

**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 Lincoln Parish	LEA Code 031	Enter Grade levels served PreK-12th
Planning Contact (name) John Young and Kim Shackelford		
Planning Contact (title) LPSB Asst. Superintendent/Federal Programs Director		
Planning Contact (email) <a href="mailto:john.young@lincolnschools.org">john.young@lincolnschools.org</a> and <a href="mailto:kshackelford@lincolnschools.org">kshackelford@lincolnschools.org</a>		
Planning Contact (phone) 318-255-1430 Ext. 221 and 318-255-4991 Ext. 204		
Fiscal Contact (name) Juanita Duke		
Fiscal Contact (title) LPSB Chief Financial Officer		
Fiscal Contact (email) <a href="mailto:juanita.duke@lincolnschoolsa.org">juanita.duke@lincolnschoolsa.org</a>		
Fiscal Contact (phone) 318-255-1430 Ext. 280		
School System Leader Name Superintendent Ricky Durrett		
<i>Ricky Durrett</i> School System Leader Signature	Date September 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 4<sup>th</sup> – 8<sup>th</sup> data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).

If other is selected as an option, please add content to represent “other”.

## NEEDS ASSESSMENTS ✓ ✓ ✓

**How will the LEA identify the disproportionate impact of COVID-19 on student groups, 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: LPSB 5-Year Strategic Plan/LDOE Strong School Systems/Attuned Needs Assessment
- ☒ Other: Superintendent's Diversity Committee, (PAC) Parent Advisory Council, (TAC) Teacher Advisory Council, and (SAC) Student Advisory Council

**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

\$0

ESSER III

\$ 65,835

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

Use the attendance guiding questions to complete your narrative response.

1. How many students are chronically absent in your system?
2. How many students are considered truant in your system?
3. What strategies will you use to address chronically absent students in your system?
4. What strategies will you use to reduce truancy in your system?
5. Which existing attendance strategies will you continue in SY 2022-2023?
6. How will these strategies improve attendance in your system?
7. What new attendance strategies will you implement, what is your rationale for selecting the strategy, and what is your expected impact on student outcomes?
8. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based attendance supports implemented in SY 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

**Enter Lincoln Parish Schools narrative below this line.**

**During the 2021-2022 school year, approximately 500 students were chronically absent in Lincoln Parish. In that same year, 1,032 students were considered to be truant. To address chronically absent and truant students in our system, our LEA will utilize a Truancy Assessment and Service Center grant from the Louisiana Commission on Law Enforcement. The district will follow procedures as set forth in that grant to address truancy and absenteeism.**

**An existing strategy that we use in Lincoln Parish is that truancy caseworkers have been assigned to each school to reduce truancy and absenteeism in Lincoln Parish. According to “Increasing School Attendance for K-8 Students” (Wilder Research, 2007), attendance rates are improved when schools/districts connect with families regarding absenteeism and truancy, increase communication between stakeholders, conduct home visits, and assign truancy caseworkers to work with truant students. The truancy caseworkers will reach out to families with chronically absent or truant students via letter, email, home visits, telephone calls, and/or office visits to encourage school attendance.**

**As a new initiative, the district plans to increase education for families and extend communication with the District Attorney’s office and the judge(s) who oversee truancy cases in Lincoln Parish. According to “Increasing School Attendance for K-8 Students” (Wilder Research, 2007), family involvement such as community workshops and connections between parents/guardians and school personnel results in improved attendance rates. Our expectation is that, with increased awareness between the schools, truancy officers, and parents/guardians, all stakeholders will understand the laws pertaining to school attendance and the impact of attendance on student achievement and, therefore, will result in improved student attendance rates.**

As another new initiative, the LEA will specifically target Pre-K and Kindergarten attendance and will provide education for parents regarding truancy laws and punitive measures that can result from truancy. Beginning in the 2022-2023 school year, Kindergarten is now mandatory in Louisiana. The LEA expects that if families are educated on the importance of school attendance in early elementary grades, then there will be less truancy issues in later grades.

The LEA examines attendance data, testing data, current grades, and discipline data when reviewing referrals for Truancy. LEAP2025 data supports that there is a link between increased school attendance and increased test scores. In Lincoln Parish, attendance data has shown that when students are referred to the local Truancy Program, attendance improves over 90% of the time. Therefore, for the 2022-2023 school year, all current truancy strategies will be continued, and the two new initiatives described above will be implemented.

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

ESSER II

\$1,151,582

ESSER III

\$2,574,448

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

Use the well-being guiding questions to complete your narrative response

1. How many students were provided evidence-based well-being (mental and behavioral) supports during SY 2021-2022?
2. How many students will be provided evidence-based well-being (mental and behavioral) supports during SY 2022-2023?
3. Which student data demonstrate improved student well-being (mental and behavioral) outcomes and what are the results?
4. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based well-being supports implemented in SY 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

**Enter Lincoln Parish Schools narrative below this line.**

Lincoln Parish employed 10 mental health counselors during the 2021-2022 school year to focus on the mental and behavioral well-being of students. These counselors provided individual, small group, and classwide support to approximately 5,300 students in the LEA. There were also two additional licensed social workers, three school psychologists, and a school psychology intern who offered additional mental health support as needed. During the 2021-2022 school year, approximately 265 threat assessments were conducted, 2,083 social-emotional learning lessons were facilitated, 3,881 individual counseling sessions were provided, and 533 group counseling sessions were provided across the LEA. Evidence-based strategies were utilized by the clinicians who provided these services. There was a clearly defined referral system in place for students, teachers, parents/guardians, and other district team members to refer students for mental health support as needed.

The goal of implementing social-emotional learning lessons and counseling sessions in schools was to assist students in acquiring and applying the skills and knowledge necessary for managing emotions, developing healthy identities, establishing and maintaining supportive relationships, and making responsible and caring decisions. LPSB mental health counselors provide authentic, meaningful experiences that build trust and collaborative relationships with students in order to empower students and administrators in creating thriving schools and safe, healthy communities.

During the 2021-2022 school year, five schools used social-emotional learning education from the Panorama Education Playbook on the *Panorama Education* platform to increase evidenced-based well-being (mental and behavioral) supports and to instruct teachers and leadership teams at each school in how to provide additional support to their students. All students in grades 3-12 and all K-2 teachers participated in three Social Emotional Screeners that examined students' competency and perceptions regarding the following:

In grades K-2, teachers' perceptions of students' competency in:

- Emotion Regulation
- Engagement
- Social Awareness
- Classroom Effort
- Grit
- Learning Strategies
- Self-Efficacy
- Social Perspective-Taking
- Self-Management.

In grades 3-12, students' perceptions regarding:

- Student Competency & Well-Being Measures:
  - Supportive Relationships
  - Challenging Feelings
- Emotional Regulation Student Supports & Environment:
  - School Safety
  - School Climate

The final Panorama Survey was conducted in the Spring of 2022. Results showed the following data:

<u>Topic</u>	<u>Grade Level(s)</u>	<u>Percent Favorable</u>
Emotion Regulation	3-5	37%
Emotion Regulation	6-12	43%
Emotion Regulation	K-2 (Teacher Perception)	72%
Challenging Feelings	3-5	58%
Challenging Feelings	6-12	55%
School Climate	3-5	60%
School Climate	6-12	38%
School Safety	3-5	62%
School Safety	6-12	51%
Supportive Relationships	3-5	86%
Supportive Relationships	6-12	81%
Classroom Effort	K-2 (Teacher Perception)	69%
Engagement	K-2 (Teacher Perception)	70%



Grit	K-2 (Teacher Perception)	68%
Learning Strategies	K-2 (Teacher Perception)	67%
Self-Efficacy	K-2 (Teacher Perception)	66%
Self-Management	K-2 (Teacher Perception)	60%
Social Awareness	K-2 (Teacher Perception)	70%
Social Perspective-Taking	K-2 (Teacher Perception)	63%

For the 2022-2023 school year, Lincoln Parish will employ 11 mental health counselors to focus on the mental and behavioral well-being of students by providing individual, small group, and classwide support to approximately 5,500 students in the LEA. There are also two additional licensed social workers, three school psychologists, and a school psychology intern to offer additional mental health support as needed. The goal will be to continue to support students' mental and behavioral health needs through the implementation of evidence-based practices. There is a clearly defined referral system in place for students, teachers, parents/guardians, and other district team members to refer students for mental health support as needed.

In 2022-23, the district's goal remains the same: to assist students in acquiring and applying the skills and knowledge necessary for managing emotions, developing healthy identities, establishing and maintaining supportive relationships, and making responsible and caring decisions. LPSB mental health counselors will continue to provide authentic, meaningful experiences to empower students and administrators in creating thriving schools and safe, healthy communities.

For the 2022-2023 school year, all of the schools and students in the LEA grades K-12 will participate in two Social Emotional Screeners with Panorama Education to examine students' competency and perceptions regarding the following:

In grades K-2, teachers' perceptions of students' competency in:

- Emotion Regulation
- Engagement
- Social Awareness
- Classroom Effort
- Grit
- Learning Strategies
- Self-Efficacy
- Social Perspective-Taking
- Self-Management.

In grades 3-12, students' perceptions regarding:

- Student Competency & Well-Being Measures:
  - Supportive Relationships
  - Challenging Feelings
- Emotional Regulation Student Supports & Environment:
  - School Safety
  - School Climate

This data will be compared to student attendance, discipline, and academic data to examine trends and to make evidence-based decisions on behalf of the students in the LEA. The data from 2022-2023 will also be compared to the data from 2021-2022 to help determine if the implementation of increased mental and behavioral health support is producing positive outcomes within our LEA.



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**.

To address attendance, absenteeism, and truancy, primary financial investments came from the district-wide Truancy Grant. Investments made for Lincoln Parish students' well-being came from various funding sources that paid for the mental health counselors and the *Panorama Education* program. The key investments for attendance and well-being were each addressed in separate narratives. Due to the pandemic and loss of learning, attendance and well-being have become primary financial investments for Lincoln Parish Schools.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

ESSER 2 \$1,151,582  
 ESSER 3 \$2,640,283  
 Total=\$3,791,865

**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

**\$1,471,837**

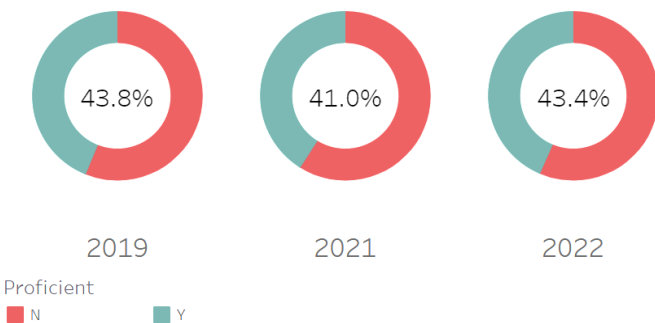
ESSER III

**\$1,303,902**

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

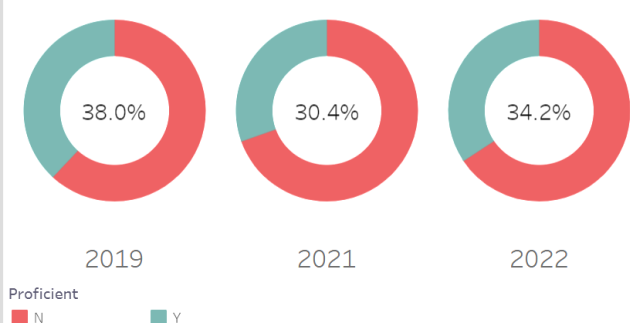
**ELA Proficiency**

A student must score Mastery or Advanced to be proficient in English. The ELA proficiency score is calculated by dividing the number of students scoring Mastery or Advanced by the total number of students completing the ELA assessment. (BESE Bulletin 111, 2018)



**Math Proficiency**

A student must score Mastery or Advanced to be proficient in math. The math proficiency score is calculated by dividing the number of students scoring Mastery or Advanced by the total number of students completing the math assessment. (BESE Bulletin 111, 2018)



**ELA Achievement Levels**

A student receives an achievement level score for each LEAP 2025 eligible subject. The table below represents the percentage of students scoring at each achievement level for the ELA assessment. (BESE Bulletin 111, 2018)

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
2019	9.1%	34.7%	25.9%	20.1%	10.2%
2021	8.6%	32.4%	24.5%	20.2%	14.3%
2022	7.8%	35.6%	26.9%	18.8%	10.9%

**Math Achievement Levels**

A student receives an achievement level score for each LEAP 2025 eligible subject. The table below represents the percentage of students scoring at each achievement level for the math assessment. (BESE Bulletin 111, 2018)

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
2019	4.5%	33.5%	26.7%	24.6%	10.7%
2021	3.4%	27.0%	27.1%	26.6%	15.9%
2022	3.4%	30.8%	30.9%	24.9%	9.9%

1. How many students were provided evidence-based targeted learning support during the 2021-2022 academic year based on Spring 2021 LEAP results (scored below mastery on one or more statewide assessments)?

**In 2021, only 41% (or 887 students) were proficient in ELA and 30.4% (or 658 students) were proficient in math. In the district, 1,276 students scored below Mastery in ELA, and 1,505 students scored below Mastery in math. For evidence-based targeted learning support, we focused on students who scored**

**Unsatisfactory or Approaching Basic on the 2021 LEAP assessment in either ELA or math. Based on the data from the graphic above, we identified 34.5% (or 746 students) scoring Unsatisfactory or Approaching Basic in ELA and 42.5% (or 919 students) in math.**

2. How many students who were provided evidence-based targeted learning support during the 2021-2022 academic year based on Spring 2021 LEAP results (scored below mastery on one or more statewide assessments) scored mastery or above in the Spring 2022 LEAP assessments?

**In ELA, 887 students scored Mastery or Advanced on the 2021 LEAP assessment and 658 students in math. On the 2022 LEAP assessment, 939 students scored Mastery or Advanced in ELA and 740 students in math. That is an increase of 52 students in ELA and 82 students in math.**

3. How many students will be provided evidence-based targeted learning support during the 2022-2023 academic year based on Spring 2022 LEAP results (scored below mastery on one or more statewide assessments)?

**In 2022, 43.4% (or 939 students) were proficient in ELA and 34.2% (or 740 students) in math. That left 1,224 students scoring below Mastery in ELA and 1,423 students in math. For evidence-based targeted learning support, the district will focus on students who scored Unsatisfactory or Approaching Basic on the 2021 LEAP assessment in either ELA or math. Based on the data from the graphic above, we identified 29.7% (or 642 students) scoring Unsatisfactory or Approaching Basic in ELA and 34.8% (or 753 students) in math.**

4. Which student data demonstrate improved student activities implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

**The percent of Students with Disabilities scoring Unsatisfactory decreased by 9.6% in ELA and 12% in math from 2021 to 2022.**

#### ELA Achievement Levels

A student receives an achievement level score for each LEAP 2025 eligible subject. The table below represents the percentage of students scoring at each achievement level for the ELA assessment. (BESE Bulletin 111, 2018)

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
2019	0.8%	11.1%	19.4%	36.9%	31.7%
2021	1.6%	10.9%	19.8%	29.4%	38.3%
2022	0.4%	12.0%	20.0%	38.9%	28.7%

#### Math Achievement Levels

A student receives an achievement level score for each LEAP 2025 eligible subject. The table below represents the percentage of students scoring at each achievement level for the math assessment. (BESE Bulletin 111, 2018)

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
2019	1.1%	7.0%	18.7%	44.6%	28.7%
2021	0.5%	6.5%	17.4%	34.4%	41.1%
2022	0.6%	7.6%	17.3%	45.5%	29.1%

**At our two elementary UIR-A schools, the implementation of ZEARN led to the results below. Not only did the percent proficient in math increase, the percent of students scoring Unsatisfactory decreased by 13% at Cypress Spring and 10.8% at Ruston Elementary.**

#### Math Achievement Levels

A student receives an achievement level score for each LEAP 2025 eligible subject. The table below represents the percentage of students scoring at each achievement level for the math assessment. (BESE Bulletin 111, 2018)

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
2019	4.1%	25.8%	24.7%	26.5%	18.9%
2021	4.3%	29.0%	22.6%	23.4%	20.7%
2022	3.3%	33.6%	28.4%	27.0%	7.7%

**Cypress Springs Elementary**

#### Math Achievement Levels

A student receives an achievement level score for each LEAP 2025 eligible subject. The table below represents the percentage of students scoring at each achievement level for the math assessment. (BESE Bulletin 111, 2018)

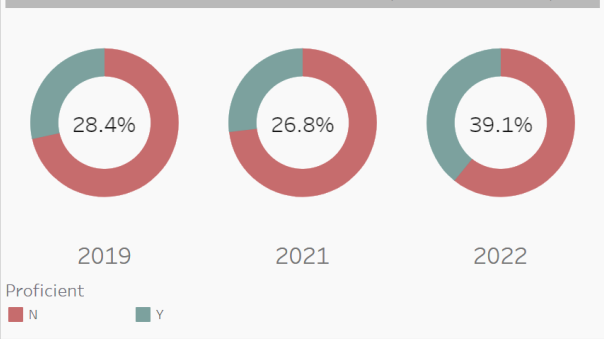
	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
2019	2.9%	35.3%	30.4%	25.6%	5.8%
2021	3.0%	27.5%	26.3%	27.5%	15.7%
2022	4.9%	33.0%	33.0%	24.2%	4.9%

**Ruston Elementary**

**At our third and final UIR-A school, I.A. Lewis, the percent proficient in ELA increased 12.3 percentage points.**

#### ELA Proficiency

A student must score Mastery or Advanced to be proficient in English. The ELA proficiency score is calculated by dividing the number of students scoring Mastery or Advanced by the total number of students completing the ELA assessment. (BESE Bulletin 111, 2018)



**I. A. Lewis**

**We will continue with the implementation of our five-year strategic plan for the 2022-23 school year. See table below for details. Highlighted in yellow below are strategies that we will begin implementing this year.**

Priority #1 - Rigorous and Engaging instruction	
Implementation of a high quality curriculum	<p>ELA: ARC, ELA Guidebooks</p> <p>Math: ZEARN, Jump Math, Common Core Geometry</p> <p>Science: PhD, Open Sci Ed, iHUB</p> <p>New Tier 1 curriculum in Algebra I and Algebra II (enVision)</p>
Unit and lesson study	
Common curriculum-embedded assessments and analysis of student work	
Use of the Classroom Support Tool	<p>Indicator 1 - Delivery of Instruction</p> <p>Indicator 2 - Student Engagement</p> <ul style="list-style-type: none"> <li>No Opt Out</li> <li>Strong Voice</li> <li>Build the momentum</li> <li>Pacing</li> <li>Individual Student Corrections</li> </ul> <p>Indicator 3 - Student Learning - Aggressive Monitoring</p>
Priority #2 - Individualized Support	
SPED Students receive instruction from content expert in the least restrictive environment	Partnership with Blue Engine on Co-Teaching
Time in schedule for interventions	Tier I and II: Adopted high quality curriculum

	Tier III: <b>Screening with iSTEEP, ARC and ZEARN curricular materials</b>
SEL Supports	Partnership with Panorama for <b>twice-yearly administration of screener</b> (was three times a year, but that didn't leave enough time to intervene between administrations), analysis of reports and SEL curricular materials to provide Tier I, Tier II and Tier III support to students.

2022-2023 Key Investment: **Before and After School Programs**

ESSER II

\$0

ESSER III

\$0

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

N/A; see narrative below.

**Enter Lincoln Parish Schools narrative below this line.**

**N/A-Lincoln Parish did not utilize ESSER Funding for Before and After School Programs. The district coordinated funding through Title I and (DSS) Direct Student Services.**

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

ESSER II

\$243,229

ESSER III

\$1,621,842

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

[Note: Lincoln Parish coordinated funding for Summer Learning Programs with Title I, Part A and IDEA](#)

Use the Summer Learning Program guiding questions to complete your narrative response

1. How many students were provided access to summer learning during SY 2021-2022?

**For the 2021-2022 school year, the criteria and grade-bans addressed in summer learning are outlined below.**

**Grades K-2: Students who were reading at the “at-risk” level (one grade-level below)**

**Grades 3-6: Students who failed ELA or math**

**Grades 9-12: Students who did not pass the High School LEAP 2025**

**A total of 270 students were in attendance. See a breakdown below.**

Number who attended the summer learning program at least once.	
Incoming Pre-K	
Incoming Kindergarten	
Incoming First Graders	49
Incoming Second Graders	50
Incoming Third Graders	42
Incoming Fourth Graders	11
Incoming Fifth Graders	6
Incoming Sixth Graders	19
Incoming Seventh Graders	6
Incoming Eighth Graders	
Incoming Ninth Graders	
Incoming Tenth Graders	42
Incoming Eleventh Graders	42
Incoming Twelfth Graders	3

2. How many students will be provided summer learning during SY 2022-2023?

**As with last summer (2021-22), we will provide opportunities to attend our summer learning program to the students who will meet the criteria listed below. We anticipate similar numbers as last year; however, given the supports in place this school year, those numbers may decrease.**

**Grades K-2: Students who were reading at the “at-risk” level (one grade-level below)**

**Grades 3-6: Students who failed ELA or math**

**Grades 9-12: Students who did not pass the High School LEAP 2025**

3. Which student data demonstrate improved student outcomes and what are the results?

**See results and analysis below.**



ELA-Percentage of students who scored 75% or higher on the final/end of unit ELA curriculum-embedded assessment

	90%-100% of students scored 75% or higher on ELA curriculum-embedded assessment	75%-89% of students scored 75% or higher on ELA curriculum-embedded assessment	51%-74% of students scored 75% or higher on ELA curriculum-embedded assessment	50% or below of students scored 75% or higher on ELA curriculum-embedded assessment
Incoming PreK	-	-	-	-
Incoming K	-	-	-	-
Incoming First Graders			✓	
Incoming Second Graders			✓	
Incoming Third Graders			✓	
Incoming Fourth Graders	✓			
Incoming Fifth Graders			✓	
Incoming Sixth Graders		✓		
Incoming Seventh Graders			✓	
Incoming Eighth Graders	-	-	-	-
Incoming Ninth Graders	-	-	-	-
Incoming Tenth Graders		✓		
Incoming Eleventh Graders		✓		
Incoming Twelfth Graders	-	-	-	-

Math -Percentage of students who scored 75% or higher on the final/end of unit Math curriculum-embedded assessment (Choose not applicable if Zearn was used as the math primary resource.)

	90%-100% of students scored 75% or higher on Math curriculum-embedded assessment	75%-89% of students scored 75% or higher on Math curriculum-embedded assessment	51%-74% of students scored 75% or higher on Math curriculum-embedded assessment	50% or below of students scored 75% or higher on Math curriculum-embedded assessment	Not applicable
Incoming PreK					✓
Incoming K					✓
Incoming First Graders					✓
Incoming Second Graders					✓
Incoming Third Graders					✓
Incoming Fourth Graders					✓
Incoming Fifth Graders					✓
Incoming Sixth Graders					✓
Incoming Seventh Graders			✓		
Incoming Eighth Graders					✓
Incoming Ninth Graders			✓		
Incoming Tenth Graders					✓
Incoming Eleventh Graders					✓
Incoming Twelfth Graders					✓

How did you measure student progress?	Math: We used ZEARN and looked at the progress students made in the number of completed lessons over the three week period. K-2 ARC/IRLA: We looked at beginning reading level versus ending reading level ELA 3+: We used a writing sample day 1 versus ELA Guidebook Culminating Writing Task on the final day.
What trends did you notice as you analyzed data on progress?	For K-2, the average growth was 0.13, which is one month and 3 days. We were pleased with this given our summer learning program was only 15 days.
What indicators were used to measure effectiveness of your system's summer learning program(s)?	The majority of students were able to complete the ZEARN lessons assigned. Since the K-2 students who were chosen were "at risk" versus "emergency," we were able to see a lot students get really close to grade-level with their reading level by the end of summer learning.
Did you measure student mastery of content material? If so, how did you define mastery and what trends did you notice as you analyzed data?	K-2: We looked at the final reading level the students were on at the end of summer learning. Math: We looked at the number of completed lessons completed compared to the recommended lessons for summer learning. ELA 3+: We looked at the performance on the students' Culminating Writing Task.
What trends did you notice as you analyzed data on achievement for participating students?	The majority of students were able to complete the ZEARN lessons assigned. Since the K-2 students who were chosen were "at risk" versus "emergency," we were able to see a lot students get really close to grade-level with their reading level by the end of summer learning.

**In regard to anticipated outcomes for students who receive summer learning in 2022-23, we expect the following:**

- **Because schools are more highly focused on instruction and engagement, more students will reach targeted goals during the regular school year, and, therefore, fewer students will require summer learning experiences to bridge gaps in learning.**
- **By providing rigorous and engaging instruction in a Tier 1 curriculum during the summer learning program, more students will meet targeted goals of recovery of previous years' grade-level expectations and acceleration of learning for the next academic school year.**
- **Because fewer students will meet the current criteria for the summer learning program, the program can be expanded to meet students with more significant learning gaps (ie, two or more years below grade level in ELA or math).**

4. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based summer learning implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

**For math, ZEARN school goals, and ZEARN teacher Pace reports were and will continue to be used to ensure that students are completing the required number of lessons. For ELA, ARC School Pace was and will continue to be used to compile student information including the amount of reading practice, toolkit**

lessons completed, and reading level. We also analyze ELA Guidebook Culminating Writing Tasks in grades 3-12.

The following strategies were utilized for our 2021-22 summer learning program and will be continued in 2022-23:

1. Each classroom had a certified ELA and math teacher co-teaching every day.
2. The teachers selected were rated either Effective:Proficient or Highly Effective in Compass the prior year.
3. All classrooms utilized a Tier 1 curriculum (ARC, ELA Guidebooks, Jump Math, ZEARN)
4. Mental health counselors delivered SEL lessons to small groups of students and were available for individual and group counseling.

2022-2023 Key Investment: **Extended Instructional Time**

ESSER II

\$0

ESSER III

\$0

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

N/A; see narrative below

Enter Lincoln Parish Schools narrative below this line.

N/A-Lincoln Parish did not utilize ESSER Funding for Extended Instructional Time.

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

ESSER II

\$0

ESSER III

\$71,185

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

Lincoln Parish did not utilize ESSER2 or ESSER3 Funding for Individual Student Plans for Success.

Enter Lincoln Parish Schools narrative below this line.

Lincoln Parish did not utilize ESSER2 or ESSER3 Funding for Individual Student Plans for Success. The LDOE awarded \$17,185 in ACT NOW Vouchers and Howard School Neglected & Delinquent site set-aside \$54,000 in funding for credit recovery for their student population. Howard School is under the oversight of the Louisiana Department of Health and Hospitals and is located within Lincoln Parish. The site received a proportionate share of ESSER funds to address the students housed at their location.

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**.

Enter Lincoln Parish Schools narrative below this line.

Lincoln Parish is committed to recovery and acceleration. Based on our 2022 results outlined above, we have made significant academic progress, but gaps in achievement still exist. The percent of students

scoring Mastery and Advanced has improved in all subjects. Our improvements in science and social studies put us above pre-pandemic levels. However, although we saw gains in ELA and math proficiency, we are not yet back to pre-pandemic levels. The gap between white students and black students is still significant. While both groups of students increased in proficiency, both groups increased at the same rate, so the gap remained the same.

To ensure that we continue with recovery and acceleration, Lincoln Parish is implementing a five-year strategic plan that focuses on four priorities. The first priority, rigorous and engaging instruction, ensures that teachers are using Tier 1 curriculum and are engaged in lesson/unit study and analysis of curriculum-embedded student work. Our second priority, individualized support, ensures that all students, including students with disabilities, are provided with Tier 1, Tier 2 and Tier 3 academic support to ensure mastery of grade-level content. For students who need extra time to master that grade-level content, our summer learning program uses Tier 1 curriculum to provide more individualized and targeted support.

**RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment**

**ESSER 2 \$1,715,066**  
**ESSER 3 \$2,996,929**  
**Total=\$4,711,995**

## **Commitment: PROFESSIONAL LEARNING & DEVELOPMENT**

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$2,384,151</b>	<b>ESSER III</b>	<b>\$3,741,260</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Use the School Improvement Best Practices Professional Development guiding questions to complete your narrative response.

1. How many educators were provided professional learning opportunities on instructional leadership teams (ILTs) during the 2021-2022 academic year?
2. How many educators were provided professional learning opportunities on teacher collaboration (common planning/ PLC/ clusters) during the 2021-2022 academic year?
3. What other data will be used to understand and evaluate the effectiveness of the professional learning activities implemented in 2021-2022 and determine what to start, stop, and pivot for 2022-2023?
4. Which professional learning activities resulted in improving student outcomes?
5. Are there any professional learning activities implemented in 2021-2022 that should not continue?
6. How will the system provide support(s) to schools and educators who may be in need of additional assistance in implementing LDOE's School Improvement Best Practices?

**No educators were provided Instructional Leadership Team training through NIET or the LDOE. However, Lincoln Parish provided the following support for 19 school administrators and 22 academic coaches:**

- (1) Master schedules were adjusted for the 21-22 school year to ensure that core teachers had time for common planning time and job-embedded PLCs at each school site.

- (2) The LEA placed an ELA and math coach at each site to support teacher/academic coach common planning time for the purpose of lesson internalization. Additionally, the academic coaches facilitated job-embedded PLCs regularly during the school year.
- (3) The LEA provided district collaborations for unit unpacking and curriculum training.
- (4) The LEA hosted the Lincoln Institute for Summer Learning where participants were trained on the expectations and protocols for common planning time.

The district surveyed ELA and math coaches, as well as teachers to evaluate the effectiveness of our PL activities. The results of the survey are as follows:

- 85% of school content leads strongly agree or agree that training and coaching provided by the LEA has positively impacted their ability to support teachers.
- 85% of teachers strongly agree or agree that the training and coaching has positively impacted their lesson plan internalization.
- Based on periodic audits/observations of common planning time meetings, 100% of meetings facilitated by school content leads met expectations as outlined by the LEA.
- 90% of teachers' lesson plans met expectations on the Lesson Plan Internalization rubric.

For the 2022-23 school year, curriculum coaches and teachers will continue with unit and lesson study. The LEA will implement professional learning regarding the use of a specific protocol to analyze student work from curriculum-embedded assessments. The LEA will implement district professional development days in August, October and January for teachers and monthly collaborations for ELA and math coaches. The LEA will also include extra professional learning opportunities on curriculum implementation and lesson/unit study for new teachers.

Based on LEAP 2025 results, the LEA believes that lesson plan internalization had the biggest impact on student outcomes. Lesson plan internalization occurred during district PD days, weekly common planning time and monthly collaborations. Due to the growth as demonstrated in LEAP2025 data, all activities begun in 2021-22 will continue in 2022-23 and beyond. All activities support Lincoln Parish's five-year strategic plan.

Lincoln Parish received permission to forgo participating in the LDOE's School Improvement Best Practices and instead participated in the LDOE Strong School Systems Initiative to write the five-year strategic plan. Based on each school's specific needs, district supervisors and content facilitators work directly with school leaders to implement individualized support for the implementation of the strategic plan.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$186,573
Other Professional Learning		\$ 212,656		\$399,150

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

Use the Literacy Professional Development guiding questions to complete your narrative response

1. How many educators were provided literacy professional learning opportunities during the 2021-2022 academic year?
2. How many educators completed professional learning to become literacy content leaders and/or literacy



coaches?

3. How many educators will complete professional learning to become literacy content leaders and/or literacy coaches?

4. Which professional learning activities resulted in improving student outcomes?

5. What other data will be used to understand and evaluate the effectiveness of the professional learning activities implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

6. How will the system provide support(s) to schools and educators who may be in need of additional assistance in implementing literacy professional learning opportunities?

**Enter Lincoln Parish Schools narrative below this line.**

**During the 2021-22 academic year, all Lincoln Parish elementary schools were equipped with a Literacy Coach dedicated to improving literacy instruction and improving the implementation of the adopted Tier 1 curriculum. The district literacy coordinator, five literacy coaches in grades K-2, and three school principals participated in Leadership Learning Series (LLS) professional development from the American Reading Company. This professional development series is designed to build leader/organizational capacity and to improve skills and expertise as literacy coaches. The literacy coaches worked collaboratively around the implementation of an improvement cycle. Through this collaborative professional development process, the district's literacy goals for K-2 for the 2021-22 academic year were twofold: 1) to increase the Independent Reading Level Assessment (IRLA) reading proficiency rates from 67% to 80%, and 2) to decrease students performing at IRLA emergency levels from 27% to 10%. The district's end-of-year results demonstrated an overall reading proficiency rate of 73% (an improvement of 6%) and students performing at emergency levels at 12.7% (a decrease of 14.3%). Although the district did not meet the rigorous goals set at the beginning of the year, academic administrators are pleased with these results and contribute this success to the LLS professional development activity. The district literacy coordinator, six school administrators, and five literacy coaches will continue with the Leadership Learning Series (LLS) professional development for the 2022-23 academic year to build capacity and to improve skills and expertise as literacy coaches.**

**For ELA teachers of grades K-2 and 3-12 the 2021-22 school year, professional development in August and October focused on unit unpacking and lesson study. Approximately 240 staff members participated in these sessions, including regular education teachers, special education teachers, paraprofessionals, resident teachers, and school content leads. Within these unit unpacking and lesson study sessions, participants learned about text complexity, the importance of content knowledge in comprehension, close reading, volume of reading, and unit supports for diverse learners. In January, approximately 111 participants representing grades 3-12 had the opportunity to engage in choice sessions around various topics, while K-2 teachers focused on communicating with parents and other stakeholders via parent-teacher conferences. The 2022 ELA Assessment Index for grades 3-8 grew 3.9 points from a 64.9 to a 68.8 C. The district attributes the growth in ELA scores to the professional development activities focused on unit unpacking and lesson internalization. In 2022-23 professional development for grades 4-12 will focus on analyzing student work. In addition, district content leaders will work with school site coaches to implement a teacher mentoring/coaching cycle designed to improve instructional outcomes for all students.**

**During the 2020-21 academic year, Lincoln Parish School Board developed a two-year plan to train all K-3 teachers on the Science of Reading, beginning with the 2022-23 school year. The district chose Keys to Literacy from the LDOE approved vendor list. By the end of January 2024, all K-3 teachers and school**

leaders will complete the Science of Reading training. The district also adopted iSTEOP as a literacy diagnostic screening for the 2022-23 school year. District academic administrators plan to use this diagnostic data along with ARC IRLA data to determine student needs and to provide appropriate interventions. iSTEOP will also be used for progress monitoring and for implementing winter and spring benchmark assessments to track student progress in grades K-3. For grades 4-12, district literacy staff members have shared the LDOE Science of Reading sessions on the district ELA Vertical Team resource site. Literacy coaches are also using iSTEOP diagnostic assessments to identify and target student literacy needs for students in grades 4-12. Students identified as needing literacy interventions will be provided with Tier 3 interventions, and iSTEOP progress monitoring data will be utilized to track and monitor student progress toward mastery.

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.

**Enter Lincoln Parish Schools narrative below this line.**

All students in Lincoln Parish Schools will have daily opportunities to build knowledge of the world, read meaningful texts, express ideas through writing and speaking, and solve complex problems. For FY 2022-23, district professional development activities will support the well-being of students by prioritizing positive, intentional relationships that facilitate meaningful interactions and that attend to individual students' needs by faculty and staff. Educators will provide individualized supports and services to meet not only students' academic needs through the use of interventions, but also their emotional needs to improve the health and well-being of our students.

Training and materials will focus on building structures for staff to regularly communicate with students through Tier II and Tier III evidence-based interventions, using data from universal literacy screeners, using an online assessment analysis tool (Data 2 Instruction) for LEAP2025, and implementing mental health screeners.

ESSER funding supports external service providers to address policies and practices related to Reading Foundations (Keys to Literacy), Diversity and Cultural Competencies training (Vector Solutions), School Safety Training, and CLASS observer training. To ensure that Lincoln Parish strengthens its efforts to maintain an effective workforce, the district will implement professional development activities that include add-on teacher certifications for Special Education and English Language Learners. Co-teaching strategies will be implemented by general education and special education teachers. LPSB Human Resources will promote pre-educator pathways with ongoing support for mentors/residents.

These key investments will provide professional development to personnel in order to support diverse learners, provide teachers and mentors with supports to effectively coach, model, and provide feedback, and provide school personnel with tiered mental health support, suicide prevention, trauma, and related issues, along with intensive instruction and accelerated intervention models to address unfinished learning.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>ESSER2 \$2,596,807</b> <b>ESSER3 \$4,326,983</b> <b>Total=\$6,923,790</b>
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## SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$437,651

ESSER III

\$7,935,573

Provide the URL to the following LEA documents: [www.lincolnschools.org](http://www.lincolnschools.org) (Our school district website provides links to all the information listed below.)

School Reopening Plan for In-Person Learning: [Lincoln Parish Schools Ready to Achieve 2022-23](#)

COVID-19 Vaccination policies for staff and students: [Lincoln Parish Schools Ready to Achieve 2022-23](#)

Masking policies for staff and students: [Lincoln Parish Schools Ready to Achieve 2022-23](#)

Physical distancing, cohorts, or learning pods: [Lincoln Parish Schools Ready to Achieve 2022-23](#)

Lincoln Parish Schools used the Louisiana Department of Health and the Department of Education's [Ready To Achieve School Operational Guidelines](#) in the creation of our own plan. This guidance was updated on August 12, 2022.

If all information is in the main School Reopening Plan, please enter the same URL for each. [Lincoln Parish Schools Reopening URL](#): [https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1340/lps/2369456/Lincoln\\_Parish\\_Schools\\_Ready\\_to\\_Achieve\\_2022-23\\_August\\_2022\\_.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1340/lps/2369456/Lincoln_Parish_Schools_Ready_to_Achieve_2022-23_August_2022_.pdf)

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.

Use the school safety guiding questions to complete your narrative response

1. How does your system plan to address school safety as a whole?
2. How does your system plan to update emergency operations plans?
3. How does your system plan to engage with emergency preparedness personnel (i.e., local police or sheriff, fire officials, and/or parish/city emergency operations)?
4. How does your system plan to address specific types of school threats, e.g, an incident of shooting at school, on a bus, or at a school-related event?
5. How does your system plan to ensure that every student, educator, or school employee has access to a safe and secure school environment?

6. What strategies will your system employ to address internal and external threats to school safety?
7. How will your system provide opportunities for students to speak up if they perceive a threat?
8. How will your system assess the effectiveness of school emergency operations and safety plans?
9. How does your system plan to provide counseling and support to students and educators in the event of a threat, school shooting, or other violent incident in the school community?

**Enter Lincoln Parish Schools narrative below this line.**

In conjunction with the Lincoln Parish Sheriff's Department, Lincoln Parish Schools employs School Resource Officers at every school within the parish. In the summer of 2022, a team comprised of the LPSB child welfare officer, school principals, and members of the sheriff's department conducted safety audits of each school campus. This safety audit evaluated areas of vulnerability and ways to improve security on each campus. Besides monthly fire drills, schools conduct tornado, evacuations, and lockdown drills in order to prepare students and employees for emergency situations.

Each school campus has its own emergency operations plan that is updated each year. These crisis management plans were formulated with assistance from the district child welfare officer and also involved input from each school's crisis management lead. On-campus drills (fire, tornado, lockdown, evacuation) prepare students and faculty for the unexpected and gives students and educators the opportunity to rehearse their responses to adverse situations.

In the event of a threat related to a school facility or bus, local law enforcement (Lincoln Parish Sheriff's Office and the Ruston Police Department) will be used to assist in the response to these situations. Threats made against schools, employees, and/or students are investigated with fidelity and taken very seriously. The RAVE panic app is a geo-located software program that school employees can use to immediately notify law enforcement as well as other on-campus staff members in the event of a threat. The phone application can be easily downloaded and allows employees direct access to 911. It can also be used to report a variety of threats (fire, active shooter, etc.)

Students and staff members are encouraged to report any threat or suspicion of a threat immediately. The district uses a "threat of violence" form to assist with district and/or school level investigations. For students and employees who make threats, the district uses a threat assessment matrix in order to determine underlying factors behind the threat as well as ways to assist the individual with mental health resources. Lincoln Parish Schools have mental health counselors assigned to each school to provide mental health screenings and respond to the needs of students in crisis. These mental health counselors also conduct social-emotional lessons that are age/grade level appropriate.

**SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment**

ESSER 2 \$2,389,843

ESSER 3 \$8,458,467

Total=\$10,848,310

**Enter each Funding Commitment amount**

Indirect Costs ESSER2=\$1,368,852

Indirect Costs ESSER3=\$2,566,409

Budgets in eGMS 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	\$3,791,865.00
RECOVERY & ACCELERATION 2022-2023 Total Funding Commitment	\$4,711,995.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$6,923,790.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$10,848,310.00
Total Indirect Costs	\$3,935,261.00
2022-2023 Total Funding Commitment	\$30,211,221.00

**LEA 2022 - 2023 ARAP Status**

<input type="radio"/>	ARAP Approved
<input type="radio"/>	ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
<input type="radio"/>	ARAP <b>not approved</b> : 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.