


LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [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 by **September 30, 2021** in the *Achieve!* eGMS application.



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NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- 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: [Additional compensation/stipend pay for employees](#)
- Other: [Staffing high poverty schools](#)

Criteria Checklist

- The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

¹ [ARP ESSER Fact Sheet](#)

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

Key Investment: Attendance	ESSER II	\$0	ESSER III	\$ 175,000
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How will the LEA identify students who need to be re-engaged?

The Bossier Parish School System (BPSS) collects student attendance data using OnCourse, a Student Information System (SIS). This data captures students by: race, socio-economic status, and diverse learner status. With the assistance of our Technology Department, the Strong School System Steering Committee and respective work groups will disaggregate this data by the aforementioned student groups, by school, and by grade-level to identify the individual students who need to be engaged. Below is a summary of key findings:

- Using the October 1st count for the respective school years, the BPSS student enrollment decreased from 22,152 in 2019-2020 to 21,614 in 2020-2021. This shows a student enrollment decline of 538 in 2020-2021. The data for 2021-2022 is not official; however, the current warm body student count is 22,399, which is an increase from the two prior school years; Student projections shows an expectation of 22,883 students enrolled in 2021-2022;
- The Average Daily Attendance (ADA) for our General Education population was at 95.5% in 2019-2020 and decreased to 89.86% in 2020-2021, which shows a 5.64% decline; Our population of Diverse Learners' ADA was at 95.8% in 2019-2021 and decreased to 90.14% in 2020-2021, which shows a 5.66% decline; Similarly, English language students' ADA reflected 95.92% in 2019-2020 and decreased to 90.91% in 2020-2021, which shows a 5.01% decline;
- The ADA for our Economically Disadvantaged population of students was at 94.83% in 2019-2020 and decreased to 87.34% in 2020-2021, which shows a 7.49% decline;
- The ADA for our Black student population was at 95.34% in 2019-2020 and decreased to 88.21% in 2020-2021, which shows a 7.14% decline;
- Our population of Hispanic student's ADA was at 95.85% in 2019-2020 and decreased to 90.26% in 2020-2021, which shows a 5.59% decline;
- The ADA for our White student population was at 95.6% in 2019-2020 and decreased to 90.91% in 2020-2021 which shows a 4.98% decline;
- Data shows that ALL subgroup populations have experienced a rise in chronic absenteeism (< or = 94% ADA) during the 2020-2021 school year;
- Approximately 8.33% of Bossier Parish students accessed remote instruction in 2020-2021; and
- Current data indicates that there are approximately 300 out of 1,800 former virtual learning students (2021-2022) who are eligible to continue on the Bossier Parish Virtual Learning Program platform as they demonstrated consistent participation in remote instruction and were "present."

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Re-engagement supports
- Drop-out early warning systems
- Other: Partner with Bossier/Webster Truancy Office via District Attorney's Office, Sherriff's Department, and Juvenile Judges
- Other: Hire an additional "Attendance Officer" working through the Student Services Department

How will the LEA seek to re-engage students with poor attendance?

During the 2020-21 school year, the Bossier Parish School System (BPSS) collected and reported student learning and attendance data for both 100% face-to-face and 100% virtual students grades PreK-12. The student attendance data was discussed daily, then weekly, and then monthly with district and school leadership. The BPSS provided technical

assistance and support to schools to increase student attendance, engagement, and participation through the Student Services Department. To date, we have hired an additional Truancy Officer to assist in this process. When the absentee rate is 6% or higher within a specified student group, that group of students is considered chronically absent, which also shows a significant loss in instructional time equating to large learning gaps or unfinished learning. As a system we will continue to collect data and prioritize schools with student groups whose absentee rates are 6% or higher, based on the needs assessment findings. Our goal is to increase the targeted student group absentee rate to 4% or less within the first three months of school. We will track and monitor re-engaged students' attendance daily, or rather daily absenteeism. We will partner with Bossier/Webster Truancy Office via the District Attorney's Office, Sheriff's Department, and Juvenile Justice Judges to conduct student outreach for any student marked as absent for three days consistently and then moving to five days or more for further action. Below is a summary of key action steps:

- Participate in collaborating with the Bossier/Webster Truancy Office to support schools and families in reenrolling and re-engaging eligible PreK-12 students;
- Partner with Career Compass of Louisiana, Propel America, FAFSA, LELA, and LOSFA to support IGP updates or college and career transitions for all students;
- Hire additional staff to support re-engagement efforts, e.g., Truancy Officer;
- Family engagement and community partnerships through our Strong School System Initiative (Strategic Priority #4); and
- Engage governmental officials such as our District Attorney, our Sheriff's Department through SROs, and Juvenile Judges to coordinate efforts.

The frequency and timeline of these evidence-based activities is: Early-Access and Just-In-Time! From the start of the COVID-19 global pandemic, BPSS has embraced every grant opportunity and LDOE sponsored program available to address unfinished learning through Tutoring, Acceleration, Summer Learning, and Master Scheduling to ensure every Bossier Parish student is prepared for college, career, or service. The manner in which the BPSS will progress monitor and measure outcomes will largely depend on the use of high-quality screeners and assessments such as: Kindergarten Entry Assessment (KEA), K-3 Literacy Screener, DIBELS Next, IRLA, TS Gold, LEAP 360 Formative Tasks, LEAP 360 Diagnostic and Interim Assessments, English Language Proficiency Test (ELPT), LEAP Connect, and LEAP 2025 data, with a particular focus on both academic and growth indices.

Key Investment: Well-Being	ESSER II	\$0	ESSER III	\$ 6,090,619.00
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How will the LEA identify students who need mental and behavioral supports?

The Bossier Parish School System (BPSS) will administer the Student Risk Screening Scale (SRSS) and Student Internalizing Behavior Screening Scale (SIBSS) to assess all students in grades PreK through grade 12 (~9,266 students) "well-being" within the first eight weeks of school. We will administer BASC-3 to students demonstrating behavioral concerns while being evaluated for special education services. Additionally, the BPSS will administer the Staff PHQ-9 (depression scale) and GAD-7 (anxiety severity) to all educators within the first three months of school. The Strong School System Steering Committee and respective work groups will disaggregate this data by student groups (race, socio-economic status, and diverse learner status) by school, and by grade level to identify the individual students' needs and to provide the necessary supports.

(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Mental and Behavioral Health
- Character Building
- Trauma-informed care
- Full Service Community Schools
- Adoption/ integration of SEL curriculum

- Professional development for staff
- Other: SafeSchools: Online Training Management & Compliance
- Other: Click or tap here to enter text.

(For Students) Describe the LEAs plan for implementing evidence-based activities.

The Bossier Parish School System (BPSS), while piloting the LDOE’s Strong School System Initiative, established a Strong School System Steering Committee and respective work groups during the spring and summer of 2021 to prepare for addressing the social and emotional health of our students as one of four strategic priorities. At the start of the school year, our Strategic Priority #3 work group developed a SEL vision and mission statements to explicitly identify where we want to go and how we are going to get there: **Vision Statement**-The Bossier Parish School Board is an inclusive, equitable, and safe community committed to cultivating individuals who are compassionate, confident, resilient, and motivated lifelong learners; and **Mission Statement**-Our mission for our students is to develop the social emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. We further charged each school principal to establish a school-based SEL Team (possibly added responsibilities to the PBIS Universal Team) that will collaborate with the Strategic Priority #3 work group, to ensure all students and educators can access and complete the screeners so needs can be quickly identified. To date, we have six social workers, ten school psychologists, one mental health liaison, four social skills interventionist, one behavior coach, and sixty school counselors to support our students and provide professional mental and behavioral health services. Additionally, we have partnered with mental health providers (licensed counselors, psychologists, social workers) to screen and provide support to students and families, e.g., Volunteers of America, Center for Children and Families, Source of Solutions, and A Plus Counseling. Moreover, nine of our thirty-five schools/centers have received Adverse Childhood Experiences (ACEs) training and all remaining schools/centers are scheduled for this training to help ensure our youth are free from harm and all people can achieve lifelong health and wellbeing. Through the Governor’s Emergency Education Relief Fund (GEERF), grades 6-12 students were provided with the digital platform Edgenuity: Purpose Prep SEL and the BPSS purchased Second Step SEL for grades PreK-5 at a cost of \$90,619 (three-year contract). Both platforms provide for a high-quality SEL, character building, and development curricula that best meets the unique needs, beliefs, values, and norms of our school community. In early spring, the school-based SEL team will review the progress of students based on documentation from teachers and district-level mental and behavioral health professionals to determine the students social and emotional health based on one of the previously administered screeners. This will inform continued supports offered throughout the spring and summer. Below is a summary of key action steps:

- establish district-based Strong School System Steering Committee and respective work groups (Strategic Priority #3: Ongoing, intentional development of competencies and practices related to diversity, equity, and inclusion for students);
- develop SEL vision and mission statements and post on district and school landing pages
- establish school-based SEL Teams;
- use OnCourse (SIS) as our electronic referral system to track student needs and ensure adequate provision of service and support;
- administer the Student Risk Screening Scale (SRSS) and Student Internalizing Behavior Screening Scale (SIBSS) to assess students in grades pre-k through grade 12 “well-being;”
- administer BASC–3 to students demonstrating behavioral concerns while being evaluated for special education services;
- administer the Staff PHQ-9 (depression scale) and GAD-7 (anxiety severity) to all educators;
- high-quality character building and development curriculum, e.g., Edgenuity: Purpose Prep SEL Grades 6-12 and Second Step SEL for Grades PreK-5;
- provide all educators access to Louisiana Department of Education Virtual Therapy through Ochsner Anywhere Care and EAP;
- provide Adverse Childhood Experiences (ACEs) training for educators at schools/centers;

- partner with mental health providers (licensed counselors, psychologists, social workers) to screen and provide support to students and families; and
- SafeSchools: Online Training Management & Compliance annually administered. Relevant Courses include: Students Experiencing Homelessness: Awareness and Understanding; Youth Suicide: Awareness Prevention and Postvention; Child Abuse: Mandatory Reporting; Bullying: Recognition & Response; CIPA: Compliance with the Children’s Internet Protection Act; Cyberbullying, Dating Violence: Identification and Prevention; Discrimination: Avoiding Discriminatory Practices; EL Strategies for School Administrators; and EL Strategies for Teachers.

The frequency and timeline of these evidence-based activities is: Early-Access and Just-In-Time! From the start of the COVID-19 global pandemic, BPSS has embraced every grant opportunity and LDOE sponsored program available to address unfinished learning through Tutoring, Acceleration, Summer Learning, and Master Scheduling to ensure every Bossier Parish student is prepared for college, career, or service. The manner in which the BPSS will progress monitor and measure outcomes will largely depend on the use of high-quality screeners and assessments such as: Kindergarten Entry Assessment (KEA), K-3 Literacy Screener, DIBELS Next, IRLA, TS Gold, LEAP 360 Formative Tasks, LEAP 360 Diagnostic and Interim Assessments, English Language Proficiency Test (ELPT), LEAP Connect, and LEAP 2025 data, with a particular focus on both academic and growth indices.

(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Mental and Behavioral Health (virtual health coaches)
- Other: [Employee Assistance Program \(EAP\)](#)
- Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 6,265,619.00
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Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support	ESSER II	\$ 830,768.00	ESSER III	\$ 5,903,849.00
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How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- 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 instructional mode (virtual, hybrid, in-person)
- Student course enrollment data
- Other: [2021-2022 Academic Recovery & Acceleration Plan - Data](#)
- Other: [Super App 2021 & Super App 2022](#)

² [ARP ESSER Fact Sheet](#)

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? *(Please describe the formula or decision-making rubric to allocate funds across schools).*

The Bossier Parish School System (BPSS) has identified, planned for, and submitted Academic Strategies for the CIR/UIR-A labeled schools (eight of twelve identified as Title I) by the nature of completing the 2020-2021 Super App workbook and application, which was approved by the LDOE to include subsequent Amendments. All CIR/UIR-A labeled schools indicates subgroup failure in one or more of the following categories: students with disabilities, English learners, economically disadvantaged, and Black. Using the Academic Recovery and Acceleration Plan – Data document, the following was observed across the district for grades K, 3, 8, and high school:

- The percentage of kindergarten students performing below grade level on all literacy screeners in 2020 are SWD at 79%, EL at 78%, ED at 64%, and Black at 60%;
- The percentage of grade 3 students performing below mastery on the 2021 ELA LEAP 2025 are SWD at 76%, EL at 96%, ED at 71%, and Black at 72%;
- The percentage of grade 8 students performing below mastery on the 2021 ELA LEAP 2025 are SWD at 94%, EL at 93%, ED at 72%, and Black at 75%;
- Overall, the percentage of grade 3 & 8 students performing below mastery on the 2021 Mathematics LEAP 2025 parallel the ELA percentages;
- Cohort Graduation Rates during 2020 are SWD at 78%, EL at 68.2%, ED at 85.1%, and Black at 89.2%; and
- Average ACT Scores within these subgroups during 2020 are SWD at 13, EL at 14.5, ED at 17.4, and Black at 16.5.

Academic Strategies implemented in all schools and adopted from the 2021-2022 Super App sets the stage for use of evidence-based interventions addressing both teacher and student needs, whether labels of CIR/UIR-A were applied or not. Moving into the spring and summer of 2021 and the 2021-2022 AY, the BPSS through the Superintendent’s Leadership Team, committed ESSER II and ESSER III funding to address the following priorities:

- All students will access on-grade-level instruction every day through a high-quality curriculum in the least restrictive environment;
- Intervention will supplement instruction and accelerate student progress by preparing students for new learning;
- All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, will be trained on the curriculum and will plan in a coordinated way to ensure all students are prepared for Tier I content during core instruction;
- A high-quality curriculum for each grade level in ELA and math;
- Professional development for all teachers, including teachers who serve students with disabilities and English Learners, on the curriculum from a high-quality professional learning partner for each grade level in ELA and math;
- A high-quality assessment for each grade level in ELA and math;
- Partnerships with Louisiana-approved teacher preparation programs to meet schools’ workforce needs;
- Instructional coaching from content leaders (K-2 Literacy, ELA, Math, and Science) and Mentor Teachers will improve core instruction and will have significant bearing on the student’s likelihood of mastering the material; and
- Regular progress monitoring from curriculum-embedded assessments will guide core instruction.

Specifically, for students in grades 4 through 8 who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, a minimum of two of the following evidenced-based practices will be applied:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
- Literacy Interventions and Extensions
- Individual Graduation Plans (IGP)
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- Other: [Bossier's 2021-2022 Pupil Progression Plan](#)
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?

The Bossier Parish School System (BPSS) has identified, planned for, and submitted Academic Strategies for the CIR/UIR-A labeled schools (eight of twelve identified as Title I) by the nature of completing the 2020-2021 Super App workbook and application, which was approved by the LDOE to include subsequent Amendments. All CIR/UIR-A labeled schools indicates subgroup failure in one or more of the following categories: students with disabilities, English learners, economically disadvantaged, and Black. Using the Academic Recovery and Acceleration Plan – Data document, the following was observed across the district for grades K, 3, 8, and high school:

- The percentage of kindergarten students performing below grade level on all literacy screeners in 2020 are SWD at 79%, EL at 78%, ED at 64%, and Black at 60%;
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- The percentage of grade 8 students performing below mastery on the 2021 ELA LEAP 2025 are SWD at 94%, EL at 93%, ED at 72%, and Black at 75%;
- Overall, the percentage of grade 3 & 8 students performing below mastery on the 2021 Mathematics LEAP 2025 parallel the ELA percentages;
- Cohort Graduation Rates during 2020 are SWD at 78%, EL at 68.2%, ED at 85.1%, and Black at 89.2%; and
- Average ACT Scores within these subgroups during 2020 are SWD at 13, EL at 14.5, ED at 17.4, and Black at 16.5.

Academic Strategies implemented in all schools and adopted from the 2021-2022 Super App sets the stage for use of evidence-based interventions addressing both teacher and student needs, whether labels of CIR/UIR-A were applied or not. Moving into the spring and summer of 2021 and the 2021-2022 AY, the BPSS through the Superintendent's Leadership Team, committed ESSER II and ESSER III funding to address the following priorities:

- All students will access on-grade-level instruction every day through a high-quality curriculum in the least restrictive environment;

- Intervention will supplement instruction and accelerate student progress by preparing students for new learning;
- All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, will be trained on the curriculum and will plan in a coordinated way to ensure all students are prepared for Tier I content during core instruction;
- A high-quality curriculum for each grade level in ELA and math;
- Professional development for all teachers, including teachers who serve students with disabilities and English Learners, on the curriculum from a high-quality professional learning partner for each grade level in ELA and math;
- A high-quality assessment for each grade level in ELA and math;
- Partnerships with Louisiana-approved teacher preparation programs to meet schools' workforce needs;
- Instructional coaching from content leaders (K-2 Literacy, ELA, Math, and Science) and mentor teachers will improve core instruction and will have significant bearing on the student's likelihood of mastering the material; and
- Regular progress monitoring from curriculum-embedded assessments will guide core instruction.

Specifically, for students in grades 4 through 8 who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, a minimum of two of the following evidenced-based practices will be applied:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

The frequency and timeline of these evidence-based activities is: Early-Access and Just-In-Time! From the start of the COVID-19 global pandemic, BPSS has embraced every grant opportunity and LDOE sponsored program available to address unfinished learning through Tutoring, Acceleration, Summer Learning, and Master Scheduling to ensure every Bossier Parish student is prepared for college, career, or service. The manner in which the BPSS will progress monitor and measure outcomes will largely depend on the use of high-quality screeners and assessments such as: Kindergarten Entry Assessment (KEA), K-3 Literacy Screener, DIBELS Next, IRLA, TS Gold, LEAP 360 Formative Tasks, LEAP 360 Diagnostic and Interim Assessments, English Language Proficiency Test (ELPT), LEAP Connect, and LEAP 2025 data, with a particular focus on both academic and growth indices.

How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in [Act 294](#) should be addressed)

Excerpts from Bossier's 2021-2022 Pupil Progression Plan:

NOTE: The IAIP will be in place through grades 4 - 8 until the student has achieved an acceptable level of performance on the LEAP 2025 assessment.

Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.
- If LEAP scores are not available to guide promotion/placement decisions, the school will use multiple data sources to review the preponderance of evidence of student learning from that school year to make a decision.
- Further, if LEAP scores are not available, the school shall work with the parent or legal custodian to consider all available evidence of student learning to determine if an individual academic improvement plan (IAIP) is needed.

Bossier Parish Schools Individual Academic Improvement Plan (IAIP):

- An IAIP will be written for all students in grade 4 who scored below the “basic” achievement level in at least two (2) core academic subjects on the LEAP 2025 assessment.
- A minimum of two of the following types of instructional support may be included in the plan:
 - o **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
 - o **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.

- o **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- o **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Promotion and support of students in grade 8 and high school considerations

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

An individual graduation plan (IGP) will be written for all students in grade 8.

Grade 8 students scoring below the "basic" achievement level in either English language arts or mathematics on the LEAP 2025 exam will receive additional supports. The following types of instructional support may be included in the plan:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.

- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

The great value of [Bulletin 1566 – Pupil Progression Policies and Procedures](#) is that it not only identifies evidence-based practices which aligns with student needs, it prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments, it provides the frequency and timeline of the evidence-based practices, it provides the metrics for progress monitoring, and it identifies groups responsible for providing supports and services.

Below is a summary of key action steps:

- SBLC identifies students in grades 4 through 8 to establish an IAIP or IGP respectively;
- SBLCs will begin to serve as schools’ “Accelerated Learning Committee”;
- School-based leadership teams will develop master schedules that best meet the needs of students with unfinished learning and diverse learners;
- A high-quality curriculum for each grade level in ELA and math;
- Professional development for all teachers, including teachers who serve students with disabilities and English Learners, on the curriculum from a high-quality professional learning partner for each grade level in ELA and math;
- A high-quality assessment for each grade level in ELA and math;
- All students will access on-grade-level instruction every day through a high-quality curriculum in the least restrictive environment;
- Intervention will supplement instruction and accelerate student progress by preparing students for new learning;
- Stipends and benefits for nineteen RtI Interventionists serving each grade level for 165 days at all middle school campuses;
- The BPSS will partner with Venture Educational Services to manage and implement “[Accelerate Tutoring Strategies](#)” which is designed by the LDOE to support school systems implementing tutoring at scale as a core function in order to achieve significant results for all students;
- Schools will incorporate “Accelerate” ELA and math curricula, provided by the LDOE, in our multi-tiered system of RtI as a means of connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge; and
- The Curriculum Department will organize and implement [summer learning programs](#) (SLPs) designed by the LDOE to provide students with additional opportunities for learning and growing during the summer months, as well addressing student well-being.

The frequency and timeline of these evidence-based activities will occur annually as LEAP 2025 data becomes available. IAIPs and IGPs will be created and/or reviewed prior to placement and promotion decisions by the SBLC.

The manner in which the BPSS will progress monitor and measure outcomes will largely depend on the use of high-quality assessments such as: DIBELS Next, IRLA, TS Gold, LEAP 360 Formative Tasks, LEAP 360 Diagnostic and Interim Assessments, English Language Proficiency Test (ELPT), LEAP Connect, and LEAP 2025 data, with a particular focus on both academic and growth indices.

Key Investment: Before and After School Programs	ESSER II	\$ 69,125.00	ESSER III	\$ 1,272,500.00
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Partner with organizations to provide before and/or after school programs
- Partner with vendors to specifically provide tutoring before and/or after school
- Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Specifically, for students in grades 4 through 8 who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, a minimum of two of the following evidenced-based practices will be applied:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

The Bossier Parish School System will focus on afterschool, weekend, summer, and holiday tutoring strategies to address unfinished student learning. Below is a summary of key action steps:

- Real-time Early Access to Literacy (REAL) provides individualized support and high-dosage tutoring for students in PreK through grade 3 to make progress in their literacy development, with a focus on support for virtual learning. REAL provides devices, connectivity, and tutoring services to eligible students in PreK through grade 3. Eligibility is prioritized for economically disadvantaged PreK through grade 3 students enrolled in CIR and UIR-A schools. Venture Educational Services is our high-quality vendor provider and highly effective teachers/tutors are paid a flat rate of \$40 per hour; BPSS uses ESSER II and ESSER III to provide for "continuous learning" opportunities between REAL funding cycles;
- The BPSS has partnered with Venture Educational Services to manage and implement high-dosage "[Accelerate Tutoring Strategies](#)" which is designed by the LDOE to support school systems implementing tutoring at scale as a core function in order to achieve significant results for all students; Highly effective teachers/tutors are paid a flat rate of \$40 per hour; and
- The BPSS has two Title I Parent Centers, each of which offers free face-to-face tutoring, using Tier I curricula, to students in grades K through 8, Monday through Thursday from 4:00-6:00pm throughout the school year; Highly effective certified teachers/tutors are paid \$25 per hour plus benefits.

The frequency and timeline of these evidence-based activities will occur annually as LEAP 2025 data becomes available. IAIPs and IGPs will be created and/or reviewed prior to placement and promotion decisions by the SBLC.

The manner in which the BPSS will progress monitor and measure outcomes will largely depend on the use of high-quality assessments such as: DIBELS Next, IRLA, TS Gold, LEAP 360 Formative Tasks, LEAP 360 Diagnostic and Interim Assessments, English Language Proficiency Test (ELPT), LEAP Connect, and LEAP 2025 data, with a particular focus on both academic and growth indices.

Key Investment: Summer Learning Programs	ESSER II	\$ 4,073,895.00	ESSER III	\$ 2,470,914.00
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Vendor-provided summer learning programs
- Partner with organizations to provide summer learning programs
- Partner with vendors to specifically provide tutoring during summer programming
- Develop LEA direct-run summer learning program, staffed by LEA educators
- Other: [Summer Blast \(McKinney-Vento\)](#)
- Other: [Jump Start Summers \(SCA\)](#)

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Specifically, for students in grades 4 through 8 who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, a minimum of two of the following evidenced-based practices will be applied:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

BPSS has a number of summer learning programs being offered to address promotion and placement decision-making, graduation requirements, and unfinished learning. These programs will be offered at no cost to students using Federal Funding, ESSER II, and ESSER III Funds. We will continue the "new" offerings for as long as we can sustain them, which we anticipate being for at least three years.

- **Virtual Summer Learning Program:** Grades 5-12 students at risk of not being promoted to a higher-grade level or not graduating in 2021 (Mr. Billy Neill is the Administrator and will make available applications for Accelerate ELA/MATH Tutoring through Venture Educational Services) DATES: June 7 through July 1, 2021 (MON-THUR); ~960 participants
- **Hybrid CTE Summer Learning Program:** Grades 9-12 students as identified by BPSTIL and students homeschool counselor (Mrs. Amanda Sedberry is the Administrator and will make available applications for Accelerate ELA/MATH Tutoring through Venture Educational Services) DATES: May 28 through July 1, 2021 (MON-THUR); ~70 participants
- **Accelerate Summer Learning Program:** Grades PreK-5 students identified as requiring intensive assistance in addressing "unfinished learning." (Face to face opportunity at cluster sites: Apollo ES, Bellaire ES, Central Park ES, Curtis ES, Haughton ES, Kingston ES, Meadowview ES, Plain Dealing ES, & RV Kerr ES) DATES: June 7 through July 1, 2021 (MON-THUR); ~1404 participants
- **Jumpstart Summers:** Grades 9-12 students with special needs as identified by the Special Education Coordinator in collaboration with homeschool counselor and lead special education teacher (Mr. Zac Burson is the Administrator and will incorporate Accelerate ELA/MATH) DATES: June Session & July Session; ~165 participants

- **Summer Blast:** Grades PreK-5 students identified as McKinney-Vento, Foster Care, and Migrant (Mrs. Arcenia Anthony is the Administrator; We will incorporate Accelerate ELA/MATH and the host site is Bossier ES) DATES: June 7 through July 1, 2021 (MON-THUR); ~63 participants
- **LEAP 2025 Remediation & Retesting:** Grades 9-12 students who scored unsatisfactory on LEAP 2025 in ALG I, GEO, ENG I, ENG II, BIOS, or US HIST. (Cluster sites: Bossier HS, Parkway HS, & Benton HS) DATES: June 7 through June 24, 2021 (MON-THUR); ~300 participants
- **Real-time Early Access to Literacy (REAL):** Grades PreK-3 students identified as requiring intensive assistance in addressing "unfinished learning." (Mrs. Kimmie Smith is the Supervisor and will make available virtual literacy tutoring through Venture Educational Services; Eligible Schools: Bossier ES, Central Park ES, Meadowview ES, Platt ES, RV Kerr ES, & Waller ES) YEARLONG for next 3 years and possibly beyond; ~135 participants
- **Venture Educational Services – Accelerate Tutoring:** Grades PreK-12 students (NO RESTRICTIONS). To effectively address and prevent unfinished learning, students must be provided with extra time to learn through equal-access tutoring. Accelerate is a just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge. YEARLONG for next 4 years and possibly beyond; ~395 participants

Flat pay rate per hour for 6 hours a day for 16 days

Program Administrator: \$50.00

Teacher: \$40.00

Paraprofessional: \$20.00

Daily Pay Rate

Nurse: Daily hourly rate of pay per day

Food Service Manager: \$90.00 per day

Food Service: \$72.00 per day

Bus Driver: \$50.00 per day

Crossing Guard: \$40.00 per day

SROs: 12-month employees (no cost)

Supplies for Academic and Enrichment Activities

PreK-Kindergarten: \$30 per student

Grades 1 – 5: \$25 per student

Industry Based Certifications (Jump Start & CTE Summer Learning)

Grades 9-12: \$74,500

Field Trips

Grades PreK-5: \$840

Printing Costs & Accelerate Curriculum

Grades PreK-5: \$120,000

High-quality Vendor Provider for REAL & Accelerate Tutoring

Venture Educational Services, LLC: \$10,000 per month management fee

[Q&A Accelerate Summer Learning Program \(2021\)](#)

The frequency and timeline of these evidence-based activities is: Early-Access and Just-In-Time! From the start of the COVID-19 global pandemic, BPSS has embraced every grant opportunity and LDOE sponsored program available to address unfinished learning through Tutoring, Acceleration, Summer Learning, and Master Scheduling to ensure every Bossier Parish student is prepared for college, career, or service. The manner in which the BPSS will progress monitor and measure outcomes will largely depend on the use of high-quality screeners and assessments such as: Kindergarten Entry Assessment (KEA), K-3 Literacy Screener, DIBELS Next, IRLA, TS Gold, LEAP 360 Formative Tasks, LEAP 360 Diagnostic and Interim Assessments, English Language Proficiency Test (ELPT), LEAP Connect, and LEAP 2025 data, with a particular focus on both academic and growth indices.

Key Investment: Extended Instructional Time	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Extended school day (if implementing before/ after school programs separate from the school day, please use that category)
- Extended school week
- Extended school year
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

N/A

Key Investment: Individual Student Plans for Success	ESSER II	\$ 56,250	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Individual Graduation Plan (IGP)
- IGP Planning Partner
- Other: Individual Academic Improvement Plan (IAIP)
- Other: Individual Education Plan (IEP)

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

[Bulletin 1566 – Pupil Progression Policies and Procedures](#) identifies evidence-based practices which aligns with student needs, it prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments, it provides the frequency and timeline of the evidence-based practices, it provides the metrics for progress monitoring, and it identifies groups responsible for providing supports and services. Below is a summary of key action steps:

- SBLC identifies students in grades 4 through 8 to establish an IAIP or IGP respectively;
- Specifically, for students in grades four through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, a minimum of two of the following evidenced-based practices will be applied:
High-quality curriculum: Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Highly-effective teacher: Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.

Additional in-school support: Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.

Summer program: Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

- The BPSS will partner with Career Compass of Louisiana, Propel America, FAFSA, LELA, and LOSFA to support IGP updates or college and career transitions for all students;
- The IEP Team will incorporate the four strategies for success guidance for supporting students with disabilities: Identify disabilities early and accurately; Provide high-quality instruction to ensure the achievement of ambitious IEP goals; Strengthen instruction with specialized supports and related services; and Coordinate effective transition planning and implementation; and
- The BPSS will provide ELs with equal access and opportunity to high-quality, standards-based instruction alongside their English-speaking peers; Progress monitor will be an ongoing practice to support and accelerate instruction.

The frequency and timeline of these evidence-based activities will occur annually as LEAP 2025 data becomes available. IAIPs and IGPs will be created and/or reviewed prior to placement and promotion decisions by the SBLC.

The manner in which the BPSS will progress monitor and measure outcomes will largely depend on LEAP 2025 and ACT data, with a particular focus on both academic and growth indices within subgroups. Additionally, the strength of diploma and the graduation cohort index within subgroups will identify disproportionate impacts.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 14,677,301.00
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 1,980,796.00	ESSER III	\$ 1,409,834.00
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Instructional Leadership Teams (ILT)
- Teacher Collaboration (Common Planning/PLC/ Cluster)
- Other: [Content Leader and Mentor Teacher Training](#)
- Other: [Science of Reading](#)

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?

The BPSS has partnered with NIET to adopt two of the five School Improvement Best Practices aligned to NIET's TAP model. The School Improvement Best Practices strategy is designed to support schools in adopting the essential components that drive professional and student growth and will launch during the 2021-2022 school year. This "Super App" Redesign 1003a grant opportunity for CIR schools will support implementation of these essential practices

through training sessions beginning in Summer 2021. CIR schools (Central Park ES and RV Kerr ES) along with two high performing schools (Benton MS and Haughton MS), which are supported using ESSER II Funds, may choose two of the best practices to implement for the 2021-2022 school year. The requirements with any best practice component selected includes: Training session(s) around the selected component(s); Purchase and use of the online portal; and Two days of on-site and/or virtual coaching as follow up support to the training session(s). The two School Improvement Best Practices adopted by BPSS include: Instructional Leadership Team (ILT) Support and Teaching Standards Support. District leaders have been trained to use the NIET Principal Standards Rubric and the NIET Teaching Standards Rubric.

Additional partnerships have been secured as part of our plan to implement evidence-based activities to support CIR, UIR-A, and UIN labeled schools as well as disproportionately impacted subgroups of students throughout our district. These include:

- Achievement Network (ANet) – Technical Assistance partner for the Strong School System Pilot Initiative during the 2020-2021 and 2022-2023 AY; BPSS’ fourth year with TA partner working with six schools labeled CIR or UIR-A on Leadership Teams and Teacher Instructional Capacity;
- Upbeat – BPSS has identified eight of our schools with subgroup failure labels of UIR-A or UIN-A to support higher levels of student achievement through a pilot year and perhaps beyond. Upbeat has provided for us targeted data collection and consulting to improve school culture and increase teacher retention. Additionally, Upbeat has filtered results using a variety of metrics to identify growth areas. We have requested that Upbeat pay particular attention to the "students with diverse needs" subgroup as this is a group that we have fallen short of ensuring student success;
- Louisiana Autism Spectrum and Related Disabilities (LASARD) - Mentor and support of teachers in seven schools identified with disproportionate disciplinary subgroup data. For a second year, LASARD will assist in the implementation of specialized supports to meet the unique needs of our diverse learners. LASARD pairs their training sessions with job embedded coaching (observation, modeling, and feedback) to support implementation of the evidence-based practices covered in the trainings;
- A+PEL - K-2 Literacy Content Leaders through training, will develop and prepare to share their expertise with other teachers. K-2 Literacy Content Leaders will effectively improve the quality of early literacy instruction in their schools and BPSS by facilitating turn-key training to fellow teachers; All teachers and instructional coaches with the K-2 Literacy Content Leader micro-credentials posted on their Teaching Certificate will receive a \$750 stipend;
- Louisiana Tech University – For the second year partnering with LATech, ELA Content Leader and Math Content Leader training will receive: deep knowledge of ELA or math content and content pedagogy, the knowledge and skills they need to effectively use high-quality curriculum in ELA (Guidebooks) or math (Eureka), and knowledge of adult learning theory and the skills to facilitate high-quality learning experiences for fellow educators; All teachers and instructional coaches with the ELA or Math Content Leader micro-credentials posted on their Teaching Certificate will receive a \$750 stipend;
- Louisiana Tech University – For the second year partnering with LATech, Mentor Teacher training will be able to: build strong relationships with, identify and address the needs of, and deliver resources and coaching for their resident and new and developing teachers; Mentor Teachers will be able to track resident/new/developing teacher progress and facilitate their teacher self-reflection and improvement; All teachers and instructional coaches with the Mentor Teacher micro-credentials posted on their Teaching Certificate will receive a \$750 stipend; Mentor Teachers working with PL1 Teachers will receive \$1,000 stipend to support their important contributions;
- Aim Pathways/LETRS – ACT 108: statewide initiative to help ensure every child can read on grade level and graduate ready to succeed after high school. This adopted initiative will provide literacy supports

for teachers, leaders, and families that emphasize high-quality instruction and resources based on the science of reading.

BPSS subscribes to *Solution Tree's* Professional Learning Community (PLC) and Response to Intervention (RtI) Model since 2016. Excerpts from our District Improvement Plan outlining our goals are as follows:

Bossier Parish Schools will ensure that:

- **Student learning will improve** as collaborative teams of teachers are created at each school site to collaborate and improve the academic achievement of all students as well as improve each other's instructional practices.
- **Student learning will improve** as a Viable and Guaranteed Curriculum is used, best practices for instruction are implemented, and a variety of assessments are used to address the needs of all students.
- **Student learning and instructional practices will improve** as every PLC Collaborative Team analyzes the results from the team-developed Common Formative Assessments to identify non-proficient and proficient students.
- **Student learning will improve** as a Multi-Tiered System of Support (Interventions and Extensions of Learning) is put into action.

To ensure that every student in the Bossier Parish Schools (BPS) is provided opportunities to thrive in the 21st century's competitive job market and global economy, Louisiana educators must maintain - from early childhood to high school - high expectations. Thus, the BPS must continually engage in increasingly rigorous and strategic planning with the goal of continuously improving teaching and learning in the classrooms.

Through the systems and structures (PLCs & RtI) we have in place, we are able to seamlessly incorporate the following extensions of teaching and learning:

- Instructional Leadership Teams (ILTs) develop master schedules at each school site that will effectively address the following questions presented by the LDOE: What are the best practices for helping students with unfinished learning? How should staffing change in order effectively implement these best practices? How should schedules change in order effectively implement these best practices?;
- School-based ILTs develop master schedules that best meet the needs of students with unfinished learning, diverse learners, and students experiencing trauma;
- Schools incorporate "Accelerate" ELA and math curricula, provided by the LDOE, in our multi-tiered system of Response to Intervention (RtI) as a means of connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge (Tier I – In the classroom, Tier II – Built in master schedule as "Flex" time for whole school grouped by similar need, & Tier III – stand alone, small group "Accelerate" classes in place of enrichment/elective classes);
- **Furthermore, as it relates to "scheduling best practices," students are not be pulled from core reading, math, or English Language Arts (ELA) for other services; Increasing instructional minutes in ELA and math; Some courses and topics will need acceleration time to explicitly teach content critical to current year lessons; Instructional coaching from content leaders and mentor teachers improve core instruction.**

Specifically, for students in grades 4 through 8 who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, a minimum of two of the following evidenced-based practices will be applied:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

The frequency and timeline of these evidence-based activities is: Early-Access and Just-In-Time! From the start of the COVID-19 global pandemic, BPSS has embraced every grant opportunity and LDOE sponsored program available to address unfinished learning through Tutoring, Acceleration, Summer Learning, and Master Scheduling to ensure every Bossier Parish student is prepared for college, career, or service. The manner in which the BPSS will progress monitor and measure outcomes will largely depend on the use of high-quality screeners and assessments such as: Kindergarten Entry Assessment (KEA), K-3 Literacy Screener, DIBELS Next, IRLA, TS Gold, LEAP 360 Formative Tasks, LEAP 360 Diagnostic and Interim Assessments, English Language Proficiency Test (ELPT), LEAP Connect, and LEAP 2025 data, with a particular focus on both academic and growth indices.

Key Investment: Literacy Professional Development	ESSER II	\$ 845,590.00	ESSER III	\$ 607,000.00
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Literacy Content Leaders
- Literacy Coaches
- Other: [Literacy Innovation Coordinator](#)
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Partnerships have been secured as part of our plan to implement "Literacy" focused, evidence-based professional learning to support CIR, UIR-A, and UIN labeled schools as well as disproportionately impacted subgroups of students throughout our district. These include:

- [A+PEL](#) - K-2 Literacy Content Leaders through training, will develop and prepare to share their expertise with other teachers. K-2 Literacy Content Leaders will effectively improve the quality of early literacy instruction in their schools and BPSS by facilitating turn-key training to fellow teachers; All teachers and instructional coaches with the K-2 Literacy Content Leader micro-credentials posted on their Teaching Certificate will receive a \$750 stipend;
- [Louisiana Tech University](#) – ELA Content Leader training to receive: deep knowledge of ELA content and content pedagogy, the knowledge and skills they need to effectively use high-quality curriculum in ELA (Guidebooks), and knowledge of adult learning theory and the skills to facilitate high-quality learning experiences for fellow educators; All teachers and instructional coaches with the K-2 Literacy Content Leader micro-credentials posted on their Teaching Certificate will receive a \$750 stipend;
- [Aim Pathways/LETRS](#) – ACT 108: statewide initiative to help ensure every child can read on grade level and graduate ready to succeed after high school. This adopted initiative will provide literacy supports for teachers, leaders, and families that emphasize high-quality instruction and resources based on the science of reading. Evidence-based practices grounded in the science of reading improve student literacy outcomes. Word recognition instruction in K-2 classrooms that includes systematic and explicit phonological awareness,

phonics, fluency, and vocabulary strategies build a reader’s ability to read and comprehend texts. Teachers should incorporate those strategies into daily reading foundations instruction;

- The Writing Revolution (TWR) - TWR transforms instruction across the curriculum through a proven, coherent method that enables all students, and especially those from low-income families, to develop the literacy and critical thinking skills they need to engage productively in society. BPSS has partnered with TWR to train and support teachers and school leaders in implementing the Hochman Method, an explicit set of evidence-based strategies for teaching writing. TWR’s approach builds from sentences to compositions and is embedded in curriculum across all content areas and grade levels; Participants receive \$100 per day stipend during summer or holiday professional learning seminars & \$50 for a half of a day;
- Selecting and implementing a high-quality ELA curriculum while partnering with high-quality vendor providers has a tremendous impact on the quality of teaching and learning: PreK – Creative Curriculum (Teaching Strategies), K-2nd – ARC IRLA (ARC) + ARC Core ELA (ARC), 3rd-5th – Guidebooks (LDOE), 6th-8th – Guidebooks (Learnzillion), and 9th-12th – ELA Guidebooks (Learnzillion subscription); Participants receive \$100 per day stipend during summer or holiday professional learning seminars & \$50 for a half of a day.

BPSS has partnered with the LDOE by way of several grant opportunities new to the 2021-2022 Super App, all of which contributes to the Reading Revival in Louisiana.

OVERVIEW:

Comprehensive Literacy State Development (CLSD CIR/UIR-A)

The purpose of the Comprehensive Literacy State Development Grant (CLSD) grant is to award competitive grants to local education agencies (LEAs) to advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12, with a special emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities. Schools with Comprehensive Intervention Required or Urgent Intervention Required - Academics labels are eligible. School systems and lead agencies should prioritize Type III child care, Head Start/Early Head Start, and/or public and nonpublic pre-K sites that demonstrate high levels of need, ensuring the greatest numbers of disadvantaged, geographically diverse children are being reached.

Literacy Curriculum Facilitators:

Grades K-5: Ameer Dart (1/2 salary/benefits using Title I & 1/2 salary/benefits using CLSD CIR/UIR-A grant); will serve Title I schools - RV Kerr ES (50%) & Waller ES (50%)

Grades K-5: Casey Doerner (1/2 salary/benefits using Title II & 1/2 salary/benefits using CLSD CIR/UIR-A grant); will serve Title I and Non-Title I schools - Curtis ES (33.33%), Platt ES (33.33%), & Princeton ES (33.33%)

Grades K-5: Stacey Robinson (1/2 salary/benefits using Title I & 1/2 salary/benefits using CLSD CIR/UIR-A grant); will serve Title I schools - Bossier ES (33.33%), Central Park ES (33.33%), & Meadowview ES (33.33%)

Grades 6-8: Jordan Smart (1/2 salary/benefits using Title I & 1/2 salary/benefits using CLSD CIR/UIR-A grant); will serve Title I schools - Rusheon MS (50%) & Greenacres MS (50%)

Grades 6-8: Amanda Rachal (1/2 salary/benefits using Title II & 1/2 salary/benefits using CLSD CIR/UIR-A grant); will serve Non-Title I schools - Elm Grove MS (50%) & Haughton MS (50%)

NOTE: Either Title I Set-Asides or Title II Set-Asides will absorb the salary and benefits of these positions at the end of the grant period (3-5 years); General Fund is NOT supporting these positions.

2021-2022 Budget:

CLSD B-5 = \$90,090

CLSD CIR/UIR-A K-5 = \$243,918

CLSD CIR/UIR-A 6-8 = \$162,612

Comprehensive Literacy State Development (CLSD UIN)

The purpose of the Comprehensive Literacy State Development Grant (CLSD) grant is to award competitive grants to local education agencies (LEAs) to advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12, with a special emphasis on state's highest-risk children, children from low income families, as well as children with disabilities and English learners. Schools with only Urgent Intervention Needed - Academics labels within a QOZ (Qualified Opportunity Zone) are eligible. School systems and lead agencies should prioritize Type III child care, Head Start/Early Head Start, and/or public and nonpublic pre-K sites that serve as a feeder for qualified UIN-schools.

Literacy Innovation Coordinator

Grades Birth through 12: Dawndy Zinnert (salary/benefits paid in full through grant in year one; Title II will supplement salary/benefits in years two and three if necessary; Title II will pay full salary/benefits thereafter; General Fund is NOT supporting these positions.) Mrs. Zinnert will serve: Airline HS, Bossier HS, Cope MS, & Plantation Park ES; Eligible Childcare Centers: Stonewall Learning Center, First Friends Learning Center, Star Point Child Learning Center, & Hooter Park Head Start.

2021-2022 BUDGET:

CLSD UIN B-5 = \$175,000

CLSD UIN K-5 = 139,500

CLSD UIN 6-8 = \$139,500

CLSD UIN 9-12 = \$170,500

Specifically, for students in grades 4 through 8 who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, a minimum of two of the following evidenced-based practices will be applied:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

The frequency and timeline of these evidence-based activities is: Early-Access and Just-In-Time! From the start of the COVID-19 global pandemic, BPSS has embraced every grant opportunity and LDOE sponsored program available to address unfinished learning through Tutoring, Acceleration, Summer Learning, and Master Scheduling to ensure every Bossier Parish student is prepared for college, career, or service. The manner in which the BPSS will progress monitor and measure outcomes will largely depend on the use of high-quality screeners and assessments such as: Kindergarten Entry Assessment (KEA), K-3 Literacy Screener, DIBELS Next, IRLA, TS Gold, LEAP 360 Formative Tasks, LEAP 360

Diagnostic and Interim Assessments, English Language Proficiency Test (ELPT), LEAP Connect, and LEAP 2025 data, with a particular focus on both academic and growth indices.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ 4,843,220.00
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EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion	ESSER II	\$ 46,691.00	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Ready Start Networks
- Fund Pre-K seats
- Other: CLSD CIR/UIR-A B-5
- Other: CLSD UIN B-5

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

The early childhood community within Louisiana has worked to combine the state’s early learning Standards into a single document that describes a continuum of learning from birth to age five. The “Louisiana’s Birth to Five Early Learning & Development Standards” (ELDS) is designed to help early childhood educators look across age levels and learning domains to see how children’s development emerges and progresses over time. Moreover, the ELDS serve as a framework for supporting the implementation of high-quality, developmentally appropriate early childhood programs. These standards are intended to help early childhood educators and families across Louisiana deepen their understanding of how children grow and develop in order to best prepare them for kindergarten and beyond. The ELDS will continue to be implemented and will be applicable to all children, including those with disabilities, English learners, Black, and economically disadvantaged.

Key highlights of the Birth to Five Early Learning and Development Standards (ELDS):

- Are applicable to all children regardless of the early childhood setting including those children with disabilities and limited English proficiency;
- Reflect cognitive domains as well as social-emotional and physical development;
- Are aligned with the K-12 Louisiana Student Standards for English language arts and mathematics;
- Will align with developmentally-appropriate and effective assessment tools, including both program and child assessment tools; and
- Will serve as a foundation for professional development for early childhood providers as well as a key tool for family engagement.

Evidence-Based Activity: EXPANDING EARLY CHILDHOOD ACCESS

- The Bossier Early Childhood Ready Start Network child care centers and Early Head Start have coordinated with Head Start to offer targeted seats for birth through three-year-old students;
- BPSS has braided Title I Part A Set-Asides and 8(g) monies with LA4 to offer targeted seats for four-year-old students;
- BPSS, Head Start, and child care centers have secured Super App EC Literacy Grant monies to serve more four year-old-students;

- BPSS has transferred two PreK classrooms in zip codes of low need to zip codes of high need (Transfer one class from Elm Grove ES to Bellaire ES; Transfer one class from Plantation Park ES to Apollo ES);
- BPSS has created PreK classrooms with targeted seats for economically disadvantaged and developmentally unprepared in zip codes of high need (Create new class at Bellaire ES; Create one class at Apollo ES); Hire two PreK teachers and four PreK paraprofessional; Purchase necessary materials and supplies for two new PreK classrooms; and
- LEAD AGENCY Northwestern State University was responsible for the completion and submission of the Coordinated Funding Request for all sites that are part of the Bossier Early Childhood Ready Start Network.

Evidence-Based Activity: RECRUITMENT & ENROLLMENT

- BPSS implemented a 2021-2022 Bossier PreK Online Application at <https://www.bossierschools.org/prek>, which resulted in 1,640 applications for 580 seats;
- BPSS used a variety of social media platforms and in-person outreach events to recruit and enroll children, which proved to be exceptionally effective
- Lead Agency, Northwestern State University Child and Family Network, launched an “Advertising Campaign” and partnered with the Bossier Chamber of Commerce (Military Right Start & New Airmen Packet);
- 2021 Blueprint: Updates were made to the network’s blueprint in order to reflect changes in data, as well as ongoing effort to reach our goals

Evidence-Based Activity: HIGH-QUALITY INSTRUCTIONAL MATERIALS

- B-5 high quality curriculum and professional development (Frog Street); Built-in strategies for student subgroups experiencing disproportionate impacts
- PreK high quality curriculum and professional development (Creative Curriculum); Built-in strategies for student subgroups experiencing disproportionate impacts

The frequency and timeline of these evidence-based activities will occur annually as documented and submitted through the LDOE Super App.

The manner in which the Bossier Early Childhood Ready Start Network will progress monitor and measure outcomes will largely depend on the use of high-quality assessments such as Teaching Strategies Gold (administered & reviewed three times yearly) with a particular focus on both standards-based academic and growth indices.

Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- CLASS Certification
- Professional Development from High-Quality Instructional Materials Vendor Guide
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

N/A

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Comprehensive Literacy State Development (CLSD CIR/UIR-A)

The purpose of the Comprehensive Literacy State Development Grant (CLSD) grant is to award competitive grants to local education agencies (LEAs) to advance literacy skills, including pre-literacy skills, reading, and writing, for all

children from birth through grade 12, with a special emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities. Schools with Comprehensive Intervention Required or Urgent Intervention Required - Academics labels are eligible. School systems and lead agencies should prioritize Type III child care, Head Start/Early Head Start, and/or public and nonpublic pre-K sites that demonstrate high levels of need, ensuring the greatest numbers of disadvantaged, geographically diverse children are being reached.

2021-2022 Budget: CLSD B-5 = \$90,090 which will fund high-quality curriculum and professional development.

Comprehensive Literacy State Development (CLSD UIN)

The purpose of the Comprehensive Literacy State Development Grant (CLSD) grant is to award competitive grants to local education agencies (LEAs) to advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12, with a special emphasis on state's highest-risk children, children from low income families, as well as children with disabilities and English learners. Schools with only Urgent Intervention Needed - Academics labels within a QOZ (Qualified Opportunity Zone) are eligible. School systems and lead agencies should prioritize Type III child care, Head Start/Early Head Start, and/or public and nonpublic pre-K sites that serve as a feeder for qualified UIN-schools.

Literacy Innovation Coordinator

Grades Birth through 12: Dawndy Zinnert (salary/benefits paid in full through grant in year one; Title II will supplement salary/benefits in years two and three if necessary; Title II will pay full salary/benefits thereafter; General Fund is NOT supporting these positions.) Mrs. Zinnert will serve: Stonewall Learning Center, First Friends Learning Center, Star Point Child Learning Center, & Hooter Park Head Start.

2021-2022 BUDGET: CLSD UIN B-5 = \$175,000

Allowables:

- Salary and benefits for Literacy Innovation Coordinator;
- Initiatives to enhance the language and literacy development of children, Signature Innovations (secure needed staff or stakeholders, provide stipends or incentives, and obtain necessary materials and supplies), and ongoing job embedded professional development for staff; and
- Teacher stipends and substitute pay, travel expenses to attend meetings, and instructional materials to support initiatives.

Subgrantee Requirements:

- BPSS must use funds under this program to supplement, and not supplant, any non-Federal funds that would be used to advance literacy skills for children from birth through grade 12. BPSS must also provide a written assurance to cooperate with a national evaluation of the CLSD program.
- BPSS schools/sites form a Site-Based Literacy Leadership Team, which will include one or more Qualified Opportunity Zone (QOZ) investors who attend at least 80% of the Site-Based Literacy Leadership Team meetings.
- BPSS create and update annually a Local Literacy Plan.
- BPSS work weekly with a Literacy Innovation Coordinator who provides ongoing support for teachers' use of evidence-based practices through planning, modeling, observing, and providing feedback and to enhance teacher and leader collaboration.
- BPSS successfully implement one of three evidence-informed Signature Innovations as measured by scaling the Innovation to at least one additional site or grade level band within the district by the end of

their subgrant; **Innovation 2: PRE-Teaching Intervention** - Pre-teaching new lesson material to specific children (particularly effective for English learners and students with disabilities).

The frequency and timeline of these evidence-based activities will occur annually as documented and submitted through the LDOE Super App.

The manner in which the Bossier Early Childhood Ready Start Network will progress monitor and measure outcomes will largely depend on the use of high-quality assessments such as Teaching Strategies Gold (administered & reviewed three times yearly) with a particular focus on both standards-based academic and growth indices.

EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment	\$ 46,691.00
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SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$ 2,923,825.00	ESSER III	\$ 12,885,120.00
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Provide the URL to the following LEA documents: [Bossier Schools Ready to Achieve Operational Guidelines](#)

School Reopening Plan for In-Person Learning [Bossier Schools Ready to Achieve Operational Guidelines](#)

COVID-19 Vaccination policies for staff and students [Bossier Schools Ready to Achieve Operational Guidelines](#)

Mask wearing policies for staff and students [Bossier Schools Ready to Achieve Operational Guidelines](#)

Physical distancing, cohorts, or learning pods [Bossier Schools Ready to Achieve Operational Guidelines](#)

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

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Provide vaccinations to educators, other staff, and students, if eligible
- Support universal and correct wearing of masks
- Physical distancing (e.g., including use of cohorts/learning pods)
- Handwashing and respiratory etiquette
- Cleaning and maintenance of healthy facilities, including improving ventilation or HVAC systems
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- Diagnostic and screening testing
- Other: [Hire School Clerical Aide-COVID Reporting at each school](#)
- Other: [Additional compensation/stipend pay for employees](#)

Continuity of Teaching & Learning	ESSER II	\$ 5,259,266.00	ESSER III	\$ 5,312,496.00
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Staff Training/Professional Development to support remote learning or safe reopening
- Educational technology (computers/ laptops)

<input checked="" type="checkbox"/> Educational technology (software/ programs) <input checked="" type="checkbox"/> Mobile hotspots with paid data plans <input checked="" type="checkbox"/> Internet connected devices with paid data plans <input type="checkbox"/> Cost of home internet subscription <input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input type="checkbox"/> Other: <input type="checkbox"/> Other: Click or tap here to enter text.	
SCHOOL SAFETY & OPERATIONS	2021-2022 Total Funding Commitment \$ 26,380,707.00

DATA INFRASTRUCTURE ✓				
Data Infrastructure	ESSER II	\$ 0	ESSER III	\$ 0
Which activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Early warning system to track student progression <input type="checkbox"/> Data security/cybersecurity <input type="checkbox"/> Data storage <input type="checkbox"/> Staff upskilling in data literacy/science/analysis <input type="checkbox"/> Statistical programs or analytics software <input type="checkbox"/> Enterprise data warehouse <input type="checkbox"/> Data dashboards or other activities to improve public transparency <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Describe the LEAs plan for implementing evidence-based activities.				
N/A				
DATA INFRASTRUCTURE	2021-2022 Total Funding Commitment			\$ 0