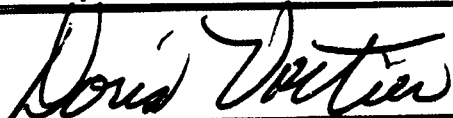


**2022-2023 Louisiana Comeback 2.0 Directions:** School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with federal and state requirements to address the disproportionate impact of COVID-19 on certain subgroups of students 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 St. Bernard Parish School System	LEA Code 044	Enter Grade levels served PK4 - 12
Planning Contact (name) Deborah Seibert		
Planning Contact (title) Supervisor of Special Programs		
Planning Contact (email) Deborah.Seibert@sbpsb.org		
Planning Contact (phone) 504-301-2000 Ext. 1154		
Fiscal Contact (name) David Fernandez		
Fiscal Contact (title) Chief Financial Officer		
Fiscal Contact (email) David.Fernandez@sbpsb.org		
Fiscal Contact (phone) 504-301-2000 Ext. 1168		
School System Leader Name Doris Voitier		
		Date 9/29/2022

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

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

**NEEDS ASSESSMENTS** ✓ ✓ ✓

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

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

☒ Student outcome data, such as assessment scores

☐ State administrative data, such as unemployment claims

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

☒ Conversations with community (stakeholder input)

☒ Student enrollment and attendance data

☒ Student chronic absenteeism data

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

☒ Student course enrollment data

☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

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

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

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

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

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

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

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

**2022-2023 Key Investment: Attendance**

**ESSER II**

**\$160,000.00**

**ESSER III**

**\$0**

Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

The district identified 585 chronically absent and truant students in grades K-12, from the 2020-2021 (SIS) data to target for the 2021-2022 school year. Analysis of (SIS) attendance data did not demonstrate a subgroup or grade focused need. According to the data for 2021-2022, the 585 students identified as chronically absent and/or truant, decreased to 473 students. These 585 students were monitored using a district "Watch List" and through personal contact with the Re-engagement Team, led by the School Counselors. To increase the student's daily attendance the district used "Robocalls" (JCall), parent notification letters and the school level Re-engagement Team. School Status was used by the Re-engagement Team to effectively communicate with parents/guardians in native languages when needed. Multiple students were referred to FINS and the District Attorney's Office to provide additional support to parents/guardians of students with chronic absenteeism and/or truancy. Of the 585 students, 473 students are still on the "Watch List". However, 389 of the 473 identified students demonstrated a decrease in the total number of absences from the previous school year. The district has purchased the Dropout Early Warning System to help identify students to add to the "Watch List" with the intention of providing dropout prevention supports.

In 2022-2023 the district will continue to use "Robocalls", parent notification letters, certified attendance letters, and the school level Re-engagement Team to address chronic absenteeism and truancy. The Re-engagement Team will continue to meet with families to discuss and determine root causes of absenteeism and document this process utilizing the Attendance Success Plan, (implemented for 2022-2023). The Re-engagement Teams will continue to utilize School Status to communicate with families in their native language when needed. A new Truancy Liaison was hired to work closely with the school level administrators, school counselors, parents, students, FINS officer and the District Attorney's Office.

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

**ESSER II**

**\$ 175,275.00**

**ESSER III**

**\$69,000.00**

Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

In 2021-2022, students in grades K-12 were given the opportunity to participate in the universal mental health screening process, BASC-3 BESS. The district implemented an active consent procedure in which parents or legal guardians were required to explicitly give permission through a signed consent form for involvement in the BASC-3 BESS screening process. The goal of the universal mental health screening process was to implement a districtwide evidence-based early intervention tool to proactively identify and support children at risk for mental health and behavioral challenges. Elementary and middle school counselors and the high school social worker were trained and provided access to schoolwide and individual screener data through the Review360 platform. Additionally, school counselors were provided referral tracking logs to track parent contacts, interventions, and follow up referrals for all students scoring in the extremely elevated range on the BASC-3 BESS. Counselors were required to meet with these students to assess risk and determine necessary supports. All 53 students who were identified through the BASC-3 BESS, were provided interventions in alignment with district RTI procedures. 94% received 1 or more follow-up sessions with a school counselor, 5 students were already receiving social work services through an IEP, and 20 students were referred to community based mental health services. The district hired an additional social worker to assist with providing these services.

2021-2022 universal screening data was collected two times during the school year, once in the fall and once in the spring. In grades K-5, homeroom teachers completed rating scales electronically via the Review360 online BASC-3 BESS Teacher Form for all elementary students with signed parental consent. A total of 146 K-5th grade students were screened in fall 2021 resulting in the identification of 19 students at risk for a mental health concern. The same K-5th grade students were screened in spring 2022 resulting in a 52% decrease in the number of students identified at risk for a mental health concern. In grades 6-12, students completed self-rating scales using the Review360 online BASC-3 BESS Student Form for all middle and high school students with signed parental consent. A total of 189 6th-12th grade students were screened in fall 2021 resulting in the identification of 34 students at risk for a mental health concern. The same 6th-12th grade students were screened in spring 2022 resulting in a 35% decrease in the number of students identified at risk for a mental health concern.

In 2022-2023 students in grades K-12 will once again be given the opportunity to participate in the BASC-3 BESS universal mental health screener. The district will continue to require parents or legal guardians to give active consent through a signed consent form for involvement in the BASC-3 BESS screening process. Data indicated that only 4% of students in grades K-12 participated in the BASC-3 BESS for the 2021-2022 school year. In order to increase participation, the district has included the Parental Consent Form for Universal Social, Emotional and Behavioral Screener in the 2022-2023 St. Bernard Parish Public School System District Mandatory Forms Packet. In 2022-2023, BASC-3 BESS will continue to be administered twice annually, once in the fall and again in spring to monitor change over time. School counselors will have immediate access to completed screener results in the online Review360 platform allowing them to promptly analyze individual screening results for their school. The spring 2022 BASC-3 BESS identified 22 students at risk for a mental health concern. This number is expected to grow with increased participation in the fall 2022-2023 BASC-3 BESS screener. The district will provide each school with a 2022-2023 BASC-3 BESS tracking log listing all students scoring in the extremely elevated range. Counselors will meet individually with all students with an extremely elevated rating to evaluate the need for interventions and additional mental health supports. The school team will meet quarterly to review the progress of students referred for in-school services.

In 2021-2022, in partnership with LSU HNO, consenting staff were administered the COVID-19 Assessment scale and provided well-being opportunities at three levels of support. However, low participation rates in these initiatives inhibited the overall impact of the program. In total, 159 teachers/staff participated in the COVID-19 Assessment scale survey, demonstrating an overall district response rate of 16%. Teachers and staff members were asked about stressors, concerns, and experiences regarding the Coronavirus pandemic and Hurricane Ida. Twenty-four staff members (15.19%) reported losing a family member due to COVID-19 complications. Almost 40% of respondents reported a household loss/reduction of income due to the pandemic. Survey data related to work-related concerns revealed that staff within the district were primarily concerned with the emotional and mental health of fellow staff members. These participants also expressed concern with meeting the emotional needs of families who are struggling to meet their child's needs. Student-specific concerns included falling behind in learning (66.67%), disruptions in social/emotional development (55.13%), and disruptions in routines (54.84%). The greatest individual stressors related to COVID-19 were concerns that family/friends would become ill and the emotional/mental health of their family members. Due to the substantial impacts of Hurricane Ida, items were added to the screener to determine the types of impacts experienced by staff in the district. Over 60% of staff members reported that their homes sustained damage from the storm. LSU HNO analyzed staff responses on the COVID-19 Assessment scale survey to inform and customize support offerings.

Additional student supports implemented for 2021-2022 school year, included the Second Steps program (K-8), Too Good for Drugs Program (9<sup>th</sup>), and Generation X (10<sup>th</sup>). Exit data did not reveal any students in need of additional intervention support services. All programs will continue to be implemented in 2022-2023. The district is planning on piloting the digital version of Second Steps at one middle school in 2022-2023, to determine if all middle schools should implement this version of the program.

LSU HNO conducted two virtual staff well-being trainings in August 2021. A total of 125 staff members attended the August professional development on trauma informed topics entitled "Trauma, ADHD, ODD, or "being bad"" and Stress and "Resilience in Teachers". Throughout the year, staff were invited to participate in ongoing LSU HNO well-being trainings. Attendance was voluntary. PD included 5 "Lunch and Learn" sessions and 4 afterhours sessions. Well-being PD offerings and registration links were shared with district staff via email. Topics included "Understanding How Crisis Affects Us", "Stress and Resilience in Teachers", "Intro to Psychological First Aid", "School-Based Strategies for Children with Behavioral and Neurodevelopmental Disorders (ADHD and Autism Spectrum Disorder)", "Stress and Self-care", "Classroom Attachment in the Context of Restorative Practices", and "Adverse Childhood Experiences". Staff attendance at these virtual PD offerings was extremely low. 3 trainings were canceled due to non-participation. The 6 remaining PD offerings resulted in a total of 35 staff members trained. Furthermore, no staff members elected to participate in LSU HNO virtual support groups or individual support sessions. Though reasons for low participation rates may vary, poor participation rates signal staff members' low prioritization of these activities. As a result, the district will discontinue LSU HNO staff well-being services for the 2022-2023 school year.

In 2021-2022, the district parent, student and staff surveys and Focus Groups indicated a need for additional training and supports in Trust Based Relationship Building and Diversity Awareness. Beginning in the Summer of 2022 the district implemented two training/support programs. The district entered into a partnership with Cross Roads NOLA to provide the TBRI Train the Trainer program. Initial training was provided to all school level leadership teams, district administrative staff, and all new hires. The TBRI training modules are from TCU at the Karyn Parvis Institute of Child Development (KPIDC) (where TBRI was developed). Implementation Teams were created in order to redeliver the materials at the school level. The Train the Trainer Program will begin in November and will include additional supports in the form of school level coaching and walkthroughs.

The St. Bernard Parish Public School System also contracted with The Slone Group to facilitate a series of professional learning opportunities for leaders and staff centered on Diversity, Equity and Inclusion (DEI). The Slone Group will be providing monthly in-person, one-hour afterschool training sessions which began in September and will conclude in April of 2023. These sessions will serve as foundation for future DEI initiatives both at the Central Office and at each of the schools. The district is anticipating a reduction in this indicated need in the 2023 end of year surveys and Spring/Summer Focus Groups.

The additional nurse that has been hired will continue to support the COVID needs of families and assist in the scheduling and follow-up of missed vaccinations for students.

**The Attendance and Well-Being Commitment can be written as one narrative response in this section. Please be sure to include response criteria from both key investments in the narrative response.**

Through the above-mentioned Attendance and Well-Being investments, the district plans to keep students engaged and support students, staff, and families during the 2022-2023 school year.

<b>ATTENDANCE &amp; WELL-BEING</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$404,275.00</b>
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2022-2023 Key Investment: Targeted Learning Support	ESSER II	\$0	ESSER III	\$356,436.00
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In 2021-2022, the district implemented the *Connections to Success* intervention program which is a K-5 initiative designed to assist struggling elementary students. Students were identified in grades K – 3 by their performance on DIBELS Next and students in grades 4-5 were identified by their LEAP 2025 performance, (below basic). During the 2021-2022 school year, students in grades K-5 who needed additional support in ELA or math worked with interventionists two days each week for 30 minutes each day during their scheduled intervention time. There were 431 students who received ELA interventions and 206 students who received math interventions. The curriculum focused on the *LDOE Accelerate* curriculum for ELA and math.

LEAP 2025 data from 2021 and 2022 was analyzed to compare the fourth and fifth grade scores of students who participated in the *Connections to Success* program. In ELA, the percentage of fourth grade students who achieved Mastery grew from 2% to 13 %. The percentage of students who scored within the Basic level grew from 22% to 31%. The percentage of students who scored Unsatisfactory dropped by over 20%. Fifth graders who participated in the *Connections to Success* program showed improvement in ELA from 2021 to 2022. The percentage of students who achieved Mastery grew from 9% to 16% and the percentage of students who scored within the Strong category for Reading Vocabulary doubled from 15% to 30%. In math, the percentage of fourth grade students who participated in the *Connections to Success* program scoring at the Mastery level grew from 3% in 2021 to 10% in 2022. The percentage of students who scored at Basic grew from 13% to 33%. The percentage of students who scored at the Unsatisfactory level dropped by 17%. Fifth graders who participated in the *Connections to Success* math program grew 6% at the Mastery level and 16% at the Basic level. The percentage of students who scored below Basic dropped by 22%. Star Math data was also analyzed for students in K – 3<sup>rd</sup> grade. Students in K – 3<sup>rd</sup> grade who participated in the *Connections to Success* program improved their scaled score by an average of 64 points in ELA and a scaled score average of 86 points in math.

During the 2022-2023 school year, the district's *Connections to Success* intervention program will continue to serve struggling students in the elementary grades with a focus on improving literacy skills for students in kindergarten through third grade. Interventionists will utilize the *LDOE Accelerate* curriculum aligned to the Tier I CKLA curriculum for students in grades K-2 and the district's *Accelerate* program for students in third grade. Students will receive small group instruction two days a week for 30 minutes. The district will monitor progress using DIBELS and Star Reading reports. The i-Ready "My Path" personalized intervention program will be implemented for any student below grade level in grades K-5. The district has set a goal of increasing the scores of targeted student by 15% in ELA and math.

In 2021-22, data analysis of K Literacy Screeners (DIBELS Next) indicated an increase from 2020 when 50% of the students performed on/above grade level to 57% of the 2021 Kindergarten students scoring on/above grade level. Additionally, the 2020 Kindergarten students improved when screened in 2021 on the 1st grade literacy screener from their previous year's 50% to 64% on/above grade level.

In 2022-2023, the district moved to the DIBELS 8th Edition Literacy Screener which has different subcomponents than DIBELS Next to address the updated Dyslexia regulations. For example, the Kindergarten students who were previously assessed on First Sound Fluency in DIBELS Next are now assessed with the newest DIBELS 8th edition on Phoneme

Segmentation Fluency. Initially the district expects a decrease in our Fall 2022 scores, but believes that scores will increase throughout the year with the increase of intervention, instructional time and the targeted focus on new subcomponents.

In 2022-23, all K-2 students will have a 75 minute intervention block built into their daily schedule. Targeted kindergarten through second grade students will receive small group, skill-based, *Accelerated* intervention for 30 minutes of the block with an interventionist. All 3rd grade students will have a 60 minute block of reading intervention daily. Targeted 3rd grade students will receive small group, skill-based, *Accelerated* intervention for 30 minutes of the block with an interventionist. This intervention block, led by the classroom teacher, will focus solely on closing each student's deficits in reading and math foundational skills. In accordance with Act 108 all K-3 classroom teachers are completing the AIMS Pathway Science of Reading.

C.F. Rowley Alternative school, grades 6-12 (CIR) utilized interventionists to provide in the moment academic support to students in the classroom. Interventionists push in to classrooms and utilize formative and summative assessment data to tailor their support and strategies to meet the needs of the students in each classroom.

The school leadership team, reviewed the district and state assessment data and purposefully placed interventionists with groups of students that would benefit from additional academic support and intervention. In response to previous year's grad cohort data, state summative data, and diagnostic district assessments, interventionists pushed in to 6<sup>th</sup> grade ELA, 8<sup>th</sup> grade ELA, and the 12<sup>th</sup> grade classes during the 2021-22 school year.

The students grew in their state summative performance in all of the above areas. Students in 6<sup>th</sup> ELA improved by 15% in the Basic category and by 7% in the Mastery category. Students in 8<sup>th</sup> grade ELA improved by 7% in the Basic category and 11% of the Mastery category. In addition, 100% of Rowley's 12<sup>th</sup> graders graduated.

During the 2022-23 school year, interventionists are supporting the 7<sup>th</sup> grade Social Studies class, 7<sup>th</sup> grade ELA class, and 12<sup>th</sup> grade classes. The goals are for students to improve by at least 8% in both Basic and Mastery categories and for the school to have a 100% senior graduation rate.

2022-2023 Key Investment: <b>Before and After School Programs</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$ 502,235.00</b>
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

In 2021-2022, after school tutoring targeted students in grades 4<sup>th</sup> – 8<sup>th</sup> that scored below mastery on state assessments. After school tutoring was provided by certified classroom teachers twice a week for 1.5 hours per session. Students were provided transportation home after tutoring. There were 387 elementary and 212 middle school students who took advantage of our district's on-site after school tutoring program. The School Leadership team, along with district Curriculum Facilitators, monitored the instructional delivery and student progress weekly via exit tickets, district assessments and quarterly benchmark assessments. Through monitoring, the instructional delivery and student progress, supports were modified. In 2021-2022, the elementary schools utilized Measuring Up and Comprehensive Strategies from Florida Center for Reading Research for English tutoring and math used Measuring Up and the Louisiana Department of Education Accelerate. At the middle school level, the math department used Springboard Additional Practice and English used Springboard Language Workshop books and Lexia. The goal was for all students to meet their targeted growth to Mastery goal on the state assessments 2021-2022. Students not meeting their (2021-2022) goal will be offered tutoring support for the 2022-2023 school year.

In elementary 233 of the 387, 60% of the students met their goal of increasing to mastery on LEAP in ELA for the 2021-2022 school year. 64% of the elementary students grew to mastery on math LEAP in 2021-2022 school year. In middle school,

36% of the students grew at least one level on the LEAP assessment in ELA and 21% grew at least one level in math on the LEAP in 2021-2022.

In 2022-23, the elementary schools will use Lexia Skill builders and Louisiana Department of Education FIRE lessons for ELA and Curriculum Associates iReady My Path for math. The middle schools will use Freckle for ELA and Curriculum Associates iReady My Path. Utilizing the above-mentioned instructional student support programs, the goal is for all students to meet their targeted growth to Mastery goal on state assessments for 2022-2023. Additionally, the district will continue to provide instruction by certified classroom teachers twice a week for 1.5 hours per session and students will be provided snacks during tutoring and transportation home after tutoring.

<b>2022-2023 Key Investment: Summer Learning Programs</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$765,000.00</b>
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

In the summer of 2022, there were 412 elementary students, 165 middle school students, and 455 high school students who took advantage of our district's on-site summer learning programs; however, all elementary and middle school students were offered access to Zearn and Lexia to practice math and ELA skills until June 30, 2022.

Summer Learning Academic programs focused on ensuring readiness to engage with grade-level content by building knowledge and connecting it to skills. The kindergarten and first grade students were pre-taught upcoming Tier I CKLA 1st and 2nd grade content and skills, and the 2nd through 4th grade students were pre-taught 3rd - 5th grade Wit and Wisdom's academic vocabulary along with a preview of the upcoming novel. Students also were given the CORE Phonics Screener and remediated on literacy deficits during Summer Learning. The 5th grade students were pre-taught 6th Springboard ELA content. The district summer STEM program, focused on students grades 1-5 using the Amplify Science curriculum. The STEM program focused on discovery, lab experiences and enrichment activities. Elementary students used Zearn's Math Summer Intensive series which focused on specific missions and skills from major math content in conjunction with the lessons taught by our certified summer teachers. In addition to the Zearn Summer Intensive series, our students focused on math fluency skills by using a component of i-Ready's Tier I program for math fluency. Middle school students used Lexia, iReady, Ready Common Core Accessing Complex Text and STAR. High School students used content specific criteria based on precisely the content they needed remediation on. Content focused instruction was provided to 173 high school students that previously scored unsatisfactory on LEAP 2025.

After comparing Pre and Post Assessments for all grade levels, it was noted that all grades demonstrated improvement. While all grade levels improved from the pretest to posttest, it is worth noting that the third graders improved 43% on posttest scores. Additionally, only 25% of the third graders scored at least 80% on the fluency pretest, but 75% scored at least 80% on the posttest. The high school students had a 49% passing rate on LEAP 2025.

The district provided a Summer Performing Arts Academy. The students participating in the Summer Performing Arts Academy completed the program with a 100% performance improvement rate. The pre-performance assessment occurred in the form of an audition, and the post-performance occurred in the form of a cumulative performance. The performance of Anastasia included multiple community partners and several community performances.

The district plans to target students in grades 4th – 12th who scored below mastery on state assessments. Students in K- 3 scoring below grade level in ELA and math will also be targeted. STEM, Academic Games, and Performing Arts programs will be offered district wide to all students as an enrichment program. The district anticipates that services will be offered to ~300 elementary, ~500 middle and ~400 high students during summer 2023. The district will continue with the summer 2022 strategies for the 2023 summer learning programs. The program will also include the incorporation of the LDOE's LIFT intervention program for Kindergarten- second grade and the LDOE's FIRE intervention program for the third - fifth grade



students. The district will discontinue the use of Zearn's Summer Intensive Series since a new Tier I math program (i-Ready Classroom Mathematics) has been adopted for the 2022-2023 school year. All elementary and middle school students will be offered access to i-Ready's My Path Tier I Personalized Instruction during the summer of 2023. Students who attend the on-site summer program will focus on math fluency using i-Ready's Tier I fluency component since this component proved successful during the 2022 summer learning program. The i-Ready diagnostic assessment will be administered at the beginning and end of the summer program to determine if students will meet their typical and/or stretch growth goals. The summer program goals will indicate that students demonstrate 80% growth in the traditional programs and 90% growth in Performing Arts and STEM programs.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$0
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

N/A

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$400,000.00
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

All students in St. Bernard Parish receive instruction using a high-quality curriculum, taught by certified teachers. Any student not scoring Basic in two or more core areas on the 4th grade LEAP assessment will have an Individual Academic Improvement Plan. To the greatest degree possible, these same students are scheduled into Highly Effective/Effective Proficient teacher's classrooms. The IAIP is developed by a school committee (teacher, parent, etc.) which is led by the school's principal. The IAIP is continually supported and tracked through grade 8 until the student achieves Basic in the core subject areas that led to the development of the plan. Intervention time is built into the school day schedule for deficient areas. In addition, eligible students are encouraged to participate in the Summer Learning programs. Students are progress monitored using the LEAP aligned assessments, district created benchmarks, STAR and iReady assessments, and other formative assessments.

During the 2021-2022 school year, 159 elementary 5th grade students were identified to receive Individualized Academic Improvement Plans. LEAP 2025 data from 2021 to 2022 was analyzed to determine if students showed improvement in Math, ELA, Science and Social Studies. There were 13 students who scored Mastery and above on the Spring 2022 LEAP ELA Assessment and 9 students who scored at the Mastery level in math. In all core subjects, the data indicated growth. For example, the data from 2021 indicated that 24% of students in the IAIP group scored at the Unsatisfactory level. In 2022, the percentage of students who scored at Unsatisfactory dropped to 12%. In ELA, the percentage of students who scored below Basic dropped 5%. In Science, the percentage of students who were below Basic dropped by 16%. In Social Studies, the percentage of students who scored below Basic dropped by 15%.

During the 2022-2023 school year, that students that qualified for an IAIP will receive supports in the following core subject areas: 166 students will receive supports in ELA; 152 students will receive supports in math; 180 students will receive supports in Social Studies and 188 will receive supports in Science.

During 2022-2023, the IAIP students will receive additional instruction during their weekly library time. They will focus on ReadWorks Comprehension passages aligned to the ELA, Science and Social Studies standards. The IAIP students will be given lessons in IXL for Social Studies along with the Tier I Social Studies Weekly Curriculum. The students will also receive instruction in Science using the Tier I Amplify Science Curriculum. The students who need Math targeted student planning will receive personalized instruction through the Tier I i-Ready Curriculum, My Path, with their math teacher.

During 2022-2023, Kindergarten through 3rd grade students who score below level on the district literacy screener (DIBELS 8th Edition) will receive an Individual Literacy Improvement Plan. In accordance with the Act. 438 and Act. 520, this literacy plan will be created in collaboration with the teacher, administrator, and guardian during an in-person meeting. Once a child is on an Individual Literacy Improvement Plan, they will remain on the literacy plan for the school year. The collaborative meeting will take place three times per year (Fall, Winter and Spring). Guardians will be given literacy strategies to work with their child at home to form a partnership in their child's literacy pathway. The literacy results will drive the individual student's literacy interventions.

The St. Bernard Public School System applied for and received the Reimagine Grant for the *Fast Forward* Program for high school students. In 2021-2022, 315 students took 681 courses earning 2293 college credit hours. During the same time frame the district had 4 teachers credentialed to teach college credit hours through the district partnership with Nunez Community College. The district also had 4 additional teachers working on becoming credentialed.

During 2022-2023, the district is expecting the above numbers to grow with further implementation of the Reimagine grant. There are currently 8 credentialed teachers, teaching college credit courses on the high school campus and 3 additional teachers working on their credentials. This Fall semester the district has enrolled 352 students in 687 courses, potentially earning 2134 college credit hours. Through the Reimagine grant the district is providing to students' college credit opportunities and is offering a diverse dual enrollment portfolio that includes innovative apprenticeships and associate degrees

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

The St. Bernard Parish School District based on the above data, will continue to invest in in-school interventionists, after school tutors, summer programs and individual student plans to close gaps and provide missed instruction to enable students to score Mastery and above on the LEAP 2025 state assessments in grades 3-12. Additional supports will target students in grades K-3 to ensure on grade level reading and math levels.

<b>RECOVERY AND ACCELERATION</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$2,023,671.00</b>
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**2022-2023 Key Investment: School Improvement Best Practices**

**ESSER II**

**\$62,000.00**

**ESSER III**

**\$ 142,000.00**

Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

In the 2021-2022 academic year, all Instructional Leadership Teams for all district schools participated in a week-long summer training session led by the district that focused on building high quality school improvement plans, survey and data reflection, and strong processes for monitoring student and teacher progress. Each school had an Instructional Leadership Team that met weekly after/before school to monitor the implementation of the school improvement plan. This included creating a set agenda that focused on analyzing data, monitoring student and teacher progress, and determining next steps. Elementary and Middle School ILTs were comprised of the principal, assistant principal, counselor, and Teacher Leader and/or Instructional Coaches. In addition to this membership, high school teams also included the CTE Coordinator, key CTE instructors, and the school test coordinator. UIR/CIR Schools also included the Literacy Coach in their Leadership Team membership.

In the 2021-2022 academic year, all Instructional Coaches and Teacher Leaders participated in a week-long summer training session and monthly training sessions led by a NISL/NIET Trained Instructor to focus on PLC processes, coaching techniques, and best instructional practices. The Teacher Leaders and Instructional Coaches met weekly to conduct PLCs with grade level or subject area teachers. PLCs focused on analyzing quantitative and qualitative data by subgroups, monitoring progress, determining appropriate instructional next steps, unpacking assessments, examining best practices/strategies, and planning appropriate scaffolds based on individual student need. In addition to the weekly PLC Meetings, core area middle and high school teachers met monthly as an after-school cadre to deep dive into the high-quality curriculum, examine best practices/strategies, and plan appropriate scaffolds. In addition to PLCs, elementary grade level teachers also have a weekly common grade level planning period to discuss and monitor the effectiveness of interventions and deep dive the high-quality curriculum.

Approximately 30 mentors were brought in for a three-day training during the summer of 21 and again in 22 to focus on coaching and instructional feedback techniques led by a NISL/NIET Trained Instructor. These mentors support our Teach St. Bernard candidates, who are working towards certification. As a result of their efforts, along with the support of our Instructional Coaches and Facilitators, all candidates met all program requirements.

The district plans on continuing the training of our mentor teachers and have them complete calibration side-by-side walk-throughs with our instructional coaches and facilitators to hone their skills during the 22-23 school year.

St. Bernard Parish School System will continue to develop members of the Instructional Leadership Team, Teacher Leaders, Instructional Coaches, and Mentors throughout the 22-23 school year and during the summer of 2023. Benchmark data, LEAP 360 Interim data, stakeholder survey data, instructional walkthrough data, COMPASS/CLASS data, and LEAP 2025 scores were utilized to determine what to start, stop, and pivot for the 2022-2023 school year.

St. Bernard Parish School System has provided an additional layer of School Improvement Best Practices support for our UIR and CIR Leadership Teams for the 2022-2023 school year. Each UIR and CIR school leadership team received a NIET two-day training session to explore how to structure, plan, and implement effective leadership team meetings. Each UIR and CIR school leadership team also received a NIET two-day training session to learn how to effectively structure, organize, and lead regularly scheduled professional development meetings (PLCS) that focus on how to plan, discuss, and assess lessons

using high-quality curriculum. UIR and CIR Schools received access to EE Pass, an online content library, which is used in all NIET training sessions to provide continuity of learning, resource access, and self-study opportunities throughout the year. UIR and CIR Schools will receive two days of onsite and/or virtual coaching (one per semester) focused on effective implementation of the best practices. To further support these schools, they will be participating in School Support Institutes for the 2022 -2023 school year, consisting of three face to face sessions and three virtual sessions that will focus on Observation and Feedback. The school system will also send two people from our district team to support them in this learning endeavor.

In the Summer of 2022, the school district provided new implementation training for high quality curriculum to all teachers and also curriculum on-boarding training to new teachers using high quality curriculum vendors (Great Minds, I-Ready, Amplify, Teaching Strategies, Curriculum Associates). This training laid a foundation for effective implementation and utilization of the tools within the curriculum. In addition to the foundational training, on-site implementation coaching support from the high-quality curriculum vendors for middle and high schools are planned for 2022-2023.

The district had implemented after-school Cadre meetings, in 2021-2022, for middle and high school core teachers. The Cadre meetings will continue during 2022-2023. These meetings occur twice a month to review instructional delivery observational data, and student assessment data. The teachers review and discuss instructional delivery and deep dive into curriculum to develop strategies to implement for struggling learners.

The district has observed improved instruction over time and growth in accomplishing bite-sized action steps, as a result of this work. Improved student outcomes were noted in grade 8, the percentage of Grade 8 students performing at Mastery and Above on LEAP 2025 went from 42% in 2021 to 54% in 2022 in ELA, 24% in 2021 to 31% in 2022 in Math, 32% in 2021 to 39% in 2022 in Social Studies, and 26% in 2021 to 32% in 2022 in Science. Improved student outcomes were also noted in high school, the percentage of all high school students performing at Mastery and Above on LEAP 2025 went from 32% in 2021 to 35% in 2022, 45% in 2021 to 46% in 2022 in English II, 33% in 2021 to 40% in 2022 in Algebra I, 27% in 2021 to 32% in 2022 in Geometry, 23% in 2021 to 27% in 2022 in U.S. History, and 23% in 2021 to 29% in 2022 in Biology. English I was the only area in high school that decreased from 40% in 2021 to 35% in 2022, on state assessments. The district will continue the on-site coaching support from high quality vendors in 2022-2023 in all elementary, middle and high schools.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$249,750.00
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

In 2021-2022, 135 teachers and 16 school leaders enrolled in the Aim Pathways Science of Reading. During the 2022-2023 school year, the Kindergarten through 3rd grade teachers in all seven elementary schools will complete the Aim Pathways Science of Reading in accordance with Act. 108. A new Cohort was started in September 2022 which will be composed of any new K-3 elementary teachers, 30 teachers. After analyzing the Fall 2022 DIBELS 8th Edition, Kindergarten literacy screener data, only 38% of our incoming kindergarteners are on level. In order to develop our Prekindergarten teachers to ensure our kindergarteners are starting on level in reading, we are offering the AIM Pathways Science of Reading to preschool teachers. Thirteen of the district prekindergarten teachers are participating in the AIM Pathways Science of Reading. All teachers upon completion of the Aim Pathways Science of Reading will receive a stipend. By addressing the reading gaps of students early, our goal is to reduce the number of students not scoring mastery or above on LEAP 2025 assessments. The district employs two literacy coaches and two ELA Curriculum Specialists who focus on professional development with teachers. Teachers of students in grades 4th – 8th receive continuous professional development and support to address the literacy needs of students scoring below Mastery on state assessments through phonics screeners, mastery guides, etc.

In 2021-2022, The Center for Literacy and Learning provided training and support to the district Literacy Coaches. The district has entered into a contract with The Center for 2022-2023 to provide continuing support to the Literacy Coaches, including monthly on-site coaching support and feedback to the teachers at UIR and CIR schools.

The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

The St. Bernard Parish School District based on the above data, will continue to invest in the above-mentioned School Improvement Best Practices for Professional Development and Literacy Initiatives. Thus, enabling the teachers to support the most struggling students.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$453,750.00</b>
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<b>2022-2023 Safe School Reopening</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$0</b>
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://www.sbpsb.org/domain/3039>

COVID-19 Vaccination policies for staff and students <https://www.sbpsb.org/domain/3039>

Masking policies for staff and students <https://www.sbpsb.org/domain/3039>

Physical distancing, cohorts, or learning pods <https://www.sbpsb.org/domain/3039>

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

<b>2022-2023 School Safety Operations</b>	<b>ESSER II or III budgeting for this section is not required as a part of this plan.</b>
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School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by **assessing each school's safety posture** to create actionable next steps to consider.

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

The St. Bernard Parish School System made purchases to address network security and student, staff, and building security. The district purchased **Sentinel One** which is a district Anti-Virus/Endpoint Protection software that is installed on all St. Bernard Parish School Board desktop and laptop computers. In the battle against ever-evolving cyber threats, there is a need to act faster and smarter than what is possible with human-powered technology. Sentinel One is autonomous cybersecurity that encompasses AI-powered prevention, detection, response, and threat hunting across user endpoints, containers, cloud workloads, and non-standard devices that connect to a network and transmit data. This type of security empowers the district to defend faster, at a greater scale, and with higher accuracy across our entire attack surface. The district also purchased **Cloudpath**, which is software that prevents unauthorized use of the network by monitoring wired and wireless network connections districtwide and securely connecting users to the required network services. Additionally, the district purchased **ConnectWise Screenconnect** software to prevent unsecured access to servers and desktops while providing an array of security features including AES-256 encryption and two-factor authentication for technicians to provide district support or service through reliable, direct connections to access desktops, mobile devices, servers, and switches when needed. In order to secure system data, the district purchased **N-Able Cloud Backup**, which is a cloud-based backup and storage for data files, desktop and laptop computers, and district on-premises servers. Additionally, purchases were made to provide security for students, staff and buildings. **Paxton Access Control System** was purchased as a proximity card access control system with a camera and intercom buzzer to allow for exterior doors to be locked while authorized users enter with an ID card, and all others must be granted access once identified. **Geovision NVR Servers** were purchased for video recording of security cameras.

During the 2021-2022 school year, the St. Bernard Parish School System engaged in the planning and development process of a multi-year Emergency Preparedness Initiative. During the summer of 2022, the St. Bernard Parish School System in consultation with the LSU Stephenson Institute and in collaboration with the local Sheriff's Department, Fire Department, and other local agencies presented these plans to the School Board for review. The School Board approved these plans and the district was tasked with beginning the training portion of the Emergency Preparedness Initiative.

During the 2022-2023 school year, in addition to standard school drills, the school system will engage in a series of training initiatives which will include both table-top disaster drills with school and community leaders as well as a full active shooter simulation drill. These drills will allow school leaders to evaluate procedures and adjust as needed. Furthermore, the district will be investing in several critical communication tools including radios that can be used in the event of an emergency. Four resources officers have been employed at critical school sites to maintain student safety and reduce response time in emergencies. The district has also immobilized a pupil appraisal team to respond to the mental health needs of staff and students after a crisis.

The number one priority of the St. Bernard Parish Public School System is maintaining the health and well-being of our students and staff. The district closely monitors the COVID-19 situation, and taking guidance from the Louisiana Department of Health and the U.S. Centers for Disease Control and Prevention. The 2022-2023 School Operational Guidelines provide an overview of COVID-19 health and safety protocols in place throughout St. Bernard Parish Public Schools. This guidance will be evaluated and adjusted as the situation evolves and as new guidance from health and government officials is received. The St. Bernard Parish Public School System adheres to national, state, and local guidance and requirements for safety protocols and operational standards to help keep our schools safe and our students, families, and employees healthy. The district will continue to utilize ESSER funds to maintain the safety protocols.

<b>SCHOOL SAFETY &amp; OPERATIONS</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$468,152.00</b>
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<b>ATTENDANCE &amp; WELL-BEING 2022-2023 Total Funding Commitment</b>	<b>\$ 404,275.00</b>
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>	<b>\$ 2,023,671.00</b>
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$ 453,750.00</b>
<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>	<b>\$ 468,152.00</b>
<b>2022- 2023 Total Funding Commitment</b>	<b>\$ 3,349,848.00</b>

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

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

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

**LEA 2022 - 2023 ARAP Status**

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

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

Date Click or tap to enter a date.