

**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 City of Baker School System	LEA Code 068	Enter Grade levels served  PK-12
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Fiscal Contact (phone) 225-774-5795		
School System Leader Name Dr. De'Ette Perry		
School System Leader Signature	Date January 23, 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).

## 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

\$286,880

ESSER III

\$0

On Average Baker School District averages about 10 absences per student during the school year and 737 students were considered truant last year. However, a new data coordinator has started this school year and is finding that data entry in our SIS is a huge concern. There is a lot of time being spent this year to make sure that users on the front end know how to correctly enter attendance data. In addition, students' unexcused absences are now being tracked and reported daily to make sure that the Child Welfare and Attendance Officer has accurate timely information on unexcused attendance and truancy. The plan this upcoming school year is to monitor those more closely, do home visits in coordination with school resource officers and family liaisons and pursue chronic absenteeism through the legal system. We will be researching positive rewards to apply toward attendance and truancy to see if we can take a more positive proactive approach to absenteeism and truancy and encourage students to attend school on time. For those chronic cases we feel like the legal avenue will hopefully encourage parents to be more aware and support their child's attendance.

For the 2021-22 school year, the outcomes for attendance were still unfavorable with a total of 815 students. Park Ridge Magnet School decreased the number of tardies that were causing an increase in truancy. However, there was a drastic increase in tardies at Baker High School. Even with the use of the Family Liaisons, Child Welfare and Attendance Supervisor and the school's administrative personnel, the number of truant students increased. After the school had made three documented attempts to contact the parent, the CWA, Family Liaison, and school administrator conducted a home visit.

Some home visits resulted in the following:

- the student had registered at another school or district or had moved out of the state
- some students were incarcerated
- some students thought that they were successfully registered for home school
- most students had chosen to stop coming to school

In the 2022-2023 school year, we will continue to utilize our Family Liaisons and Child Welfare and Attendance Supervisor to monitor unexcused absences being reported in the jcampus system. Also, we will rely on the Attendance Clerk from each school to input accurate attendance daily into the jcampus system. The data is monitored to make decisions of whether a home visit, phone call, and/or conference is needed. Once the school officials have made three documented attempts to locate the student and the student has not returned to school, the CWA will contact the District Attorneys' Office for support.

Our desired outcome for 2022-23 school year is to reduce the number of truant student with by 20% and continue to reduce the number until we have reasonably favorable outcomes.

All absences will be documented in the jcampus system for all schools using the following report: Truancy RS17-233.

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

ESSER II

\$0

ESSER III

\$180,399

A new Social Worker was hired during the Spring semester of 2022 to counsel ESS and regular-education students with personal and psychological issues, and address relevant issues in the school, such as school attendance, illegal drugs, teen pregnancy, and social adjustment issues.

During the 2021-2022 SY, the student data that demonstrated improved student well-being (mental and behavioral) outcomes was IEP progress and final reports from social worker caseload, behavior plans and PBIS data for school-wide programming. Fewer behavior issues were reported to the social worker and other support staff.

Based on the Positive Action daily lessons and surveys, the teachers and students reported that the use of the SEL curriculum helped them to problem solve, monitor their behavior, and support their peers which increased student engagement in the classrooms.

During the 2021-2022 SY, six students were provided evidence-based well-being (mental and behavioral) support. They were students assigned on the social workers IEP caseload. As of 9/29/2022, four students have been assigned to the social workers IEP caseload and there are five students who are pending an IEP plan requesting social work interventions. However, the Social worker plans to provide district wide social work services at all of the schools (Two elementary schools; Baker Heights Elementary School (285 students) and Park Ridge Academic Magnet School (83 students); Two middle schools; Baker Middle School (146 students) and Park Ridge Academic Magnet School Middle (31 students); One high school; Baker High School (359 students).

The topics the social worker will discuss with students during the 2022-2023 SY are as follows:

September 2022- Suicide Prevention Month (completed at all 5 schools as of 9/29/2022)

October 2022- Bullying Prevention & Conflict Resolution Month

November 2022- Homeless Youth Awareness

January 2023- National Mentoring Month

February 2023- International Boost Self-Esteem Month & Teen Dating Violence Awareness & Prevention Month

March 2023- Social Emotional Learning

April 2023- Community Service Month

May 2023- Mental Health Awareness Month

The student data that demonstrated improved student well-being (mental and behavioral) outcomes was IEP progress and final reports from social worker caseload/behavior plans and PBIS data for school wide programming and qualitative data.

For the 2022-2023 school year, students will be identified for well-being support using IEPs, peer and teacher referrals and via student requests. PBIS and Positive Action will continue to be implemented in each school. The Positive Action curriculum will be implemented in the ancillary classes 3 times a week for 20 minutes a day in grades Pre-K through 12. This curriculum has helped to improve the school culture and decrease disciplinary reports by 10% at the elementary level.

Our desired outcome for the 2022-2023 school year is for 50% of students with IEPs to show a vast improvement by reaching or exceeding their target goal, PBIS data showing a 20% decrease in schoolwide behavior issues such as bullying

and fighting. In 2022-2023, it is our desire to decrease by 30% the number of fights at each school reporting in the jcampus system by utilizing strategies from PBIS and Positive Action curriculum.

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**.

During the 2021-2022 SY, Sensory Rooms were being created at each school. This school year, the Sensory Rooms will be complete at two schools in the district. The sensory rooms will be equipped with a variety of equipment that provides not only students with special needs but all students with personalized sensory input. This will help students to calm down and focus so they can be better prepared for learning and interacting with others.

The COBSS will continue PBIS and Positive Action in each school. Monthly parent meetings will be held to work with parents on healthy food (school nurse), safe internet use and home-school communications. Guest speakers such as the SU Agriculture Center will be scheduled to discuss tobacco use and nutrition. Each school will establish a faculty/staff exercise and weight-loss club to promote well-being.

**ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment**

**\$467,279**

**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**

**\$46,633**

**ESSER III**

**\$2,387,064**

The City of Baker School System will continue to address the instructional challenges on student learning caused by COVID-19 during the 2020-2021 and 2021-2022 school years.

Spring 2022 LEAP 2025 Achievement Results 4<sup>th</sup> – 8<sup>th</sup>

Grades	Achievement Below Mastery in English/Language Arts and Mathematics	
	Total Testers	Percentage (Approximate Number) of Students Not Achieving Mastery
4 <sup>th</sup> Grade English/Language Arts	50	82% (41 Students)
4 <sup>th</sup> Grade Mathematics		90% (45 Students)
5 <sup>th</sup> Grade English/Language Arts	53	89% (47 Students)
5 <sup>th</sup> Grade Mathematics		100% (53 Students)
6 <sup>th</sup> Grade English/Language Arts	64	89% (57 Students)
6 <sup>th</sup> Grade Mathematics		92% (59 Students)
7 <sup>th</sup> Grade English/Language Arts	66	85% (56 Students)
7 <sup>th</sup> Grade Mathematics		94% (62 Students)
8 <sup>th</sup> Grade English/Language Arts	86	88% (76 Students)
8 <sup>th</sup> Grade Mathematics	80	96% (77 Students)

Our focus is on students' achievement, and the data reflects our need to continue all efforts in moving swiftly and effectively in prioritizing our commitment to accelerate learning for all students.

During the 2021-2022 school year, 82% - 100% of our 4th – 8th grade students scored below mastery on one or more statewide assessments. Throughout the school year, students were provided evidence-based targeted learning supports to address learning deficits. Those supports included, but were not limited to the following: virtual, after-school, and Saturday tutoring, school-embedded intervention, Tier I curriculum and instruction, and supplemental materials and resources to support our Tier-I curriculum.

As a result of these supports, 10% - 18% of students at each grade level (4th through 8th), scored Mastery or above in one or more statewide assessment categories. In comparison to the 4th – 8th grade Spring 2021 LEAP results to Spring 2022, our students grew across achievement levels because of these supports.

The City of Baker School System third grade mathematics improved from an average scale score of **705 to 712**; fourth grade mathematics grew from **700 to 708** and **703 to 712** in science, and sixth graders grew from **701 to 706** in mathematics. In addition, seventh grade students' average scale score increased in three areas: **719 to 722** in English/language arts, **711 to 714** in mathematics, and **709 to 716** in science. High impact tutoring and Tier I curriculum and instruction were essential in improving student performance.

The goal for 2022-2023 is to provide extensive academic/learning support to 3rd – HS students that will include high-impact and accelerated tutoring options for students, enhance instructional support for teachers, and continue the use of supplemental resources for Tier I curriculum and LEAP 2025 test prep. All schools will incorporate accelerated instruction as well as intervention and remediation support, daily. Our district and school leadership teams will continue to implement NIET best practices as well as research other instructional practices to address students' academic gaps and learning loss resulting from the COVID-19 pandemic.

A focus on literacy will continue to be top priority as we continue our efforts to improve literacy across the district (K-12), specifically, addressing students' LEAP 2025 performance in English/language arts and Social Studies. We will continue to provide Literacy Tutors to students in grades 4-8 who scored below Mastery on the Spring 2022 LEAP. The Literacy Tutors will provide extended support to students three times a week at the elementary and middle schools, and the Literacy Tutors will progress



monitor students' reading comprehension and literacy growth every 4 ½ weeks using Tier I materials. Students' growth will be assessed using NWEA (MAPS) assessment.

In addition to learning support, we will continue to expand students' background knowledge and academic vocabulary by providing Instructional Field Experiences. We will also provide additional learning supports that will include the following:

- Class Reduction for Teachers
- Laptops
- Instructional Resources for Students with Disabilities
- Materials to Support Tier I Curriculum

Our goal is to improve students' mastery by 10% at each grade level, and to do so, we will continue after-school and Saturday school tutoring for our elementary, middle, and high school grades for identified students. We will also provide transportation, snacks, and a **30-minute enrichment period that will be geared toward our STEAM (Science, Technology, Engineering, Arts, and Math) focus.**

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

ESSER II

\$0

ESSER III

\$71,101

Students who received after school tutoring during the **2021-2022 school year** in grades 4-8 improved their scale scores in the following areas:

- 4<sup>th</sup> grade Mathematics +2 points
- 5<sup>th</sup> grade ELA +3 points
- 6<sup>th</sup> grade Mathematics +12 points
- 7<sup>th</sup> grade ELA +8 points

Students demonstrated an increase within their achievement level but did not necessarily move to another achievement level.

For the 2022-2023 school year, the City of Baker School System has identified students in grades 4th - 8th who failed to achieve mastery on the Spring 2022 LEAP. The assessment results indicate that 82% - 100 % of our targeted 4th through 8th students will need intentional intervention to address unfinished learning and to support their achievement in current grade-level standards. Students who received Saturday Academic Learning support improved their scores on an average of 2-5 points.

To increase the number of students scoring mastery in the 2022-2023 school year by 10%, we will continue to offer supports such as after-school and Saturday tutoring opportunities to the identified students in grades 4<sup>th</sup> - 8<sup>th</sup> through the usage of the Accelerate curriculum in mathematics and English Language Arts throughout the school year. Students will be progress monitored using pre-and post-assessments, IXL, and NWEA MAPS assessments.

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

ESSER II

\$20,000

ESSER III

\$1,394,000

During the summer of 2022, all students of the City of Baker School System were invited to attend the Steamsational Summer Academy with a target audience of 3rd-8th grade students who did not score Mastery on the Spring 2022 LEAP. In the summer of 2022, 230 students attended the Steamsational Summer Academy for grades K-12. The intended outcome of the 2022 Steamsational Summer Academy was to close achievement gaps in student learning due to instructional challenges and



interruptions caused by the COVID-19 pandemic and to target the 335 students in grades 3rd-8th who did not score mastery in ELA and the 375 students in grades 4th-8th who did not score mastery in Math, which was 85% - 96% of our 4th-8th grade student population. Also, the intended outcome was to increase scores on the beginning of the year Reading Acadience Screener by 10% and to increase comprehension by 10% on their beginning of the year (August 2022) NWEA (MAPS) assessment as compared to the May 2022 score.

Based on information from the teachers and data from TS Gold, students who attended the 2021-2022 Pre-K Steamsational Summer Academy showed a sense of readiness for Pre-K on day one of school and had an overall 10%-20% higher score on TS Gold in areas of letter naming, shapes, and numbers. In grades K-2, teachers were able to identify strengths and weakness of students prior to attending the school year such as sounds, blending, and number fluency.

Students who received summer learning supports during the summer of 2022 increased their scale score by the following averages:

<b>Park Ridge Academic Magnet School Spring 2021 Comparisons to Spring 2022</b>			
3 <sup>rd</sup> Grade	ELA Spring 2021	ELA Spring 2022	Scale Score Average Growth
	Basic 726	Basic 735	+9 points
3 <sup>rd</sup> Grade	Mathematics Spring 2021	Mathematics Spring 2022	Scale Score Average Growth
	Approaching Basic 713	Basic 735	+22 points
4 <sup>th</sup> Grade	ELA Spring 2021	ELA Spring 2022	Scale Score Average Growth
	Basic 737	Basic 747	+10 points
4 <sup>th</sup> Grade	Mathematics Spring 2021	Mathematics Spring 2022	Scale Score Average Growth
	Approaching Basic 713	Basic 740	+27 points
5 <sup>th</sup> Grade	ELA Spring 2021	ELA Spring 2022	Scale Score Average Growth
	Approaching Basic 722	Basic 726	+4 points
6 <sup>th</sup> Grade	ELA Spring 2021	ELA Spring 2022	Scale Score Average Growth
	Basic 725	Mastery 752	+27 points
6 <sup>th</sup> Grade	Mathematics Spring 2021	Mathematics Spring 2022	Scale Score Average Growth
	Approaching Basic 710	Basic 736	+26 points
7 <sup>th</sup> Grade	ELA Spring 2021	ELA Spring 2022	Scale Score Average Growth

	Basic 737	Mastery 750	+13 points
<b>Baker Heights Elementary School</b> <b>Spring 2021 Comparisons to Spring 2022</b>			
3 <sup>rd</sup> Grade	Mathematics Spring 2021	Mathematics Spring 2022	Scale Score Average Growth
	Approaching Basic 701	Approaching Basic 705	+ 4 points
4 <sup>th</sup> Grade	Mathematics Spring 2021	Mathematics Spring 2022	Scale Score Average Growth
	Unsatisfactory 695	Unsatisfactory 699	+ 4 points
5 <sup>th</sup> Grade	ELA Spring 2021	ELA Spring 2022	Scale Score Average Growth
	Approaching Basic 710	Approaching Basic 715	+ 5 points
<b>Baker Middle School</b> <b>Spring 2021 Comparisons to Spring 2022</b>			
7 <sup>th</sup> Grade	ELA Spring 2021	ELA Spring 2021	Scale Score Average Growth
	Approaching Basic 712	Approaching Basic 715	+3 points
7 <sup>th</sup> Grade	Mathematics Spring 2021	Mathematics Spring 2021	Scale Score Average Growth
	Approaching Basic 706	Approaching Basic 712	+6 points
<b>Baker High School</b> <b>Spring 2021 Comparisons to Spring 2022</b>			
Algebra I	2021 Basic & Above 19%	2022 Basic & Above 37%	Achievement Level Increase
Biology	2021 Basic & Above 19%	2022 Basic & Above 27%	Achievement Level Increase

During the Summer of 2023, all students in grades Pre-K through 12th grade will be offered an opportunity to attend the Steamsational Summer Academy. The Steamsational Summer Academy will be implemented during June-July 2023 for up to five weeks, Monday - Thursday, 8:30 AM - 3:30 PM at Baker Heights Elementary (Pre-K), Park Ridge Academic Magnet School (Grades K-8) and Baker High School (Grades 9-12). The program will utilize the Accelerate curriculum in mathematics and English Language Arts to provide tutoring over the summer session. The target audience is students in grades 3-8 who do not score mastery or above on the Spring 2022 LEAP. The targeted outcome is for the students who attended the summer academy to increase their score by one achievement level on the Spring 2023 LEAP and to increase their scores on the Fall 2023 Acadience Reading Screener and NWEA MAPS by 10% or more.

2022-2023 Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$0	ESSER III	\$0
2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$121,000	ESSER III	\$0
All students scoring below mastery in grades 4-8 were provided evidence based individual student planning support during the 2021-2022 school year such as: Summer Learning and Interventions				
Based on the results of our 2021 LEAP 2025, all students scoring below Mastery on the LEAP assessments were provided evidence-based planning supports during the 2021-2022 school year. Those support options were inclusive of the following: 1.) virtual and after-school tutoring as well as Saturday tutoring for our elementary students; 2.) Tier I curriculum and instruction, 3.) access to intervention platforms, IXL, 4.) school-embedded tutoring supports and 5) Steamsational Summer Academy. Evidence-based planning supports for high school students included after school tutoring in core areas, course recovery, LEAP Remediation, ACT Mastery Prep resources, and Steamsational Summer Academy. Approximately 375 students in grades 3-8 were placed on an IAIP.				
The outcomes of the students while receiving supports on the LEAP 2025 Spring 2022 were:				
Percentage of Grade 3 students performing at mastery and above:				
<ul style="list-style-type: none"> <li>• ELA 10%</li> <li>• Math 12%</li> </ul>				
Percentage of Grade 8 students performing at mastery and above:				
<ul style="list-style-type: none"> <li>• ELA 12%</li> <li>• Math 4%</li> </ul>				
Percentage of High School Students Proficient or Above:				
<ul style="list-style-type: none"> <li>• English I 9%</li> <li>• English II 14%</li> <li>• Algebra I 11%</li> <li>• Geometry 1%</li> <li>• U.S. History 0%</li> <li>• Biology 2%</li> </ul>				
Our desired outcome for the 2022-2023 school year is to increase the number of students performing at mastery and above in ELA by 15%, Math 20%, and High School areas by 20%. For the 2022-2023 school year, we will continue to support the students' Individual Academic Improvement Plans. Students who were not on an IAIP prior to testing will receive a plan for the upcoming school year.				
For the 2022-2023 school year, the district has partnered with Louisiana Career Compass to assist in the development of IGPs for students in grades 8-12. We will continue to monitor the progress of students' Individual Graduation Plans (IGPs).				
For the 2022-2023 school year, the City of Baker School System will provide expanded support for students in grades 3-12 by providing After-School tutoring for students who did score mastery or above on the statewide assessment. These students will				

be given the opportunity to attend four days a week for one and half hours of tutoring in the areas of Mathematics and English Language Arts.

Rising seniors who did not pass the LEAP 2025 assessments have already begun LEAP Remediation for the 2022-2023 school year. Rising seniors will complete at least 30 hours of LEAP Remediation after school.

During the summer, students in grades K-12 will attend the City of Baker Steamsational Academy that focuses on students in grades 3-12 with a concentration in the area of English Language Arts and Mathematics using the Louisiana Accelerate program. This program is Monday through Thursday from 8:30 AM to 3:30 PM.

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

**\$4,039,798**

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

2022-2023 Key Investment: **School Improvement Best Practices**

**ESSER II**

**\$1,270,970**

**ESSER III**

**\$60,000**

During the 2021-2022 school year, each school formed ILTs. The ILT consisted of the School Principal, Assistant Principal, School Counselor, Instructional Coach, Special Education Teacher, and 3-4 Regular Education Teachers. The City of Baker School System worked diligently with LDOE representatives to develop ILTs that were student focused and data driven.

In addition, all teachers and paraprofessionals at all schools participated in weekly PLC meetings. PLCs focused on developing a deep understanding of state standards for Reading, Math, Science, and Social Studies using Tier I curriculum. The teachers progress-monitored students using exit tickets, formative assessments, and project-based activities using the Tier curriculum. By the end of each unit, 75% of students were expected to score 75% or better on the formative assessments.

Based on teacher surveys and student data, ILTs focusing on student data will continue to be implemented for the upcoming school year. These ILTs will provide teachers an opportunity to analyze student data and group students in needed interventions.

In 2021 -22, the impact of the school improvement best practices were as followed:

- Embraced formative assessment
  - Incorporated quick, low stakes checks for understanding within the lessons
    - Teachers were able to get valuable data, in real-time, on where the students' learning were.
    - Teachers were able to make meaningful adjustments on the spot.
- Making sure the lessons and assessments goals were aligned
  - Gave the teacher information to drive future instruction and determining most or least effective teaching practices.
- Use data to make a plan
  - The teachers gathered data to formulate a course of action

In 2021-2022, one of the best practices for schools' ILTs was focused on school culture. According to the surveys given at the beginning of the year, teachers and staff discussed instructional strategies and curriculum issues "Sometimes". At the end of

the year, after implementing best practices, the rating was “Always”. This was a great improvement from the 2020-2021 to the 2021-2022 school year due to best practices implementation in the ILTs.

For the 2022-2023 school year, three representatives (School Principal, Instructional Coach, and Teachers) from two schools will be attending the School Support Institute with a focus on Teacher Collaboration.

For the 2022-2023 school year, we will use the following data to make decisions:

- Teacher surveys
- Student surveys
- Informal/formal assessments
- Spring 2022 LEAP 2025 scores
- ILT meeting results

Last year, two principals attended the National Center on Education and the Economy’s (NCEE) NISL Program/LDOE Principal Fellowship Program, which prepares school leaders to create and lead high-performance schools, improve instruction, leverage data-driven decision making, improve student and school culture, and focus on equity.

Through surveys from both students and teachers, there was an improvement in the area of school culture.

For the 2022-2023 school year, we will also continue our partnership with NISL by sending two school leaders to participate in the NISL Program which will increase our leadership capacity.

2022-2023 Key Investment: Literacy Professional Development

ESSER II

\$80,000

ESSER III

\$30,000

In the 2021-2022 school year, the Pre-K teachers partnered with CLI for professional development focused on comprehension, research-based strategies, and best practices for comprehensive early literacy instruction. CLI coached the teachers in person, virtually and through blended learning to improve instruction. We are Teaching Strategies Gold to determine our students’ needs. In 2021-2022, 90% of the Pre-K students scored “met expectations” or “exceeds expectations” on the Teaching Strategies Gold End-of-the-Year Literacy. Fewer Pre-K are struggling with letter recognition and sounds.

We are using Acadience Reading Screener and/or LEAP scores to determine our students’ needs in grades K-8. Last years’ The whole test/screener results of Acadience Reading for grades K-3 were 65.5% of Kindergarten, 36.5% of the first grade students, 46.4% of the second grade students, and 65% of the third grade students scoring below benchmark on the district literacy screener indicating students are struggling in foundational skills. This year 54% of Kindergarten, 71% of the first grade students, 76% of the second grade students, and 60% of the third grade students scored below benchmark indicating that student’s are improving within the level but still struggling in foundational skills.

We will continue to partner with CLI for professional development to increase student foundational skills in literacy. Beginning in September 2022, the City of Baker School System (CoBSS) has contracted with Keys to Literacy (KTL) to deliver Louisiana Keys to Beginning Reading Course. All CoBSS educators teaching students in grades K-5 will participate in the professional development including paraprofessionals, teachers, instructional coaches, and administrators. This professional development course is approved by the Louisiana Department of Education for Act 108 Literacy Foundations Training and will combine 44 hours of virtual-live or onsite-live training with a Keys to Literacy Trainer, combined with 8 hours of independent study assignment time, for a total of 52 hours needed to meet the LDOE requirement.

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.

For the 2022-2023 school year, the City of Baker School System (CoBSS) has contracted with Keys to Literacy (KTL) to deliver Louisiana Keys to Beginning Reading Course. All CoBSS educators teaching students in grades K-5 will participate in the professional development including paraprofessionals, teachers, instructional coaches, and administrators. KTL will deliver this professional development course that is approved by the Louisiana Department of Education for Act 108 Literacy Foundations Training. This professional development will combine 44 hours of virtual-live or onsite-live training with a Keys to Literacy Trainer, combined with 8 hours of independent study assignment time, for a total of 52 hours needed to meet the LDOE requirement.

- **Attendance:** The KTL trainer will take attendance at virtual-live and onsite-live training sessions. The KTL office can make these attendance lists available upon request. CoBSS District Support Team ELA Specialist, John R. Arrasmith. Mr. Arrasmith will hold absent educators accountable for completing missed assignments.

- **Independent Study Assignments:** Participants will turn in their assignments to the designated district administrator, CoBSS District Support Team ELA Specialist, John R. Arrasmith.

- **Certificate of Completion:** CoBSS District Support Team ELA Specialist, John R. Arrasmith will provide a certificate of completion.

- **End of Course Assessment:** At the end of the course there will be an assessment that teachers must pass with a score of at least 75% in order to meet the Act 108 requirements. The assessment is completed using Google Forms, and time is provided on the last day of training to complete the assessment. If participants do not pass the first time, KTL will make arrangements for a retest. KTL will provide pass/fail information to the district about participants.

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

**\$1,440,970**

## **SCHOOL SAFETY & OPERATIONS** ✓

**2022-2023 Safe School Reopening**

**ESSER II**

**\$934,389**

**ESSER III**

**4,812,103**

Provide the URL to the following LEA documents.



School Reopening Plan for In-Person Learning [https://www.bakerschools.org/apps/pages/CBSS\\_2021-2022\\_Ready\\_to\\_ACHIEVE\\_Reopening\\_Plan](https://www.bakerschools.org/apps/pages/CBSS_2021-2022_Ready_to_ACHIEVE_Reopening_Plan)

COVID-19 Vaccination policies for staff and students [https://www.bakerschools.org/apps/pages/CBSS\\_2021-2022\\_Ready\\_to\\_ACHIEVE\\_Reopening\\_Plan](https://www.bakerschools.org/apps/pages/CBSS_2021-2022_Ready_to_ACHIEVE_Reopening_Plan)

Masking policies for staff and students [https://www.bakerschools.org/apps/pages/CBSS\\_2021-2022\\_Ready\\_to\\_ACHIEVE\\_Reopening\\_Plan](https://www.bakerschools.org/apps/pages/CBSS_2021-2022_Ready_to_ACHIEVE_Reopening_Plan)

Physical distancing, cohorts, or learning pods [https://www.bakerschools.org/apps/pages/CBSS\\_2021-2022\\_Ready\\_to\\_ACHIEVE\\_Reopening\\_Plan](https://www.bakerschools.org/apps/pages/CBSS_2021-2022_Ready_to_ACHIEVE_Reopening_Plan)

*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.

The City of Baker School System provides School Safety in-service for all staff.

The City of Baker School System will continue to be proactive and provide activities to include professional development for school personnel, workshops for parents, classroom and school-wide bullying prevention education, and resources for school personnel and parents. On this page you'll find some helpful tools and resources. We will continue to expand the information to include:

- Information that may help you recognize if your child is being bullied,
- Ideas for how to help your child prevent or stop bullying, and
- Ways to ensure that all students become helpful bystanders in bullying situations.

- [anti-bullying\\_youareneveralone](#)

Emergency Communication:

[https://www.bakerschools.org/apps/pages/index.jsp?uREC\\_ID=442349&type=d&pREC\\_ID=954839](https://www.bakerschools.org/apps/pages/index.jsp?uREC_ID=442349&type=d&pREC_ID=954839)

The City of Baker School System has partnered with the City of Baker Police Department to provide School Resource Officers to all schools. The City of Baker Police Department and The City of Baker Fire Department along with school leaders and city officials have developed crisis plans in the event of a school shooting or school threat.

The City of Baker School System is using Vector Training, K-12 Edition to offer training courses online.

Using your web browser, go to the Vector Training, K-12 Edition website for City of Baker School System: <https://bakerschools-la.safeschools.com/>

The online trainings are designed to satisfy federal requirements (sexual harassment, homelessness, etc), state requirements (bullying, child abuse, suicide, dating violence, cybersecurity/passwords/malware, etc.)

The City of Baker School System is partnered with Capital Area Services to provide counseling services to students. In the event of a threat, school shooting, or other violent incidents, the school system will contact Capital Area Services along ICare representatives, and the district's Social Worker.

Our Family Engagement Department has posted information around the school for students to remember to report bullying or violence to and School Administrator.

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

**\$5,746,492**

**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>ATTENDANCE &amp; WELL-BEING 2022-2023 Total Funding Commitment</b>	<b>\$467,279</b>
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>	<b>\$ 4,039,798.00</b>
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$ 1,440,970.00</b>
<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>	<b>\$ 5,746,492.00</b>
<b>2022- 2023 Total Funding Commitment</b>	<b>\$ 11,694,539.00</b>

**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.