

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 LSU Laboratory School	LEA Code 318	Enter Grade levels served K-12 Click or tap here to enter text.
Planning Contact (name) Kevin R. George		
Planning Contact (title) Superintendent		
Planning Contact (email) kevingeorge@lsu.edu		
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Fiscal Contact (name) Terri Michel		
Fiscal Contact (title) Director of Sponsored Program Accounting		
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School System Leader Name Kevin R. George		
School System Leader Signature	Date 11/21/2022	

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

\$0

ESSER III

\$0

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

Click or tap here to enter text.

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

ESSER II

\$0

ESSER III

\$0

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

Click or tap here to enter text.

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**.

LSU Laboratory School did not use ESSER III funding to address this area, rather, we used existing systems and personnel to promote well-being and monitor and boost attendance.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$0

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

\$0

ESSER III

\$317,555

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

- An additional Associate Teacher will be hired to assist Instructors with provided targeted acceleration and remediation to students in grades 4 and 5 who did not score Mastery or Advanced on state standardized tests in core content areas.
 - The Associate Teacher will also provide supplemental instruction and support to those students in 3rd grade who are meeting grade level benchmarks as identified by DIBELS, DRA, Writing Samples, and ELA and Math End of Unit Assessments.
 - The Associate Teacher will be highly qualified and hold a valid Louisiana Teaching Certificate.
 - The Associate Teacher will consult frequently with Classroom Instructor's and participate on the Accelerated Learning Committee.
 - The Associate Teacher will design interventions and write lesson plans that specifically target a student's area for growth. The Associate Teacher will monitor growth and make changes to interventions per the student's progress.
 - The Associate Teacher will meet with student's individually or in a group of no more than 5 at a minimum of once per week to provide accelerated targeted instruction
- Additional and targeted instruction will be provided at least once per week to students in grades 3, 4, and 5 who did not score Mastery or Advanced. This research-based instruction will follow grade level appropriate state standards using tier 1 curriculum and supplemental materials designed for remediation and acceleration of core content.
- Instruction will be provided by a highly qualified, certificated Instructor, Interventionist or Associate Teacher.
 - Instruction will be provided individually or in a small group of 5 or less.
 - The Elementary Accelerated Learning Committee (ALC) will meet at the beginning of the school year to develop an accelerated learning plan for students who failed to achieve Mastery on 3rd and 4th grade statewide assessments.
 - The ALP plans will be monitored and adjusted each year as determined by the student's performance on state standardized test.

Describe Outcomes for students who received TLS:

83% of students scored Mastery or Advanced who were pulled out for targeted learning support in Math or ELA. 33% of students increased Mastery who were given extra support in the classroom. 100% of students increased from unsatisfactory to Basic in Science and Social Studies. Our Associate Teacher who served as the interventionist was hired in November and worked with students for 18 weeks before LEAP testing.

Anticipated Outcomes for students receiving Summer Learning:

By giving a pre-test we determined what areas we needed to focus on in both math and reading. We anticipated students to show growth in both areas of focus for the 3 week period since we were targeting specific skills such as basic 6th grade math skills, reading comprehension and grammar.

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.

LSU Laboratory School used our existing systems to provide tutoring before and after school.

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

ESSER II

\$0

ESSER III

\$32,000

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

Select core teachers to develop summer program to increase student learning. Students will be selected based on achievement data (below mastery in core subject area) to attend 3 week summer camp focused on instruction in ELA, Science, Math and Social Studies. Students in 6th grade grew in the following categories: Fractions/Decimals/Percents by 13%, Basic Fraction Operations by 41%, Ratios/Proportions/Percents by 24% and Greatest Common Factor/Least Common Factor/Prime Factorization by 22%. The method used to determine results was the pre- and post-test model. In Grades 7/8, students grew in the following categories: Multi-step equations by 13%, Ratios/Rates/Proportions by 20%, Unit Rate by 51%, Constant of Proportionality by 15% and Graphing Proportional Relationships by 33%. The method used to determine results was the pre- and post-test model.

Anticipated Outcomes for students receiving Summer Learning:

By giving a pre-test we determined what areas we needed to focus on in both math and reading. We anticipated students to show growth in both areas of focus for the 3 week period since we were targeting specific skills such as basic 6th grade math skills, reading comprehension and grammar.

Describe summer learning program continuing in 2022-2023: We plan on using the same programs for this summer. Since they showed growth, we assume we can continue with their use, even if the same students come back to camp. The programs will allow us to measure where they are and implement personalized programs for each student. We also intend on breaking the groups into smaller units, with the addition of another teacher in order to address more specialized learning goals for different students. One class will be diagnostic and daily practice on the programs. One class will have specific math instruction and one will have specialized reading/comprehension instruction. This will allow us to really focus on individual outcomes.

Describe data being used to make decisions: We used data from EduLastic, Membeam and No Red Ink. We gave a pretest that personalized each lesson based upon the user's beginning level. Each proceeding lesson was progressive in content with each student as they completed the 3 week lessons. A post-test was given at the end of the 3 week period and each student showed growth. We used these programs because state data showed a drop in test scores across the board. We focused on these skills because they would allow the students to take their reading comprehension and apply it to both science and social studies as well.

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.

LSU Laboratory School did not use extended instructional time in our recovery & acceleration plan.

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

ESSER II

\$0

ESSER III

\$0

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

LSU Laboratory School did not utilize ESSER Funding for individual student plans in our recovery and acceleration plan.

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**.

Click or tap here to enter text.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$349,555

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$633,494
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

In an effort to ensure learning is recovered and accelerated, we used our funding to shore up training for our instructors to enhance their ability to reach every student in our building. This funding allows us to pursue our anchor training called Understanding by Design (UbD) which is the vehicle by which all other trainings will be put into action. The UbD system brings teachers through a backwards design process utilizing the skills learned in our STEM, ACT, D2i, Science of Reading, Teach Your Heart Out, Illustrative Math, and technology trainings to create lessons which address the standards in each of our core subjects. Our plan increases the knowledge base of our instructors in order to recover and accelerate our students' learning.

During the 21-22 school year all instructional staff who teach ELA (K-8, English I & II), Social Studies (K-8 & US History), Science (K-8 & Biology) and Math (K-8, Algebra I & II) as well as administrators participated in school improvement best practices.

During the 21-22 school year, we implemented D2i training to grow our knowledge around data desegregation.

Because we focused on data desegregation, our teachers focused on the sub-categories where our students performed the worst. Because of this intentional focus on our weaker areas, teachers made adjustments to their practices to pinpoint those lower performing areas. It led to an increase in our school performance score.

All instructional staff as well as administrators participated in the Understanding by Design training during the 22-23 school year.

After reviewing our end of year statewide assessments, it was determined we needed as assistance in understanding and interpreting data to make the best impact on our classroom instructional practices and how to incorporate all of our trainings into one seamless process. This led us to move to the Understanding by Design process.

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

LSU Laboratory School used existing literacy systems/structures and funding sources to provide for literacy professional development for our instructional staff.

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

Click or tap here to enter text.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$633,494

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$0	ESSER III	\$2,163,970
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning [ULS | COVID-19 \(lsu.edu\)](#)

COVID-19 Vaccination policies for staff and students [ULS | COVID-19 \(lsu.edu\)](#)

Masking policies for staff and students [ULS | COVID-19 \(lsu.edu\)](#)

Physical distancing, cohorts, or learning pods [ULS | COVID-19 \(lsu.edu\)](#)

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.

We work with LSU Police and the LSU Department of Disaster Management Programs to create and review our plans annually to ensure we have the most recent best practices in place. Our staff members are trained bi-annually on our plans during professional development days in August and in January. We consistently perform fire, lockdown, active shooter and evacuation drills to ensure all of our employees as well as our students understand what to do when emergencies occur on our campus. We maintain a log of our drills which notes the time, length and date of the drills and our administrative teams debrief following each drill to ensure our plans have been implemented with fidelity.

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$2,163,970
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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	\$	-
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$	349,555.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$	633,494.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$	2,163,970.00
2022- 2023	Total Funding Commitment	\$	3,147,019.00

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

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

Date Click or tap to enter a date.