

2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). **LEAs must submit their plans in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Livingston Parish Public Schools	LEA Code 032	Enter Grade levels served PK - 12
Planning Contact (name) Jody W. Purvis		
Planning Contact (title) Assistant Superintendent		
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Fiscal Contact (name) Ashley Aime		
Fiscal Contact (title) Assistant Business Manager		
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Fiscal Contact (phone) 225-686-4307		
School System Leader Name Alan Murphy		
School System Leader Signature <i>Alan Murphy</i>	Date 9/29/2022	

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

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 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	\$1,000,000	ESSER III	\$1,000,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

A priority of Livingston Parish Public Schools is to re-engage students who have poor attendance through a variety of measures. Students are reengaged by:

- Schools contact parents through automatic phone messaging systems for each student absence.
- Each school has an attendance liaison that contacts parents through mail and personal phone calls about attendance situations.
- Each school works closely with FINS to identify families that need additional support.
- Laptops are issued to each 6th and 9th grade student to encourage engagement at home.
- Teachers use Google classroom to post assignments and lessons as reminders as well as make up assignments so absent students do not fall behind.
- LPPS created a virtual environment for students who achieve better virtually rather than a traditional school setting.
 - LPLTC Virtual Program grades 3 -5 currently has 24 students
 - Livingston Virtual Program grades 6 – 12 has 95 students
- A variety of vocational education courses are offered throughout the school day as well as after school opportunities allowing students to participate in courses that interest them.
- High School Career Coaches work closely with high school students with chronic absenteeism by meeting with them weekly to discuss grades and monitor attendance. The Career Coaches also communicate with parents to help support the students.
- Credit Recovery is offered for students to gain credits and not fall behind their cohort group.
 - 260 students enrolled in credit recovery
 - Currently (Fall 2022) 25 students enrolled in credit recovery
- Dual Enrollment is offered for students who are wanting to advance and be challenged in academic courses.
- Grade band supervisors monitor suspension rates by school and grade level. Principals receive a report at each principal meeting allowing them to review the data in order to take a proactive approach. Currently, Livingston Parish Public Schools does not have any schools labeled as urgent intervention required due to discipline.

Livingston Parish Public Schools uses a district wide system to track student attendance. The data has the ability to be tracked and disaggregated by demographics. This allows the district to pinpoint students needing to be reengaged.

- Based on the October 2021 (K-12) student count was 26,540. Current student enrollment (not official 9/15/22) has increased to 26,983.
- LPPS student population has increased however the economically disadvantaged students have the highest rate of chronic absenteeism.
- Excessive absence reports are routinely reviewed by school officials and the Child Welfare Attendance Supervisor.
- The 2021-22 attendance rate is 94.2%.
- In 2020-21 Livingston Parish had 39.8% students considered truant compared to the state percentage of 45%.
- The LPPS Child Welfare and Attendance Supervisor is working closely with schools to monitor attendance, review data, and promote the importance of attendance.
- LPPS has engaged in an agreement with the Livingston Parish Sheriff's Office to assist in providing additional help for monitoring students with excessive absences.

2022-2023 Key Investment: Well-Being	ESSER II	\$1,000,000	ESSER III	\$500,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Livingston Parish Public Schools identifies students in need of mental and behavioral supports through School Building Level Committees. Students are referred to the SBLC through a variety of channels that include, but are not limited to, parents and school personnel. The SBLC process implements evidence-based behavior interventions through the Multi-Tiered System of Support. These tiers include primary prevention (Tier 1) provided by school counselors through the Second Step curriculum; classroom based secondary interventions (Tier 2); and tertiary intervention supports provided by school psychologists and social workers (Tier 3).

Based on evaluation data from 2021-2022, behavior intervention services at the Tier 3 level were provided to approximately 143 students who were referred for Initial Evaluation for Autism, ED, or Adhd/other behavior concerns. This is a low estimate, as many students referred for academic concerns receive behavior interventions.

Based on SBLC data from the start of the 2021-22 school year, the following trends are noted:

- A total of 1908 SBLC meetings have been reported this school year.
- 1049 academic referrals and 35 behavior referrals.
- Of the new behavior referrals, 355 were referred for T2 behavior and 143 for T3 behavior. 98 more students were referred for RKM counseling services. This does not include any students already receiving T2 or T3 behavior services as these are all new referrals. This also seems like a low estimate; possibly because RKM referrals are happening at the school level and not directly from the SBLC process.
- This rate will increase throughout the school year as student concerns rise; the number of SBLC meetings and students receiving services will also rise.

Students identified through SBLC will receive 12 weeks of evidence-based behavior interventions and supports. A decision is then made to refer the student for an evaluation or to keep the level of intervention and support.

LPPS engages in primary prevention through the Social-Emotional Learning curriculum, Second Step. Our 47 school counselors teach 20 Social Emotional Learning lessons per school year to our Pre-kindergarten through eighth grade students. Additional emotional and behavior support provided at school sites by RKM counselors (our partner agency) include roughly 750 students receiving individual or group therapy. Psychological or Social Work Services are being provided to approximately 400 children with IEPs to address behavioral and emotional concerns.

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**.

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ATTENDANCE & WELL-BEING	2022-2023 Total Funding Commitment	\$3,500,000
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Commitment: RECOVERY AND ACCELERATION ✓✓✓

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

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

All areas outlined in Act 294 should be addressed.

2022-2023 Key Investment: Targeted Learning Support	ESSER II	\$250,000	ESSER III	\$4,000,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The curriculum department along with various other departments were tasked with identifying our areas of greatest need and then created a plan of how we could best support our students and staff as we work to close the gaps created by the COVID-19 pandemic. The needs from each department to execute this plan were submitted for approval. Data utilized included literacy screener, benchmark data, LEAP data, graduation cohort data, ACT results, student demographics, attendance, course enrollment as well as rich conversations with key stakeholders. The data was analyzed to determine trends in order to determine areas of focus.

The following student groups were identify as most highly impacted by COVID:

- 1) DIBELS 8 Literacy Screener: For 2022-23 Dibels 8 Literacy Screener KN (357/2065 = 17% on level), 1st Grade (991/2134 = 46% on level), 2nd Grade (1095/1984 = 55% on level), 3rd Grade (1179/1964 = 60% on level)
- 2) LEAP Grade 3 students scoring Mastery or Above on the 2022 LEAP ELA: English Language Learners (30/175 = 17% at Mastery), Students with Disabilities (62/308 = 20% at Mastery), Hispanic (78/228 = 34% at Mastery), Black (101/288 = 35% at Mastery), and Economically Disadvantaged (523/1376 = 38% at Mastery)
- 3) LEAP Grade 3 students scoring Mastery or Above on 2022 LEAP MATH: English Language Learners (28/175 = 16% at Mastery, Black (66/288 = 23% at Mastery), Students with Disabilities (71/308 = 23% at Mastery), Hispanic (75/228 = 33% at Mastery), and Economically Disadvantaged (468/1376 = 34% at Mastery)
- 4) LEAP Grade 3 students scoring Mastery or Above on 2022 LEAP SCIENCE: English Language Learners (7/175 = 4% at Mastery), Black (40/288 = 14% at Mastery), Students with Disabilities (46/308 = 15% at Mastery), Hispanic (43/228 = 19% at Mastery), and Economically Disadvantaged (289/1376 = 21% at Mastery)
- 5) LEAP Grade 3 Students scoring Mastery and Above on 2022 LEAP SOCIAL STUDIES: English Language Learners (7/175 = 4% at Mastery), Students with Disabilities (34/308 = 11% at Mastery), Black (37/228 = 13% at Mastery), Hispanic (34/228 = 15% at Mastery), and Economically Disadvantaged (234/1376 = 17% at Mastery)
- 6) LEAP Grade 8 students scoring Mastery or Above on the 2022 LEAP ELA: Students with Disabilities (0/244 = 0% at Mastery), English Language Learners (10/98 = 10% at Mastery), and Black (116/297 = 39% at Mastery)
- 7) LEAP Grade 8 students scoring Mastery or Above on 2022 LEAP MATH: Asian (0/26 = 0% at Mastery), English Language Learners (6/98 = 6% at Mastery), Students with Disabilities (17/244 = 7% at Mastery), Black (42/297 = 14% at Mastery), and Hispanic (40/249 = 16% at Mastery)
- 8) LEAP Grade 8 students scoring Mastery or Above on 2022 LEAP SCIENCE: English Language Learners (4/98 = 4% at Mastery), Students with Disabilities (22/244 = 9% at Mastery), Black (59/297 = 20% at Mastery), and Hispanic (67/249 = 27% at Mastery)
- 9) LEAP Grade 8 students scoring Mastery or Above on 2022 LEAP SOCIAL STUDIES: English Language Learners (6/98 = 6% at Mastery), Students with Disabilities (32/244 = 13% at Mastery), and Black (80/297 = 27% at Mastery)
- 10) LEAP High School students scoring Mastery or Above on LEAP 2025 Assessments: Biology (618/1818 = 34% at Mastery), U.S. History (640/1685 = 38% at Mastery), and Geometry (659/1691 = 39% at Mastery)
- 11) Cohort Graduation Rate: 2021 English Language Learners (9/17 = 55.6% of English Language Learners graduate on time)

Students (K – 3) in Livingston Parish are assessed three times a year using diagnostic screeners. Screening data is utilized to determine who needs interventions and extensions; as well as the area of intervention. These will include, but are not limited to DIBELS 8,

Amplify Reading, Ready Math diagnostics in grades K-8, and MyPerspectives diagnostics in grades 6-8, Amplify Science Diagnostics in grades K – 8. All students in grades 2-5 will complete standards-based ELA assessments in Affirm to guide instruction within the classroom. High school students (9-12) across all subjects are given a pre-test diagnostic in order to target specific instruction towards any recognized learning gaps. Benchmark exams throughout the year ensure that students are progressing at an acceptable rate. Benchmark exams are given in August then again in December/January then a final benchmark in May. All high school teachers have been given access to Edulastic as a testing platform. Edulastic will provide teachers the ability to disaggregate testing data by subgroups throughout the year on unit and benchmark assessments. This data will allow teachers to identify and diagnose areas of weakness throughout the year, allowing for targeted learning support throughout the year. This targeted learning should show up in improved LEAP 2025 scores, increased graduation rates, and improved composite ACT scores. LPPS has also invested in Naviance as a platform to house and track Individual Graduation Plans. Naviance will go online for our district in 2022-23. The platform will increase graduation rates and provide opportunities for college and career exploration. Progress is monitored via classroom performance, progress monitoring and benchmark testing (October, February, and March), and before, during, and after high dosage tutoring and/or intervention via SPIRE and 95% Group. Programs such as DBQ and Horizon ACT Prep are being utilized to provide the necessary learning support. High Dosage Tutoring (ELA and Math) is offered during summer, before or after school from highly qualified teachers. Each school was given a budget to utilize and is required to prioritize students with greatest need. Each session includes analysis of student strengths and weaknesses as well as progress made during tutoring. Funds were also allocated for Math Boot Camps to target the learning gap for students with disabilities based on the need after reviewing the data. The Math Boot Camps meet on a weekly basis led by the SPED coaches, math teachers, and SPED teachers. Students in Grades 4 and 8 in Livingston Parish who failed to achieve mastery on any statewide assessment will receive expanded academic support. A variety of intervention and acceleration opportunities will be provided based on their specific needs. These will include, but are not limited to access to the iReady support for math, Amplify Reading for ELA, Spire for RTI, school-based tutoring offered before, during and after school. For students in grade 4-- Mastery in ELA decreased 5%, Mastery in Math decreased between 2%. Mastery in Science remained the same, and Mastery in Social Studies decreased 4%. The following subgroups are of particular concern– ELA: Students with Disabilities (decreased 10%), Math: Black Students and Students with Disabilities decreased 3%, in Science White students, Students with Disabilities, and English Language Learners decreased 1%, and in Social Studies Students with Disabilities decreased 8% and English Language Learners decreased 6%. Grade 8 Mastery in Social Studies decreased 10%, Science decreased 4%, and Math decreased 1%. The following subgroups are of particular concern – ELA: Asian students (decreased 19%) and Students with Disabilities decreased 13%, Math: Asian Students decreased 44% and English Language Learners decreased 7%. Science: Asian students decreased 25% and English Language Learners decreased 13%. Social Studies: Asian students decreased 23% and English Language Learners decreased 17%. Students were given Diagnostic Assessments in August 2022 to establish a baseline for the 2022- 2023 school year. Progress monitoring will take place throughout the year (October 2022, December 2022, February 2023, March 2023 and May 2023.) Student growth will be measured at each interval to assess whether students are moving toward mastery. Students will have individual growth targets depending on past performance, diagnostic data, and needs. Students will have regular intensive tutoring from certified highly qualified teachers. Teachers will be required to plan based on student needs and check progress throughout each tutoring session. Attendance documentation along with notes citing areas of success and struggles for each individual student will also be required. Teacher plans will be adjusted as progress monitoring is completed in order to best meet the needs of students.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$100,000	ESSER III	\$450,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment. The district has provided programs such as iReady, Amplify, & Spire to support before, during and after-school tutoring. Schools pay for tutoring and additional support programs through ESSER funds that were dispersed to the individual campuses.

For students in grade 4-- Mastery in ELA decreased 5%, Mastery in Math decreased between 2%. Mastery in Science remained the same, and Mastery in Social Studies decreased 4%. The following subgroups are of particular concern– ELA: Students with Disabilities (decreased 10%), Math: Black Students and Students with Disabilities decreased 3%, in Science White students, Students with

Disabilities, and English Language Learners decreased 1%, and in Social Studies Students with Disabilities decreased 8% and English Language Learners decreased 6%.

Grade 8 Mastery in Social Studies decreased 10%, Science decreased 4%, and Math decreased 1%.

The following subgroups are of particular concern – ELA: Asian students (decreased 19%) and Students with Disabilities decreased 13%, Math: Asian Students decreased 44% and English Language Learners decreased 7%. Science: Asian students decreased 25% and English Language Learners decreased 13%. Social Studies: Asian students decreased 23% and English Language Learners decreased 17%.

Students were given Diagnostic Assessments in August 2022 to establish a baseline for the 2022- 2023 School year.

Progress monitoring will take place throughout the year (October 2022, December 2022, February 2023, March 2023 and May 2023.)

Student growth will be measured at each interval to assess whether students are moving toward mastery. Students will have individual growth targets depending on past performance, diagnostic data, and needs. Students will have regular intensive tutoring from certified highly qualified teachers. Teachers will be required to plan based on student needs and check progress throughout each tutoring session. Attendance documentation along with notes citing areas of success and struggles for each individual student will also be required. Teacher plans will be adjusted as progress monitoring is completed in order to best meet the needs of students.

Tutoring was offered in 2021-22 to all students in core subjects and the same will be offered in 2022-23. The tutoring results showed growth in five of six LEAP 2025 subjects. In addition, our district showed an increase in the overall testing index and the percentage of students scoring Mastery and above. The overall percentage of high school students scoring proficient or above on the LEAP 2025 assessments grew by 2% from 44% to 46% (4962/10,788 students.) The percentage of high school students scoring proficient or above on the LEAP 2025 English I grew by 2% from 53% to 55% (1091/1984 students.) The percentage of high school students scoring proficient or above on the LEAP 2025 English II grew by 1% from 57% to 58% (or 1041/1795 students.) The percentage of high school students scoring proficient or above on the LEAP 2025 Algebra I grew by 9% from 41% to 50% (908/1815 students.) The percentage of high school students scoring proficient or above on the LEAP 2025 U.S. History grew by 1% from 37% to 38% (640/1685 students.) The percentage of high school students scoring proficient or above on the LEAP 2025 Biology grew by 2% from 32% to 34% (618/1818 students.) We anticipate continued gains this year with the continuation of our tutoring programs.

LPPS also offers CTE classes at night to all high school students. In 2021-22 we had 77 students earn credit in a night CTE course, with 71/77 earning a Statewide Basic or Advanced credential.

Credit Recovery is offered to all students after school to re-take courses they previously failed. The credit recovery option is available to help keep students on track to graduate on time. Students are provided the opportunity to earn 2 credits per year through credit recovery, per rules set forth in Bulletin 741.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$100,000	ESSER III	\$900,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Students needing remediation or acceleration in grades 2,3, 4, 7 & 8 have the opportunity to attend a district-run Summer Learning Program that includes instruction and activities to support ELA, Math, ELL and SEL. High School students (9-12) have the opportunity to attend credit recovery during the summer to retake classes or take classes for new credit in order to accelerate their learning. They are also able to earn Industry Based Certifications in CTE subject areas. High School students who score Unsatisfactory on LEAP 2025 Exams are provided the opportunity for Summer Remediation prior to the Statewide Summer LEAP administration.

For students in grade 4-- Mastery in ELA decreased 5%, Mastery in Math decreased between 2%. Mastery in Science remained the same, and Mastery in Social Studies decreased 4%. The following subgroups are of particular concern– ELA: Students with Disabilities (decreased 10%), Math: Black Students and Students with Disabilities decreased 3%, in Science White students, Students with Disabilities, and English Language Learners decreased 1%, and in Social Studies Students with Disabilities decreased 8% and English Language Learners decreased 6%.

Grade 8 Mastery in Social Studies decreased 10%, Science decreased 4%, and Math decreased 1%.

The following subgroups are of particular concern – ELA: Asian students (decreased 19%) and Students with Disabilities decreased 13%, Math: Asian Students decreased 44% and English Language Learners decreased 7%. Science: Asian students decreased 25% and English Language Learners decreased 13%. Social Studies: Asian students decreased 23% and English Language Learners decreased 17%.

Students in Grades 2,3 and 7 who are not scoring Mastery on statewide assessments or who fail to score at or above benchmark on other assessments such as DIBELS and common summative assessments within their classes are also given opportunities to participate in summer remediation with a certified highly qualified teacher. Summer remediation will begin with a diagnostic at the beginning, progress will be monitored at the midpoint and students will be assessed again at the end to determine growth. Growth targets are individualized to fit the needs of individual students

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$250,000	ESSER III	\$250,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment. The LEA uses Tier I curriculum and focus standards to develop remediation and acceleration lessons to utilize during the Summer Learning Program.

For students in grade 4-- Mastery in ELA decreased 5%, Mastery in Math decreased between 2%. Mastery in Science remained the same, and Mastery in Social Studies decreased 4%. The following subgroups are of particular concern– ELA: Students with Disabilities (decreased 10%), Math: Black Students and Students with Disabilities decreased 3%, in Science White students, Students with Disabilities, and English Language Learners decreased 1%, and in Social Studies Students with Disabilities decreased 8% and English Language Learners decreased 6%.

Grade 8 Mastery in Social Studies decreased 10%, Science decreased 4%, and Math decreased 1%.

The following subgroups are of particular concern – ELA: Asian students (decreased 19%) and Students with Disabilities decreased 13%, Math: Asian Students decreased 44% and English Language Learners decreased 7%. Science: Asian students decreased 25% and English Language Learners decreased 13%. Social Studies: Asian students decreased 23% and English Language Learners decreased 17%.

Students in Grades 2,3 and 7 who are not scoring Mastery on statewide assessments or who fail to score at or above benchmark on other assessments such as DIBELS and common summative assessments within their classes are also given opportunities to participate in summer remediation with a certified highly qualified teacher. Summer remediation will begin with a diagnostic at the beginning, progress will be monitored at the midpoint and students will be assessed again at the end to determine growth. Growth targets are individualized to fit the needs of individual students.

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$25,000	ESSER III	\$25,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment. LPPS will use IGP and IAIP to determine those individuals most in need of interventions and support and will develop individual plans based on those needs. IGPs are reviewed annually, at a minimum, to ensure students are making acceptable progress towards earning their diploma.

Students in fourth grade who have scored below basic achievement level in at least two core academic subjects, including English language arts, mathematics, science, and social studies are provided with an individual academic improvement plan that includes the following: (1) an in-person meeting with committee including parent, teachers, support personal to review student’s academic strengths and weaknesses, discuss challenges, and formulate an individual academic plan designed to assist the student in achieving proficiency in all core academic subjects; (2) student will be provided with focused, on grade-level instructional support aligned with state academic content standards; (3) student will be identified in SIS, (4) student will be given the opportunity to receive on-grade level instruction during the summer (5) schools will track IAIP proficiency levels for each academic subject, remediation offered (including summer learning), and completion of IAIP requirements. Parents and School committee members will collaborate on selecting which of the following options best meet the needs of the student (1) enrollment in a summer program (2) Additional in-school support- minimum of 10 hours prior to October 1, (3) guaranteed access

to tier 1/high quality curriculum in ELA, Math, Science, and Social Studies, and (4) strategic classroom placement for core subjects.

Students were given Diagnostic Assessments in August 2022 to establish a baseline for the 2022- 2023 School year. Progress monitoring will take place throughout the year (October 2022, December 2022, February 2023, March 2023 and May 2023.) Student growth will be measured at each interval to assess whether students are moving toward mastery. Students will have individual growth targets depending on past performance, diagnostic data, and needs. Students will have regular intensive tutoring from certified highly qualified teachers. Teachers will be required to plan based on student needs and check progress throughout each tutoring session. Attendance documentation along with notes citing areas of success and struggles for each individual student will also be required. Teacher plans will be adjusted as progress monitoring is completed in order to best meet the needs of students.

Students in Grades Kindergarten – 3rd grade who score below grade level on DIBELS at the Beginning of the Year, Middle of the Year, and End of the Year screening will receive support according to ACT 438 which includes the following: (1) Schools will communicate with parents within 15 days of identifying that a Kindergarten – 3rd grade student is below grade level on DIBELS 8 screener. (2) Schools will notify student’s parent or legal guardian in writing that the student has been identified as being below grade level. The form will provide the following to parents: a) Information regarding the importance of being able to read proficiently by the end of third grade, b) Tools to use at home to improve literacy proficiency, c) Information regarding the specific interventions and supports that the school will provide to improve the literacy proficiency of the student. Throughout the year the school will provide mid-year and end-of-the-year updates to parents of each student identified as having literacy skills below grade level detailing the student’s progress in gaining foundational literacy skills and providing the parent with additional tools to use at home.

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**.

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

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$6,350,000
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$500,000	ESSER III	\$500,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Livingston Parish currently has one school labeled as Urgent Intervention Required. Following guidance for school improvement best practices, Northside Elementary Administration team and two teachers participated in NIET training in July of 2022. The focus of the training was centered around Instructional Leadership Teams for Louisiana Best Practices with an emphasis on what makes a great leadership team and highly effective administrators. Northside Elementary Leadership team had developed a long-range plan for 2022-2023 school year. The Leadership team will meet weekly to analyze student work prioritize needs, determine how to address those needs, and establish follow-up opportunities to monitor the Instructional Leadership progress.

- Stipends/benefits and course fees will be paid to all teachers completing mentor training and for mentoring alternate certified candidates a minimum of 5-hours a week
- Professional Development vendor support for monthly on-site learning walks and coaching support
- Costs for ipad devices to support weekly data entry during Kickup walkthrough cycles and for monitoring instruction including Class Size Reduction Teachers assigned to assist with ESL students
- Professional Development vendor support for on-site leadership training of new administrators

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$700,000	ESSER III	\$700,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

All K – 3 teachers (approximately 600 teachers) along with administrators and central office staff (approximately 150) will complete Science of Reading training utilizing AIMS Pathways to Proficient Reading during the 2022 – 2023 school year.

- Provide professional development vendor support with mCLASS Intervention for K-2 and DIBELS 8 to help with data analysis and progress monitoring
- Provide professional development vendor support with Amplify Reading CKLA Grades K-3 to diagnose student deficits and assign individual student pathways
- Implementation of SPIRE reading, a multi-sensory reading intervention program to remediate student deficits
- Provide DBQ Training and database access for all history teachers to improve writing across the curriculum
- ELA content leaders will utilize the SWVL device to record and analyze teacher instruction and provide feedback

For students in grade 4-- Mastery in ELA decreased 5%, Mastery in Math decreased between 2%. Mastery in Science remained the same, and Mastery in Social Studies decreased 4%. The following subgroups are of particular concern– ELA: Students with Disabilities (decreased 10%), Math: Black Students and Students with Disabilities decreased 3%, in Science White students, Students with Disabilities, and English Language Learners decreased 1%, and in Social Studies Students with Disabilities decreased 8% and English Language Learners decreased 6%.

Grade 8 Mastery in Social Studies decreased 10%, Science decreased 4%, and Math decreased 1%.

The following subgroups are of particular concern – ELA: Asian students (decreased 19%) and Students with Disabilities decreased 13%, Math: Asian Students decreased 44% and English Language Learners decreased 7%. Science: Asian students decreased 25% and English Language Learners decreased 13%. Social Studies: Asian students decreased 23% and English Language Learners decreased 17%.

Student growth will be measured at each interval to assess whether students are moving toward mastery. Students will have individual growth targets depending on past performance, diagnostic data, and needs. Students will have regular intensive tutoring from certified highly qualified teachers. Teachers will be required to plan based on student needs and check progress throughout each tutoring session. Attendance documentation along with notes citing areas of success and struggles for each individual student will also be required. Teacher plans will be adjusted as progress monitoring is completed in order to best meet the needs of students.

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.

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PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$2,400,000
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SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$350,000	ESSER III	\$500,000
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://tinyurl.com/LPPSOperationalGuidance22-23>

COVID-19 Vaccination policies for staff and students <https://tinyurl.com/LPPSOperationalGuidance22-23>

Masking policies for staff and students <https://tinyurl.com/LPPSOperationalGuidance22-23>

Physical distancing, cohorts, or learning pods <https://tinyurl.com/LPPSOperationalGuidance22-23>

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.

- Each school performs multiple types of drills and compliance is monitored by this office.
- RMC and SROs observe the drills to help improve our various responses.
- Our emergency plans are reviewed with responding agencies and shared with them for their planning and response.
- We continue to make improvements on our physical security.
- Since 2010 we have had 4 Full Scale Mock lockdown drills with our community partners.
- Last year, we started making training available to interested campuses for a partial mock that received really great feedback. We have made this available again this year on our professional development days.
- A training was created and placed on Safeschools for staff to take on our emergency response plans.
- Emergency Guide for Parents is available on the lpsb.org website.
- We partnered with Crime Stoppers for an anonymous tip line for threat reporting.
- Safety assessments have been reinstated that look for safety and crisis vulnerabilities.
- We upgraded our emergency plan system last year that now has the ability to send instant alerts out to school personnel, central office staff and first responders.
- We also have talks in place with the Sheriff’s office to offer some additional optional training for staff.

- We currently have 13 School Resource Officers, which allowed us to reduce their school count to no more than 5. The sheriff’s office and local police departments also have additional resources that they make available to the school system at no charge.
- LPPS and LPSO engaged in a cooperative endeavor agreement to provide additional security details to LPPS campuses. These security details arrive 30 minutes prior to taking in and remain on campus until 30 minutes after school release times. The function of these details provide perimeter security walks, check ingress and egress points, check exterior doors, monitor traffic arriving and leaving campuses and assist schools in emergency or contentious activities. These details consist of uniformed officers in marked units.

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$850,000
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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	\$ 3,500,000.00
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$ 6,350,000.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$ 2,400,000.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$ 850,000.00
2022- 2023	Total Funding Commitment	\$ 13,100,000.00

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.