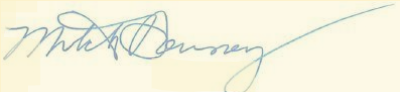


2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups 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 BOSSIER	LEA Code 008	Enter Grade levels served PreK-12
Planning Contact (name) Dr. Nichole Bourgeois		
Planning Contact (title) Assistant Superintendent of Curriculum & Academic Affairs		
Planning Contact (email) nichole.bourgeois@bossierschools.org		
Planning Contact (phone) 318-549-5008		
Fiscal Contact (name) Mrs. Nicia Bamburg		
Fiscal Contact (title) Chief Financial Officer		
Fiscal Contact (email) nicia.bamburg@bossierschools.org		
Fiscal Contact (phone) 318-549-5017		
School System Leader Name Mr. Mitch Downey, Superintendent		
School System Leader Signature 		Date 12/6/2022

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: Student Risk Screening Scale (SRSS) and the Student Internalizing Behavior Screening (SIBSS)
- Other: 2022-2023 Academic Recovery and Acceleration Plan Data Sheet

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	\$ 529,900	ESSER III	\$ 175,900
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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. Using the October 1st count for the respective school years, the BPSS student enrollment increased from 21,955 in 2020-2021 to 22,162 in 2021-2022. This shows a student enrollment increase of 207 in 2021-2022. The data for 2022-2023 is not official; however, the current projected student count is 22,518, which is an increase of 356 students from the prior year, and an increase of 563 students in the prior two school years.

According to 2021-2022 data obtained from the BPSS SIS, the number of chronically absent students (15 absences) decreased from 464 (SY 2020-2021) to 382 (2021-2022). The number of truant students (16 or more absences) increased from 9,644 in the SY 2020-2021 to 10,848 in the SY 2021-2022. To address students' daily attendance, we participated and will continue to partner with the Bossier/Webster Truancy Office to support schools and families in reenrolling and re-engaging eligible Prekindergarten through Grade 12 students. This initiative assisted us with contacting students and parents who we identified with three absences within the first month of school. Once we identified the students, we tracked their daily attendance, and assigned BPSS truancy officers to conduct routine check-ins with students and parents. To build upon our increased student attendance rate, we will also use discipline data to determine other root causes of students missing school. Using discipline data will allow us to provide students with restorative methods to reconcile misbehavior with teachers and/or peers. In addition, we will use family engagement and community partnerships through our Strong School System Initiative to reduce the number of students who are chronically absent by 10% and the number of students identified as truant by 30%; we will track our progress by mid-year and adjust our goals accordingly. Supports that will continue, include: provide additional staff to support re-engagement efforts, e.g., Truancy Officer; partner with Career Compass of Louisiana, Propel America, FAFSA, LELA, and LOSFA to support IGP updates or college and career transitions for middle and high school students; and engage governmental officials such as our District Attorney, our Sheriff's Department through SROs, and Juvenile Judges to coordinate efforts.

In an attempt to address both attendance and well-being of Grade 7 students entering Grade 8, the BPSS has rerouted 120 students from the traditional middle school experience across the district to one that takes place at the Bossier Parish School for Technology & Innovative Learning (BPSTIL). "BPSTIL is excited to welcome the 8th Grade BPSTIL Academy to our campus this year! We have four different pathways students can choose from: Agriculture Science Pathway, Automotive Technology Pathway, Digital Arts & Media Pathway, and Pre-Engineering Pathway. In addition to the chosen pathway, students will also take four core courses: ELA 8 or APP ELA 8, Science 8, Social Studies 8, and Math 8 or Algebra 1. Through these pathways, students have opportunities to receive high school transcript credit and industry-based certifications," while still experiencing all the privileges of remaining a member of his/her home middle school.

2022-2023 Key Investment: Well-Being	ESSER II	\$0	ESSER III	\$ 2,138,127
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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 "well-being" within the first six (6) weeks of school. Approximately 9,266 or 40% of students were provided evidence-based well-being supports in the 2021-2022 SY and an estimated 13,709 or 60% of students will need supports in the 2022-2023 SY.

Data used in SY 2021-2022 to demonstrate improved student well-being is based on the administration of parental approved student surveys completed by the student's homeroom teacher. Parental permission was received for 1,608 student surveys. Results of the Student Risk Screening Scale (SRSS) and the Student Internalizing Behavior Screening (SIBSS) are as follows:

- Externalizing Behaviors: 90 at-risk students and 316 moderate risk students; and
- Internalizing Behaviors: 84 at-risk students and 313 moderate risk students.

Parents were notified of the results and given the opportunity to accept or decline assistance in the form of social-emotional and/or behavioral assistance. Additionally, Tier 2 and Tier 3 supports provided by schools included positive behavioral interventions, counselor support, and mentor support. Parents were also afforded the choice of a referral to an external service provider. Moreover, to evaluate the effectiveness of the evidence-based well-being supports in SY 2021-2022, the BPSS reviewed the data collected from the School Building Level Committee for students that have been referred to various tiers of interventions and those outcomes. These referrals were based on the results of the Student Internalizing Behavior Screening Scale (SIBSS) and the Student Risk Screening Scale (SRSS).

For the 2022-2023 SY, the school system will partner with LASARD to address "well-being" needs for students and teachers and collect data based on the coaching work that will occur. 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 Special Education Department 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.

The BPSS, while implementing 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 (and beyond) 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 implemented a "Student Well-being" 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 "Well-Being" 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 five (5) social workers, ten (10) school psychologists, one (1) mental health liaison, eighteen (18) social skills interventionist, one (1) behavior coach, and sixty (60) 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, all of our thirty-five schools/centers will receive Adverse Childhood Experiences (ACEs) 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 and the BPSS purchased Second Step Elementary for grades PreK-5. Both platforms provide for a high-quality well-being, 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 Well-Being 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);
- Implement Well-Being vision and mission statements and post on district and school landing pages
- establish school-based Well-Being 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 Grades 6-12 and Second Step Elementary 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.

Attendance and Well-Being Commitment

By implementing these evidence-based activities, our goal is to decrease the learning gap by approximately 80%.

As it relates to student attendance, our goal is to reduce the number of students who are chronically absent by 10% and the number of students identified as truant by 30%; we will track our progress by mid-year and adjust our goals accordingly. Supports that will continue, include: provide additional staff to support re-engagement efforts, e.g., Truancy Officer; partner with Career Compass of Louisiana, Propel America, FAFSA, LELA, and LOSFA to support IGP updates or college and career transitions for middle and high school students; and engage governmental officials such as our District Attorney, our Sheriff’s Department through SROs, and Juvenile Judges to coordinate efforts.

Moreover, the Bossier Parish School System (BPSS) will administer the Student Risk Screening Scale (SRSS) and Student Internalizing Behavior Screening Scale (SIBSS) to access all students in grades PreK through grade 12 “well-being” within the first six (6) weeks of school. Approximately 9,266 or 40% of students were provided evidence-based well-being supports in the 2021-2022 SY and an estimated 13,709 or 60% of students will need supports in the 2022-2023 SY.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$2,843,927
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Commitment: RECOVERY AND ACCELERATION ✓✓✓

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

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

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

2022-2023 Key Investment: Targeted Learning Support	ESSER II	\$498,889	ESSER III	\$1,532,961
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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 2022-2023 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 (SWD), English learners (EL), economically disadvantaged (ED), 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 for the **2021-2022 SY**:

- The percentage of **kindergarten** students performing at On/Above Level on all **Literacy Screeners** in 2020 (available data) are SWD at 21%, EL at 22%, ED at 36%, and Black at 40%;
- The percentage of **Grade 3** students performing at Mastery and Above on the 2022 **ELA LEAP 2025** are SWD at 19%, EL at 7%, ED at 31%, and Black at 27%;
- The percentage of **Grade 3** students performing at Mastery and Above on the 2022 **MATH LEAP 2025** are SWD at 25%, EL at 13%, ED at 32%, and Black at 25%;
- The percentage of **Grade 8** students performing at Mastery and Above on the 2022 **ELA LEAP 2025** are SWD at ~%, EL at 3%, ED at 33%, and Black at 32%;
- The percentage of **Grade 8** students performing at Mastery and Above on the 2022 **MATH LEAP 2025** are SWD at 7%, EL at 3%, ED at 11%, and Black at 10%;
- The percentage of **High-School** students performing at Proficient or Above on the 2022 LEAP 2025 assessments are English I at 52%, English II at 54%, Algebra I at 46%, Geometry at 36%, U.S. History at 32%, and Biology at 32%
- **Cohort Graduation Rates** during 2020 (available data) were 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 (available data) were 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 2022-2023 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 2022 and the 2022-2023 SY, 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 moving into grades 4 through 9 who failed to achieve mastery on any statewide assessments during the 2021-2022 and 2022-2023 school years, the following evidenced-based practices will be applied:

- High-quality curriculum: Students are taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- Highly-effective teacher: Students are placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on a value-added model or has proven success with teaching students who struggle academically in the past.
- Additional in-school support: Students are provided with additional learning minutes. These minutes should come from available time during the school day using daily targeted small-group intervention and/or before and after school literacy intervention provided by a teacher or tutor with specialized literacy training.
- Summer program: Students are enrolled in a summer program. In that summer program, the student is taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- At-home literacy programs: Parent and/or legal custodian of students are included in literacy workshops for the student and/or web-based and parent-guided home literacy activities.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$3,485,755	ESSER III	\$2,416,930
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With consideration of the success of the Bossier Parish School System’s (BPSS) SPRING 2022 Learning Program, we will continue the after-school "learning recovery" and "extended learning" plan for ALL schools with a disproportionate number of homeless students, special with disabilities (SWD), English learner (EL) students, and economically disadvantaged (ED), and Black students in grades PreK-12. This will complement our SPRING 2022 learning program, and we will continue tutoring one to three students per teacher using Accelerate ELA and Accelerate MATH curriculum. Each school will identify its most needy students and personally invite the parent and student to participate. BPSS will provide the following accommodations to students at no cost: up to four hours per week tutoring in ELA and/or MATH, after school snack (food & drink), needed supplies, and transportation. Fall 2022 After School Learning Program will run from August 22 through December 15, 2022 (58 days) and Spring 2023 After School Learning Program will run from January 17 through May 18, 2023 (65 days) or a total of 123 days.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$4,327,027	ESSER III	\$4,569,177
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The Bossier Parish School System (BPSS) will identify the disproportionate impact of COVID-19 on student groups, 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. Furthermore, summer learning will be offered to ALL students grades 3 through 8 who failed to achieve mastery on any statewide assessments during the 2022-2023 school year and includes tutoring for all students at CIR and UIR-A labeled schools. The Accelerate Summer Learning Program will begin May 30, 2022 through June 29, 2023 or a total of 18 days. In order to eliminate any possible barriers that could inhibit student learning, the instructional time of the extended school year will be from 8:00am to 3:00pm. Approximately 35% of our student population will qualify to participate.

Summary of ALL Summer Learning Programs:

- Accelerate Summer Learning Program: Grades PreK-8 students identified as requiring intensive assistance in addressing "unfinished learning"
- CTE Summer Learning Program: Grades 9-12 students as identified by the Bossier Parish School for Technology and Innovative Learning (BPSTIL) and students’ home site counselor

- **Jumpstart Summers:** Grades 9-12 students with special needs as identified by the Special Education Coordinator in collaboration with home site school counselor and lead special education teacher
- **Summer Blast:** Grades PreK-5 students identified as McKinney-Vento, Foster Care, and/or Migrant
- **LEAP 2025 Remediation & Retesting:** Grades 9-12 students who scored unsatisfactory on LEAP 2025 in ALG I, GEO, ENG I, ENG II, BIOS, and/or US HIST.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$0
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N/A

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$131,250	ESSER III	\$127,502
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Bulletin 1566 – Pupil Progression Policies and Procedures identifies evidence-based practices which aligns with student needs, it prioritizes students in grades 3 through 8 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 3 through 8 to establish an IAIP or IGP respectively;
- Specifically, for students moving into grades 4 through 9 who failed to achieve mastery on any statewide assessments during the 2021-2022 and 2022-2023 school years, the following evidenced-based practices will be applied:
 - High-quality curriculum:** Students are taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
 - Highly-effective teacher:** Students are placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on a value-added model or has proven success with teaching students who struggle academically in the past.
 - Additional in-school support:** Students are provided with additional learning minutes. These minutes should come from available time during the school day using daily targeted small-group intervention and/or before and after school literacy intervention provided by a teacher or tutor with specialized literacy training.
 - Summer program:** Students are enrolled in a summer program. In that summer program, the student is taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
 - At-home literacy programs:** Parent and/or legal custodian of students are included in literacy workshops for the student and/or web-based and parent-guided home literacy activities;
- 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 middle and high school 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 monitoring will be an ongoing practice to support and accelerate instruction.

Academic Strategies implemented in all schools and adopted from the 2022-2023 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 2022 and the 2022-2023 SY, 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.

All CIR/UIR-A labeled schools indicates subgroup failure in one or more of the following categories: students with disabilities (SWD), English learners (EL), economically disadvantaged (ED), and Black. These students and students in grades 3 through 12 who failed to achieve mastery on Math and/or ELA statewide assessments will be prioritized to receive supports.

Bossier Schools received its 2021-22 report card from the Louisiana Department of Education, the first official performance scores that reflect school letter grades since the pandemic, and it shows students throughout the district are making great strides and tremendous growth. As a result, the state ranked Bossier Schools as the seventh leading district in the state for earning an 'A' for student growth and 12th overall among all 65 reporting districts. Eleven schools went up one or more letter grades; 24 schools showed improvement in their School Performance Score (SPS); nine earned Opportunity Honoree status; another 20 were designated as Top Gains schools; the graduation rate rose to its highest point on record; and Bossier Parish Schools increased its overall District Performance Score (DPS) by 2.7 points, which is a difficult and significant feat. Additionally, the cohort graduation rate increased a point, reflecting 92.2 percent of all 2020-21 Bossier Parish high school seniors graduated; the ACT Index rose 4.3 points, a step in the right direction after ACT scores plummeted nationwide during the pandemic; and the district earned a perfect score of 150 in the High School Interests and Opportunities Index, which measures students' exposure to the arts, world languages and physical education. This culminated in Bossier Schools receiving a District Performance Score of 86.4 and a 'B' letter grade.

While there remains room for improvement, the district is continually addressing those areas of need by providing additional support and putting systems and structures in place to move the needle in the right direction at every school.

Recovery and Acceleration Commitment

By implementing these evidence-based activities, our goal is to decrease the learning gap by approximately 80%. All CIR/UIR-A labeled schools indicates subgroup failure in one or more of the following categories: students with disabilities (SWD), English learners (EL), economically disadvantaged (ED), and Black. These students and students in grades 3 through 12 who failed to achieve mastery on Math and/or ELA statewide assessments will be prioritized to receive supports.

Goal Indicator	Five-Year Quantitative Goal	Interim Goals	Evidence of Ambition / Feasibility	Measurability
Growth in the percentage of students at Mastery or above on LEAP	5 percentage point increase in growth of Mastery or above on LEAP in Math and ELA	1 percentage point annual increase in growth of Mastery or above on LEAP in Math & ELA	Math and ELA LEAP data from 2015-2022 (which includes COVID years)	Data will be collected from LDOE in the form of the Achievement Level School Summary Report
Closing the gap in the percentage of students at Mastery or above on LEAP for the SWD, EL, ED, and Black student sub-group population	Achievement gap between SWD, EL, ED, and Black student sub-group population will close by 5 percentage points (Mastery or above) on LEAP in Math and ELA	1 percentage point gap closure annually (Mastery or above) on LEAP in Math & ELA for SWD, EL, ED, and Black student sub-group population	Math and ELA LEAP data from 2015-2022 (which includes COVID years)	Data will be collected from LDOE in the form of the Achievement Level School Summary Report.
Recovery & Acceleration enrollment - The percentage of students identified v. students who enrolled (reduce the current 17% gap in targeted interventions)	Closure of the gap between students identified and students who enroll in the Recovery & Acceleration Programs	Reduce the percentage of students identified and enrolled by 4.25% annually	Enrollment data v. identification data (CIR/UIR schools in the district) over time would indicate about one in five students identified do not enroll in the program, but with the additional seats available, program enrollment has been growing	Enrollment data v. identification data (CIR/UIR schools in the district)
Percentage of identified highly-effective teachers who are hired to teach (ELA and Math) during the Recovery & Acceleration Programs	100% of Recovery & Acceleration teachers are highly effective in ELA and Math	Maintaining 100% based off of summer 2022	Since 2021-2022, all summer school ELA/Math teachers have been rated highly-effective on Compass	Data will be collected via annual Compass evaluations. A score of Highly effective (4) on Compass is the threshold for being a highly-effective teacher
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment				\$17,089,491

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$1,997,762	ESSER III	\$2,954,399
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The BPSS has partnered with the National Institute for Excellence in Teaching (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 continue during the 2022-2023 school year. Through “Super App” Redesign 1003a and ESSER grant opportunities for CIR/UIR-A schools (12 schools), the BPSS will support implementation of these essential practices through training sessions beginning in Summer 2022. 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 Teacher Collaboration.

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:

- 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 (LATech) – 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;
- Center for Literacy & Learning (CLL) – Work focuses on closing the achievement gap by increasing teacher effectiveness. CLL boards and staff are experts in the areas of learning differences, evidence-based teaching strategies, and reinforcing the capability of teachers. They advance public education reform by providing educators who teach our most at-risk children with professional learning that is specific and targeted to the needs of those

students and their fellow teachers. With an in-the-trenches approach, they tackle real-time issues such as ways to remediate struggling readers, differentiate instruction for diverse learners, and build and sustain collective capacity; and

- Lexia® Core5® Reading Pilot – This reading pilot is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.

Bossier Schools received its 2021-22 report card from the Louisiana Department of Education, the first official performance scores that reflect school letter grades since the pandemic, and it shows students throughout the district are making great strides and tremendous growth. As a result, the state ranked Bossier Schools as the seventh leading district in the state for earning an ‘A’ for student growth and 12th overall among all 65 reporting districts. Eleven schools went up one or more letter grades; 24 schools showed improvement in their School Performance Score (SPS); nine earned Opportunity Honoree status; another 20 were designated as Top Gains schools; the graduation rate rose to its highest point on record; and Bossier Parish Schools increased its overall District Performance Score (DPS) by 2.7 points, which is a difficult and significant feat. While there remains room for improvement, the district is continually addressing those areas of need by providing additional support and putting systems and structures in place to move the needle in the right direction at every school.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$3,171,530	ESSER III	\$166,502
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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;
- Center for Literacy & Learning (CLL) – Work focuses on closing the achievement gap by increasing teacher effectiveness. CLL boards and staff are experts in the areas of learning differences, evidence-based teaching strategies, and reinforcing the capability of teachers. They advance public education reform by providing educators who teach our most at-risk children with professional learning that is specific and targeted to the needs of those students and their fellow teachers. With an in-the-trenches approach, they tackle real-time issues such as ways to remediate struggling readers, differentiate instruction for diverse learners, and build and sustain collective capacity;
- 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 a \$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 a \$100 per day stipend during summer or holiday professional learning seminars & \$50 for a half of a day; and
- Lexia® Core5® Reading Pilot – This reading pilot is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.

Bossier Schools received its 2021-22 report card from the Louisiana Department of Education, the first official performance scores that reflect school letter grades since the pandemic, and it shows students throughout the district are making great strides and tremendous growth. As a result, the state ranked Bossier Schools as the seventh leading district in the state for earning an ‘A’ for student growth and 12th overall among all 65 reporting districts. Eleven schools went up one or more letter grades; 24 schools showed improvement in their School Performance Score (SPS); nine earned Opportunity Honoree status; another 20 were designated as Top Gains schools; the graduation rate rose to its highest point on record; and Bossier Parish Schools increased its overall District Performance Score (DPS) by 2.7 points, which is a difficult and significant feat. While there remains room for improvement, the district is continually addressing those areas of need by providing additional support and putting systems and structures in place to move the needle in the right direction at every school.

By implementing these evidence-based activities, our goal is to decrease the learning gap by approximately 80%. All CIR/UIR-A labeled schools indicates subgroup failure in one or more of the following categories in ELA/Literacy: students with disabilities (SWD), English learners (EL), economically disadvantaged (ED), and Black.

Our goal to address learning gaps as it relates to Professional Learning and Development is as follows:

- By the end of the Spring 2023 semester, 95% of the Bossier Parish K-3 teachers will complete state mandated Science of Reading professional development on combining high-quality core instruction with explicit interventions and extensions that improve literacy skills based on individual student needs (*AIM Pathways: Pathways to Proficient Reading*);
- By the end of the Spring 2024 semester, 80% of the CLSD-UIIN's Grade 4-10 ELA and RTI/EL Interventionists will complete Science of Reading professional development on combining high-quality core instruction with explicit interventions and extensions that improve literacy skills based on individual student needs (*AIM Pathways: Pathways to Proficient Reading*)

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$8,290,193
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SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$745,270	ESSER III	\$2,955,183
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[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](#)

Masking 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.

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.

The Bossier Parish School System (BPSS) has always placed school safety at the forefront of the educational process. BPSS has forty-five (45) P.O.S.T. certified Bossier Parish Sheriff’s deputies, serving as School Resource Officers (SROs), assigned to all 35 school campuses or centers that accommodate student learning. There is an added SRO in our High Schools for approximately every 500 students. In addition to this valuable resource, there is a Certified K-9 trained on narcotics and weapons detection assigned solely to the SRO division who services all public schools. A full-time transportation deputy is assigned to the schools to assist in all student transports in the event a student was transported for a law enforcement related issue. This allows the SRO to remain on the campus throughout the duration of the school day.

The BPSS updates emergency operations annually to coincide with structure development, new staffing, assessment progression, and national threat study to school threats. Moreover, the BPSS has a tremendous relationship with local law enforcement and train annually in regards to active threats on campus and emergency procedures. These trainings are to include lockdown procedures, fire drills, severe weather drills, and active threat/shooter training. The BPSS provides great emphasis on training all students and staff for emergency protocols of all natures to ensure their safety while on campus.

The BPSS has integrated specific technology to inform staff of threats on a campus instantaneously with the push of a button. This technology alerts staff in several ways to include active shooter awareness, severe weather, fire, intruder, restricted movement, or lockdown. This technology syncs with student classroom schedules and addresses student and staff accountability during a crisis on campus. The application portion of this technology assists all school staff and administration with emergency protocol quick access at their fingertips.

The BPSS’s teamwork with local law enforcement has progressed over the past few years. All Bossier Schools are equipped with IP based 1080-pixel cameras. These cameras can be viewed in real time by local law enforcement headquarters to assist

in quicker response to threats if needed. Our security team provides D.A.R.E. training and violence prevention training to all students beginning at a young age. SRO’s assist in numerous student training sessions to include cyberbullying awareness, Anti-Bullying, and “See Something, Say Something” philosophy. The BPSS provides an anonymous reporting platform for all students and citizens of the community on their websites.

In the event of a major crisis on a school campus, the BPSS will deploy a task force comprised of counselors and administration to assist with student/parental needs. Once the need is assessed, the BPSS will determine if outside local community health officials are needed.

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$3,700,453
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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	\$ 2,843,927.00
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$ 17,089,491.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$ 8,290,193.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$ 3,700,453.00
2022- 2023	Total Funding Commitment	\$ 31,924,064.00

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

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

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

LEA 2022 - 2023 ARAP Status

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

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

Date Click or tap to enter a date.