

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 :East Feliciana Parish School Board	LEA Code 019	Enter Grade levels served PreK - 12
Planning Contact (name) Jonathan Loveall		
Planning Contact (title) ESSER Coordinator		
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Fiscal Contact (name) Knight Roddy		
Fiscal Contact (title) Federal Programs Supervisor		
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Fiscal Contact (phone) 225-683-8277, Ext 220		
School System Leader Name Keisha L. Netterville, Superintendent of Schools		
School System Leader Signature Keisha L. Netterville	Date 9/30/2022	

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

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 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: Parent, staff, and student surveys
- ☒ Other: Ongoing monitoring of key progress indicators within District Strategic Plan

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.

East Feliciana Public Schools utilized funding other than ESSER formula funds to address Attendance Supports Criteria.

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.

East Feliciana Public Schools utilized funding other than ESSER formula funds to address Well-Being Criteria.

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**.

In order to address all of the commitments of the Academic Recovery and Acceleration Plan, operate in alignment with our district's strategic plan, and most strategically invest each of our funding sources to maximize impact on students, East Feliciana Public Schools is fulfilling the Attendance and Well-Being Commitment through funding sources outside of ESSER formula funds.

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	\$735,440
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

- Recruitment & retention stipends to help attract and retain high caliber certificated personnel required to ensure qualified personnel are available to meet student academic needs, particularly to address learning loss related to COVID

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

Click or tap here to enter text.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$56,029
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

- EF Accelerate Summer Program

2022-2023 Key Investment: Extended Instructional Time	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.

Click or tap here to enter text.

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

Click or tap here to enter text.

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**.

The cohort of students who remain enrolled in East Feliciana Public Schools for SY2022-2023 who took Grade 3-7 LEAP assessments in Spring 2021 is approximately 333 students. In SY 2020-2021, 266 of these students scored below mastery in ELA (80%), 296 students scored below mastery in math (89%), 304 students scored below mastery in science (91%), and 309 students scored below mastery in social studies (93%). Among all students, at least 65% of students in all grade levels and content areas scored below mastery. As such, it was critical that we were able to provide targeted learning support

within the context of classroom instruction using Tier 1 curriculum materials. Our focus was on providing meaningful coaching to teachers through professional development, walkthrough observations, and weekly NIET cluster meetings in implementing high-quality curriculum. The cohort of students who remain enrolled in East Feliciana Public Schools for SY2022-2023 who took Grade 4-8 LEAP assessments in Spring 2022 is approximately 367 students. In SY2021-2022, 264 of these students scored below mastery in ELA (72%), 308 students scored below mastery in math (84%), 318 scored below mastery in science (87%), and 325 scored below mastery in social studies (89%). This means that in every subject area, there was an increase in students scoring mastery and above. Proportionally representing those 333 students who have remained with us over the period from SY2020-2021 to SY2022-2023, this means 26 students below mastery in ELA moved to mastery or above, 17 students below mastery in math moved to mastery or above, 15 students below mastery in science moved to mastery or above, and 14 students below mastery in social studies moved to mastery or above. Noting subject areas and grade levels where we saw that our targeted learning support within the context of classroom instruction using Tier 1 curriculum materials resulted in significant student progress, we determined it was critical to retain and strategically place those teachers whose students made significant progress and retain and provide ongoing development support to educators who saw progress in their own practice but limited impact on student achievement, particularly since we had already made a significant investment in developing these educators' skills in providing targeted learning support through the implementation of high quality curricula. As such, we have put in place recruitment and retention stipends (\$4000 for all instructional staff and \$2000 for support staff, paid out over three periods throughout the year to promote retention) in order to retain those individuals who we have developed and attract certified individuals who are equipped to meet student needs that continue to exist. We will continue to provide targeted learning support through the implementation of high quality curricula by high quality teachers during SY2022-2023 with a special emphasis on ensuring that students in grades 4-8 who continue to score below mastery are in classrooms of teachers who either have a track record of advancing student performance or in the classrooms of teachers who are receiving substantial instructional support through our implementation of the NIET best practices model, particularly cluster meetings. We will continue to support and monitor the impact of these practices on student achievement through strategic goal setting, Instructional Leadership Team planning of actions needed to meet these goals, and interim assessment monitoring throughout the school year to monitor progress and adjust actions where necessary. We anticipate that through the continuation of these actions with experienced, retained instructional staff, we will be able to move students below mastery to mastery or above at rates comparable to this year (at least 4% in each subject area and grade level or at least 15 students in each subject area).

Next, Summer Learning Programs will remain a critical component of the recovery and acceleration of student learning of those students most affected by the COVID-19 pandemic. Our Summer Learning Program will continue to operate on a principle of universal availability to all students with a specific focus on recruiting those students in 4th-8th grade performing below Mastery on state assessments, with an even more intentional focus on the subgroup of those students not making adequate progress towards Mastery. In order to ensure we are able to serve all of these students while also continuing to have the program be universally available, we anticipate having a SY 2022-2023 capacity of approximately 450 students. In accordance with Act 294 requirements, accelerated instruction in this summer learning program has and will include targeted instruction in the areas where students did not achieve Mastery, has and will utilize high-quality instructional materials wholly aligned to our district's Tier I curriculum, and has and will include 30+ hours of math instruction and 30+ hours of ELA instruction. We have targeted proficient and above teachers to provide this core instruction. During SY2021-2022, each of these were 34 hours. Using the same approach to student identification during SY 2021-2022, 335 students participated in EF Accelerate, our intensive Summer Learning Program held from the end of May to the end of June. In order to evaluate student growth and program efficacy, we administered pre- and post- tests in ELA and math. In ELA, 85% of students scored 75% or higher on these assessments; and in math, 70% of students scored 75% or higher. We also evaluated program efficacy of our evidence-based summer learning program through the use of staff, family, and student surveys and interviews with site coordinators. From this data, we have determined that additional and sooner support on curriculum implementation would be helpful for teachers. As such, we plan to hire site coordinators sooner in our second semester during SY2022-2023 in order to begin more robust planning sooner so that we can bring staff on sooner to

receive more extensive training. In SY2022-2023 ESSER funds will supplement the major source of summer learning funding, 21st CCLC, and support in hiring staff and providing transportation.

RECOVERY AND ACCELERATION

2022-2023 Total Funding Commitment

\$791,469

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$496,237
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

- TAP Master Teacher (salaries, stipends, benefits) and Mentor Teacher (stipends, benefits) (\$433,737)
- NIET Principal Standards Rubric licenses, NIET EE PASS portal access and support, NIET onsite and virtual coaching and support for NIET Best Practices (\$62,500)

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.

Click or tap here to enter text.

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.

The use of Instructional Leadership Teams and clusters to support teacher collaboration through the NIET model were East Feliciana Public Schools' key school improvement best practices for the 2021-2022 school year, with Instructional Leadership Teams implemented comprehensively on each school campus and all teachers participating in weekly cluster meetings. Approximately 5 principals, 5 master teachers, and 10 mentor teachers participated in and received ongoing support in the implementation of instructional leadership teams, and approximately 115 teachers participated in weekly cluster meetings. Our theory of change is that invested and equipped teachers will yield improved instructional practices, which will yield improved student outcomes, so it was critical that we measured the efficacy of our Instructional Leadership Teams and cluster meetings on each of these fronts. Specifically, we measured efficacy of implementation at the district level by monitoring the instructional improvement of a selected cohort of high-need uncertified teachers through district-level walkthrough observations and monitoring principal performance on the instructional leadership component of the NIET rubric. We achieved our goals on each of these measures, with 87% of high need teachers earning effective ratings on spring walkthroughs and all district principals being rated effective on instructional leadership in end-of-year evaluations. As a result, we saw significant improvement in student performance on state assessments from SY 2020-2021 to SY 2021-2022. Specifically, all sites implementing Instructional Leadership Teams and regular clusters saw growth in the percentage of students scoring Mastery and above on state assessments, with an increase in Mastery and above rates of 5% at Clinton Elementary and Jackson Elementary, 6% at Slaughter Elementary School, 2% at East Feliciana Middle School, and 3% at East Feliciana High School, compared to our control sample of Slaughter Community Charter School, which did not implement these strategies and saw a Mastery and above growth of only 1%. Based on this data, we will continue to implement the best practices of Instructional Leadership Teams and cluster meetings. Specifically, ESSER III funds will be obligated to salaries, stipends, and benefits for master teachers, stipends and benefits for mentor teachers, access to the NIET Principals Standards Rubric, NIET EE PASS portal access and support, and NIET onsite and virtual coaching and support for these best practices. This will allow us to continue to implement Instructional Leadership Teams and cluster meetings at the same scope as SY 2021-2022. One gap in our implementation of ILTs and cluster meetings that meaningfully impact student achievement during SY 2021-2022, particularly for those students performing below Mastery level, was a high-quality

assessment system that allowed us to meaningfully adapt our instructional practices based on needs identified through meaningful interim assessments. While we continue to believe that professional learning in ILTs and cluster meetings focused on identifying and responding to student needs on an interim basis is critically important, we found low levels of satisfaction among teachers and ILTs with the ANet interim assessment system. As such, we have pivoted to the use of LEAP 360 and the Edulastic assessment platform, as this will allow us more flexible and meaningful assessment of our students on an ongoing basis. Providing support on this assessment system will be critical district work during SY 2022-2023.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$496,237

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 <https://5il.co/yk82>

COVID-19 Vaccination policies for staff and students <https://5il.co/yk82>

Masking policies for staff and students <https://5il.co/yk82>

Physical distancing, cohorts, or learning pods <https://5il.co/yk82>

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.

East Feliciana Public Schools' comprehensive plan to address school safety is grounded in three key priorities: prioritizing student health, prioritizing student security, and prioritizing student voice. This summer, we partnered with local law enforcement to conduct walkthroughs of all school facilities to identify immediate and long-term updates to enhance the security of our facilities related to day-to-day operations and potential crisis situations. In August, we engaged in follow-up walkthroughs to ready those immediate updates. We will continue to meet regularly with law enforcement and engage in tabletop exercises of potential crisis situations. All exterior hallway doors are to be locked and always secured, all classroom doors must be locked, and the glass inserts must not be covered, in case of an emergency. All school/district personnel must use their key cards that have been issued to enter building. All visitors must sign in with the office no matter the nature of the visit and should be given a dated and time stamped visitor's pass. No visitors should be allowed to visit classrooms without approval from the school administration. If possible, all meetings with visitors should be conducted in the main office/conference room. No windows should be left open for any reason, unless instructed otherwise by school administration. In addition to a school resource officer at East Feliciana High School, we are working with local law enforcement to ensure regular monitoring of our other school facilities to identify potential immediate and long-term security concerns. A representative of our district team attended the Louisiana School Safety Summit to learn best practices from law enforcement and other school districts. Our district crisis management team, communications team, and operations team will continue to support schools in developing school crisis plans, implementing our district's school operations and safety guidelines, and conducting regular safety drills. This collaboration will ensure that we are able to actively respond as a district to any concerns identified by school leaders during implementation. Additionally, we have

partnered with local health and law enforcement officials to implement the Safe Schools Louisiana app from Crimestoppers, Inc. for students in grades 5-12. This app allows students to anonymously report safety concerns of all types. Tips will be processed by the Crimestoppers Call Center 24 hours a day, with emergency tips immediately directed to an appropriate party and all other tips directed to a trained district team who will then direct them to the appropriate school, health, or law enforcement personnel. We will use data regarding tip type from this app to identify any particular trends in school safety concerns that we may have to address more specifically through programming or material security enhancements. The school crisis plans noted above, which we revise annually based on best practice, outline specific plans of actions for preparing for, engaging with, and responding to a wide range of potential school threats. By design in our safety and crisis plans, a key element of the process for any drill, tabletop exercise, or actual crisis response is an evaluation of that drill, exercise, or response in order to assess its efficacy and improve future practice. Our crisis plans also include sections related to providing counseling and support to students and educators during and after any school threat, shooting, or violent incident, including partnerships with named mental health providers through our school-based clinics.

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$0
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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	\$	791,469.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$	496,237.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$	-
2022- 2023	Total Funding Commitment	\$	1,287,706.00

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

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

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

Initials

Date Click or tap to enter a date.