational Skills Support Lesson. In Math, students with disabilities grew an average of 15% from Pre to Post on Zearn and JUMP Math targeted lessons.

**Anticipated outcomes for After School in 2022-2023**

We expect to see a 10% increase in attendance in grades 3-8 as well as individual growth on statewide assessments across grades.

2022-2023 Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$1,200,000	ESSER III	\$2,000,000
<p>Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.</p> <p>All students in grades K-12<sup>th</sup> were offered summer learning and transportation for Summer 2022, from June 6<sup>th</sup> – June 30<sup>th</sup>. Students were targeted based on excessive absences, failing grades, and other at-risk identifiers. The school day consisted of 8 hours per day in which 4 of these hours were focused on core components. 323 students attended the Summer Learning Program with an average daily attendance of 74%. Overall student gains were as follows. Student progress was measured through pre and post tests for ELA and math, weekly fluency for reading and math, and writing components for ELA. Literacy screeners and writing samples were also administered and distributed within the data trackers used to identify gains.</p> <p>Tier 1 curriculum including Zearn math, jump math, springboard, and ELA guidebooks were used for classes and small group tutoring. Effective classroom teachers supported by paraprofessionals, administration, and contracted services through New Directions and Spire learning. We also formed a partnership with ULM to use teacher candidates to provide support and learning to the students. Partnerships with SEL providers were also available such as Well Springs Youth Empowerment Program, Union General Hospital – Making Proud Choices, the OWL Center, and the Union Parish Library.</p> <p>For Summer 2023, we will continue to provide summer learning opportunities for all grades. These will include acceleration, remediation, enrichment, and SEL services for Summer Learning. We expect to see an equal or greater number of participating students due to the high quality, enrichment activities.</p> <p>During the school year, we will use data trackers to track student performance to identify targeted students. We will also recruit teachers identified through the Compass program as effective to be used in Summer Learning.</p>				
2022-2023 Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$0	ESSER III	\$0
2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$20,000	ESSER III	\$40,000
<p>Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.</p> <p><b>Click or tap here to enter text.</b></p> <p>Students needing individual student planning are identified through achievement results on statewide assessments. During the spring 2021 assessments, 90% of our testers scored below the Mastery level. Those students who received individual plans did show slight improvements in the spring 2022 state assessments. However, 100% of our students are still showing a lack of marked progress as a result of loss of learning during the Covid pandemic shut-down. It is anticipated that the data will show improvement in test scores this academic year as students continue to receive the additional review, resources and interventions needed to keep moving toward state requirements for achievement. We are confident in the activities that have been put in place to work with the majority of our students who have shown a decline in academic progress. These activities that will continue are the use of the core subject data tracker forms, common formative assessments, in-class small group instruction/interventions, after-school tutoring, and Power Hour review. The data will continue to be collected through the use of LEAP 360 diagnostics, the individual student data trackers and common formative assessments</p>				

in each subject area. Teachers and data teams will utilize this data to analyze the areas of strengths and weaknesses for each student. As a matter of urgency, those rising seniors who have not passed the LEAP 2025 assessments will receive review in daily power hour review sessions and will have the opportunity to attend after-school tutoring.

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**.

See above responses for individual commentary on each investment.

<b>RECOVERY AND ACCELERATION</b>	<b>2022-2023 Total Funding Commitment</b>
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<b>\$4,322,995</b>
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**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$500,000</b>	<b>ESSER III</b>	<b>\$900,000</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

ILT team is working with the principal to ensure that classrooms are being monitored weekly and observed with feedback to teachers.

CommonPlanning/PLC /Cluster-Teachers common planning takes place weekly to discuss student work and making adjustments based upon the needs.

Partners: LDOE SISS Lead, New Directions Coaches, and NIET provide on-going support as needed.

At Union Parish Elementary School (Pre-K - 5), ten educators were provided with professional learning opportunities on ILT. At Union Parish High School (6-12), seven educators were provided with professional learning opportunities on instructional leadership teams during the 2021-2022 academic year. All teachers were provided with professional learning opportunities through common planning hours, teacher collaboration, and faculty meetings. During these times, teachers were presented with best practices, analyzed data, examined student work, and planned in collaboration with each other and the Special Education resource teachers. Informal observation (walkthroughs) of classroom practices, formal evaluations, LEAP 2025 passing proficiency, and feedback from teachers was used to determine what was successful and what needed to be changed or improved upon from the 2021-2022 school year. Improvement in student writing was seen as evidence of the professional learning opportunities, training in The Writing Revolution. Instructional practices improved through the implementation of Teacher Collaborations and Learning in The Fast Lane strategies (for the high school). There was also improvement in the performance of the Special Education students, this can also be attributed to the collaboration of the classroom and resource teachers. There are no professional learning activities that need to be discontinued, we will add to and adjust the model started last year. The ILT is meeting weekly and planning the teacher collaboration meetings and creating the agendas used for those meetings. The ILT is using a long-range plan, predetermined cycles, and short term goals to drive the support that teachers are receiving in professional learning activities. Weekly ILT meetings and Teacher Collaboration meetings will be conducted with fidelity to the LDOE's School Improvement Best Practices.

For 2022-2023, we will continue with the best practices used in the previous year. We will also add Literacy training in the Science of Reading, expand our Acceleration Professional Development, and bring in consultants for supporting our teachers in a variety of best practices.

2022-2023 Key Investment: <b>Literacy Professional Development</b>	<b>ESSER II</b>	<b>\$250,000</b>	<b>ESSER III</b>	<b>\$500,000</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Through teacher observations, school walk-throughs, and student work the coaches and content leaders will provide job-embedded support. Unpacking and redelivery of units, modeling lessons, and observation cycles will guide this work of all coaches.

Through teacher observations, school walk-throughs, and student work the coaches and content leaders will provide job-embedded support. Unpacking and redelivery of units, modeling lessons, and observation cycles will guide this work of all coaches.

Both schools will utilize literacy coaches and the elementary will utilize ARC (for K-2). They will also be provided with consultants from New Directions for instructional support – planning, modeling, data analysis, observations, etc...

At Union Parish Elementary School, thirty-five educators (Administration, ELA, Social Studies, Sped teachers and paras) were provided with literacy training during the 2021-2022 academic year. One educator, Alicia Scales-Gipson, received professional learning to become the literacy coach and will stay in that position for the 2022-2023 school year as well. Weekly Teacher Collaboration meetings, training in Learnzillion/Imagine Learning Guidebooks, ARC (school-based), and The Writing Revolution, and coaching resulted in improving student outcomes. Informal observation (walkthroughs) of classroom practices, formal evaluations, LEAP 2025 passing proficiency, and feedback from teachers was used to determine what was successful and what needed to be changed or improved upon from the 2021-2022 school year. Individualized Student Data Trackers were implemented by the ELA department last year. We will continue to use and improve upon them in the current school year. NIET observations and tracking will also be used to evaluate the success of teaching and training. Improvement in student writing was seen as evidence of the professional learning opportunities, training in The Writing Revolution. For the 2021-2022 school year, overall we saw a 27% increase in writing scores based on the LEAP 360 interim data. STAR results showed an increase in Urgent Intervention needed through the year for grades 3-5. Also, each grade level's average score on the ELA LEAP 2025 grew from the year before. All ELA, Special Education Resource teachers, and paraprofessionals are currently receiving training in AIMS, The Science of Reading and Small Group Instruction. LIFT and FIRE phonic lessons are being utilized through the LDOE. They are also going through the Literacy Professional Development Series for Grades 3-12 hosted by the LDOE. In addition, these professionals are being supported by the literacy coach and attending weekly Teacher Collaboration meetings. We will also receive SPIRE training this year to help students who are classified as Tier 2 and Tier 3. Community Involvement included volunteers to read to K-2 students during the 2021-2022 school year.

At Union Parish High School, twelve teachers (all ELA and Sped resource teachers) and 4 administrators were provided with literacy training during the 2021-2022 academic year. One educator, Emily Stokes, received professional learning to become the literacy coach and will stay in that position for the 2022-2023 school year as well. Weekly Teacher Collaboration meetings, training in Learnzillion/Imagine Learning Guidebooks and The Writing Revolution, and coaching resulted in improving student outcomes. Informal observation (walkthroughs) of classroom practices, formal evaluations, LEAP 2025 passing proficiency, and feedback from teachers was used to determine what was successful and what needed to be changed or improved upon from the 2021-2022 school year. Individualized Student Data Trackers were implemented by the ELA department last year. We will continue to use and improve upon them in the current school year. Improvement in student writing was seen as evidence of the professional learning opportunities, training in The Writing Revolution. For the 2021-2022 school year, overall we saw a 37% increase in writing scores based on the LEAP 360 interim data. STAR results showed a 5% increase in grades 9-12. Also, each grade level's average score on the ELA LEAP 2025 grew from the year before. All ELA, Special Education Resource teachers, and paraprofessionals have received training in The Science of Reading and Small Group Instruction. They are also going through the Literacy Professional Development Series for Grades 3-12 hosted by the LDOE. In addition, these professionals are being supported by the literacy coach and attending weekly Teacher Collaboration meetings.

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.

See individual narratives above.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$2,150,000
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## SCHOOL SAFETY & OPERATIONS ✓

### 2022-2023 Safe School Reopening

ESSER II

\$500,000

ESSER III

\$500,000

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning

[https://unionpsd.org/docs/StrongStart2020/UP%20Reopening%20Plan%2022-23.pdf](https://unionpsd.org/docs/StrongStart2020/UP%20Reopening%20Plan%202022-23.pdf)

COVID-19 Vaccination policies for staff and students

<https://unionpsd.org/docs/StrongStart2020/UP%20Reopening%20Plan%2022-23.pdf>

Masking policies for staff and students <https://unionpsd.org/docs/StrongStart2020/UP%20Reopening%20Plan%2022-23.pdf>

Physical distancing, cohorts, or learning pods [https://unionpsd.org/apps/pages/index.jsp?uREC\\_ID=456294&type=d](https://unionpsd.org/apps/pages/index.jsp?uREC_ID=456294&type=d)

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

### 2022-2023 School Safety Operations

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

School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by **assessing each school's safety posture** to create actionable next steps to consider.

Use the [guiding questions, examples, and resources](#) to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.

Union Parish School District has a multi-faceted approach to school safety. Staff training is determined by local needs and state and federal guidelines. The 2022-23 school year began with a continued focus on Covid safety: social distancing, cleaning and sanitization practices, restroom policies, mask availability, testing and quarantining, and vaccine availability on-site. Mandatory training for all employees included Covid safety and blood borne pathogens, bullying and cyberbullying, general cybersecurity, sexual harassment, warning signs of child abuse (emotional, physical, and sexual) and mandatory reporter responsibilities, and suicide prevention. Some faculty members were also trained in Annual Therapeutic Crisis Intervention Techniques – for safe seclusion and restraint. Paramedics provided in person “Stop the Bleed” training, and the local Director of Homeland Security and Emergency Preparedness provided a School Safety and Security Summit for all school employees. First aid and CPR training is offered to all employees.

Building security has been in place but is even more stringent this year. Outside doors are locked with key or keycard access or opened by building personnel. Hoodie sweatshirts are no longer allowed to be worn as safety measures, and beginning in 6<sup>th</sup> grade, only clear backpacks are allowed. Sporting events do not allow for large bags

or backpacks, and basketball and football games have security presence. The use of metal detectors at sporting events is currently being considered for a safety precaution. All visitors to campus must enter through a single controlled entrance through the office and be assigned a visitor's pass. Driver's License is required for identification.

Two school resource officers (Union Parish Sheriff's Office) who serve as liaisons with other agencies are housed at the junior high/high school and are contributing members to committees that are revising safety crisis emergency plans along with the local Director of Homeland Security/Emergency Preparedness. The high school guidance counselor coordinates with local organized first responder groups to share information and provide training for interested students, Teen Community Emergency Response Team (CERT). There is an on-site medical clinic at Union Parish High School staffed with a full-time nurse practitioner and support personnel.

In a proactive measure to minimize school threats, local law enforcement conducts regular drills on campus to ensure familiarity with our campuses. Fire, tornado, active shooter, and lockdown drills were held within the first 30-days of school. They will be on-going through the school year as required. School and district level personnel have Rave Panic Button apps with functions for different emergencies such as Active Assailant, Fire, Medical, Police, 911/Other emergency. This app alerts onsite staff and calls 911. There is also a "Staff Assist" function with options to alert personnel of a disturbance, facility issue, medical assistance needed, minor medical issue, missing child, severe weather alert, suspicious activity, or suspicious person. Specific areas on the different campuses can be selected by clicking a button to allow for immediate location and request for assistance.

Camera systems throughout the schools are monitored by administrators and SROs in real-time to prevent incidents. Communication among staff is constant through the use of radio communication devices, cellphones, and intercom systems. The student information database JCampus has a feature to push notifications to families, both through text and auto-calls. The school Facebook page is an integral part of family and community involvement and notification. JCampus and Facebook can notify our community of drills and actual threats. Remind and DoJo apps are additional means employed for our families and employees to stay updated in emergencies.

School buses are currently equipped with camera systems that can be reviewed but don't allow for real-time monitoring. Plans for wi-fi transmission camera systems are in place but installation has not yet begun.

All students are surveyed to determine if they feel safe, and surveys are analyzed to identify any true security issues as well as to address students' social/emotional needs. Our high school discipline plan has a strict no violence policy, which has greatly reduced physical altercations due to the threat of alternative school off campus and the restriction of all extra-curricular activities. Staff have all been trained on safety procedures and encouraged to download the Rave Panic Button app. Classrooms have intercom call buttons to contact the front office. Outside and classroom doors are to remain locked at all times. Union Parish Elementary has a designated safe room that can survive the direct impact of a tornado while keeping students safe, and the safe room has a back-up generator power source.

Teachers have been trained in active supervision as a proactive strategy to reduce problems in schools and increasing teacher/student interaction. When faculty receives news of a threat, they are to report it to a guidance counselor or school admin immediately. That person will ensure a threat assessment is done and proper authorities are notified, including staff psychologists and the local coroner's office if necessary. Colored flip charts are being placed in all classrooms and offices to provide for easy access to procedures in case of emergencies.

Posters are being placed in all student restrooms for grades 6-12 with information to contact the Say Something Anonymous Reporting System (Sandy Hook Promise), Louisiana 988, and contact info for school counselors during school hours.

Regular drills are scheduled for different emergencies to objectively assess responses with data analysis.

On-staff counselors and psychologists, including a full-time counselor located in the medical clinic, are available to assist students post crisis. We also have a school nurse available to work with both Union Parish Public Schools.

<b>SCHOOL SAFETY &amp; OPERATIONS</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$1,000,000</b>
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*Double Click to enter each Funding Commitment amount*

<b>ATTENDANCE &amp; WELL-BEING</b>	<b>2022-2023 Total Funding Commitment</b>	\$	2,150,000.00
<b>RECOVERY AND ACCELERATION</b>	<b>2022-2023 Total Funding Commitment</b>	\$	4,322,995.00
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT</b>	<b>2022-2023 Total Funding Commitment</b>	\$	2,150,000.00
<b>SCHOOL SAFETY &amp; OPERATIONS</b>	<b>2022-2023 Total Funding Commitment</b>	\$	1,000,000.00
<b>2022- 2023</b>	<b>Total Funding Commitment</b>	\$	9,622,995.00

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

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

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

**LEA 2022 - 2023 ARAP Status**

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

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

Initials

Date Click or tap to enter a date.