

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 Webster Parish	LEA Code 060	Enter Grade levels served Preschool – 12th
Planning Contact (name) Crevonnie Odom		
Planning Contact (title) Finance Director		
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Fiscal Contact (phone) 318-377-7052 ext. 300		
School System Leader Name Johnny Rowland		
School System Leader Signature	Date 9/27/2022	

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

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

NEEDS ASSESSMENTS ✓ ✓ ✓

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

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

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

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

Commitment: ATTENDANCE & WELL-BEING ✓✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$14,100

ESSER III

\$60,325

The total number of chronically absent students in the Webster Parish School System is 152. The total number of students considered truant in the Webster Parish School System is 103.

The Webster Parish School System will continue in collaboration with the L.S.U. Attendance Alliance, 26th Judicial District Attorney's Truancy Office, and the Webster Parish Attendance Officers will monitor daily attendance, including but not limited to DEWS Report (Dropout Early Warning Systems), Daily Attendance Reports, Loss/Gain Reports, and Truancy Reports. The strategies we will use to address chronically absent students and to reduce truancy in our system during the 2022-2023SY include:

- Assisting students and families with enrollment questions.
- Conducting home visits to encourage good school attendance.
- Coordinate community services to diagnose and prescribe possible solutions to student problems along with attendance.
- Each school year, identify all new students based on previous year's attendance. All students not enrolled will be located.
- Compile monthly attendance reports from all schools and shared with the School District Leadership Team weekly meetings.
- Provide immediate services to students on the streets or in public places during school hours.
- Continue to work closely with schools and administrative teams in the identification and counseling of potential dropouts.
- Maintain an accurate list of dropouts by schools.
- Continue to work closely with the Webster Parish Truancy Center to aid with intervention strategies for habitual attendance issues.

The above strategies will allow us to be intentional and purposeful in our analysis of data & attendance trends. This will lead to greater awareness of areas that will acquire more support from Attendance Officers and all Stakeholders. The supports that can be utilized include home visits, JCcampus calls, early identification, and regular meeting with parents to implement proactive strategies to address attendance issues.

New attendance strategies that are being implemented for the 2022-2023SY include: Back to school expos to help manage barriers for successful enrollment, monthly award celebration with schools for improved attendance and outreach to be inclusive to all groups.

The rationale for selecting these strategies are to improve overall school attendance and student performance. Outcomes were based on the effective use of our SROs, FINS, and the Webster Parish Sheriff's Office to help achieve our efforts in combating truancy.

Data sources that will continue to be used to understand and evaluate the effectiveness of the evidence-based strategies for the 2022-2023 include Edlink 360, daily analysis, daily attendance trends, and attendance summary reports.

Our efforts will no longer include using LEADS data system for the 2022-2023SY.

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

ESSER II

\$166,324

ESSER III

\$220,000

The LEA will administer the SRSS Universal Screener to all students PreK-Grade 12 (~5900 students) at the conclusion of the first nine weeks of school to identify students in need of Tier 2/Tier 3 behavior support. This data will be reviewed at each monthly SBLC meeting to make decisions regarding students' behavioral needs. There is

a flow chart for SBLCs to use to help guide the data based decision making process used to determine the level of support the student needs.

The Safe and Healthy Schools Coordinator meets monthly with school-based guidance counselors to informally review the support needs of the schools. A needs assessment is conducted annually to gather information about school climate and culture. The formal and informal needs assessments along with a review of student discipline referrals show that we must address social skills as well as school climate and culture.

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**.

We plan to adopt a social emotional learning curriculum for grades PreK-8 in addition to conducting intensive restorative practice training for employees to universally address student needs. This training will be followed up with an implementation and fidelity coach to monitor the progress and to support our schools in the shift toward restorative practices. We are also planning to hire an additional behavior interventionist to meet the Tier 2 needs and provide small group counseling. Webster Parish also contracts with outside counseling services to provide Tier 3 individualized student services provided by a LCSW, LPC or LMSW. A climate/culture survey will be conducted in December and at the end of the year to inform implementation. A review of discipline referrals by our elementary and secondary administrative teams will also serve as data to review to determine progress

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$463,749

Commitment: RECOVERY AND ACCELERATION ✓✓✓

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

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

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

2022-2023 Key Investment: Targeted Learning Support	ESSER II	\$0	ESSER III	\$0
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>Click or tap here to enter text.</p>				
2022-2023 Key Investment: Before and After School Programs	ESSER II	\$0	ESSER III	\$552,580
<p>All K-8 students in Webster Parish were eligible for after-school tutoring with 755 students attending. Webster Parish is again offering after-school tutoring for all students in grades K-8.</p> <p>Webster Parish was in the top ten districts that showed an increase in the number of students scoring mastery or above in grades 3-8. Webster showed a 4% increase in the number of students scoring mastery on grades 3-8 LEAP 2025. Beginning of the year DIBELS data shows an increase in the number of students who are entering grades K-2 at benchmark. We will be looking at data from tier I common assessments, LEAP 360, DIBELS, EL benchmarks tests, Reflex, Quill, and Moby Max to progress monitor and measure growth of students throughout the 22-23.</p>				
2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$997,803
<p>All PreK-8th grade students were invited to participate in our summer learning program – Summer Connection. We had 475 students participate in our summer learning program. Webster Parish will again offer our summer learning program at the end of our 22-23 school year.</p> <p>Beginning of the year DIBELS data shows an increase in the number of students who are entering grades K-2 at benchmark. Early tier I common assessment scores show improvement in class-wide average scores. We will be looking at data from tier I common assessments, LEAP 360, DIBELS, EL benchmarks tests, Quill, and Moby Max to progress monitor and measure growth of students throughout the 22-23 balanced calendar.</p>				
2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$982,936
<p>All students in Webster Parish participated in the balanced calendar initiative. This calendar provided extended days during our 3 intersession periods (October, February, and April). During these academic intersessions, students were provided intensive intervention in reading and math. Attendance grew during each intersession period growing from 554 students in October to 704 students in April. Webster Parish is again implementing the balanced calendar for 2022-2023. All students will have the opportunity to participate in our academic intersession program.</p> <p>Webster Parish was in the top ten districts that showed an increase in the number of students scoring mastery or above in grades 3-8. Webster showed a 4% increase in the number of students scoring mastery on grades 3-8 LEAP 2025. Beginning of the year DIBELS data shows an increase in the number of students who are entering grades K-2 at benchmark. We will be looking at data from tier I common assessments, LEAP 360, DIBELS, EL Benchmarks tests, Reflex, Quill, and Moby Max to progress monitor and measure growth of students throughout the 22-23 balanced calendar.</p>				
2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$156,116	ESSER III	\$144,944
<p>Results of the 2021-2022 LEAP tests for math and English show that Algebra gained 11.5 from the previous year, geometry decreased 14.1 from previous year; English I (445 students tested) showed an increase of 5.3 over last year and English II (390 students tested) had an increase of 0.6. Also, 40% of English I students scored AB/UN with 60% scoring Basic and above; 43% of English II students scored AB/UN, while 57% scored Basic and above. With 408 students testing in Algebra I, 47% scored AB/UN, while 53% scored Basic and above. Geometry proved to be the weakest area. Out of 169 students tested, 57% scored AB/UN and 43% scored Basic and above.</p> <p>To better address the academic needs of students in grades 9-12, a shift in supplemental curriculum will be employed for the 22/23 school year. Instead of using Edgenuity and Moby Max programs, Quill will be employed district-wide, focusing on written expression and language conventions. ACT initiatives will continue as initially planned during the 21-22 year.</p>				

However, a more intentional integration of the ACT Workkeys Essential Courses software will take place for students, grades 9-12 as needed. More focused tutoring and remediation will be provided for geometry. The parish-wide Pre-Educator Pathway began in August 2022. This pathway has one full-time teacher serving the parish with 11 students enrolled. The parish has partnered with ULM in the Pre-Educator initiative. The Barber/Stylist pathway has been approved by the State Board and we plan to begin classes in January 2023.

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

Click or tap here to enter text.

RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment
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\$2,834,379

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	70,200	ESSER III	\$75,000
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Webster Parish had 59 participants in our on-site NIET Instructional Leadership Team and Teacher Collaboration training held July 18-21, 2022. The participants were district leaders, administrators from all 14 schools, and members of school leadership teams.

The NIET survey results showed that 97% of all participants thought the ILT and TC training was beneficial. Now that all schools have had the formal ILT and TC training, the DLT and LDOE contact will use the NIET resources and the ILT and TC rubric to support and evaluate the effectiveness of the training.

Although Webster Parish did not have the formal NIET training until the summer of 2022, our LDOE contact, Anna Teekell provided much support and new learning for our district in the area of implementing ILTs and TC.

6. How will the system provide support(s) to schools and educators who may be in need of additional assistance in implementing LDOE's School Improvement Best Practices? All 14 school sites will receive 3 coaching days with an NIET coach to help support them with the ILT and TC process. Also, the DLT has developed a long range plan for supporting school ILTs and TC. The DLT and the LDOE contact will provide targeted support to each of our 14 teams.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$67,000	ESSER III	\$67,000
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Webster Parish provided literacy professional learning opportunities to all PreK-8th grade ELA teachers. School based EL and Project Read training was provided by our district level content coaches. The Writing Revolution training was provided for any K-8 teacher who had not been previously trained in the process.

Two Webster Parish educators participated in the training to become literacy content leaders. Three additional educators will be trained during the 22-23 school year.

Initially training new teachers and retraining teachers in need of assistance in Tier I curriculum and Project read showed improved outcomes for students when looking at DIBELS data, LEAP 2025 progress and mastery, and EL data. We will continue to train our teachers and continually progress monitor students throughout the year to measure effectiveness of any training. We will continue to have any new teachers trained in The Writing Revolution process.

Currently 106 educators are enrolled in the Act 108 Science of Reading training. During the summer, the Webster Parish ELA content coaches received the training in order to support teachers and administrators currently enrolled. Webster Parish has 10 content coaches who actively support our teachers and administrators.

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.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$279,200

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$172,732	ESSER III	\$179,393
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning

- Anyone with COVID-19 symptoms, regardless of vaccination status, should be tested for COVID-19.
- Anyone who tests positive by viral test (antigen or PCR) for COVID-19, regardless of vaccination status, should complete at-home isolation.
- Anyone who is identified as a close contact to a COVID-19 case should follow the appropriate masking and quarantine guidance.
- All schools will teach and reinforce proper handwashing to lower the risk of spreading viruses. Hand hygiene should be monitored and reinforced during key times in the day
- All schools will teach and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases.

All schools will clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. www.websterpsb.org

COVID-19 Vaccination policies for staff and students

- Covid-19 vaccines are highly recommended but not required. www.websterpsb.org

Masking policies for staff and students

- General masking is recommended but not required.
- Masking is required as recommend by CDC on recent cases or exposure to Covid-19. www.websterpsb.org

Physical distancing, cohorts, or learning pods

- Physical distancing will be practiced to the greatest extent possible. www.websterpsb.org

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.

Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$352,125

Double Click to enter each Funding Commitment amount

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

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$ 463,749.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 2,834,379.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 279,200.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 352,125.00
2022- 2023 Total Funding Commitment	\$ 3,929,453.00

LEA 2022 - 2023 ARAP Status

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

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- If other is selected as an option, please add content to represent “other”.

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

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

Date Click or tap to enter a date.