

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.**

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School System Leader Signature	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: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

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

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

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

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

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

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

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

Commitment: ATTENDANCE & WELL-BEING ✓✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$

ESSER III

\$

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

Staff from the district's Child Welfare and Attendance department also ensures the following refined strategies to support the reduction of truancy in the school system for SY 22-23:

- Inform district personnel and parents/legal guardians that attendance is a legal responsibility and governed by the Louisiana Compulsory School Attendance Law. District personnel will be in-serviced on the Compulsory School attendance Law with the attendance policy. The Compulsory School Attendance Law will be included in the EBRPSS Student Rights & Responsibilities Handbook for parents to review. Parental attendance meetings and Truancy conferences will include a review of the Compulsory School Attendance Law, parental responsibility and penalties for noncompliance. Robo calls, letters and emails will be forwarded to parents referencing the Compulsory school Attendance Law.
- Pull weekly attendance data from the JCampus system and intervene early with students displaying unexcused absences. This includes vetting for extenuating circumstances and providing resource options for identified barriers to regular school attendance.
- Assist in creating a positive and safe school culture so that students enjoy coming to school and are not disengaged.
- Every school will have a School Based Attendance Team (SBAT) to address attendance matters and develop student attendance plans.
- Attendance Improvement Meetings (AIM) will be held with a biweekly cadence for schools with a truancy rate greater than 10% based on previous years' data.
- Dedicated attendance clerks will be hired at all secondary schools to address attendance matters.
- Professional development for Executive Directors, Principals, Attendance Clerks, and Counselors on attendance policy and protocols.
- Professional development for attendance clerks on proper data entry in the JCampus system.
- Petitioning parents of truant students to EBR truancy court. This is pretrial diversionary proceeding with a hearing officer who generates attendance plans/intervention
- options for parents. If non-compliant, the case is referred to Juvenile Court for prosecution under improper supervision of a minor criminal statute.
- Petitioning parents of truant students to juvenile court. Attendance plans are generated by the Judge and reviewed in 30/60 days through status conferences. If compliant the case is dismissed, if noncompliant, the case goes to trial.
- Implementation of district protocols regarding truancy.
- Accessing district supports as needed/identified for students (Social Workers, Multi-tiered systems of Support/SEL, Counselors, Safe, Happy, Healthy Classroom partnership, Health Care Centers)
- Conducting Truancy Conferences quarterly. This intervention is for parents of truant students, giving them an opportunity to meet with Child Welfare & Attendance personnel to discuss barriers to their student's attendance prior to court referral. Interventions/resource options are provided as identified. Cases are monitored for improvement and/or noncompliance and petitioned to court if applicable.
- A resolution was presented to the local school board to recognize September as Attendance Awareness Month. The board voted to accept the resolution, and this was published and communicated out to principals and stakeholders.
- Social Media communications regarding attendance/truancy are ongoing.
- School level meetings with students and teachers regarding attendance/truancy are ongoing.
- Ongoing monitoring of student attendance/truancy by Child Welfare & Attendance staff.

- Assessing quantitative data to include truancy rates, average daily attendance, school performance scores (trend report of comparison data from previous years.)

Various data points, both quantitative and qualitative will be utilized to understand and evaluate the effectiveness of implemented strategies. Evidence to be reviewed includes but is not limited to the following:

- Continue to use JCampus/ SIS Data for Chronic Absenteeism and Truancy- Average Daily Attendance rate for all school (Comparison Analysis)
- Continue to utilize Truancy Data and Chronic Absenteeism Reports from the LDOE
- Customize JCampus/ SIS reports to reflect specific criteria for truancy versus chronic absenteeism (22/23 SY)
- Utilize In House Attendance Verification Tool
- Ongoing Monitoring of Attendance, Supporting Attendance Clerks/POC utilizing the Attendance Verification Tool

Using the various strategies simultaneously will make an impact on improving attendance system wide. It is important to engage stakeholders in supporting the attendance protocols while understanding the importance of attendance and that it is a legal responsibility. Attendance is a district matter that requires procedural support from all stakeholders to ensure that identification, monitoring, intervention efforts, supports and parental accountability are implemented with informed knowledge and fidelity. These strategies allow for that process to occur which will result in improved academic success.

The following three-year trend data shows positive outcomes related to strategy implementation. Over a three-year period beginning in 2019, the number of truant students (schoolwide), and truancy percentage rates decreased with each consecutive year. Due diligence efforts were made throughout the Covid year to keep students engaged and on track academically. School Performance Scores (provided for the 2019 and 2021 (simulated) school years; SPS scores were not calculated for the Covid year) provide added evidence of desired outcomes and impact.

In SY22-23, new protocols of attendance procedures were shared with school leaders and district support staff. These standard operating procedures provide a clearly defined protocol to address truancy and absenteeism for the district. The law recognizes the importance of education and places a duty on the parents/legal guardians to ensure that their child is attending school on a regular basis. This protocol allows for the standardization of tracking, notification and identification of students who are truant and need assistance to resolve or eliminate barriers to regular attendance. Throughout this process, extenuating circumstances can be identified as well as issues impacting the wellness of the student as a whole that can affect academic success.

Gathered data will be utilized to determine the effectiveness (stop, start, and continue) and goals for upcoming semesters and school year. The implementation of these strategies and strategic progress monitoring at the district level are aimed to provide the interventions and supports needed to students and families in order to better impact teaching and learning outcomes through a reduction in chronic absenteeism and truancy.

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

ESSER II

\$300,000

ESSER III

\$2,026,691

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

Utilizing data from a districtwide SEL screener and curriculum, 33,096 students were provided evidence-based well-being supports via the universal SEL curriculum (RethinkEd) in the 2021-2022 school year. Utilizing SEL screener data and a tiered approach, 134 students received Tier 3 ongoing clinical interventions implemented by the district's five regional social workers during the previous school year. Utilizing trend data and preliminary screener data for the SY 22-23, it is projected that nearly 8,000 students in the district will require some form of mental or behavioral health intervention support. To

properly determine this number, 32,024 students will have access to the Tier I SEL instruction and resources during the first 30 days of school. SY 21-22 data shows a 1% increase (from 46% to 47%) in the number of students scoring average and above on the SEL screener for their overall SEL competencies given through the RethinkEd platform. There was also 1-2 percent increase in students scoring above in each of the 5 SEL competencies. Additional noteworthy data points are below:

- Self-Management sub scores grew from 49% to 50%
- Self-Awareness sub scores grew from 49% to 51%
- Social Awareness sub scores grew from 45% to 46%
- Relationship Skills sub scores grew from 52% to 54%
- Responsible Decision-Making sub scores from 51% to 53%

Multiple data sources will be used to understand and evaluate the effectiveness of the evidence-based well-being supports implemented in SY 22-23. Once again, the SEL screener will be administered through the RethinkEd Platform given the fall and spring semesters. Additionally, a teacher rating scale in the RethinkEd Platform will be completed in the fall and spring semesters for all students. Additionally, a mental health services tracking referral system will be used to monitor the following: student goals achieved and establish baseline data for the types of referrals across the district. This information will support and inform the identification of the direct intervention services provided by the staff within the district's mental health services department.

Evidence based well-being support was available for all students (41,050) during the 2021-2022 school year. The MTSS Department collaborates with school counselors in support of increased well-being of students through a Multi-Tiered System approach for support to encompass academics, behavior health and social and emotional learning. School Counselors utilized the ReThinkEd platform and resources to implement a holistic approach. In addition, ICare and Social workers were an integral part of the tiered approach. Evidence based well-being support is available for all students during the 2022-2023 school year. School counselors will continue to collaborate with the MTSS Department for second year implementation of the model outlined above. Additionally, school counselors will continue to partner with ICare for intervention and prevention support and resources and with Social Workers to support Tier II students and referrals. The school counselors utilized data from needs assessment (Drummond) and/or custom created needs assessments along with the ReThinkEd pre and post assessment data for grades 3-12. Additional data sources will be utilized to better understand and evaluate the effectiveness of the evidence-based well-being supports inclusive of the following: data extracted from ICare surveys and referrals regarding Prevention and Intervention; social worker referral and case work data; and analysis of the Rethink Ed pre and post SEL assessment data.

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**.

Attendance: Identification of Students

The district utilizes a variety of resources and strategies to identify and reach out to students and families who need to be re-engaged. In addition to the work of our Child Welfare and Attendance department, the district collects and reviews student demographic data daily via a dedicated employee. Daily membership reports available to district leaders include student counts by grade and school; subgroup counts inclusive of gifted and talented and students with disabilities; and ethnicity and gender reporting. Report design breaks data down by district, school and grade level to allow for careful analysis and data driven decision making. Below is a summary of key data points regarding recent enrollment and attendance trends:

- Recent data demonstrates an increase in enrollment counts of 2021 (39,453 - Oct 1 2021) as compared to the previous year. September 2022 data from the district's SIS platform reflects a current September (tentative) MFP count enrollment of 39,083, thus relatively maintaining enrollment levels. Enrollment data is stabilizing and trending back towards pre-pandemic numbers.

- Additionally, pre to post COVID trend data provided evidence of changes in most subgroups of students with the most significant declines of at least 2 to 4 percentage points specifically for the Black, Hispanic, Economically Disadvantaged, English Learners, and Students with Disabilities when comparing pre-Covid to September 2021 data. As enrollment moves towards stabilization, internal data collected in September of 2022, demonstrates the following: economically disadvantaged students are projected to increase by 1-2%; Hispanic students are projected to increase by 1.3%; LEP students are expected to increase by .35%, and black students are projected to decline by 1.4% for SY 22-23 official counts.
- During the 20-21 school year, over 12, 231 students learned in a virtual environment. During the 21-22 school year, 1,358 students were enrolled in a virtual environment. Currently (September 2022), 469 students remain enrolled in virtual environments.
- Trend data continues to show that students in the Black, EL, SWD, and Hispanic subgroups have shown the most attendance issues that have contributed to the learning loss that has been impacted by COVID pandemic impact over the last three years.

In order to increase attendance and access to high quality seats, the district continues to expand its portfolio of schools with the implementation of two new “Focus Choice Schools”; the continued access to a full-time school dedicated to virtual instruction; and the expansion of charter school seats. Re-engagement strategies across all district schools include the addition of expanded resources in the area of family engagement. Over the past two school years, the district has added 42 dedicated family engagement specialists to serve individual schools, English Language Learners and ESS students and families. The district continues to develop, monitor and adjust a comprehensive family and community engagement framework through the Family and Community Engagement department.

Additionally, the district has purchased Illuminate eduCLIMBER and Achievement Dashboard platforms for implementation in the 2021-2022 and 2022-2023 school years. The eduCLIMBER platform enables a whole child data visualization and a Multi-Tiered Support System (MTSS) collaboration and management platform with built-in tools for essential MTSS practices. The platform allows the ability to import multiple data measures and sources into a single platform with built-in tools for intervention tracking, collaboration, effectiveness reporting, early warning, driving system-level improvement, through a customizable early warning system, the platform allows for the alignment of attendance, behavioral and academic data. The online data visualization and early warning system indicators allow for quick intervention to provide the necessary support to keep students in school and re-engage those who are not currently attending.

Attendance: Re-Engagement

The district is leveraging multiple resources to re-engage students with poor attendance. Through a dedicated employee, the district tracks attendance and demographic membership daily through reports available and analyzed for staff. Weekly data is shared with executive leadership, department leaders, school leaders to review and analyze. School leaders have the ability to run the same data reports in real time at any time of day or week.

As part of the district’s recent organizational realignment, staff in the Child Welfare and Attendance (CWA) Office and TASC program were assigned to schools in one of five regions. This change allows support staff to provide direct and intentional support to schools and families in each region based on the needs of the area. During the 2021-2021 school year, the district initiated a partnership with the LSU Attendance Alliance initiative to accomplish the following goals: assist the district in locating students who are not attending school, re-enroll eligible PK-12 students, and promote good attendance practices. This project is in collaboration with the district’s Child Welfare and Attendance Department in order to support attendance goals.

Additionally, the district maintains a re-engagement office that is a cross department collaboration of multiple support areas. The Re-Engagement Program's goal is to provide meaningful and measurable learning outcomes for students who have experienced behavioral challenges, academic difficulties, or barriers to acquiring successful matriculation in a traditional learning environment. In conjunction with the re-engagement office, each alternative education program or school will meet the unique needs of students and equip them with the tools needed to thrive.

Overall, the analysis of attendance data for students in the school district demonstrates the following: for the school year of 2019-2020 - 94.09%; 91.44% for the school year of 2020-2021; and 92.5% for the school year of 2021-2022. The outcomes for students who received the attendance supports over the past year demonstrated a +1% growth. The impact of the pandemic led to a significant decrease in attendance rates according to data pulled from our local SIS platform. The immediate goal and anticipated outcomes of the above comprehensive strategies and action steps is to increase student attendance (+3%) back to pre-pandemic rates by specifically targeting subgroups identified in the previous section. An additional goal is to have the district maintain a rate at or above 96%. The dedicated staff member above will support school and district leaders with progress monitoring and tracking data to support strategy implementation. Attendance data is a prominent metric on the district's KPI scorecard. It is publicly tracked and monitored on the district website.

Well Being: Identification of Supports

In 2021-2022, there were approximately 7,900 students in the district who needed some form of mental or behavioral health intervention. Following trend data there should be approximately 8,000 students in the district that will need some form of mental or behavioral health intervention in the 2022-2023 school year. The district utilizes various resources to both identify and assist students who need mental health and behavioral support. This was achieved through the utilization of ESSER funding for both the acquisition of additional staff and programs as well as the reorganization and prioritization of staff. In the Fall of 2021, the district strengthened the alignment of the student support division in order to reinforce the mental and behavioral health of students. The role of the school counselor was changed from one of testing and compliance to one of student support under the MTSS structure. During the 2021-2022 school year, school counselors were paid for one additional month of work in order to help them build capacity in their changing job responsibilities. This was a one-time supplement and is not included in the 2022-2023 budget.

The MTSS Department in its second year now includes one director and six SEL specialists to support Social Emotional Learning (SEL) in the district. SEL is the foundation of all academic and behavioral improvements. Last year there was a 1% increase (from 46% to 47%) in the number of students scoring average and above on the SEL screener for their overall SEL competencies given through the RethinkEd platform. There was also 1-2 percent increase in students scoring above in each of the 5 SEL competencies.

- Self-Management sub score increased from 49% to 50%
- Self-Awareness sub score increased from 49% to 51%
- Social Awareness sub score increased from 45% to 46%
- Relationship Skills sub score increased from 52% to 54%
- Responsible Decision Making increased from 51% to 53%

In the Fall of 2021, six social workers (One Lead Social Worker and five School Social Workers) were hired to provide support with Tier 3 behavioral interventions. Due to identified student needs the district hired 19 additional Mental Health Providers/School Social Workers for the 2022-2023 school year. The district currently employs 24 Mental Health Providers/School Social Workers (7 regional staff to serve elementary schools and 17 staff to serve middle and high schools).

The goal is that each Mental Health Provider/School Social Worker will carry a caseload of 25 students. This will result in over a 300% increase in the number of students served.

Staff from the previously mentioned areas will work in collaboration with the district's ICARE department. ICARE is an alcohol drug abuse, and violence prevention program for the school system. It provides prevention education to students in public, parochial, and participating private and charter schools in the areas of alcohol, tobacco, other drugs, violence, crisis response, and management. ICARE staff includes 20 Licensed Prevention Professionals. Specific services provided include individual family and student consultation, small group student support, classroom education, staff and parent training, prevention campaign support, and a variety of other services that support social-emotional learning. The ICARE program operates off a referral system and provides a unique offering of added support to identified students.

In addition to the current Supervisor of Health Services, the district is adding 6 medical assistants to provide for the physical well-being of students. The supervisor will provide COVID 19 support, build collaboration with the Special Education Department, lead health initiatives, support the district wellness team, and coordinate partnerships to assist medical and health services.

Implementation and Continuation of Evidence-Based Activities:

The primary evidence-based activities to support the wellbeing of students focuses on Social Emotional Learning and two contracts to deepen district resources to address this area. The district has utilized ESSER funding to renew licenses for the RethinkEd program in order to continue the implementation and administration of a comprehensive research based SEL/Mental Health curriculum and SEL screener. RethinkEd's evidence-based, technology-driven platform is designed to: provide aligned instructional and assessment tools, accelerate social and emotional learning, and enhance collaboration between educators and families. The Rethink Ed screener will be completed by all of the students twice a year to measure student SEL growth. RethinkEd aligns with the five core SEL competencies which are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL screener data (a component of RethinkEd) has been added to leading and lagging key performance indicators as part of the district's strategic plan.

This year the RethinkEd curriculum is being implemented by classroom teachers at each K-12 site at all grade levels for 20 minutes a day for a minimum of 100 minutes weekly. This is designated time that is built into the district and school's instructional calendar and bell schedules. All classrooms follow the district SEL Scope and Sequence to ensure all students are addressing the same competencies and topics each week. This was designed to increase parental involvement and engagement across grade levels.

Spring 2022 SEL assessment data demonstrates that 52% of students scored at the two lowest levels of SEL competencies. This demonstrates a 1% increase in the number of students scoring at or above average. As students continue to progress through the RethinkEd curriculum and upcoming framework developed in consultation with CASEL, SEL staff will measure student curricular outcomes and monitor attendance and behavioral data to continue to track progress.

In 2022-2023 pre and post data from the district's SEL screener will assist with progress monitoring of program goals. The SEL pre-screener is administered to all students in the first 30 days of school. The post-SEL screener is administered in the last 45 days of the school year. With over 20,000 students scoring at the two lowest levels on SEL screeners, the goal of the district is to move at least 25% of enrolled students (approximately 10,300 students) up one level (on five level scale) and reduce the number of low level students to under 15,000 students on the posttest assessment after year one completion. For

the instructional months in between the pre (first 30 days of instructional school year) and post assessments (last 30 days of instructional school year, students participate in 100 minutes of weekly SEL instruction in identified areas of need.

In addition to the SEL self-assessment/screener, students in grades 3-12 will have a teacher rating scale through the RethinkEd platform completed by one of their classroom teachers. This rating scale gives additional data on: Student relationship skills, responsible decision making, self-confidence, emotional awareness, emotional regulation, perspective taking, and understanding of norms. This assessment is expected to expand to k-2 students by the end of the year, pending availability by the platform. This additional data will be used by school counselors to further understand the social emotional needs of students and ensure appropriate tiered responses.

Lastly, the district has also contracted with the *Collaborative for Academic, Social, and Emotional Learning* (CASEL) (ESSER funded) to provide professional development and coaching services, and an audit of the district's current SEL resources. CASEL is a nationally recognized organization that supports schools and school districts in growing and developing SEL frameworks.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$2,326,691

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

\$24,248,217

ESSER III

\$70,960,177

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

The following resources were used to identify, plan, and implement targeted learning support strategies: Accelerate, K-2 Intervention for literacy; LDOE Literacy library resources; LDOE English Learner Resources Achieve! ESSER II & ESSER III Funding Allowability and Cost Guidance Crosswalk. Expenditures in this area were utilized to support the following: materials and supplies for instruction and instructional technology to implement identified online platforms and resources; tutoring partners; English learner supports and added human capital; full time curriculum supports and interventionists, schoolwide coaches in the areas of math and literacy; virtual student support for students with disabilities; 504 support through added positions; and full time staff with added materials and software to support increased information and assistance to parents and families.

The spring 2021 LEAP 2025 data was utilized to identify the students who would need targeted learning support, from a total of approximately 32, 476 testers in grades 3 through high school 26,469 students were identified as having scored Basic and below. As a result, these identified students would be in need of receiving evidenced based targeted support during the 21-22 academic year. Support to these identified students were provided through the combined efforts of before and after school tutoring, summer programming, during the school day remediation, external partnerships, and other identified intervention strategies.

Districtwide, the overall LEAP 2025 scores went from 24% of students scoring mastery and above in the spring of 2021 testing cycle to 25% of students scoring mastery and above in the spring of 2022 leaving 75% of students currently scoring below the mastery levels. Spring 2022 LEAP 2025 data reflects positive change in the percentage of students scoring mastery and above in most areas: all subjects (+2%); ELA (+2%); math (+2%); science (+2); and social studies (no change). In ELA, 64% of students remain below mastery achievement levels. The largest gains were achieved by grades 6 (+7%) and grades 8 (+5%). Narrowing in on grades 3 and 4, mastery levels changed by +1% and -1% respectively. English I high school students dropped 1 percentage point in those scoring mastery and above, while English II students increased by the same margin. In mathematics, 77% of students remain below mastery levels.

Overall, students in grades 3-8 improved by 3% with the largest gain occurring at 5th grade (+4%). Focus areas of grades 3 and 4 improved by 3% each, while high school EOCs declined, remaining below 20% mastery and above. Current science data indicates that 79% of students remain below the mastery achievement level for LEAP 2025 assessments. Grades 3 and 4 both saw 2% increases and high school students increased achievement by 2% on the biology EOC exam. While social studies saw no change across all grade levels, students in grade 3 (+3%) and grade 4 (+7%) saw the highest gains along with high school EOC students who increased the percent scoring mastery and above by +6 percentage points. Overall, 79% of students districtwide remain below the mastery achievement level in LEAP 2025 social studies assessment scores. Subgroup data indicates significant gaps in achievement levels. Non-economically disadvantaged (52% mastery and above), white students (59% of students scoring mastery and above), and Asian students (68% scoring mastery and above) remain the highest performing groups.

The following subgroups demonstrated positive change in the last LEAP 2025 assessment cycle: students with disabilities (+1%), economically disadvantaged (+2%), white (+1%), Hispanic/ Latino (+1%), black/ African American (+2%), and Asian (+3%). Economically disadvantaged, students with disabilities, English Learner, Hispanic/Latino and black/African American subgroups all remain under 20% mastery and above. In sum total, it is calculated that 20, 236 students who remain below mastery achievement levels are being targeted for evidence-based support in the 22-23 school year. While LEAP data does suggest some levels of positive change, other data points suggest progress in student achievement as noted below:

- In SY 21-22, approximately 32,096 students were engaged in the Dreambox intervention platform. Internal tracking data shows that students increased from 6% student progress in the fall of 2021 to 33% student progress in the spring of 2022. Currently, 31,369 students are rostered for continued support with 2,509 of them in grade 3 and 2,409 of them in grade 4.
- In SY 21-22, 13,619 students were enrolled on the Amplify DIBELS and mClass intervention platform, while there are currently 13,619 rostered in the portal with 3,098 enrolled in grade 3. Overall, the percent of students scoring on level or above increased from 36% at the beginning of the year screener to 44% on the end of the year assessment.
- Districtwide, 23,732 students are enrolled in Achieve 3000 literacy interventions; with over 863,790 lessons completed last year, the average Lexile gain in SY 21-22 was 90L per student with 47 individual campuses exceeding their growth targets.
- In SY 21-22, 22,203 students were enrolled on the ANET platform with 97% of them assessed during the district assessment windows. Currently there are 22,998 students enrolled on the ANet benchmark assessment online platform with 21,902 engaging in diagnostic assessments over the first 30 days of the school year. ANet data from the previous year documented students moving from an average of 36% correct on diagnostic assessments to an average of 38% correct on the last interim of the school year in mathematics, while moving from a 39% average correct score on the first ELA interim to a 44% average correct score on the final interim of the school year. Narrowing the focus, currently 2,533 students from grade 3 and 2,433 students from grade 5 just completed diagnostic assessments.

ESSER funded Dreambox, Achieve 3000, Amplify DIBELS mClass and ANet assessments all indicate a positive impact on student outcomes. It is anticipated that year two outcomes will see three to five percent increases above previous gains in

the most recent year. At the conclusion of the 22-23 school year, the following data points will be utilized to evaluate the effectiveness of targeted learning activities: LEAP 2025 data; internal Dreambox platform progress reports; ANet benchmark assessment results; Achieve 3000 reporting inclusive of Lexile growth, and DIBELS BOY, MOY and EOY comparison reports.

In order to prioritize students in grades 3-8 who have not reached mastery levels, the district has standardized and adopted various curriculum support platforms for both horizontal and vertical alignment across district elementary and secondary schools. As noted above, supplemental resources to Tier 1 Curriculum and online intervention programs have been purchased. Examples include, but are not limited to the following: Amplify mClass interventions aligned to DIBELS 8 results; Edgenuity for credit recovery and remediation for secondary students; Achieve 3000 for literacy universal screening and tiered intervention across all elementary and secondary schools; and Dreambox for mathematics intervention and support across all elementary and secondary schools. These programs follow a RTI model and staff implements tutoring as part of those programs. Resources identified by the LDOE are also incorporated during the school day tutoring and intervention sessions.

In order to monitor and track the progress of both Tier 1 instruction and tutoring and remediation sessions, the district is implementing a variety of evidence-based strategies to tighten the alignment of Tier 1 curriculum, targeted professional learning and high-quality assessments in order to directly impact student achievement. The mastery and above sub group percentages of ELA and Math for students scoring Mastery and above data for school years 2019-2021 reflected sharp declines of at least 2-10 percentage points in both 3rd and 8th ELA and Math scores with impacts throughout all subgroups of students. The most impactful decreases were to the subgroups of English Learners in 3rd and 8th ELA and Math, while Economically Disadvantaged, Black, and Student with Disabilities experience significant declines in 8th grade ELA. As noted above, the district has seen some recovery, but gaps still remain.

In response to sub group percentages of students scoring Mastery and above in grades 3-11 on LEAP 2025, the district has purchased ANET benchmark assessment program for students in grades 3-11 in both ELA and math. The ANET assessment program in grades 3-8 has undergone an intense evaluation and review via the Louisiana Department of Education's materials review process earning its highest rating. In the elementary grades, 100% of the texts offer opportunities for students to demonstrate evidence of mastering grade-level standards. Furthermore, assessment reviews noted the following: the materials are unbiased and accessible to all students. Some of the ideas may be complex for lower-level students, but the texts are included in the sets that increase in rigor, allowing for a base of understanding. ANET Assessments will be administered 3-4 times a year (October, January, March, May - for three-week windows) via the myANET platform. District core content benchmark assessment data will be tracked and monitored in grades 3-11 in alignment with the district's newly adopted strategic plan KPIs and standard measures strategies. Totaled math diagnostic data reflected a district score of an average 38% correct score across all on assessment items in 2022. The district goal is to raise this number by 3% on each interim assessment for a total change from 38% to 50% by the end of the year assessments. The district is working with the vendor to differentiate reporting by subgroup data in order to better address learning gaps identified with students who did not earn mastery and/or who have been most impacted by learning loss associated with the COVID 19 pandemic.

Internal ANet data tracking for the 21-22 school year demonstrated students with disabilities moving from 39% correct on math diagnostic assessments to 41% on the final interim, and from 39% correct on the first ELA interim to 41% percent correct on the final interim of spring 2022. EL Learners scored 28% correct average on math diagnostics in the fall and increased to 32% percent correct average by the final spring interim of 2022 while increasing from 28% correct average on the first ELA interim to 32% correct average on the final ELA interim in the spring of 2022. Additionally, myANET provides an interactive platform for teachers to use the reports to identify learning gaps within the Louisiana Grade Standards. The platform not only identifies the standards but also has linked instructional 22,998 students who are scheduled to take the LEAP 2025 assessments in the spring of 2023.

Dreambox will be used to provide math intervention and support across all elementary and secondary schools. Implementation of Dreambox began in August 2021, and the district is entering the second year of implementation. The platform is intended for daily use with a recommendation of 75 minutes with five completed lessons per week. District-wide math coaches, in conjunction with classroom teachers and administrators will participate in the implementation, support, and monitoring of effective use of the high-quality evidence-based activity. Implementation is being supported with professional development on progress monitoring to collect the measurable outcomes with fidelity. Measurable outcomes will include student usage and student progress toward mastery of state standards. Reports are generated weekly and discussed in math professional learning communities and vertical planning meetings.

The math department tracks and monitors district-wide reports on the first day of every month to coordinate plans and next steps for best practices. The district's goal for Dreambox is to average 5 lessons per week district-wide and attain a progress score of 90% by May 2023. Year one data (2021) shows our district averaged 2.9 lessons per week and has a progress score of 33%. The Progress score shows a student's progression through Dreambox's curriculum. As students complete and show proficiency in lessons their Progress continues to improve showing their mastery of Dreambox's lessons. Progress in Dreambox measures completeness and proficiency. It does not include lessons that are not completed with proficiency. As students struggle in Dreambox the curriculum adapts to the student and teaches at the current learning level.

Achieve 3000 is an additional evidence-based platform utilized to provide interventions to students whose ELA assessment data indicates the need for added support. Data analysis demonstrates improved results regarding student achievement and academic outcomes. During the first year of implementation, initial Level Set data, as measured by the Achieve 3000 platform, revealed that the average Lexile level was 519, which is a 5th grade reading level. Students using Achieve 3000 to complete 2 or more activities weekly demonstrated growth to a Lexile of 630, a gain of 90 points, accelerating to a 6th grade reading level. Those learners who completed 20 or more lessons with an average initial attempt of 75% or higher accuracy demonstrated a 208-point Lexile growth, which is 2.4 times the expected growth. Those who completed 40 or more with an initial attempt of 75% or higher grew 234 Lexile points, which is 2.75 times the expected growth, which positions these for a gain in grade-level Lexile. During the 2022-2023 academic year, the content areas, specifically English Language Arts and Social Studies, have incorporated articles that align to the Tier I Curricula, which will support an intentional effort to have all users increase the number of lessons completed; thereby, supporting the data of increased Lexile scores. Students accessing Achieve 3000 engaged in the following evidenced-based activities:

- a. On level texts
- b. Supporting the use of pre-reading, during reading, and post reading strategies, using the platform's annotation tools and activities that include selected response, constructed responses, and citation of textual evidence.
- c. Reading and writing with non-fiction texts
- d. All tasks provided options in close reading, building academic vocabulary, and differentiation.
- e. Assessments that drive acceleration

Additional data used to understand and evaluate the effectiveness of the evidence-based learning activities in 2021-2022 include the following:

- Number of lessons completed each week
- Average score per activity
- Average score per student
- Students scoring 75% or higher on the 1st attempt

- Performance by each region in the district

Initial screening and level setting is currently in progress for the new school year. During the 2022-2023, school year the strategies that will be continued include the following:

- On level texts
- Supporting the use of pre-reading, during reading, and post reading strategies, using the platform's annotation tools and activities that include selected response, constructed responses, and citation of textual evidence.
- Reading and writing with non-fiction texts
- All tasks provided options in close reading, building academic vocabulary, and differentiation.
- Assessments that drive acceleration

Added to these strategies for the 2022-2023 school year will be the implementation of the Achieve 3000 feature, Word Studio, which provides support for learners in grades 6-12 who demonstrate deficits in phonics, word analysis, and reading comprehension. Also, during the 2022-2023 year, the Division of Academics has defined the dates for both an interim and end of year assessment to ensure full participation for a complete data picture.

In alignment with the district's strategic plan to improve student achievement, schools have been prioritized in regions to ensure that families of schools are provided high quality and targeted professional development to school leaders and teachers in the Louisiana state standards, teaching and learning, assessment, and interventions. To enhance the region's approach and provide vertical alignment, each department assigns differentiated staff to meet the unique needs of each particular region. Staff from curriculum and instruction; special education; human resources; accountability and assessment; federal programs business operations; technology and others are assigned per region to provide intense support to that cluster of schools. Region support teams facilitate data roundtables for district schools to review lagging and leading indicators such as attendance and behavior data; course passage rates and credit accumulation; and progress monitoring of benchmark assessment data. Having multi-department support teams participate in data roundtables provides for increased opportunity for early intervention and differentiated support by school needs.

The district has a combined 42 UIR and CIR schools. To meet the needs of those students who have not yet achieved mastery, Tier I curriculum coupled with ESSER funded interventions (identified in other sections of this document) are being implemented during the school day in order to address learning loss with an emphasis in the C, D, and F schools. Intervention programs are being implemented at a minimum of 90 minutes per day. Through the use of ESSER funding, staffing allotments of literacy and math coaches were also prioritized in C, D, and F schools to provide job embedded professional development and program development support.

The overall goal is to increase the district's LEAP performance in ELA from 36% mastery back to above pre-Covid levels of 40% and in mathematics from 23% back to pre-Covid levels of 31% district wide in one year. Meeting this target would take direct steps towards addressing the vast learning loss suffered from pandemic. Additionally, reaching these targets would bring the district averages back to where they were prior to the COVID pandemic.

Lastly, to meet the requirements of Bulletin 1566 and to implement approved strategies in Individual Academic Improvement Plans (targeted for students in grades 3-8 based on LEAP data), each school receives a general fund after school tutoring budget for weekly sessions in addition to access to the district's summer remediation program. ESSER funded Tier 1 curriculum and intervention supports are used to provide instructional materials. Related data is tracked in the district's student information system. ESSER will fund stipends for teachers and staff members that have worked in-person to support our students during the pandemic, and to support the retention of EBR teachers and staff members.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$0	ESSER III	\$1,360,590
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

To meet the requirements of Bulletin 1566 and to implement approved strategies in Individual Academic Improvement Plans (targeted for students in grades 3-8 based on LEAP data), each school receives a general fund after school tutoring budget for weekly sessions. Amplify mClass intervention kits were purchased for ELA support as well as the Achieve 3000 and Dreambox platforms for ELA and math instruction. This budget pays teacher stipends for after school tutoring programs to implement the ESSER purchased previously identified resources via a blended learning approach. Instructional staff also utilizes resources on the LDOE website to integrate into tutoring programs.

Dreambox will be used to provide math intervention and support across all elementary and secondary schools during after and before school programs. Implementation of Dreambox began in August 2021 and is entering the second year of utilization. In addition to the recommendation of 75 minutes with five completed lessons per week during the school day, before and after school programming provides additional opportunities to meet these goals for students needing additional support. Measurable outcomes include student usage and student progress toward mastery of state standards. Reports will be generated weekly and discussed in math professional learning communities and vertical planning meetings. The math department tracks and monitors district-wide reports on the first day of every month to coordinate plans and next steps for best practices.

The district's goal for Dreambox is to average 5 lessons per week district-wide and attain a progress score of 90% by May 2023. Year one data (2021) shows the district averaged 2.9 lessons per week and has a progress score of 33%. The Progress score shows a student's progression through Dreambox's curriculum. As students complete and show proficiency in lessons their Progress continues to improve showing their mastery of Dreambox's lessons. Progress in Dreambox measures completeness and proficiency. It does not include lessons that are not completed with proficiency. As students struggle in Dreambox the curriculum adapts to the student and teaches at the current learning level.

Achieve 3000 is an additional evidence-based platform utilized to provide interventions to students whose ELA assessment data indicates the need for added support. This platform is used both during the day and in before and after school programming to meet individualized student needs. Data analysis demonstrates improved results regarding student achievement and academic outcomes. Initial screening and level setting is currently in progress for the new school year. During the 2022-2023, school year the strategies that will be continued include the following:

- On level texts
- Supporting the use of pre-reading, during reading, and post reading strategies, using the platform's annotation tools and activities that include selected response, constructed responses, and citation of textual evidence.
- Reading and writing with non-fiction texts
- All tasks provided options in close reading, building academic vocabulary, and differentiation.
- Assessments that drive acceleration

Added to these strategies for the 2022-2023 school year will be the implementation of the Achieve 3000 feature, Word Studio, which provides support for learners in grades 6-12 who demonstrate deficits in phonics, word analysis, and reading comprehension. Also, during the 2022-2023 year, the Division of Academics has defined the dates for both an interim and end of year assessment to ensure full participation for a complete data picture. These strategies will be applied in both targeted interventions during the school day as well as in before and after care programming for students whose progress indicates additional support and time on task.

Schools provide parents with Before and After Care Programs to assist students with homework assistance and provide opportunities for students to engage in physical fitness activities. Eighty-one percent of district elementary schools offer parents Before and/or After Care Programs. Thirty percent of district middle schools offer parents Before and/or After Care Programs. There are no Before and/or After Care Programs for high school students. Twenty percent of the district's Before and/or After Care Programs are managed through partnerships with external providers, such as the YMCA, Boys and Girls Club, Humanities Amped, and Big Buddy.

The district also maintains partnerships for before and after school tutoring. External partner, City Year, is one of those collaborations providing corps members to identify low performing schools. Funding is also being allocated for a pilot program with Studyville. Studyville, an additional, contracted external partner, provides qualified staff to assist students with standards-based homework completion and standardized test prep. LEAP 2025 and internal data from district intervention programs are utilized to track and measure impact sharing the same overall goals as noted in previous sections of this template. The overall goal is to increase the district's overall LEAP performance in ELA from 36% to 40% and in mathematics from 22% to 30% district wide in all subjects tested in one year.

ESSER funding has also been allocated for "night school" and after school credit recovery platforms. Using a blended approach, district employed and certified classroom teachers and instructional staff support secondary students with credit recovery opportunities. The district's data roundtable process focusing on core school data points and KPI scorecards aligned to the new strategic plan will monitor and track student outcomes (at least 3 times per year) to document effective implementation. The desired outcome is to improve the district's graduation rate from 75.5% to above 80%. in the next immediate year. Data will be monitored in quarterly data roundtables facilitated by district staff.

2022-2023 Key Investment: **Summer Learning Programs**

ESSER II

\$0

ESSER III

\$435,884

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

Utilizing the summer learning program guidance, Achieve! ESSER II & III Allowability and Cost Guidance crosswalk and Achieve! Allowable Usage documents, the district planned and implemented a variety of summer programming sessions including but not limited to the following: athletics camps, summer bridge programming, CTEC internships, targeted programming for EL students and students with disabilities; arts programming; and LEAP remediation to meet the programmatic requirements of Bulletin 1566. In both the previous and current school years, the most current LEAP 2025 and internal program intervention data are used to identify students needing summer learning. The most recent LEAP 2025 data indicates that 20,236 students fell below the mastery achievement level indicating a need for added support.

Overall, it is calculated that 9,908 participated in summer programming. Students who participate in academic remediation programming intended for those whose LEAP scores are currently below mastery, yielded the following results (on internal district assessment) at the end of the program:

Grade	ELA % Mastery & Above	Math % Mastery & Above
3	28%	32%
4	42%	13%
5	26%	16%

Grade	ELA Above 75% Correct	Math Above 75% Correct
6	16%	15%
7	24%	7%
8	25%	15%

High school summer remediation students complete a three-week program utilizing Edgenuity remediation courses and practice assessments. In June 2022, 506 students participated in the summer LEAP 2025 assessment window to retake previously failed assessments.

EOC Course	Number of Repeat Testers	% Scoring Mastery and Above
English I	107	0%
English II	93	1.6%
Algebra I	86	2.3%
Geometry	30	0%
US History	72	0%
Biology	143	0%

Additionally, end of the year state and district assessment data as compared to beginning of the year ANET core diagnostics (ESSER funded) will provide tools for measuring program outcomes and progress monitoring student achievement. The goal of programs is to have students' diagnostic data on benchmark assessments increase from 36% overall to over 40% diagnostic averages for the next year.

At the conclusion of SY 22-23, summer programming will be open to all 40, 761 students (September 2022), with participation numbers increasing by 5% for summer 2023 to an increase of nearly 10,000 or a quarter of the district's population.

There are a number of data sources utilized to inform programming for all students including ANET Benchmarks (Interims 1, 2, 3), DIBELS, Kindergarten screener (DRDPK), ELPT, LEAP Connect, and Rethink ED. The data will be used to measure the outcomes for district host summer programming for seventh and eighth grade summer enrichment camps with CIR or UIR designation. To better impact those students who have not achieved mastery levels on LEAP assessments, EBRPSS students had to attend the LEAP remediation summer programs. End of the year state and district assessment data as compared to beginning of the year ANET core diagnostics (ESSER funded) will provide tools for measuring program outcomes and progress monitoring student achievement.

The goal of the summer learning programs for summer learning during SY 2022-2023 is to increase the number of students in subgroups and increase the equity of summer programming for all learners by continuing to provide enrichment opportunities in athletics, arts, and STEAM. In 2021-2022 summer programs approximately 30% of students benefited from summer learning and our goal is to increase this by three to five percent.

Summer Learning Programs follow the LDOE Acceleration Model strategies along with LDOE Summer Learning Guidance by aligning systems and structures with the district priorities and goals. In this process, the district seeks to create and maintain intentional structures by increasing the number of summer learning opportunities for students thus creating equitable programming to meet the needs of our diverse learners.

Extended School Year (ESY) services are provided to students with disabilities based on selected criteria/criterion (*Regression/Recoupment, Critical Point of Instruction (1 and 2), Excessive Absences, and/or Transition from Early Steps to Part B Preschool, etc.*) based on data collected during the regular school addressing goals and objectives taken from the current Individualized Education Program (IEP).

ESY 2022 provided services for 202 eligible students with disabilities, based on but not limited to the criterion aforementioned.

The number of students eligible for 2023 ESY Summer Program is yet to be determined based on data collected during the academic school year. This information is due in to the ESY Office by March 1, 2023. Data collection includes evaluation/re-evaluation reports, current IEP, current functional behavior assessment, support plans and related data, classwork, test scores, monitoring data/graphs, progress reports, progress toward grade level expectations, etc.

During the course of ESY, weekly samples of work completed and a mid-term progress report are sent home, and parents are contacted on a weekly basis with documentation available. At the end of ESY progress report based on data collected is sent to parents and submitted to SER. This progress report is shared with the child's teacher to be reviewed and utilized as part of regression/recoupment data for those students that require that criteria.

Data collection, progress reporting, and observing student performance, maintaining parent contact, as well as formal and/or informal assessment will be implemented to evaluate the effectiveness of ESY learning outcomes.

Based on LDOE's allowability the following evidence-based strategies that EBRPSS will continue to ensure the efficacy of the ESY program for students with disabilities by utilizing:

- Continued funding to provide extended school year services (ESYS)
- push-in model for grades PreK -12
- assistive technology in classroom for complex communicators
- evidence-based literacy modules being implemented across grade levels
- the hiring of staff to support services to students in accordance with their individualized education programs (IEPs) to include ASHA Certified Speech-Language Pathologists; Certified Occupational Therapists; Certified Physical Therapists and provide differentiated compensation due to high demand certification
- training and professional development for staff
- the purchase of materials and supplies to include hardware, software, and connectivity for students with disabilities, which may include adaptive equipment
- technology for online and on-site learning to all students,
- the provision of guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$3,779,585
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

For the second year in a row, the district has implemented a school calendar with increased and extended instructional time.

The 2021-2022 district approved calendar had a total of 67,375 instructional minutes - the equivalent over 9.4 additional days from previous years. Four additional days for professional development were also included, both the elimination of half days, and addition of full instructional days affords added opportunities to maximize instructional time and reduce gaps in learning. This form of extended time directly impacted all 41,418 students enrolled within the school district providing dedicated time for implementation of evidence-based strategies discussed in the targeted learning supports section of this template. Similarly, the calendar for the 2022-2023 school year includes a total of 65,925 instructional minutes with the equivalent of an added 5.7 days of extended instructional time. Added time for direct instruction and protected time for professional learning has a direct impact on the 40,761 (September 2022) students currently enrolled in the district.

Increased time to support teaching and learning are evidenced in calendars from both the current and previous school years. To achieve this goal, ESSER and general funds were braided to implement extended learning time coupled with protected time for intense professional development opportunities. The added instructional time allows for a more effective implementation of Tier 1 curriculum. Added time for high quality professional learning allows for aligned PD to support standards-based curriculum implementation. While continuing to prioritize students who failed to reach mastery in grades 3-8, this strategy directly impacts all students throughout district schools. During the first semester, there are an additional 5 days dedicated to teacher planning and professional learning, and an additional two days in the second semester set aside for the same purpose.

LEAP 2025 and graduation rate data will be used to track and monitor the impact of extended time inclusive of the same metric goals stated in previous parts of this plan. Additionally, ESSER funded Dreambox, Achieve 3000, Amplify DIBELS mClass and ANet assessments all indicate a positive impact on student outcomes. It is anticipated that year two outcomes will see three to five percent increases above previous gains in the most recent year. At the conclusion of the 22-23 school year, the following data points will be utilized to evaluate the effectiveness of targeted learning activities: LEAP 2025 data; internal Dreambox platform progress reports; ANet benchmark assessment results; Achieve 3000 reporting inclusive of Lexile growth, and DIBELS BOY, MOY and EOY comparison reports.

2022-2023 Key Investment: **Individual Student Plans for Success**

ESSER II

\$941,272

ESSER III

\$1,691,825

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

The spring 2021 LEAP 2025 data was utilized to identify the students who would need targeted learning support for the most recent school year. From a total of approximately 32,476 testers in grades 3 through high school 26,469 students were identified as having scored Basic and below. As a result, these identified students would be in need of receiving evidenced based targeted support during the 21-22 academic year. From this identified number, 2% (approximately 529 students) increased to mastery levels in ELA, math and science while there was no change in social studies. Currently xxx students have been identified for evidence based individual student planning support. Likewise in the spring 2022 LEAP 2025 data was utilized to identify the students who would need targeted learning support for the most recent school year. From a total of approximately 33,312 testers in grades 3 through high school 20,236 students were identified as having scored Basic and below.

LEAP 2025 and graduation rate data will be used to track and monitor the impact of extended time inclusive of the same metric goals stated in previous parts of this plan. Additionally, ESSER funded Dreambox, Achieve 3000, Amplify DIBELS mClass and ANet assessments all indicate a positive impact on student outcomes. It is anticipated that year two outcomes will see three to five percent increases above previous gains in the most recent year. At the conclusion of the 22-23 school year, the following data points will be utilized to evaluate the effectiveness of targeted learning activities: LEAP 2025 data;

internal Dreambox platform progress reports; ANet benchmark assessment results; Achieve 3000 reporting inclusive of Lexile growth, and DIBELS BOY, MOY and EOY comparison reports.

Of the 2,035 students currently classified as seniors (September 2022), data indicates that 594 (29%) still need to pass an End of Course Exam to meet graduation requirements. Achieve 3000 and Dreambox platforms for ELA and math instruction were purchased to provide prescriptive interventions for students inclusive of high school grades. While used mainly for credit recovery, the Edgenuity instructional platform provides (non-credit) remediation coursework, practice assessments and skill building modules aligned to student deficiencies and skills required for end of course exams. The Edgenuity platform allows for individualized student reporting to measure, track and monitor results. Additionally, ESSER funding has been allocated for teacher stipends for after school tutoring programs to implement the ESSER purchased previously identified resources via a blended learning approach. Instructional staff also utilizes resources on the LDOE website to integrate into tutoring programs.

ESSER funding has also been allocated for “night school” designed to help identified students recover credits inclusive of LEAP 2025 EOC courses. Using a blended approach, district employed and certified classroom teachers and instructional staff support secondary students with credit recovery opportunities and assessment preparation. The desired outcome is to improve the district’s graduation rate from 75.5% to above 80%. in the next immediate year. Data will be monitored in quarterly data roundtables facilitated by district staff.

Evidence based strategies to achieve individual student plans for success are being implemented to meet the differentiated needs of diverse student populations such as the following:

English Learners

ENGLISH LEARNERS RECEIVE STANDARDS-BASED INSTRUCTION ALONGSIDE THEIR ENGLISH-SPEAKING PEERS: English learners need to be exposed to strong English language models to help them acquire and practice English language skills. Keeping students in classes with their English-speaking peers allows them to become part of a community of learners with strong language skills; one where students acknowledge and appreciate one another’s skills and talents and support each other’s learning, especially when they are given an opportunity to cooperatively work on in-depth, project-based units of study. Research defines equitable, high-quality instruction for ELs as one where they receive language instruction through standards-based content from their content-area teachers, in addition to receiving explicit instruction of English language structures by an English Learner (EL) teacher. Additional curriculums supporting the instruction of English language structures by an EL teacher include: National Geographic’s *Reacher Higher* and *Inside the USA*.

CONTENT-BASED LANGUAGE INSTRUCTION: Content-Based Language Instruction describes an inclusive approach to meeting the needs of ELs and requires all teachers to support language development through their specific content by embedding language scaffolds into their lessons and differentiating tasks based on students’ proficiency levels. Content-based instruction is an instructional model that aligns with Strategy 1, the Connectors for EL, and meets Civil Rights Requirements. Content-based language instruction is an approach that supports English learners’ access to rigorous standards-based content. It utilizes subject matter concepts as the context for language learning, allowing development of English proficiency in all four language domains (listening, speaking, reading, and writing) in a purposeful and meaningful manner. This is in contrast to pull-out models where language is often taught in a decontextualized and simplified manner. This approach aligns with the overall efforts teachers are making to raise the rigor in language and content instruction to ensure all students achieve the expectations of the Louisiana Student Standards.

PROGRESS MONITORING IS AN ONGOING PRACTICE TO SUPPORT AND ACCELERATE INSTRUCTION: Effective progress monitoring practices support and accelerate instruction so ELs can achieve advanced levels of English proficiency and exit EL status. Progress monitoring using aligned assessments and student work as data points will inform and facilitate instruction decision making and measure students’ progress. Progress monitoring is not just the process of collecting data

from various sources, but more importantly it's teachers collaborating, discussing student work, and analyzing results to decide what's next. District EL Coaches along with school teachers support the instruction and learning of English Learners by collaborating and working together in Professional Learning Communities (PLCs) and Professional Development. EL Coaches and teachers utilize progress monitoring using aligned assessments. Equitable and effective progress monitoring is an ongoing practice to help measure student's progress toward mastery of content standards and English attainment. Teachers check for students' understanding of learning by using a variety of assessment methods, anecdotal notes, pre and posttests, interims, benchmarks, and summative tests.

TWO-WAY IMMERSION INSTRUCTIONAL MODEL: Research demonstrates compelling evidence that the best instruction, the one that will close the achievement gap for ELs, is instruction through a well implemented Two-way Immersion instructional model. This model is being implemented utilizing *Adelante* curriculum (Benchmark) and Eureka math.

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 following resources were used to identify, plan and implement targeted learning support strategies: Accelerate, K-2 Intervention for literacy; LDOE Literacy library resources; LDOE English Learner Resources Achieve! ESSER II & ESSER III Funding Allowability and Cost Guidance Crosswalk. Expenditures in this area were utilized to support the following: materials and supplies for instruction and instructional technology to implement identified online platforms and resources; tutoring partners; English learner supports and added human capital; full time curriculum supports and interventionists, schoolwide coaches in the areas of math and literacy; virtual student support for students with disabilities; 504 support through added positions; and full time staff with added materials and software to support increased information and assistance to parents and families.

The district's commitment to recovery and acceleration is evidenced by the implementation of targeted intervention, before and after school programs, summer programs, extended or increased learning time, and individual learning plans to meet the needs of the 20,236 students who have yet to meet the mastery standard. As noted in other portions of this document, district attendance and student achievement data highlights those most impacted by the pandemic. The district is leveraging ESSER funding in a variety of ways in order to target those who have the largest gaps with learning loss. Of the district's 33,879 economically disadvantaged students, 18 % scored Mastery or Above. Of the district's 3,545 EL students, >5 % scored Mastery or Above. Of the district's 4,390 students with disabilities, 9 % scored Mastery or Above. The above referenced groups reflect those most challenged by learning loss as historical achievement gaps increased during the pandemic.

A key investment was made in targeted learning support to ensure the utilization of Tier 1 instructional materials and high-quality supplemental programming to provide differentiated and elevated resources for students who need them most. In order to prioritize students in grades 3-8 who have not reached mastery levels, the district has standardized and adopted various curriculum support platforms for both horizontal and vertical alignment across district elementary and secondary schools. Supplemental resources to Tier 1 Curriculum and online intervention programs have been purchased. Examples include, but are not limited to the following: Amplify mClass interventions aligned to DIBELS 8 results; Edgenuity for credit recovery and remediation for secondary students; Achieve 3000 for literacy universal screening and tiered intervention across all elementary and secondary schools; and Dreambox for mathematics intervention and support across all

elementary and secondary schools. These programs follow a RTI model and staff implements tutoring as part of those programs. Resources identified by the LDOE are also incorporated during the school day tutoring and intervention sessions.

Historically, BOY DIBELS data for the district has averaged below 40% of students meeting or exceeding grade level benchmark standards. Most recent data show the district at 46% for grade K; 50% for grade 1; 45% for grade 2; and 44% for grade 3. Moreover, EOY Spring 2022 data shows that the following percent of students are in need of intensive intervention at each grade level: 43% in grade K; 38% in grade 1; 41% in grade 2; and 42% in grade 3. With the exception of the white subgroup, all other sub groups in the district are performing at a disproportionate level. For the elementary grades, the district has also adopted DIBELS 8 online literacy screening and interim assessment platform through Amplify Education. In addition to the online assessment platform, the district acquired mClass supplemental intervention products and resources. Amplify has been recognized for Tier 1 curriculum and intervention products by the Louisiana Department of Education's materials review process. DIBELS 8 assessment is on the Louisiana Department of Education's approved list of K-3 literacy screeners and recognized as a high-quality assessment tool. The district has planned to go beyond the required beginning of the year assessment and administer the middle of the year and end of the year assessments via the Amplify online platform unlike previous years. Moving forward, there will be 3 administrations of the DIBELS assessment throughout the year: Beginning of the Year (first 30 days of instruction/ August-September); Middle of the Year (last 30 days of first semester/Mid-November-December); End of Year (Last 30 days of instructional year / Mid-April-May).

In between DIBELS assessments, identified students will participate in mClass interventions (through Amplify platform) administered by classroom teachers and/or para interventionists under the supervision of classroom teachers at a minimum of once a week throughout the school year. K-3 literacy data will be tracked and monitored in alignment with the district's newly adopted strategic plan KPIs and standard measures strategies. The addition of two additional formal assessment windows throughout the year will enable the district to address individual students and subgroups (specifically economically disadvantaged and ELS subgroups) who were most impacted by COVID 19 learning loss. The overall goal for SY 22-23 is to move each grade level's beginning of the year on level data up by a minimum of 5%. Specifically, moving grade K (3,193 students) from 42% to above 50%; increasing grade 1 (3,403 students) from 36% to 42%; increasing grade 2 (3,101 students) from 44% to 50% at or above grade level; and increasing grade 3 (3,002 students) from 48% on or above level to 55% at or above level.

Achieve 3000 is an additional evidence-based platform utilized to provide interventions to students whose ELA assessment data indicates the need for added support. Data analysis demonstrates improved results regarding student achievement and academic outcomes. During the first year of implementation, initial Level Set data, as measured by the Achieve 3000 platform, revealed that the average Lexile level was 519, which is a 5th grade reading level. Students using Achieve 3000 to complete 2 or more activities weekly demonstrated growth to a Lexile of 630, a gain of 90 points, accelerating to a 6th grade reading level. Those learners who completed 20 or more lessons with an average initial attempt of 75% or higher accuracy demonstrated a 208-point Lexile growth, which is 2.4 times the expected growth. Those who completed 40 or more with an initial attempt of 75% or higher grew 234 Lexile points, which is 2.75 times the expected growth, which positions these for a gain in grade-level Lexile. During the 2022-2023 academic year, the content areas, specifically English Language Arts and Social Studies, have incorporated articles that align to the Tier I Curricula, which will support an intentional effort to have all users increase the number of lessons completed; thereby, supporting the data of increased Lexile scores. Students accessing Achieve 3000 engaged in the following evidenced-based activities:

- a) On level texts
- b) Supporting the use of pre-reading, during reading, and post reading strategies, using the platform's annotation tools and activities that include selected response, constructed responses, and citation of textual evidence.
- c) Reading and writing with non-fiction texts
- d) All tasks provided options in close reading, building academic vocabulary, and differentiation.
- e) Assessments that drive acceleration

- Additional data used to understand and evaluate the effectiveness of the evidence-based learning activities in 2021-2022 include:

1. Number of lessons completed each week
2. Average score per activity
3. Average score per student
4. Students scoring 75% or higher on the 1st attempt
5. Performance by each region in the district

Initial screening and level setting is currently in progress for the new school year. During the 2022-2023, school year the strategies that will be continued include the following:

- On level texts
- Supporting the use of pre-reading, during reading, and post reading strategies, using the platform's annotation tools and activities that include selected response, constructed responses, and citation of textual evidence.
- Reading and writing with non-fiction texts
- All tasks provided options in close reading, building academic vocabulary, and differentiation.
- Assessments that drive acceleration

Added to these strategies for the 2022-2023 school year will be the implementation of the Achieve 3000 feature, Word Studio, which provides support for learners in grades 6-12 who demonstrate deficits in phonics, word analysis, and reading comprehension. Also, during the 2022-2023 year, the Division of Academics has defined the dates for both an interim and end of year assessment to ensure full participation for a complete data picture.

In response to sub group percentages of students scoring Mastery and above in grades 3-11 on LEAP 2025, the district continues to implement ANET benchmark assessment program for students in grades 3-11 in both ELA and math. The ANET assessment program in grades 3-8 has undergone an intense evaluation and review via the Louisiana Department of Education's materials review process earning its highest rating. In the elementary grades, 100% of the texts offer opportunities for students to demonstrate evidence of mastering grade-level standards. Furthermore, assessment reviews noted the following: the materials are unbiased and accessible to all students. Some of the ideas may be complex for lower-level students, but the texts are included in the sets that increase in rigor, allowing for a base of understanding.

ANET Assessments will be administered 3-4 times a year September, October, January & March - for three-week windows) via the myANET platform. District core content benchmark assessment data will be tracked and monitored in grades 3-11 in alignment with the district's newly adopted strategic plan KPIs and standard measures strategies. The ANET data 2020-2021 is as follows: ANET ELA 24% to 29% ANET ELA (EL) 24% to 29%, ANET ELA (SWD) 44% to 48% and ANET MATH 36% to 38%, ANET Math (EL) 28% to 32%, ANET Math (SWD) 39% to 41%. The district's goal is to raise this number by 3% to five percentage points from year one of implementation to year two of implementation.

Dreambox continues to be used to provide math intervention and support across all elementary and secondary schools. Implementation of Dreambox began in August 2021 through May 2022. The platform is intended for daily use with a recommendation of 75 minutes with five completed lessons per week. District-wide math coaches, in conjunction with classroom teachers and administrators will participate in the implementation, support, and monitoring of effective use of the high-quality evidence-based activity. Implementation is being supported with professional development on progress monitoring to collect the measurable outcomes with fidelity. Measurable outcomes will include student usage and

student progress toward mastery of state standards. Reports will be generated weekly and discussed in math professional learning communities and vertical planning meetings. The math department tracks and monitors district-wide reports on the first day of every month to coordinate plans and next steps for best practices. The district's goal for Dreambox is to average 5 lessons per week district-wide and attain a progress score of 90% by the end of the school year. The Progress score shows a student's progression through Dreambox's curriculum. The Dreambox progress notes the 2020-2021 data as follows: Beginning of Year (BOY) averages of 6% increased to End of Year (EOY) averages of 33%. As students complete and show proficiency in lessons their Progress continues to improve showing their mastery of Dreambox's lessons. Progress in Dreambox measures completeness and proficiency. It does not include lessons that are not completed with proficiency. As students struggle in Dreambox the curriculum adapts to the student and teaches at the current learning level.

In alignment with the district's strategic plan to improve student achievement, schools have been prioritized in regions to ensure that families of schools are provided high quality and targeted professional development to school leaders and teachers in the Louisiana state standards, teaching and learning, assessment, and interventions. To enhance the region's approach and provide vertical alignment, each department assigns differentiated staff to meet the unique needs of each particular region. Staff from curriculum and instruction; special education; human resources; accountability and assessment; federal programs business operations; technology and others are assigned per region to provide intense support to that cluster of schools. Region support teams facilitate data roundtables for district schools to review lagging and leading indicators such as attendance and behavior data; course passage rates and credit accumulation; and progress monitoring of benchmark assessment data. Having multi-department support teams participate in data roundtables provides for increased opportunity for early intervention and differentiated support by school needs.

The district has a combined 43 UIR and CIR schools. To meet the needs of those students who have not yet achieved mastery, Tier I curriculum coupled with ESSER funded interventions (identified in other sections of this document) are being implemented during the school day in order to address learning loss with an emphasis in the C, D, and F schools. Intervention programs are being implemented at a minimum of 90 minutes per day. Staffing allotments of literacy and math coaches were also prioritized in C, D, and F schools to provide job embedded professional development and program development support.

The overall goal is to increase the district's overall LEAP performance in ELA from 36% to 44% and in mathematics from 23% to 30% district wide in all subjects tested in one year. Meeting this target would take direct steps towards addressing the vast learning loss suffered from pandemic. Additionally, reaching these targets would bring the district averages back closer to where they were prior to the COVID pandemic.

Lastly, to meet the requirements of Bulletin 1566 and to implement approved strategies in Individual Academic Improvement Plans (targeted for students in grades 3-8 based on LEAP data), each school receives a general fund after school tutoring budget for weekly sessions in addition to access to the district's summer remediation program. ESSER funded Tier 1 curriculum and intervention supports are used to provide instructional materials.

Resources, strategies and actions noted above have collectively been implemented during the day instruction, before and after school programs, extended learning opportunities, summer programming and individual student plans for success. As evidenced in the above sections, key summaries are below:

- Each school receives a remediation budget to provide before and after school programming; schools use Tier 1 resources and evidence-based resources outlined in this plan to meet the diverse needs of learners. Progress is measured utilizing intervention platform data reporting, benchmark assessments and LEAP 2025 summative data.
- Districtwide, 9,908 students participated in summer programming inclusive of summer remediation, bridge programming, athletics, literacy, arts, and special populations sessions. Progress is measured utilizing intervention platform data reporting, benchmark assessments and LEAP 2025 summative data.

- Based on current LEAP data, 20,236 students are identified as needing individual student planning to ensure success.

Specific details regarding the numbers of students identified as meeting the needs for support, the numbers impacted by year one implementation, the numbers targeted for year two implementation, data used to demonstrate achievement and other evaluation methods are detailed in the above sections of this plan.

In alignment with the district's strategic plan to improve student achievement, the instructional technology platform, Nearpod, was purchased to provide teachers with access to engaging instructional tools to use within their classroom. There is a strong positive correlation between use of digital technologies (i.e., Nearpod) and academic achievement scores. The Nearpod platform is a transformative student engagement platform that drives engagement with inclusive and immersive learning experiences. The platform allows teachers the ability to create interactive presentations, analyze and export student data for intervention and academic tracking, collaborate with teachers within their school site or district instructional staff, and review and track data using embedded reports.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$103,417,550

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$275,257	ESSER III	\$640,823
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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In both SY 21-22 and SY 22-23, the district continues to utilize professional development vendor support for training and on-site implementation coaching. LDOE school improvement best practices, teacher collaboration guidance, instructional leadership team guidance and Achieve! Allowable Uses documents have all provided resources to meet the professional learning and development commitment.

Across district sites, 90 educators were consistently provided with opportunities for professional learning relative to instructional leadership teams during SY21-22. This training was provided to educators in all district CIR schools focusing on NIET Level 1 best practices support in instructional leadership team meetings. In the 2021-2022 School Year, the leaders received two support days and professional development focused on ILT Best Practices. Based on their involvement with NIET ILT Best Practices, leaders became more intentional as they focused on student improvement efforts and galvanizing their teams. Leaders were able to draft long range plans that prioritize students' needs and strengthened calibration of instructional expectations.

In June 2022, 216 educators across district sites were provided professional learning opportunities relative to Level 1 or Level 2 of ILT best practices. At this same event, the same number of educators were provided professional learning opportunities on teacher collaboration inclusive of common planning, PLCs and clusters. Professional learning community implementation will be evaluated utilizing the NIET cluster rubric. Based on cluster rubric feedback, leaders will understand what improvements should be made and make the necessary adjustments as prescribed. The Compass Leader Rubric serves as an additional data point to understand and measure the effectiveness of the implementation of best practices and the progression of thereof. Using the results of Compass Leader evaluations and walkthrough data, professional learning activities will continue as they are deemed as having a positive impact on teaching and learning as well as school leadership by building the capacity of leaders.

In order to provide additional support to schools and educators in need of assistance, NIET will provide two support days for each of the identified CIR/UIR schools for the 2022-2023 school year. All CIR/UIR schools will also have access to EE Pass, an online resource library for educational leaders. Executive Directors will also attend the sessions with NIET and their respective school principals for calibration and support. All participants will gain a greater understanding of what an effective implementation looks like and understand how to provide effective feedback on best practice implementation. Using the data obtained from Compass evaluations, the NIET rubric and walkthroughs, the Executive Directors (principal supervisors) will continue to provide support to all schools and educators, especially CIR/UIR schools needing additional support with the effective implementation of the LDOE'S School Improvement Best Practices.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$6,870,792	ESSER III	\$452,428
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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The following strategies and resources are being implemented to better support literacy professional learning and development: Teacher Collaboration Guidance; School Improvement Best Practices for Achieve! ESSER II and ESSER III Funding Allowability and Cost Guidance Crosswalk; LDOE Literacy Library Resources; and Literacy Foundations Training via approved providers.

District educators were provided formal and job embedded access to literacy professional learning opportunities during the 21-22 school year. Forty-six (46) educators completed professional learning to become literacy content leaders and/or literacy coaches. Additionally, the district has formally identified and trained sixty-five (65) K-2 Literacy Content Leaders. Additionally, 53 literacy coaches and 27 literacy content leaders will complete professional learning to become content leaders and/or coaches. The Literacy Coach Institute has resulted in improving student outcomes. Literacy coaches will attend one week long professional development focusing on continuous improvement and literacy. Also, each literacy coach will receive year-long professional development and coaching. This year-long professional development and coaching will strengthen the literacy coaches' skills to coach and support the district's teachers. Through this strategy, Literacy Coaches will develop the following:

- Skills to gather and use evidence of effectiveness, including planning effective professional learning for teachers.
- Strategies to strengthen relationships with teachers as their coach.
- Enhanced ability to recognize highly effective instruction and equitable learning environments, and to discern inequities in student learning.
- An approach and skill to organize and facilitate PLCs that sustains teacher improvement

K-2 Literacy Content Leader training achieves the following goals:

- K-2 Content Leaders deeply understand the components of effective literacy instruction and the foundations of reading.
- K-2 Content Leaders deeply understand the essential elements of a high-quality reading curriculum.
- K-2 Content Leaders are highly prepared to provide opportunities for students to learn through intentional interactions.
- K-2 Content Leaders apply best practices of adult learning and content expertise to redeliver training.

In order to support literacy professional development, the district hosted a five-day professional development opportunity program during the first week of August 2022 for all teachers and additional instructional staff. These five days of professional learning were conducted in person from 8:00 - 3:30 each day. Topics included but were not limited to the following:

- Literacy Framework/ Science of Reading
- Achieve 3000 intervention platform

All elementary and secondary school teachers were provided tier 1 curricular resources and training. The 4th - 8th grade teachers were specifically targeted with collaborative lesson planning sessions in order to address students that failed to achieve mastery on the state-wide assessment. Teacher attendance for this event was approximately 4,500 participants.

DIBELS (BOY, MOY and EOY), ELA ANet Benchmark Assessment (4 times during school year) and LEAP ELA data will be utilized to evaluate the effectiveness of professional learning activities and strategies during the previous and current school years to determine which measures to stop, start, continue and refine to positively impact student achievement. ELA

data demonstrates positive trends over the past year. Overall, district LEAP data represented +2 gains in students performing mastery and above in the spring 2022 testing cycle.

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.

In addition to the activities outlined in the school improvement and literacy sections above, the district has engaged in other activities to demonstrate its commitment to professional learning and development in various areas.

Professional Learning and Development to Impact Exceptional Student Services

The EBRPSS Department of Special Education has partnered with Rethink Ed to provide 40-hours of professional development in advance Applied Behavior Analysis (ABA) online training modules to 4 cohorts of Special Ed. teachers and administrators (15 people per cohort). This series is intended to provide an intensive and deep dive into using evidence-based practices to successfully support students and classrooms and to develop highly trained specialists who can successfully teach students with significant disabilities and/or behavior needs as well as coach and support others to make a larger impact for the school community. This three-phased training pathway supports building capacity of ABA specialist coaches across school programs.

Outcomes and Benefits:

- Builds capacity to have trained specialists in Applied Behavior Analysis and evidenced-based strategies for classrooms with children diagnosed with a developmental disability and/or behavior disability
- Increased educator knowledge and ability to implement acquisition programs to teach new skills
- Increased educator knowledge and ability to objectively observe and describe behavior, understand and assist with the implementation of a functional assessment and behavior reduction plans, and understand and implement various interventions for reducing behavior problems
- Increased educator knowledge and ability to demonstrate how to collect various types of data collection, and create common ABA graphs for defensible documentation and data driven instruction and intervention
- Increased educator knowledge and ability to implement appropriate reinforcement strategies
- Increased educator knowledge and ability to implement generalization and skill maintenance strategies
- Increased student academic performance (skills taught correctly, behavior problems decreased to allow for learning

Professional Learning and Development to Impact Technology Integration:

The district used ESSER funds to address teacher development and academic engagement. ESSER funding has afforded the district with the opportunity to repurchase Instructure Canvas and Nearpod platforms. In alignment with the district's strategic plan to increase the amount of professional development opportunities provided to all East Baton Rouge Parish School System (EBRPSS) employees by three to five percentage points annually, Instructure Canvas was purchased to ensure that staff members had access to high quality and targeted professional development. Instructure Canvas provides access to customized online professional development through their digital commons area and site/district-based use through self-paced, asynchronous learning.

To enhance the quality of professional development provided to EBRPSS staff, school and department leaders have access to create a repository of materials and resources for staff members to access at their leisure. District leaders and their teams from accountability, technology, academics, special education, human resources, etc. have created resources and professional learning modules for school-based staff to review, use, and implement.

Professional Learning and Development to Impact Teaching & Learning:

Teacher Development Week: The district hosted a five-day professional development opportunity program during the first week of August 2022 for all teachers and additional instructional staff. These five days of professional learning were conducted in both in person and virtual formats from 8:00 - 3:30 each day. Topics included but were not limited to the following:

- ELA, Science, Social Studies, and Math Focus and using Tier I Curriculum
- JCampus / SIS Platform
- Social and Emotional Learning

All elementary and secondary school teachers were provided tier 1 curricular resources and training in order to address the disproportionate impact of Covid-19 on subgroups of students. The sessions were grade level specific and targeted with collaborative lesson planning sessions in order to address students that failed to achieve mastery on the state-wide assessment. Teacher attendance for this event was approximately 4,500 participants.

COVID Learning Loss Professional Development has not continued as it once was. The same level of focus and intensity has continued through other forms of professional development. This shift has occurred as a means to meet the needs of teachers yet understanding the demands of life. Meaning, many teachers were not able to remain after school to participate in professional development as much as they would have liked to participate in the sessions. Therefore, the professional development sessions have had to shift to Saturday sessions, virtual sessions, recorded sessions etc...

All elementary and secondary school teachers are provided with tier 1 curricular resources and training through various forms of professional development opportunities in order to address the disproportionate impact of Covid-19 on subgroups of students. The professional development opportunities are monitored by the Professional Development department and evidence is tracked through submission of session artifacts and reflections. Teachers also register and receive continuing learning units through our district's Frontline platform.

The overarching goal of all professional learning activities is to return students to not only where they were pre-pandemic, but to supersede achievement levels gained prior to the 2019-2020 school year. Specific measurable outcomes for SY 22-23 are as follows:

- Increase overall ELA performance from 36% to 40%
- Increase overall math performance from 23% to 30%
- Increase overall science performance from 21% to 24%
- Increase overall social students' performance from 21% to 26%

ANET benchmark assessments administered three times a year (Math and ELA), Illuminate assessments administered twice a year (Science and Social students) as well as LEAP practice tests will progress monitor and track student data towards desired goals. The goal of internal district assessments is to increase students by an average of 3 to 5% with each cycle.

Professional Learning and Development to Impact Additional Areas of Literacy Instruction:

The district braided funding from multiple sources for a comprehensive literacy plan under the supervision of a newly created position for the districtwide Chief of Literacy. Braided funds inclusive of ESSER provided funding for literacy coaches to provide job embedded teacher training; contracts to support formal professional development; and professional learning stipends for teachers and instructional staff.

A total of five District Literacy coaches and fifty-three school-based literacy coaches were newly hired in the 2022-2023 school year to provide literacy support and instructional strategies based on the Science of Reading and the alignment to

the Louisiana State standards to teachers and school administrators. Specifically, five district wide literacy coaches and thirty school-based literacy coaches were hired with ESSER funding. The goal of ongoing literacy coaching and job embedded support is to enhance a teachers' ability to provide high quality instruction that is not only engaging, but also academically rigorous, and culturally responsive. School based coaches service classrooms on a daily basis; district-based staff support schools at a high frequency level based on a weekly support model.

Historically, district DIBELS data has been below 50% of students at or above on level. The past three school years have shown a decline of seven percentage points, and this decline has been exaggerated by the pandemic. While improvements were made over the 21-22 SY, end of the year data reflects an average of 44% at or above level. Additionally, ELA mastery rates have not returned to pre-pandemic levels, especially in the subgroups of English Learners, Black, and Economically Disadvantaged. Using student performance data and classroom observations to guide their work, dedicated literacy staff will focus their work on modeling high quality curriculum implementation, and coaching collaborative teaming across grade levels. While all grades will be served across schools, priority will be given to classrooms of students in grades 4-8 who have yet to achieve mastery. Fluency incorporates procity, rate and accuracy. For students who demonstrate difficulty, fluency is the bridge through reading comprehension.

The Literacy Department will provide support through homogeneous grouping using the data collected from DIBELS 8th, EL Education Benchmark, and ANET oral reading fluency daily routines along with Word Studio from Achieve 3000 and mCLASS. Students are being progress monitored through the interim assessments and mCLASS. DIBELS assessments are administered three times a year (September, January, and April). ANET assessments are administered three times a year (September, November, January and March). Students participate in Achieve 3000 online learning for 90 minutes each week. Students who score 30% or less on interim assessments will receive additional support through individual student plans for success to accelerate student learning.

Two Innovation Coordinators are in place to support selected schools and birth to five sites with historically at-risk population subgroups in the identified "qualified opportunity zones" per federal labels. The intent is to utilize data to improve historically low-performing schools by accelerating progress and implementing evidence-based transformational strategies. Additionally, one parent liaison serves as a link between home, school, and community in cooperation with classroom teachers and guidance counselors. The liaison will also facilitate literacy focused training for parents and families within the identified zone.

The Science of Reading and *Three Core Actions in Literacy* are the foundations for the district's PreK- Grade 12 literacy plan incorporating resources from the LDOE Literacy Library. During a multiple day, full day, summer literacy institute, elementary and secondary school administrators, teachers, and literacy staff attended sessions to introduce the literacy plan and its foundation areas. During Literacy Coaching Content Meetings (LCCM), District Leaders Learning Meetings (DLLM), and Leading for Student Learning Meetings (LSL) district staff will provide ongoing and follow up professional learning opportunities in both elementary and secondary sites. Braided grant funding is also providing opportunities for additional literacy professional development in LETRS (*Language Essentials for Teachers of Reading and Spelling*); and Literacy Studio will be provided throughout the school year. LETRS is essential to assisting teachers with the research, depth of knowledge, and skills to make a significant improvement in the literacy and language development of every student. Literacy Studio is a professional learning support structure that maximizes active learning time and student inquiry to integrate reading and writing instruction.

For early elementary grades, DIBELS test administration at three times of the year (beginning, middle and end) will monitor and track student progress towards program goals. For students in grades 4-8 who have not yet earned mastery and high school students in grades 9-11, ANET benchmark assessments will track and monitor student achievement in reading

comprehension and other ELA standards. These leading indicators will be publicly shared at a minimum of three times a year on the district's KPI scorecard aligned to its strategic plan.

**TIMELINE OF EVIDENCE BASED ACTIVITIES
DISTRICT LITERACY COACHES**

PROVIDERS OF SUPPORTS AND SERVICES	MEASURABLE OUTCOMES/OBJECTIVES	PROGRESS MONITORING	FREQUENCY OF ACTIVITY	EVIDENCE
Louisiana Department of Education (LDOE) Regional Literacy Specialists	3 Regional Literacy Specialists will provide support utilizing walk throughs with district coaches to calibrate around literacy best practices Regional Coaches will provide 6 hours in The Art of Coaching to coaches	State coaches will assist district literacy coaches and region leads with analyzing data and provide support to determine COVID-19 impact of disproportionalities among subgroups	Monthly Bi-weekly check ins Certificate of Completion Frontline Hours	Completion of The Art of Coaching Course
The Science of Reading Course	≥11 of participants will successfully complete the course. Pre-K-12 grade educators will receive training grounded in the Science of Reading and the essential components of reading 101	An approved provider will train educators in the Science of Reading and the essential components.	Progress Monitoring of educator performance will occur weekly through the data management platform Web conferencing progress monitoring opportunities will occur at the onset of each unit of instruction	Completion of The Science of Reading Course Certificates of Completion

Achievement Network	<p>≥11 district coaches are provided guidance of test administration and utilization of student performance data</p> <p>≥11 district coaches receive instructional strategies for improving student reading trajectories</p> <p>≥11 district coaches will monitor accommodations for Exceptional Student Services and English Language Learners</p> <p>≥11 district coaches will support teachers with developing individual student plans for success to accelerate student learning.</p>	Interim Assessments	<p>Monthly virtual support</p> <p>Quarterly data reviews</p>	<p>Interim Data Reports</p> <p>PLC Meeting Agenda</p> <p>Sign In Sheets</p>
DIBELS 8th Edition	<p>6 elementary district coaches will attend and actively engage in DIBELS 8th edition training sessions as measured by sign in sheets and assessment platform access</p> <p>During these training sessions, participants will gain an in depth understanding of the basic early literacy skills and how they align to DIBELS 8th measures</p>	<p>Meetings facilitated by Amplify representatives to ensure that progress monitoring assessments are conducted and student learning acceleration plans are followed</p>	Quarterly	<p>Sign In Sheets</p> <p>Agendas</p>
<p align="center">TIMELINE OF EVIDENCE BASED ACTIVITIES SCHOOL BASED LITERACY COACHES</p>				
PROVIDERS OF SUPPORTS AND SERVICES	MEASURABLE OUTCOMES	PROGRESS MONITORING	FREQUENCY OF ACTIVITY	EVIDENCE

Achievement Network	<p>≥36 of 45 coaches is provided guidance of test administration and utilization of student performance data</p> <p>≥36 of 45 Coaches will receive instructional strategies for improving student reading trajectories</p> <p>≥36 of 45 coaches will provide Literacy support to Exceptional Student Services and English Language Learners</p>	<p>Accountability Virtual Meetings</p> <p>Digital Professional Learning Community Portfolio</p> <p>Interim Assessments</p> <p>Literacy Coach Monthly Meeting Collaboration</p> <p>Daily Fluency Routines</p>	<p>Weekly accountability virtual meetings</p> <p>Monthly virtual support</p> <p>Quarterly data reviews</p> <p>Monthly Collaboration Meetings</p>	<p>Digital Sign-in Sheets</p> <p>Virtual Recordings</p> <p>Agenda</p> <p>Canvas Course</p>	
Division of Literacy Coach Monthly (LCMM)	<p>≥36 of 45 will Utilize Assessing the Impact of Professional Learning, Taking the Lead and Coaching Matters to support instruction for the purpose of decreasing the disproportionality of COVID-19 impacts of subgroups</p> <p>≥36 of 45 Delineate specific changes in adult behavior necessary to produce adults needed for effective coaching</p> <p>≥36 of 45 will participate in 9 Literacy Coach Monthly Meetings</p>	Literacy Coaches Meetings	Monthly	<p>Sign in Sheets</p> <p>Agendas</p> <p>Deliverables</p>	
Division of Literacy Learning Meetings (DLLM)	80% or higher standardize and provide learning structures in order to ensure high quality teaching across the district.	Monthly surveys and deliverables that will impact classroom instruction	Monthly	<p>Sign in Sheets</p> <p>Agendas</p>	

				Google Forms
Leading for Student Success Meetings	285 leaders will gain an understanding and implement literacy initiatives and yearly focus on the 3 Core actions of high-quality text for all students, appropriate questioning and tasks, and student engagement. District literacy coaches provide professional development for all instructional leadership teams, Executive Directors, and department heads on the literacy focus	Measure success of the literacy focus for student improvement in text complexity Observations of Professional Learning Communities (PLC's)	Quarterly	Sign in Sheets Agendas Google Forms Coaching Binders
The New Teacher Project (TNTP) and Learning Forward	≥36 of 45 coaches will demonstrate proficiency in the delivery of content level training. To set the Literacy Focus for the year and prepare coaches to redeliver for Teacher Professional Development Week	Survey indicators of agree and strongly agree will determine the coach's readiness to redeliver content during Teacher Professional Development Week. Surveys will be given twice per year.	Yearly Four Day Institute	Calendar Invitations Sign in sheets Frontline

Professional Learning and Development to Impact Literacy & 504 Supports ESSER funds were used to hire the district 504 Coordinator position and the district 504 Facilitator position during the school year 2021-2022 and 2 additional District 504 Facilitators. These positions executed job-embedded school counselor training, individualized accommodation plan development support for school 504 coordinators weekly, and compliance of federal mandates for each school. The goal of the professional development was adherence with the federal mandates of the Section 504 of the Americans with Disabilities Act, implementation of response to intervention for academic and behavioral concerns, and promotion of non-discrimination practices. Historically, there have been over 3,000 students in grades PK-12 with individualized accommodation plans which help to provide access to equalize the playing field in the classroom.

Recent legislation has been developed in response to the literacy performances of K-12 students, in particular, students with characteristics of dyslexia. The 2020 Louisiana Laws Revised Statutes Title 17 - Education: 24.11. Universal Dyslexia screening and Intervention; Early Elementary Grades; Pilot Project and the 2022 Act Number 622 which requires public school governing authorities to report to the state Department of Education and to require the state Department of Education to report to the legislature regarding such students; and to provide for related matters.

During School Year 2021-2022, the 504 Department implemented district-wide training to school counselors on screening processes to identify students with characteristics of dyslexia. This on-going professional development in the screening process included webinars and individualized training at school sites. Additionally, parent resources were provided. The data from school year 2021-2022 revealed 469 students in grades K-12 who were identified as learners with characteristics of dyslexia.

The district 504 Coordinator ensured the mandates from the Louisiana Department of Education Bulletin 1903 were in grades K-3, executed the back-to-school professional development sessions at the EBR School Counselor Institute, and parent webinars in July and August 2021. Also, the District 504 Coordinator ensured that each school within the system followed the regulations for implementation of the law by providing for academic needs of students identified with characteristics of dyslexia and maintained a database of screening data.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$8,239,300

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$3,175,992

ESSER III

\$0

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning [FINAL 2022 EBR Reopening Blueprint.pdf](#)

COVID-19 Vaccination policies for staff and students [FINAL 2022 EBR Reopening Blueprint.pdf](#)

Masking policies for staff and students [FINAL 2022 EBR Reopening Blueprint.pdf](#)

Physical distancing, cohorts, or learning pods [FINAL 2022 EBR Reopening Blueprint.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.

The school system proactively collaborates with internal and external partners to develop crisis and management plans and utilizes available resources to ensure a safe instructional environment. District leaders collaborate to develop and maintain a District Safety Planning Team in order to create and implement Emergency Operations Plans for each site. A goal of the district level team is to review each plan for compliance. A school task force with representatives from each district division is scheduled to meet regularly with each site to submit emergency operations plans annually in November.

Additional actions of the District Safety Planning Team include the following: Implementing standard operating procedures for law enforcement detail ; the Baton Rouge sheriff's department will provide POST training; Established partnerships with all law enforcement departments to support training and drills for all school and district leadership and departments; ongoing contact with city, parish, regional, and state officials who are aligned with disaster recovery and logistics management; and establishing and maintaining ongoing community partnerships with all stakeholders for the continued safety of our students.

Site specific emergency plans are updated at the beginning of each school year and periodically throughout the school year as needed. The district's school security team will work with administrative employees to develop plans beginning October 2022 for submission by December 1st. The school system has an active partnership with MOHSEP and GOHSEP and actively participates in emergency planning drills, training opportunities, and collaborative meetings.

The School Security Team has attended training opportunities related to active shooters on school campuses and/or buses in order to equip our school leadership and district leadership with knowledge of how to deal with the active shooter incidents. These trainings have been hosted by LSU/NCBRT, Department of Homeland Security and BRPD.

Additionally, required routine drills are held monthly at each school site; bus drills are conducted each semester; and the School Security Team is currently creating a School Security Task Force for the effective implementation of standard operating procedures to systematize protocols and practices.

Internal data reflects a total of 391 drills conducted thus far in the current school year.

The following drills and number of times drills have been conducted from July 2022 to September 2022: shelter in place:

- (5) tabletop or other drills
- (5) lowdown or active shooter drills
- (24) bus evacuation drills
- (315) evacuation drills
- (391) intruder or active shooter drills
- (2) severe weather drills

To ensure that every student, educator or employee has access to a safe, secure school and working environment, the district has implemented the following:

- Annual training for School Resource Officer
- Annual training for staff
- Monthly drills - school security monitor and report
- Navigate 360 - emergency plans updates, reviews, and drills
- Maintaining partnerships with facilitators for ongoing training and consistent messaging
- Homeland Security - LSU grant to support increased access to training
- Quarterly assessments
- Practice and monitor secured perimeter procedures
- Address fencing issues and open campus access to prevent vagrants, etc.
- Address door locking mechanisms and security cameras to maintain entrance, access, and security reviews

Additionally, the following strategies have been employed to address both internal and external threats to school safety: all doors secured at all times; no propped doors; all schools are directed to monitor routinely to ensure all perimeters are secure

at least 3-4 times each day; ongoing engagement with law enforcement to monitor bus stops, walking paths within a 1-minute radius per school to protect walkers; and dismissal procedures; transportation.

Safety teams monitor areas of incidence and notify law enforcement and school leadership to address concerns; discipline issues on buses managed as stringent as school site discipline issues to allow safe transport of students; and routine weapon and drug searches as needed aligned with education from support services to ensure student and parent awareness of incidents and positive mitigation.

School Leadership encourages and monitors school climate, communication, and support empowerment by providing opportunities for students to speak up if they perceive a threat. Examples of the measures are as follows: Student Advisory Council (district and site specific); Crime Stoppers app in conjunction with school leaders (grant) for notices; anonymous student reporting system - school app; and parent and student social media.

In order to assess the effectiveness of school emergency operations and safety plans, the following will be implemented: monitoring drills with feedback provided regarding logistics on an immediate basis; effective and efficient practice shared with benchmarks to ensure successful execution; and ongoing collaboration for regional support for guidance from law enforcement to evaluate and support remediation plans.

The school district maintains systems and structures to provide counseling and support to students and educators in the event of a threat or violent incident within the school community. A crisis response team remains on standby and is available to deploy to the impacted schools as warranted. This team consists of I CARE staff and a cross section of mental Health professionals inclusive of social workers. If additional help is needed, the district will work with our community partners (Capital Area Human Services and local hospitals) to provide mental health supports for the impacted students, staff and families.

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$3,175,992
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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	\$ 2,326,691.00
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$ 103,417,550.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$ 8,239,300.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$ 3,175,992.00
2022- 2023	Total Funding Commitment	\$ 117,159,533.00

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.