

**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.**

<b>LEA Name</b> BIENVILLE PARISH SCHOOL BOARD	<b>LEA Code</b> 007	<b>Enter Grade levels served</b>  PreK-12
<b>Planning Contact (name)</b> Kamithia D. Penton		
<b>Planning Contact (title)</b> Federal Programs Director		
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<b>Fiscal Contact (name)</b> Jarvis Osborne		
<b>Fiscal Contact (title)</b> Business Manager		
<b>Fiscal Contact (email)</b> jarvis.osborne@bpsb.us		
<b>Fiscal Contact (phone)</b> 318-263-9416		
<b>School System Leader Name</b> William Wysinger		
<b>School System Leader Signature</b>	<b>Date</b> 10/12/2022	

**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 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: <b>Attendance</b>	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.

Bienville Parish School District collected and reported student learning modality data by utilizing the EDGEAR Drop Out & Early Warning System (DEWS). Our goal for the 2021-2022 school year was to increase student groups whose attendance rates were 90% or less to greater than 95%. According to the 2021-2022 data, the number of chronically absent students decreased from 39 to 28. The number of truant students decreased from 56 to 41. To increase our students' daily attendance, we engaged governmental officials such as District Attorney, School Resource Officers and others to assist us with contacting students and parents who we identified with three absences within the first month of school. The parents received a phone call and written notice to reinforce the importance of students to attend school regularly. There were meetings scheduled with the students and parents to discuss the students' attendance data. The students' attendance was monitored closely and parents were contacted with positive impact calls. To further support our increased student attendance rate, our discipline data was used to assist with identifying problems associated with students missing school. Using the discipline data allowed us to provide students with restorative methods to reconcile misbehavior with teachers and peers. Based on our findings, White students' attendance rate was 88%, African American students 89%, Hispanic students 99%, and Asians 99%.

During the 2022-2023 school year, we will continue to use all of the strategies that were implemented last year to reduce the number of students who are chronically absent and identified as truant by 5%. One new strategy that will be implemented this year is the automatic phone call to parents or guardians through our EDGEAR System notifying them if their child is absent or tardy. This feature will provide an immediate correspondence with parents so that we can alleviate absences or truancy. Our Supervisor of Child Welfare and Attendance will monitor the attendance and truancy rates of our White and African American students more closely and provide immediate follow-up with school counselors/or assistant principals. We will continue to track our progress by mid-year and adjust our goals accordingly.

2022-2023 Key Investment: <b>Well-Being</b>	ESSER II	\$0	ESSER III	\$35,640.00
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Currently, BPSB has certified staff to provide mental, behavioral, and social supports, including school nurses and school counselors at each school, a behavioral interventionist and two school psychologists. The BPSB has created a Well-Being Team that consists of a school nurse, school board director, principal, teacher and a local counselor from the Center for Counseling & Psychological Resources to work with SEL data, assigning tiers, and assisting with small groups.

The Well Being team provides clear expectations and communication strategies to guide students through stressful situations.

The BPSB purchased PASS and the Well-Being Team administered it to K-12th grade students. It is an evidence-based program that provides an assessment and an SEL foundation that promotes assets, not deficits. It is validated by 130 peer-reviewed studies and designed on the same models as Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS). The program includes assessment and intervention. In 2021-2022 school year 106 out of 1250 students surveyed were considered to be at risk. Following assessment, educators used research-based strategies to engage with individuals, groups, and classrooms. Of those initially considered to be at risk only 43 students were provided evidence-based well-being (mental and behavioral) supports based on the screener that was utilized. Grades, attendance, and discipline of these students were monitored throughout the school year. Student progress monitoring and outcomes measurement were conducted using the data. Individual, class, grade, school, and district level reporting progress include baseline, mid-year, and end-of-year assessments. Results were arranged as the following: "At Risk" and "Not at Risk". Results are reviewed monthly for some students and every nine weeks for others to determine changes in specific social and emotional skills. Based on these guidelines 20 of the students were identified as "Not at Risk".

BPSB will continue to use PASS for evidence-based strategies and interventions for the 2022-2023 school year as well as all of the other strategies implemented in 2021-2022. Due to the success of these strategies none will be stopped for the 2022-2023 school year. As of September 1, 2022, 23 students are being provided evidence-based well-being (mental and behavioral) support. The goal is to decrease the number of students "At Risk" by 50% by the end of the 2022-2023 school year.

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

### **ATTENDANCE AND WELL BEING COMMITMENT 2022-2023**

Bienville Parish School District collected and reported student learning modality data by utilizing the EDGEAR Drop Out & Early Warning System (DEWS). Our goal for the 2021-2022 school year was to increase student groups whose attendance rates were 90% or less to greater than 95%. According to the 2021-2022 data, the number of chronically absent students decreased from 39 to 28. The number of truant students decreased from 56 to 41. To increase our students' daily attendance, we engaged governmental officials such as District Attorney, School Resource Officers and others to assist us with contacting students and parents who we identified with three absences within the first month of school. The parents received a phone call and written notice to reinforce the importance of students to attend school regularly. There were meetings scheduled with the students and parents to discuss the students' attendance data. The students' attendance was monitored closely and parents were contacted with positive impact calls. To further support our increased student attendance rate, our discipline data was used to assist with identifying problems associated with students missing school. Using the discipline data allowed us to provide students with

restorative methods to reconcile misbehavior with teachers and peers. Based on our findings, White students' attendance rate was 88%, African American students 89%, Hispanic students 99%, and Asians 99%.

During the 2022-2023 school year, we will continue to use all of the strategies that were implemented last year to reduce the number of students who are chronically absent and identified as truant by 5%. One new strategy that will be implemented this year is the automatic phone call to parents or guardians through our EDGEAR System notifying them if their child is absent or tardy. This feature will provide an immediate correspondence with parents so that we can alleviate absences or truancy. Our Supervisor of Child Welfare and Attendance will monitor the attendance and truancy rates of our White and African American students more closely and provide immediate follow-up with school counselors/or assistant principals. We will continue to track our progress by mid-year and adjust our goals accordingly.

Currently, BPSB has certified staff to provide mental, behavioral, and social supports, including school nurses and school counselors at each school, a behavioral interventionist and two school psychologists. The BPSB has created a Well-Being Team that consists of a school nurse, school board director, principal, teacher and a local counselor from the Center for Counseling & Psychological Resources to work with SEL data, assigning tiers, and assisting with small groups.

The Well Being team provides clear expectations and communication strategies to guide students through stressful situations.

The BPSB purchased PASS and the Well-Being Team administered it to K-12th grade students. It is an evidence-based program that provides an assessment and an SEL foundation that promotes assets, not deficits. It is validated by 130 peer-reviewed studies and designed on the same models as Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS). The program includes assessment and intervention. In 2021-2022 school year 106 out of 1250 students surveyed were considered to be at risk. Following assessment, educators used research-based strategies to engage with individuals, groups, and classrooms. Of those initially considered to be at risk only 43 students were provided evidence-based well-being (mental and behavioral) supports based on the screener that was utilized. Grades, attendance, and discipline of these students were monitored throughout the school year. Student progress monitoring and outcomes measurement were conducted using the data. Individual, class, grade, school, and district level reporting progress include baseline, mid-year, and end-of-year assessments. Results were arranged as the following: "At Risk" and "Not at Risk". Results are reviewed monthly for some students and every nine weeks for others to determine changes in specific social and emotional skills. Based on these guidelines 20 of the students were identified as "Not at Risk".

BPSB will continue to use PASS for evidence-based strategies and interventions for the 2022-2023 school year as well as all of the other strategies implemented in 2021-2022. Due to the success of these strategies none will be stopped for the 2022-2023 school year. As of September 1, 2022, 23 students are being provided evidence-based well-being (mental and behavioral) support. The goal is to decrease the number of students "At Risk" by 50% by the end of the 2022-2023 school year.





<b>ATTENDANCE &amp; WELL-BEING</b> 2022-2023 Total Funding Commitment	<b>\$ 35,640.00</b>
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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: <b>Targeted Learning Support</b>	<b>ESSER II</b>	<b>\$103,023.00</b>	<b>ESSER III</b>	<b>1,086,345.00</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

All Bienville Parish Schools are Title I. Our ESSER Funds will be allocated for 4 ELA/Math Interventionists to provide extra learning and support during the school day at our two lowest performing elementary schools, after school tutoring, and summer school.

During the 2021-2022 school year there were 817 students that scored below the level of Mastery on statewide assessments. These students were provided a Tier I curriculum in all four subject areas including the online components for all available areas. Interventionists for literacy and foundational math skills were staffed at each school using state approved/evidence-based programs such as Zearn, Imagine Learning Language and Literacy, and SIPPS reading intervention program along with the Amplify CKLA curriculum, LDOE Guidebooks, and Eureka Math.

The goal of the district was to increase the percentage of students who achieve Mastery at each grade level, 3-8, by 5% on the 2021-2022 LEAP 2025 test. The percentage results of the Spring 2022 LEAP 2025 testing for students in grades 3-8 that scored above Mastery are shown in the chart below:

School/Grade Level	2021		2022	
	ELA	Math	ELA	Math
Arcadia High (6-8)	28	18	41	23
Castor High (3-8)	50	35	41	28
Crawford Elementary (3-5)	24	5	31	8
Gibbsland High (3-8)	37	28	34	25
Ringgold Elementary (3-5)	17	17	21	23
Ringgold High (6-8)	30	11	33	15
Saline High (3-8)	53	48	51	50

Student success can be attributed to the use of LEAP360 interims and practice assessments that informed remediation/acceleration needs. As well as, the use of extended instructional time and the expanded academic support provided by the accelerated learning committee. Based on student assessment scores on LEAP 2025, 621 students in grades 3-8 have been identified and placed in groups of like need in ELA and Math for the 2022-2023 school year. These students will continue to be provided a Tier I curriculum in all four subject areas including the online components for all available

areas. Four math and reading interventionist have been employed at our two-low performing elementary schools. We will continue the strategies started in 2021-2022. After school tutoring will also be provided to all students beginning October 17, 2022 through mid-March 2023. It is the goal of the district to increase the percentage of students who achieve Mastery at each grade level, 3-8, by 5% on the 2022-2023 LEAP 2025 test.

2022-2023 Key Investment: <b>Before and After School Programs</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>350,775.00</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

In reviewing SY 2021 – 2022 LEAP2025 ELA and math assessment data, the following was noted for students in grades 3 – 8: ELA – the average district percentage for students scoring at the Mastery level or above was 36% compared to the state percentage of 42; math – the average district percentage for students scoring at the Mastery level or above was 27% compared to the state percentage of 30%. Utilizing this assessment data and teacher input, the school administration will determine the needs at their school, specifically targeting students with learning loss as well as students in grades 4 – 8 who scored below the Mastery level on district and/or state assessments. Tier I curriculum (Amplify Skills/Knowledge, Eureka Math, Zearn, Amplify Science, LDOE Guidebooks, Social Studies Scope and Sequence, Open SciEd) in addition to the LDOE provided Accelerate materials will be used to assist in learning recovery and minimizing learning gaps for the targeted students. Progress monitoring is achieved using literacy screeners and math fluency assessments 3 times during the year for grades K – 4. In grades 3 – 8, the LEAP 360 Interim Assessments (math and English) will be administered in January, and the LEAP 360 Practice Tests (all subject areas) will be administered in March to diagnose the areas of need prior to the state assessments. We will also provide after school tutoring to support our EOC Re-testers from October 2022 to April 2023. Transportation and a snack will be provided for all students. District instructional coaches that have been trained in NIET Best Practices will be available to provide strategies and monitor the utilization of high-quality materials/resources and pacing. The district goal is to increase the percentage of students who achieve Mastery at each grade level in grades 4 – 8 by 5% on the 2022 – 2023 LEAP2025 Assessments.

2022-2023 Key Investment: <b>Summer Learning Programs</b>	<b>ESSER II</b>	<b>34,530.00</b>	<b>ESSER III</b>	<b>823,200.00</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The summer learning program will be LEA direct-run and facilitated at two sites for grades PreK – 8 for a 4-week period. The summer learning program will address the learning needs of the economically disadvantaged, students with disabilities, as well as the students meeting the requirement of an Individual Academic Plan in grades 4 – 8 due to scoring below mastery on the LEAP2025 assessments. Hosting the summer learning program at only two sites provides the ability to ensure instruction from Highly Effective or Effective Proficient teachers in as many areas as possible. In addition, district personnel and district instructional coaches that have been trained in NIET Best Practices will be available to provide strategies and monitor the daily utilization of high quality materials/resources and pacing. Resources from Tier I curriculum (Eureka Math, Zearn, LDOE Guidebooks) and intervention strategies such as the Accelerate Math and ELA programs will be used. Students in grades PreK – 3 will receive 2 weeks of enrichment in both art and music. Students in grades 4 – 8 will receive 2 weeks of enrichment in both physical education and STEM. Transportation, breakfast, and lunch will be provided for all students. Diagnostic assessments embedded in Tier I curriculum will be used to progress monitor students. The summer learning program was held June 6 – June 30, 2022, and will be repeated June – July 2023. For students in grades 9 – 12, the summer learning program will be hosted at 4 sites providing

opportunities for credit recovery and LEAP2025 remediation for students scoring Unsatisfactory to remain on-track to graduate with their cohort. All students in need of these services have an opportunity to attend the summer learning program. The summer learning program consists of 64 hours of high quality instruction during June – July with pre-tests and post-tests (created from LEAP 360 and LDOE Accelerate materials as well as LEA Literacy Screeners) to progress monitor the academic gains during summer learning. We provided summer school to support our EOC Re-testers to help strengthen the content areas that they needed to prepare for successful retesting. The district instructional coaches, directors, and principals will plan, order supplies/materials, and supervise all activities. The goal of the district is to increase the percentage of students who achieve Mastery at each grade level in grades 4 – 8 by 5% on the 2022 – 2023 LEAP2025 assessments.

2022-2023 Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$0	ESSER III	105,233.00
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

For the 2021 – 2022 SY, the LEA offered 1 extended school week during the months of October 2021 and March 2022. In reviewing SY 2021 – 2022 LEAP2025 assessment data, the following was noted for students in grades 3 – 8: ELA – the average district percentage for students scoring at the Mastery level or above was 36% compared to the state percentage of 42; math – the average district percentage for students scoring at the Mastery level or above was 27% compared to the state percentage of 30%; science – the average district percentage for students scoring at the Mastery level or above was 20% compared to the state percentage of 27%; social studies – the average district percentage for students scoring at Mastery level or above was 19% compared to the state percentage of 26%. The overall daily student attendance levels for the targeted students was below what was anticipated by the LEA. Therefore, for the 2022 – 2023 SY, the district will not offer Extended Instructional Time using ESSER II or ESSER III funds.

2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	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.

Our Bienville Parish High School Guidance Counselors collaborate with the students and parents to develop the Individual Graduation Plans (IGPs). The School Guidance Counselors also meet the parents and students regarding ACT and FAFSA.

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**.

During the summer of 2021, administrators and selected teachers at the CIR school completed the Instructional Leadership Teams professional development trainings and district instructional coaches completed the Teacher Collaboration professional development trainings offered by NIET. During the SY 2021 – 2022, the district instructional coaches received additional training by participating in the Louisiana Acceleration Series which addressed the following components: 1) analyzing and using data to meet the needs of students; 2) maximizing collaborative structures to support learning recovery; 3) planning for accelerated learning options and individualized learning; 4) strengthening content-specific strategies for learning recovery in math; and 5) strengthening content-specific strategies for learning recovery in ELA. In May 2022, LEA district and school leaders attended the Teacher Leader Summit and will attend the upcoming Teacher Leader Summits in May 2023 and May 2024 in order to stay informed about the upcoming curriculum and accountability changes and/or suggestions for improved student performance. During the summer of 2022, all LEA K – 3 teachers, principals, and assistant principals were registered for the Foundations of Literacy training offered by APEL in an effort to meet the requirements of Act 108 of the 2021 Legislative Session. The Foundations of Literacy training focused on the following components: 1) utilizing a high quality curriculum to teach students the foundations of reading, language, and literacy; 2)



establishing a comprehensive literacy plan that includes different assessments to be used for different purposes at different times; 3) using literacy assessment data to monitor student progress and inform instruction; 4) incorporating research-based literacy interventions; 5) establishing a school culture where teachers are equipped to deliver effective literacy instruction; and 6) using evidence-based practices to meet the literacy needs of all students. Tier I vendor professional developments will be provided for all teachers for Tier I curriculum and supplemental programs. All PreK – 2<sup>nd</sup> grade teachers and administrators received CLASS training through district certified CLASS trainers. Eight teachers in the district will become ESL certified to provide our English Learners additional strategic language support and instructional strategies to help meet their needs in language, listening, reading, writing, and speaking. These trainings and activities, specifically for teachers along with additional support provided by the district instructional coaches (specified by subject/grade level), will aid in addressing the deficits of those economically disadvantaged, students with diverse needs, and students with disabilities that were disproportionately impacted by COVID-19. The district instructional coaches, who are strategically placed, will support the teachers of students in grades 4 – 8 who scored below Mastery on the LEAP2025 Assessments. Progress monitoring is achieved using literacy screeners and math fluency assessments three times during the school year for grades K – 4. In grades 3 – 8, the LEAP 360 Interim Assessments (math and English) will be administered in January, and the LEAP 360 Practice Tests (all subject areas) will be administered in March to diagnose the areas of need prior to the state assessments. District instructional coaches will perform weekly walk-throughs to provide 1<sup>st</sup> – 3<sup>rd</sup> year teachers and new teachers to the district with additional support in their content area and modeling of lessons as deemed necessary. Information gained from these walk-throughs will be used to identify the areas of need for future professional developments. The goal of the district is to increase the percentage of students who achieve Mastery at each grade level in grades 4 – 8 by 5% on the 2022 – 2023 LEAP2025 assessments.

<b>RECOVERY AND ACCELERATION</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$2,503,106.00</b>
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**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$87,000.00</b>	<b>ESSER III</b>	<b>\$242,429.00</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

For the 2021-2022 school year, APEL was contracted and conducted comprehensive needs assessments for 7 of our district schools for school improvement purposes. APEL also provided 71 K – 3 teachers and 4 administrators for the required ACT 108 literacy training.

The six members of the ILT at Crawford Elementary and five Instructional Coaches were all trained using the NIET model during the Summer of 2021 for implementation during the 2021-2022 school year. Instructional Coaches also received additional NIET training by participating in the Louisiana Acceleration Series during the 2021-2022 school year for all six components of the training. Five LEA district and five school leaders attended the Teacher Leader Summit in May 2022 to stay abreast of the upcoming curriculum and accountability changes/suggestions for improved student performance. Tier I vendor professional development was provided for all teachers for Tier I curriculum and supplemental programs. Two district instructional directors, two principals, one assistant principal, and two instructional coaches received the Pilot K-3 CLASS training provided by Teachstone and became K-3 CLASS Certified Observers. Various trainings and activities along with the extra support provided by the Instructional Coaches (specified by subject and grade level) helped to address the deficits of those students economically disadvantaged, students with diverse needs, and students with disabilities. Instructional Coaches also provided weekly walk-throughs to first-third year teachers and teachers new in their content area. This additional support and modeling of lessons was also vital in improving student outcomes.

The effectiveness of the professional learning activities was evaluated closely based on needs assessments by school, student outcome on LEAP 2025 and Progress Monitoring results. Classroom observations, data from progress monitoring, and LEAP360 interim and practice tests will help determine the need for additional assistance in implementing LDOE’s School Improvement Best Practices.

In Fall 2022, APEL will provide the courses for teachers and instructional coaches to become K-2 Content (2) Leaders, Math Content Leaders (2), and ELA Content Leaders (2), and Science Content Leaders (2). We will also have six teachers from different schools within the district participating in an ESL Certification Program through UMASS Global to become certified ESL Teachers. They will provide specific learning strategies and high-quality instruction to our (EL) English Learners and support strategies for the families of our EL Students. They will also provide supports to other teachers of EL Students.

Based on the success of these strategies all of the professional learning activities started in 2021-2022 will continue during the 2022-2023 school year. Our district’s goal for the 2022-2023 academic year is to work to increase percentage of students who achieve mastery at each grade level 3-8 by 5% on the LEAP 2022-2023.

2022-2023 Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$11,500.00	ESSER III	\$136,598.00
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the 2021-2022 SY, 100% of our K-3 teachers (71) participated in the foundational literacy course provided by APEL. We also had (1) K-2 District Instructional Coach trained along with all K – 3 principals and assistant principals for the required ACT 108 Literacy training. The literacy training included 5 modules addressing all state required components. These leaders were provided literacy components of curriculum and acceleration at all schools including all students disproportionately impacted by the pandemic. Foundational reading skills are important for all students but especially for those that do not have at home support or have learning disabilities. The use of Tier I Amplify CKLA curriculum used for all K – 2 students which addresses the science of reading through phonemic skills as well as concept knowledge helped improve student outcomes. Progress monitoring using literacy screeners and math fluency assessments was given three times during the year for grades PreK-4 which also resulted in increased student outcomes. We are using DIBELS Scores and LEAP 2025 scores to determine students’ needs. Last year, DIBELS scores were K-3, 59 % of first grade students, 41 % of second grade students, and 52% of third grade students scored below benchmark on the district literacy screener indicating students are struggling in foundational skills.

Beginning of the 2022-2023 academic year, four (4) Interventionists for Math (2) and Reading (2) were hired for both elementary schools in our district to assist struggling students with foundational skills. We will continue using our Instructional Coaches as well as our Interventionists to provide walk-throughs and modeling of lessons to develop educators who teach grades 3-8 throughout the year who may need additional assistance. We are using DIBELS Scores and LEAP 2025 scores to determine students’ needs. Last year, DIBELS scores were K-3, 59 % of first grade students, 41 % of second grade students, and 52% of third grade students scored below benchmark on the district literacy screener indicating students are struggling in foundational skills. This year our students made improvement in some areas; however, the students need additional support with learning foundational skills.

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.

During the 2021-2022 SY, 100% of our K-3 teachers (71) participated in the foundational literacy course provided by APEL. We also had (1) K-2 District Instructional Coach trained along with all K – 3 principals and assistant principals for the required ACT 108 Literacy training. The literacy training included 5 modules addressing all state required components. These leaders were provided literacy components of curriculum and acceleration at all schools including all students disproportionately impacted by the pandemic. Foundational reading skills are important for all students but especially for those that do not have at home support or have learning disabilities. The use of Tier I Amplify CKLA curriculum used for all K – 2 students which addresses the science of reading through phonemic skills as well as concept knowledge helped improve student outcomes. Progress monitoring using literacy screeners and math fluency assessments was given four times during the year for grades PreK-4 which also resulted in increased student outcomes. We are using DIBELS Scores and LEAP 2025 scores to determine students’ needs.

Last year, DIBELS scores were K-3, 59 % of first grade students, 41 % of second grade students, and 52% of third grade students scored below benchmark on the district literacy screener indicating students are struggling in foundational skills.

Beginning of the 2022-2023 academic year, two (2) Literacy Coaches for Math and Reading were hired for both elementary schools in our district to assist struggling students with foundational skills. We will continue using our Instructional Coaches as well as our Literacy Coaches to provide walk-throughs and modeling of lessons to develop educators who teach grades 3-8 throughout the year who may need additional assistance. We are using DIBELS Scores and LEAP 2025 scores to determine students' needs. Last year, DIBELS scores were K-3, 59 % of first grade students, 41 % of second grade students, and 52% of third grade students scored below benchmark on the district literacy screener indicating students are struggling in foundational skills. This year our students made improvement in some areas; however, the students need additional support with learning foundational skills.

**PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment**

**\$477,527.00**

SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$0	ESSER III	\$0
Provide the URL to the following LEA documents.				
School Reopening Plan for In-Person Learning <a href="https://www.bpsb.us/354145_2">https://www.bpsb.us/354145_2</a> COVID-19 Vaccination policies for staff and students <a href="https://www.bpsb.us/354145_2">https://www.bpsb.us/354145_2</a> Masking policies for staff and students <a href="https://www.bpsb.us/354145_2">https://www.bpsb.us/354145_2</a> Physical distancing, cohorts, or learning pods <a href="https://www.bpsb.us/354145_2">https://www.bpsb.us/354145_2</a> <i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
2022-2023 School Safety Operations	<i>ESSER II or III budgeting for this section is not required as a part of this plan.</i>			
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 <b>assessing each school's safety posture</b> to create actionable next steps to consider.				
Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.				
The Bienville Parish School Board is taking many steps to address safety as a whole in our system. We are updating all school emergency operations plans and we have resource officers at all schools. We work very closely with local emergency preparedness personnel on how to address specific types of school threats, even having training with full staff at each school involving local fire, sheriff, police and dispatch and EMS. We will continue to participate in every type of emergency drill that is required by policy and law. We are also actively assessing our schools for any weaknesses that need to be addressed. We have a parish-wide behavioral interventionist, as well as, trained counselors and staff at each school in the event that we need to provide counseling after various situations of crisis.				
<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>			<b>\$2,165,488.00</b>	



*Double Click to enter each Funding Commitment amount*

<b>Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.</b>	
<b>ATTENDANCE &amp; WELL-BEING 2022-2023 Total Funding Commitment</b>	\$35,640.00
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>	\$2,503,106.00
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	\$477, 527.00
<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>	\$2,165,488.00
<b>2022- 2023 Total Funding Commitment</b>	<b>\$4,704,234.00</b>

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 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”.

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.