

**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 Morehouse	LEA Code 034	Enter Grade levels served  Pre-k - 12
Planning Contact (name) Jesse Winston, Jr.		
Planning Contact (title) Federal Programs Director		
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School System Leader Name David Gray		
School System Leader Signature <i>David Gray</i>	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 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: **Attendance**

ESSER II

\$0

ESSER III

\$0

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

The Morehouse Parish School System utilized other funding sources other than ESSER to meet the attendance supports criteria to track and address student attendance.

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

ESSER II

\$561,958

ESSER III

\$1,235,719

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

MPSB LEA administers a **Student Risk Screen Scale** for all students in grades Pre-k- 12 within the first 6 weeks of school. In addition, the LEA administers the Student Risk Screen Scale two additional times throughout the school year. The results of the Student Risk Screen Scale will be used to collect information that will identify individual student needs for mental health and well-being.

Approximately 3,400 students were provided evidenced-based well-being (mental and behavioral) supports during the 2021-2022 school year. Based on the mental health screening for 2021-2022, approximately 75 students were identified as needing mental and behavioral supports which was 2.2% of the student population. Due to the implementation of the well-being curriculum, the district is projecting to see a decrease of students needing additional supports. Approximately 3,200 students will be provided evidence-based well-being (mental and behavior) supports during the 2022-2023 school year.

Attendance records, behavioral and mental office psychological referrals, lesson plans, and classroom observation summary reports will be analyzed to demonstrate improved student well-being outcome, understand and evaluate the effectiveness of the evidenced-based well-being supports implemented.

The MPSB LEA established a district-wide Well-Being Leadership team. Each school also has a school-level Student Well-Being Leadership team. At the start of the school year the district level student well-being Leadership team collaborates with each school-wide student well-being team to administer the Student Risk Screen Scale so needs can be quickly identified.

The LEA will conduct mental health screenings to identify students needing mental and behavioral supports beginning August 2022. Two additional screeners will be conducted in January and April of each school year to identify any additional students needing mental and behavioral supports. The goal of utilizing the mental health screener and evidence based activities is to identify students needing mental and behavioral supports, provide support to all students for overall well-being and reduce the total number of students needing mental and behavioral support.

The school social worker provides professional mental and behavioral health services to those students identified as needing support. The school social worker provides individual and group services and supports to each student needing mental and behavioral support based on data analysis of screener results that identify specific needs.

The Morehouse Parish School Board hired an additional early childhood paraprofessional beginning 2022 until 2024 to provide additional classroom support to address students' social and emotional needs. The paraprofessional will also monitor students to ensure they are practicing social distancing. The paraprofessional will work under the direct supervision of the classroom teacher. The paraprofessional will provide interventions for students to address learning loss due to COVID-19. Once students are progress monitored, the paraprofessional will provide interventions for economically disadvantaged students, students with disabilities and English Learners. The paraprofessional will work with students daily to develop foundational reading skills as well as skills related to writing, speaking and listening and language development.

The LEA will continue to purchase playground equipment, sensory paths, Second-Steps curriculum (high-quality character building and development curriculum/program), and athletic sports equipment for elementary students to enhance social and emotional well-being.

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

**\$1,797,677**

**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**

**\$186,074**

**ESSER III**

**\$945,375**

The 2021-2022 Independent Reading Level Assessment (IRLA) revealed that only 45% of kindergarteners, 14% of first graders, and 35% of second graders scored at or above grade level. This data shows that kindergarten through second-grade students are not proficient before taking the state standardized assessments beginning in third grade.

18.6% of students in grades 3-8 achieved mastery or above in ELA and 10.7% of students achieved mastery or above in math as evidenced on the 2021-2022 LEAP 2025 assessment. There were 21% of students in grades 9-12 that achieved mastery or above in ELA (Eng I & Eng II) and 13% achieved mastery or above in math (Algebra I & Geometry). Only 9% of economically disadvantaged students, less than 5% of students with disabilities and 13% of English Learners in grades 3-8 made mastery or above in all subjects on LEAP 2025.

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

**ESSER II**

**\$118,223**

**ESSER III**

**\$29,912**

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

The 2021-2022 Independent Reading Level Assessment (IRLA) revealed that only 45% of kindergarteners, 14% of first graders, and 35% of second graders scored at or above grade level. This data shows that kindergarten through second-grade students is not proficient before taking the state standardized assessments beginning in third grade.

The LEA provided tutoring provided, tutoring, mentoring, advising, STEM education, and all other services to 992 students in the afterschool program from 2021-2022 SY, with 819 of those completing 15 or more hours of participation. Nevertheless, the LEA utilized other funding sources to implement tutoring. However, this year the LEA will utilize ESSER funding to implement additional high-dosage tutoring for students in grades K-2 to address deficiencies in ELA and math. The data collected showed 48% of students with 15 or more hours of participation increased a letter grade (or more) in

Math and ELA. Also, 85% of the afterschool teachers surveyed indicated that their students showed improvement in homework completion and class participation. Lastly, the data showed less Out-of-School Suspensions for afterschool participants than comparable nonparticipating students: 5% participants received Out of School Suspension compared to 30% (310/1,048) of non-participants. A 25% difference in OSS compared to non-participants. Approximately 800 students will be provided after school supports during the 2022-2023 school year. Students will receive 1 to 2 hours per day three times per week of additional support. Tier I pre- and post benchmark tests, teacher-made assessments, and evidenced-based program summary results will be used to demonstrate improved student outcomes and understand and evaluate the effectiveness of the evidence-based after school supports. IRLA, LEAP 2025, teacher-made assessments, Tier 1 pre- and post benchmark assessments, discipline referrals, and attendance reports will be used to demonstrate improved student achievement, understand, and evaluate the effectiveness of the evidence-based targeted learning activities.

2022-2023 Key Investment: <b>Summer Learning Programs</b>	<b>ESSER II</b>	<b>\$477,060</b>	<b>ESSER III</b>	<b>\$573,155</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Four hundred eighty-seven students participated in the summer learning program. Students received 160 minutes of tier I academic support and 160 minutes of enrichment activities per day four days per week. The demographics of the students attending were 49.5% females, 50.5% males, 85.5% African-American, 9% Caucasian, 5.5% Hispanic and other, 19.3% students with disabilities, 93% economically disadvantaged, 2% homeless, 0.6% foster care, and 1.4% English Learners. Approximately 3,200 students be eligible to attend the summer learning programs from June – July 2023. LEAP 2025 test results, ACT test results, pre- and post-test results, progress reports, and report cards will be analyzed to demonstrate improved student outcomes and used to understand and evaluate the effectiveness of the evidenced-based summer learning program. More than 50% of students that attended the summer learning program were able to promote. The LEA anticipates that the students who attended the summer learning program will be better prepared for the 2022-2023 academic school year, and that there will be more students attending the enrichment program rather than the remediation program in June-July 2023.

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

N/A

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

N/A

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**.

Evidenced-based activities will be implemented for students who did not achieve mastery on statewide and district wide assessments for 2021-2022. Students will participate in evidenced-based programs such as Project Read, Mastery Prep, Accelerated Reader and Math, and Success Maker during 2022-2023 academic school years. Progress monitoring will be conducted once per six weeks by the teacher, instructional facilitators, interventionist teachers, interventionist facilitators and interventionist paraprofessionals.

The LEA will purchase the **IREADY** subscription to provide learning interventions and acceleration in math and ELA for students to address learning loss due to COVID19. Students will participate in IREADY daily in grades 3-12 who failed to achieve mastery on ELA & Math statewide assessments.

Teachers will analyze LEAP 2025 test scores and growth to mastery data to create IAIP student goals beginning in August 2022. LEAP 360 diagnostic and interim assessments will be administered to identify baseline and will be used to monitor student progress and growth throughout the year. Students will be offered remediation during instructional intervention time provided in their daily schedules. The LEA will provide salaries for additional staff for students to participate in afterschool tutoring beginning September 2022 through April 2023. ACT Workshops (grades 9-12) and Saturday Academies (grades 3-8) will be conducted.

Approximately 3,200 can participate in afterschool tutoring beginning September 2022 through April 2023. However, students who did not achieve mastery on LEAP 2025, failed teacher assigned grades, or did not meet attendance requirements will be given first priority to attend after school tutoring and summer remediation.

The LEA will provide salaries for coordinators, teachers, and staff so students can participate in summer remediation, STEAM and enrichment programs June-July, 2023. The LEA will continue to contract with an external vendor to provide STEAM activities and robotics for the summer enrichment program as well as purchase supplies for academic and enrichment activities. All students will be eligible to participate in the summer remediation and enrichment program.

The LEA will continue to provide additional salaries for the interventionist facilitator and interventionist paraprofessionals to implement evidence-based programs and provide literacy and math interventions to students during the school day. They will analyze the data and formulate a plan of action based on individual student needs.

The district will utilize Louisiana's tutoring strategies with tier I curriculum to address learning loss by students based upon the results of the 2022 LEAP 2025 assessment and IRLA. The evidence- based activities/ programs will address each students' individual needs. Access to Tier I supports and Accelerate Learning will be provided daily for economically disadvantaged, students with disabilities and English Learners to promote student growth to mastery by classroom teachers, interventionist facilitators, interventionist paraprofessionals, special education teachers and interventionist teachers. Progress monitoring will be conducted every six weeks.

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

**\$2,329,799**



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

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	ESSER II	\$10,600	ESSER III	\$21,200
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The Morehouse Parish School System currently has 3 CIR schools in the district. All CIR schools participated in instructional leadership teams in SY 2021-2022. The school district experienced a positive impact of the use of school improvement best practices. Two of the three CIR schools' school performance scores increased and one of the CIR school progressed from an F to a D.

All CIR and Non-CIR schools will participate in school improvement best practices for SY 2022-2023. The schools will be participating in Instructional Leadership Teams II and Teacher Collaboration I.

School performance scores, district level monitoring of school instructional leadership team meetings, and feedback from school leadership teams are data sets the school district used to make these decisions.

2022-2023 Key Investment: <b>Literacy Professional Development</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.

The Morehouse Parish School System utilized other funding sources other than ESSER to meet literacy professional development supports criteria to provide literacy professional development to teachers and administrators.

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.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$31,800</b>
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## SCHOOL SAFETY & OPERATIONS ✓

### 2022-2023 Safe School Reopening

ESSER II

\$1,687,417

ESSER III

\$3,993,299

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://www.mpsb.us/theme/files/MPSB%202022-2023%20Ready%20to%20Achieve%20Reopening%20Plan.pdf>

COVID-19 Vaccination policies for staff and students <https://www.mpsb.us/theme/files/MPSB%202022-2023%20Ready%20to%20Achieve%20Reopening%20Plan.pdf>

Masking policies for staff and students <https://www.mpsb.us/theme/files/MPSB%202022-2023%20Ready%20to%20Achieve%20Reopening%20Plan.pdf>

Physical distancing, cohorts, or learning pods <https://www.mpsb.us/theme/files/MPSB%202022-2023%20Ready%20to%20Achieve%20Reopening%20Plan.pdf>

*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 Morehouse Parish School System plans to address school safety as a whole as follows.

- Review, revise, or modify the system's school crisis and management plan annually with law enforcement, fire, public safety and emergency preparedness officials.
- Conduct safety drills frequently during the school year to rehearse components of the school safety plan.
- Continue the use of School Resource Officers and hire hall monitors at Bastrop High School.
- Provide school safety in-service training for staff, including but not limited to Jason Foundation Modules and School Safety Summit information.
- Utilize school and community mental health professionals to assist the staff and students with coping strategies after traumatic events.

The Morehouse Parish School System updates its emergency operations plan annually in collaboration with emergency preparedness personnel. Specific school threats such as an active shooter at a school is addressed through in-service training and school drills. Every student, school staff member is assured of a safe and secure school environment through the use of Positive Behavior Interventions and Supports, bullying training, use of metal detectors, enhanced fencing around the schools, controlled entry points, the use of video cameras, the use of various grade appropriate life skills programs, and staff



participation in state and national school safety conferences. Students are encouraged to report any perceived threat to a school staff member as well as their parents.

**SCHOOL SAFETY & OPERATIONS**

**2022-2023 Total Funding Commitment**

**\$5,680,715**

*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	\$ 1,797,677.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 2,329,799.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 31,800.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 5,580,715.00
<b>2022- 2023 Total Funding Commitment</b>	<b>\$ 9,739,991.00</b>

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

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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.