


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 Caddo Parish Public Schools	LEA Code 009	Enter Grade levels served PK - 12
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School System Leader Name Dr. T. Lamar Goree		
		Date 9/30/2022

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

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 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: Social Emotional Data (screeners and internet use/communication)
- Other: Click or tap here to enter text.

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

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

Commitment: ATTENDANCE & WELL-BEING ✓✓

2022-2023 Key Investment: Attendance	ESSER II	\$500,323	ESSER III	\$275,125
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

NARRATIVE:

Data Review

- The **overall attendance** rate decreased by 2.6% from 2019-2020 (95.2) to 2020-2021 (92.6) and increased by 1% from 2020-2021 to 2021-2022 (93.6).
- In 2021-2022 there were a total of 6,304 (17.1%) students with **15 or more absences** (chronically absent) which was a decrease of 8.7% from the 2020-2021 school year. Although fewer students were chronically absent, two subgroups increased. The rate of students who are **black** and chronically absent increased by 8%. Students classified as **economically disadvantaged** and chronically absent increased by 18.4%.
- The **percent of students identified as truant** (students with 5 or more unexcused absences/tardies) increased by 11.2% from 2020-2021 (44.8%) to 2021-2022 (56%).

Strategies

- **NEW Strategies:** The Drop Out Early Warning System (DEWS) and Achievement Dashboard (within Illuminate) will provide data in real-time to identify students who are chronically absent and/or truant. This was selected because our goal for 21-22 was not met. That goal was for 35% of students to have less than 5 unexcused absences. The DEWS strategy builds on an existing data collection platform to provide early identification of at-risk students. Anticipated outcomes: students will be identified by identified school staff on day 3 and prior to becoming truant.
- **Existing Strategies:**
 - Attendance Department Action Plan supports families as students identified as chronically absent and truant. This plan, while not funded directly with ESSER, it is the framework by which the identified strategies were identified.
 - 5 positions (two teachers, translator, para-professional, bi-lingual trauma specialist) at EL Newcomer Center - to support **EL students in their first year of high school** (estimated: 20 students in grade 9).
Impact 2021 to 2022:
 - attendance of students identified as EL did not decrease and chronically absent remained the same
 - that goal of 100% of students attending the EL Newcomer Center transitioned to their traditional high school campus within 1 year of enrollment was met
 - When students are not on campus for in-person instruction, they engage with their classes via CANVAS. Attendance/Engagement is measured in a similar manner (using the electronic tools/resources) as if they were attending face-to-face. Teachers communicate with families and school leaders when students are not engaging at the level that is expected
Impact 2021 to 2022:
 - all teachers provided students with course information via CANVAS
 - the 2021 to 2022 goal was for 100% of students in grades K-8 to return to face-to-face instruction for the 2022-2023 school year; this goal was met (0% of students in K-8 are participating in virtual instruction)
 - 9-12 Students are provided the opportunity to enroll in the Caddo Virtual Academy (2021-2022 enrollment: 248; current enrollment as of 9/23/2022 = 150) to ensure they are in the most appropriate setting for successful year-long engagement
- **Discontinued Strategies:**
 - Virtual program facilitator supporting re-engagement of virtual students is no longer needed due to the impact noted above

2022-2023 Key Investment: Well-Being	ESSER II	\$181,250	ESSER III	\$750,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

NARRATIVE:

Data Review

- **SEL Data:**
 - Fall 2021:
 - 9824 students completed the BOY screener (self-assessment) in the SEL Platform
 - 93% of students' responses indicated they are average or below in their knowledge across four categories (Self-management, Self-awareness, Relationship Skills, Responsible Decision-making)
 - Teachers assigned/delivered targeted lessons aligned to screener data
 - Spring 2022:
 - 2209 students completed the EOY screener (self-assessment) in the SEL Platform
 - 93% of students' responses indicated they are average or below in their knowledge across four categories (Self-management, Self-awareness, Relationship Skills, Responsible Decision-making)
 - Teachers assigned/delivered targeted lessons aligned to screener data
- **Caddo Parish Schools Suspensions**
 - Count of students with at least 1 incident resulting in an **at-home suspension**:
 - 2018-2019 = 1626
 - 2019-2020 = 1729
 - 2020-2021 = 1831
 - 2021-2022 = 1970
- **Internet Safety:**
 - 2020-2021: 44,412 incidences requiring initial risk assessment review by district staff; 3,071 (10%) students
 - 2021-2022: 14,898 incidences requiring initial risk assessment review by district staff; 534 (3.5%) students

This decrease is attributed to an additional vendor service of a human reviewer. This review is completed prior to determine the need for further review by district staff.

Strategies

- **NEW Strategies:** While overall student enrollment is declining, the number of students needing wrap-around services (as evidenced by the discipline data) is increasing. Based on this data, the following will take place:
 - Strengthen the partnership with Community and Schools (Volunteers of America) to students enrolled in 12 identified schools. (count of students provided supports – up to 6,000 students)
- **Existing Strategies:**
 - Use of **Internet Safety system** vendor services including human review to identify incidences that reflect “at-risk” and needing further review by district staff
 - **SEL Curriculum Platform for K-8 Students** will continue with year 2 implementation (professional development, administration of screeners, and use of identified lessons).
 - In 21-22, 20,000 students in grades K-8 will complete the BOY and EOY self-assessment

- Identify students (based on SEL BOY and 21-22 discipline data) who will receive targeted SEL lessons and aligned supports (count of students provided supports - estimated 900 students)
- **Upbeat Survey and Coaching Supports:** Collect data on school environment and employee satisfaction with 105 hours of coaching and implementation support provided to district/school leaders.
 - 2021-2022 Impact: in the CARE & COMMITMENT section of the survey, at least 85% of teachers responded positively to five of five questions.
 - Count of students provided supports in 22-23 will be determined with the identification of schools to receive targeted coaching.
- **Discontinued Strategies:** none

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

See above narrative

ATTENDANCE & WELL-BEING	2022-2023 Total Funding Commitment	\$1,706,698
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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	\$293,313	ESSER III	\$1,560,500
Use the guiding questions, examples, and resources to provide a narrative response for this key investment.				
See combined narrative below				
2022-2023 Key Investment: Before and After School Programs	ESSER II	\$0	ESSER III	\$3,314,073
Use the guiding questions, examples, and resources to provide a narrative response for this key investment.				
See combined narrative below				
2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$1,449,404	ESSER III	\$7,124,425

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

See combined narrative below

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$6,000,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

See combined narrative below

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$175,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

See combined narrative below

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**.

NARRATIVE:

2021-2022 AND 2022-2023 Investments

NOTE: all investments outlined below are continuing in 2022-2023; new investments are identified

Evidence-based targeted support provided to:

- All students below grade level and/or identified as not meeting academic expectations per screeners, diagnostics and historical LEAP data
- Specific subgroup focus: economically disadvantaged and students with disabilities
- 2022-2023 Student Count: approximately 25,900

Extended Instructional Time/Individual Student Planning Support provided per the following grade bands, subjects and subgroups:

• **Literacy Instruction:**

- K-2: additional 60 minutes during the regular school day x 5 days per week
- 3-5 additional 60 minutes during the regular school day x 5 days per week
- K-12 students disproportionately impacted will have an opportunity to attend programs after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day)
- NEW in 2022-2023 for K-8 students: Additional 5 days of added to the school calendar at the beginning the year
- 2022-2023 Student Count: approximately 20,000

• **Math Instruction:**

- K-5: additional 30 minutes during the regular school day x 5 days per week
- 6-8: math increased by 45-50 minutes during the regular school day x 5 days per week (with the addition of 50 math teacher positions to support the double-block of math)
- K-12 students disproportionately impacted will have an opportunity to attend programs after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day)
- NEW in 2022-2023 for K-8 students: Additional 5 days of added to the school calendar at the beginning the year
- 2022-2023 Student Count: approximately 20,000

- **High School Individual Student Plans for Success:**

- Credit recovery after school (3 days per week x 2 hours per day) and during the summer (2 sessions to earn up to 2 credits per student)
- LEAP 2025 remediation after school (3 days per week x 2 hours per day) and during the summer (20 days x 6 hours per day) for students identified as not meeting all graduation requirements (LEAP 2025) with specific targeted supports for students who are in 11th and 12th
- IGP planning support prioritized for students in 12th grades
- Beginning 2022-2023: DEWS is implemented using EduClimber
- 2022-2023 Student Count: approximately 3,000

- **EL Newcomer Center:**

- Additional staff to support unique needs of high school students identified as EL: two teachers, translator, para-professional, bi-lingual trauma specialist
- ELA and Math instruction with support of EL staff (daily x 8 hours per day)
- Orientation to high school setting (daily x 8 hours per day)
- 2022-2023 Student Count: approximately 60 students

After School Programs:

Students with the greatest identified needs are offered an opportunity to participate in before and after school programs run by the LEA and staffed by its educators. This includes **K-3 students not yet at or above grade level** and **grades 4-10 students not yet at Mastery** on ELA and/or Math LEAP 2025. Additional details are below:

- approximately 20,000 students for 72 days x 2 hours per day (after school and on weekends) to receive additional instruction in the areas of ELA and math
- certified teachers with Effective Proficient or higher Compass rating and who have completed the Accelerate professional development trainings provide the instruction
- progress monitored through observations, surveys and aligned assessments with data collected via the Illuminate data platform
- district leadership (Chief Academic Officer, Executive School Directors, curriculum and instruction leaders, Teaching and Learning Specialists, and Department of Exceptional Children staff) will collaborate with school leaders to support the planning process and monitor implementation/progress
- 2022-2023 Student Count: approximately 8,000 students

The following outlines how the approximately 10,500 students in grades 4-8 who are NOT yet at Mastery on any subject are being prioritized:

- Students will be identified in the assessment/data tracking system as “Targeted Instruction Support”
- In addition to what is normally provided to students, the following will take place:
 - Additional BOY data collected including screeners/diagnostics (spelling inventory & writing). These are now required elements of the individual student accelerated learning plans for this group of students.
 - Development of Individual student accelerated learning plans for each subject where the student is not yet at mastery. These plans and progress reports are shared with parents.
- Additional learning time will be provided during the year and summer to include:
 - not less than 30 hours of instruction and at least 1 day per week in groups of no more than 12 students
 - instruction provided by a teacher who is trained in the use of the Accelerate materials (developed by the LDOE and are high quality; aligned to standards; and designed as a supplement to grade level standards and to assist students in achieving grade level standards)
 - efforts to ensure the same teacher is providing the instruction throughout the year

- Individual student accelerated learning plans are progress monitored by the students' Accelerated Learning Committee (under the direction of the SBLC Chair) through Spring 2022. Plans will be updated to support learning in Summer 2022.
 - For students who are not at Mastery at the end of the school year, the committee reviews data to determine why and define additional expanded supports.
 - A report will be available that includes the number of students identified, provided support and not yet at Mastery.
 - District staff defines school support and coaching plans based on the number of students in the "Targeted Instruction Support" group. The support provided will be in addition to what is available to all schools and teachers.
 - Funding is available to implement evidenced-based supplemental literacy intervention program to support students in the Targeted Instruction Support group. The 2021-2022 school year was used to review and identify with pilot schools. Amplify Digital (K-2) and LEXIA (6-8) were identified as most aligned to student needs and are now being implemented in all schools with identified students
 - All students included in this group will be given priority enrollment in after school and summer programs.

Received Support in 2021-2022: Count of Students by Support and Grade

Targeted Support and/or Extended Instructional Time:

- K-3 students not yet at or above Benchmark (BOY iSTEEP).
 - Kindergarten: 1,656
 - 1st: 1,520
 - 2nd: 1,312
 - 3rd: 1,538
- Grades 4-10 students NOT yet at Mastery on ELA and/or Math based on the LEAP 2025 Spring 2021 administration are below with the total count by grade.
 - Grade 4 students: ELA = 1,828; Math = 1,749
 - Grade 5 students: ELA = 1,767; Math = 1,979
 - Grade 6 students: ELA = 1,811; Math = 2,000
 - Grade 7 students: ELA = 1,974; Math = 2,175
 - Grade 8 students: ELA = 1,635; Math = 2,188
 - Grade 9 students: ELA = 1,602; Math = 1,932
 - Grade 10 students: ELA = 1,636; Math = 1,240

After School Programs:

- K-3 students participating in After School Programs:
 - Kindergarten: 371
 - 1st: 513
 - 2nd: 545
 - 3rd: 719
- Grades 4-8 students participating in After School Programs:
 - Grade 4 students: 812
 - Grade 5 students: 732
 - Grade 6 students: 518
 - Grade 7 students: 501
 - Grade 8 students: 401

- HS Students participating in After School Programs (**Individual Plans for Student Success**)
 - LEAP Graduation Requirement: 822
 - Credit Recovery: 564
 - ACT: 127

June 2022 Summer Learning Programs and Individual Student Planning Support (HS)

- K-3 students
 - Kindergarten: 583
 - 1st: 714
 - 2nd: 720
 - 3rd: 579
- Grades 4-8 students:
 - Grade 4 students: 574
 - Grade 5 students: 225
 - Grade 6 students: 522
 - Grade 7 students: 633
 - Grade 8 students: 395
- HS Students:
 - LEAP Graduation Requirement: 607
 - Credit Recovery: 488

2021-2022 Outcomes: Data that Demonstrates Improved Student Achievement

Students Receiving Targeted Support/Extended Instructional Time:

Count of students who moved from below Benchmark (BOY 2021-2022 iSTEOP) to at or above (EOY 2021-2022 iSTEOP)

- Kindergarten: 701
- 1st: 215
- 2nd: 111
- 3rd: 215

Count of students who moved from Basic or Below (LEAP 2025 – Spring 2021) to Mastery/Advanced (Spring 2022):

- Grade 4: ELA = 165; Math = 108
- Grade 5: ELA = 125; Math = 131
- Grade 6: ELA = 107; Math = 101
- Grade 7: ELA = 311; Math = 115
- Grade 8: ELA = 224; Math = 212
- Grade 9: ELA = 108; Math = 125
- Grade 10: ELA = 178; Math = 36

Students Participating in After School Programs:

Count and % of students who were below Benchmark at the beginning of 2021-2022 (iSTEOP), participated in after school programs and increased achievement at the end of the year (at or above Benchmark on iSTEOP and/or Mastery or above on LEAP).

- Kindergarten: 105 of 244 (43%)
- 1st: 61 of 394 (15%)
- 2nd: 33 of 338 (10%)
- 3rd Grade: Students who were Below Benchmark (iSTEOP) at BOY were:
 - 75 of 445 (17%) were at or Above Benchmark on EOY iSTEOP and of those 75 students:
 - ➔ 26 (35%) scored Mastery + ELA
 - ➔ 35 (47%) scored Mastery + Math
 - ➔ 19 (25%) scored Mastery + ELA AND Math

Count and percent of students in grades 4-8 who moved from Basic or Below (LEAP 2025 – Spring 2021) to Mastery/Advanced (Spring 2022):

- Grade 4: ELA = 76 of 521 (15%); Math = 53 of 563 (9%)
- Grade 5: ELA = 52 of 465 (11%); Math = 41 of 538 (8%)
- Grade 6: ELA = 28 of 370 (8%) Math = 45 of 439 (10%)
- Grade 7: ELA = 58 of 359 (16%); Math = 39 of 416 (9%)
- Grade 8: ELA = 33 of 290 (11%); Math = 41 of 383 (11%)

High School students participating in After School Programs who moved from below “benchmark” to at or above

- Credit Recovery (moved 1 or more grade levels from BOY 2021-2022 to BOY 2022-2023):
 - 9th to 10th/11th: 168 of 227 (74%)
 - 10th to 11th/12th: 147 of 202 (73%)
 - 11th to 12th: 115 of 135 (85%)
- LEAP Graduation Requirement (met graduation requirement):
 - ELA – 202 of 388 (52%)
 - Math – 185 of 329 (56%)
 - US Hist/BIOS – 122 of 362 (34%)
- ACT (21 or higher Composite): 26 of 127 (20%)

Students Participating in June 2022 Summer Learning Programs and

Count and percent of students who were below Benchmark at end of 2021-2022 (iSTEEP), participated in summer programs and moved to at or above Benchmark at beginning of 2022-2023 (iSTEEP)

- Kindergarten: 16 of 27 (59%)
- 1st: 87 of 384 (23%)
- 2nd: 96 of 385 (25%)
- 3rd: 147 of 368 (40%)

Students Participating in 2022 Summer Individual Student Planning Support (HS):

High School students participating in Summer Programs who moved from below “benchmark” to at or above

- Credit Recovery (credits attempted and earned): 488 of 488 (100%)
- LEAP Graduation Requirement (met graduation requirement):
 - ELA – 120 of 247 (49%)
 - Math – 131 of 208 (63%)
 - US Hist/BIOS – 185 of 328 (56%)

2022-2023 Anticipated Outcomes – Students Receiving Support

Extended Instructional Time/Individual Student Planning Support

- All identified K-8 students will receive extended instructional time as described above
- All identified students in 9-12 will receive individual student planning support as described above
- Academic achievement of students receiving the supports will improve as measured by:
 - Student work
 - Screener data
 - LEAP 2025
 - Credits Earned
 - LEAP Graduation Requirements
 - ACT

After School Programs:

- All identified K-12 students will have the opportunity to participate in after school programs as described above
- All identified students in 9-12 will receive individual student planning support as described above
- Academic achievement of students participating in after school programs will improve as measured by:
 - Student work
 - Screener data
 - LEAP 2025
 - Credits Earned
 - LEAP Graduation Requirements
 - ACT

Summer Programs:

- Identified K-8 students will be invited to participate in summer programs as described above. Priority enrollment will be given to the approximately 10,500 students in grades 4-8 who are NOT yet at Mastery on any LEAP 2025 subject assessment.
- All identified students in 9-12 will receive individual student planning support as described above
- Academic achievement of students participating in after school programs will improve as measured by:
 - Student work
 - Screener data
 - LEAP 2025
 - Credits Earned
 - LEAP Graduation Requirements

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$18,467,311

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$250,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

120 school and district leaders participated in Phase 2 of NIET School Improvement Best Practices professional development training in Summer 2022.

During 2022-2023 school year, school teams will receive coaching from NIET.

Impact on student outcomes from this professional learning activity will be measured at EOY 2022-2023 using the following:

- 1) Individual Student Literacy Intervention Plans
- 2) iSTEEP
- 3) Curriculum-Based Assessments
- 4) Diagnostic Assessments

Implementation support is provided in four ways:

- 5) Weekly: District ILT develop carry out school support plans
- 6) Monthly: Differentiated professional learning communities and targeted coaching of school leadership teams
- 7) Weekly: Literacy Coaches assigned to the priority schools
- 8) Monthly: Site-based literacy teacher leaders participate in PD focused on effective planning and delivery of Tier 1 Curriculum

A **cycle of learning using** the NIET collaboration structures (ILT/PLC) is in place to support student achievement the following ways.

frequency and timeline and support staff outlined below:

- District Staff (monthly through District ILTs): Curriculum and Instruction, Teaching and Learning, Assessment/Accountability, and Executive Directors of Schools
- School Leadership (monthly through District PLCs, weekly through ILTs): Principals, Assistant Principals, Instructional Coordinators, lead content teachers/literacy coaches
- Classroom (weekly through PLCs): teachers of students identified as being disproportionately impacted by COVID-19
- NIET Coaching (quarterly): On-Site coaching visits to support implementation of the Best Practices (ILT/PLC)

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$400,000	ESSER III	\$430,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the 2021-2022 school year, 27 district and school level leaders supporting K-3 instruction were identified to participate in cohort one of the Science of Reading AIM Institute. This included literacy coaches, school directors, and

specialists/supervisors of special populations (EL and SWD). 100% of those who were identified successfully complete the training and were provided a \$1000 stipend upon completion.

During 2022-2023 school year, approximately 600 K-3 teachers and leaders will complete the Science of Reading.

Impact on student outcomes from this professional learning activity will be measured at EOY 2022-2023 using the following:

- Individual Student Literacy Intervention Plans
- iSTEEP
- Curriculum-Based Assessments
- Diagnostic Assessments

Implementation support is provided in four ways:

- 1) Weekly: District ILT develop carry out school support plans
- 2) Monthly: Differentiated professional learning communities and targeted coaching of school leadership teams
- 3) Weekly: Literacy Coaches assigned to the priority schools
- 4) Monthly: Site-based literacy teacher leaders participate in PD focused on effective planning and delivery of Tier 1 Curriculum

Staff responsible for supporting implementation:

- **Academic Affairs District Staff:** Executive Directors of Schools, curriculum specialists, data and accountability specialists, EL Supervisor and coaches, and students with disabilities support staff
- **Achievement Zone Schools** (majority of students identified as needing the most support attend these schools): in addition to the above, these schools have access to on-site support from 13 Lead Content Teachers/Literacy Coaches
- **School building level leaders:** principals, assistant principals, instructional coordinators and school counselors
- **Site-Based literacy teacher leaders:** trained in the use of high-quality resources aligned to standards and designed to assist students in achieving grade level performance

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

Click or tap here to enter text.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$1,080,000
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SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$602,000	ESSER III	\$1,336,770
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2615/CPPS/2438989/COVID_Protocol_Guidance_22-23.pdf

COVID-19 Vaccination policies for staff and students https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2615/CPPS/2438989/COVID_Protocol_Guidance_22-23.pdf

Masking policies for staff and students https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2615/CPPS/2438989/COVID_Protocol_Guidance_22-23.pdf

Physical distancing, cohorts, or learning pods https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2615/CPPS/2438989/COVID_Protocol_Guidance_22-23.pdf

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

2022-2023 School Safety Operations

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

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

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

NARRATIVE:

Caddo Parish Public Schools (CPPS) addresses safety, as a whole, using tools and resources that greatly expand and enhance the ability to conduct school site safety assessments, identify and respond to threats, prevent violence, and collaborate with emergency preparedness personnel (e.g., law enforcement, mental health, first responders). The Director of Security leads this work which includes adherence to all state and local policies, support of the development and implementation of site specific Crisis Response Plans (includes all required elements of emergency operation plans). CPPS coordinates with emergency preparedness personnel in the development of school threat response plans specific to type and location (e.g., incident of shooting at a school, on a bus, or at a school-related activity). All personnel are trained in their specific role for various scenarios.

Strategies, Tools and Resources to Address Internal and External Threats to School Safety

1) Recruit, Hire and Retain Staff Skilled in School Safety Operations

- Security Department staff with successful law enforcement experience
- School Resource Officer(s) and/or Security Coordinators on all campuses (count of staff determined using multiple factors – school plant/layout, enrollment, other relevant data)
- District staff with credentials in School Psychology and behavioral health

2) Utilize an Emergency Response Portal: Navigate 360

- accessible to all district and school staff and law enforcement agencies
- supports access to and development/review of all school Crisis Response Plans (in one electronically accessible location)
- tracks completion of mandatory drills
- houses and tracks mandatory trainings
- serves as the main communication and coordination tool for all staff, district security team and local law enforcement in times threat and crisis

3) Conduct Threat Assessments

- Weapon detection systems installed at all (12) high schools
- Digital communication assessment (Lightspeed Relay) – continuous electronic scanning, notification, assessment, and response to language reflective of self-harm or harm to others. When language is determined to be an actual threat, the response aligns to the type of threat (e.g. suicide threats include the support of behavior specialists)

4) Leverage Partnerships to Provide Wrap Around Services to Students and Families

- Juvenile Justice Department
- Volunteers of America (Community in Schools Initiative)
- Volunteers for Youth Justice
- The Harbor (new 2022-2023 - services available to students and their families based on referral and/or walk-in)

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$10,232,522
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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	\$ 1,706,698.00
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$ 18,467,311.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$ 1,080,000.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$ 10,232,522.00
2022- 2023	Total Funding Commitment	\$ 31,486,531.00

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.

