


**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: Terrebonne Parish	LEA Code: 055	Enter Grade levels served PK-12
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School System Leader Name: Bubba Orgeron		
 School System Leader Signature		Date 1/4/2023

**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: District Initiatives; Instructional Coaching Survey and reports from previous year; LDOE Early Literacy Initiatives
- Other: Instrument survey

**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.

Given the past three years, identifying the chronically absent and truant students would be challenging. As of September 21, 2022, Terrebonne Parish has **167 potential students that can be considered truant**. Additionally, the district has **168 students that could potentially be considered chronically absent**.

**Description of strategies to address chronic absenteeism and truancy:** In 2022-2023, the district has **reestablished** a working relationship with the district attorney's office to reduce the number of truant and chronically absent students. This will be accomplished by using the **Truancy Reduction Intervention Program (TRIP)** letters. Initial letters are sent home with all students at the start of the school year. Thereafter, letters are generated based on the number of days missed. The text of these letters emphasizes the importance of attending school and the ramifications should a student be considered truant. The district **will continue to utilize the Drop Out Early Warning System (DEWS) to identify students in need**. These reports include individual student data as well as whole school data. School SBLC committees will use this information to develop action plans to address student deficits. Program effectiveness will be evaluated using JCampus (SIS) attendance reports. Although these programs have been implemented in the district for several years, the global pandemic and the effects of Hurricane Ida made tracking student attendance difficult. It is the intention of the district to make adjustments to the programs as needed throughout the 2022-2023 school year. Truancy Court has been reinstated this year and is held with local district attorney's office every two weeks. Depending on results of these meetings, a referral to city court or other support agencies may occur.

In addition, the LEA will use each school's Mental Health Leadership Teams which includes the LEA's professional school counselors and work cooperatively with the staff of the Single Point Assessment and Resource Center (SPARC) an entity of the DA's office and LEA's truancy program. For the 2020-21 school year, LDOE expected districts to collect and report student learning modality data. During the 2021-22 school year, this student learning modality data was discussed weekly with senior leadership and was used to provide technical assistance and support to schools to increase student attendance, engagement, and participation. When the attendance rate is 90% or less within a specified student group, that group of students is chronically absent, which also shows significant lost instructional time. We will track and monitor re-engaged students' attendance each grading period through reports pulled from JCampus our student data hub.

Attendance and truancy data is incomplete and not valid from 2020-2022 due to attendance requirements being waived associated with pandemic and Hurricane Ida. **JCampus Student Accountability Tracker data will be utilized during 2022-2023 to monitor attendance rate and academic performance. The anticipated outcome of students who receive attendance supports in 2022-2023 is to reduce the number of truant and chronically absent students by 10%.**

*Note: All attendance activities are being supported through district funds. (addressed comment from December 2022 review)*

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.

**All LEA students were offered supports for well-being**, but there was no formal system of tracking number of students that received these supports. Well-being support data is incomplete and not valid from 2021-2022 due to response to Hurricane Ida. Four high schools were platooning, in addition to relocation of two elementary schools.

**Description of Well-Being Supports:** In 2022-23 school year, the LEA will continue to implement Restorative Practices and Trust-Based Relational Intervention (TBRI) for **all students in the LEA**. The LEA will continue utilizing our trained professional school counselors, whose credentials range from Masters of Education in Counseling, Masters of Arts in Psychological Counseling, Licensed Professional Counselor, National Board Certified Counselor, National Certified School Counselor, Licensed Master Social Worker and Master of Social

Work. Additionally, the LEA will continue to implement Capturing Kids' Hearts in phases, (Introductory training for all teachers at each designated school Summer 2022 and School team training and strategy visits in Fall & Spring 22-23). The LEA will continue to utilize Ripple Effects Social-Emotional Learning (SEL) (as needed for students with attendance and/or office referrals; will be reviewed periodically during administrator PLCs).

The TPSD Mental Health Leadership Teams (MHLTs) of each school will continue to use the School Building Level Committee referral process to identify students in need. Additionally, it is common for school administrators to refer students to counselors and outside agencies as needed. Utilizing the district SIS (JCampus), the MHLTs will disaggregate data by student groups (demographic (race), socio-economic status, and diverse learner status) by school and by grade level.

The LEA **anticipated outcome** for students receiving well-being supports in 2022-2023 is to **reduce the number of significant disciplinary actions which result in suspension and/or expulsion by 10%**. This **data** will be collected using JCampus Discipline Frequency Report, Student Statistic Review and/or Student Accountability Tracker Report.

*Note: All well-being activities are being supported through district funds. (addressed comment from December 2022 review)  
 Data results for 21-22 ESSER-funded supports show an increase in major office referrals from 15,721 (FY21) to 19,663 (FY22). Data may have been affected in FY21 due to students allowed to attend school virtually and COVID protocols implemented by LEA.*

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 & WELL-BEING 2022-2023 Total Funding Commitment	\$0
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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: Targeted Learning Support	ESSER II	\$0	ESSER III	\$1,638,678
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Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

The number of students in grades 3-8 that were provided evidence-based targeted learning support during the school day in 2021-2022 based on Spring 2021 LEAP results were as follows: **3,801 in ELA and 5,502 in Math**. Anticipated outcome of students receiving targeted learning support during the day in 2021-2022 was to increase proficiency by 3% in ELA and Math. Students identified that received targeted learning support during the day in 2021-2022, **that increased from a non-proficient score to Mastery based on Spring 2022 LEAP 2025 scores as follows: ELA = 579/3,801 = 15%; Math = 382/5,502 = 7%**

Based on overall Spring 2022 testing student assessment data, **the number of students in grades 3-8 that will be provided evidence-based targeted learning support during the school day in 2022-2023 are as follows: 3,177 in ELA and 4,305 in Math. Anticipated outcome of students in grades 3-8 receiving targeted learning support during the day in 2022-2023 is to increase proficiency by 4% in ELA and Math on Spring 2023 LEAP 2025.** Based on BOY 2022 DIBELS 8<sup>th</sup> Edition benchmark data, the number of students in grades K-2 that will be provided evidence-based targeted learning support during the school day in 2022-2023 are as follows: K = 782 students; grade 1 = 682; grade 2 = 530.

**2021-2022 LEAP 2025 data was compared to 2020-2021 LEAP 2025 data to demonstrate improved student achievement.** Our anticipated outcomes were for students in grades K-8, who received targeted learning supports during the school day in 2021-2022, would increase proficiency by 3% in ELA and Math on Spring 2022 LEAP 2025. **The results indicated overall growth in ELA and Math as shown below:**

**DIBELS BENCHMARKED 2021-2022**

Grade	BOY	EOY	DIFFERENCE
K	29%	71%	+42%
1 <sup>st</sup>	47%	64%	+17%
2 <sup>nd</sup>	52%	65%	+13%

Grade	LEAP - ELA Proficiency			LEAP - Math Proficiency		
	SY 2021	SY 2022	DIFFERENCE	SY 2021	SY 2022	DIFFERENCE
3 <sup>rd</sup>	49%	46%	-3%	39%	39%	0%
4 <sup>th</sup>	55%	57%	+2%	43%	47%	+4%
5 <sup>th</sup>	41%	50%	+9%	27%	34%	+7%
6 <sup>th</sup>	44%	53%	+9%	31%	36%	+5%
7 <sup>th</sup>	49%	50%	+1%	23%	23%	0%
8 <sup>th</sup>	48%	52%	+4%	23%	26%	+3%

Percent of Students That Failed to Achieve Mastery – ELA on Spring 2022 LEAP 2025

Grade	All ELA	EL – ELA	SWD – ELA	ED – ELA	Black/AA – ELA
3 <sup>rd</sup>	54%	66%	75%	59%	65%
4 <sup>th</sup>	43%	85%	80%	51%	61%
5 <sup>th</sup>	50%	98%	86%	57%	69%
6 <sup>th</sup>	47%	91%	84%	53%	61%
7 <sup>th</sup>	50%	98%	94%	58%	64%
8 <sup>th</sup>	48%	88%	92%	55%	65%

Percent of Students That Failed to Achieve Mastery – Math on Spring 2022 LEAP 2025

Grade	All Math	EL – Math	SWD – Math	ED – Math	Black/AA – Math
3 <sup>rd</sup>	61%	76%	82%	66%	77%
4 <sup>th</sup>	53%	87%	80%	60%	72%
5 <sup>th</sup>	66%	94%	87%	73%	86%
6 <sup>th</sup>	64%	87%	93%	71%	80%
7 <sup>th</sup>	77%	95%	96%	85%	95%
8 <sup>th</sup>	74%	95%	96%	80%	91%

**Description of Targeted Learning Support:** Targeted learning support will be provided by LEA personnel during the school day as part of their instructional minutes using resources provided by LDOE (pulled from Tier 1 state curriculum including Accelerate). Additional time has been built into the teaching day: 30 minutes for ELA and 30 minutes for Math support. This additional time allows specific skills to be targeted and learning loss addressed. Students in grades 4 - 8 that did not score mastery or above on LEAP assessments have Individual Academic Improvement Plans (IAIP). Refer to the previous chart for percent of students in each grade level and subgroup.

Evidence-based targeted learning activities implemented in 2021-2022 were evaluated for effectiveness and LEA will continue use of targeted learning support during the school day in 2022-2023. Using this information and diagnostics that were given at the beginning of the 2022-2023 school year, individual learning plans were created for individual students to target support and address deficits in ELA, Math and unfinished learning. Individual learning plans will be progress monitored through embedded high-quality assessments, benchmark testing, exit ticket data, District Common Assessment, and analysis of student work. Through this analysis of data, student achievement will be evaluated and learning plans will be revised based on the student's individual needs. These plans will be evaluated on a weekly basis through the Instructional Leadership Team and by teachers through Individual Growth Plan (IGP's) for each student. Each student in grades 4th through 8th were also given an IAIP to address and track individual needs of the students. For students in grades 4th -8th, growth to mastery charts will be used to target the amount of student growth.

Other data evaluation will occur through: ELA and Math screening tools (STAR Reading and Math) administered three times per year to all students in the LEA. These results and any available standardized testing data are reviewed to identify students in need of intervention. All activities for interventions (pulled from Tier 1 state curriculum including Accelerate) are chosen based on data indicating each student's area of need. Small group and instructional support from additional LEA personnel will support the classroom teacher while working with targeted students throughout the 2022-23 school year. Additional time has been built into the teaching day:

30 minutes for ELA and 30 minutes for Math support, as well as detailed action plans supporting interventions are being added this year. Students are progress monitored every other week using district screening tools. Reference chart for specific numbers in each subgroup. At the end of the year, final screening is reviewed to determine if the student met the growth target identified in the screening tool.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$0	ESSER III	\$118,394
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Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

During 2021-2022, all (6,505) TPSD students in grades 3-8 that showed an academic need based on standardized test results, grades, benchmark assessments, etc., were provided access to after-school tutoring. In addition, tutoring was provided for students in grades 1-2 for ELA focusing on literacy skills.

During the 2022-2023 school, TPSD will offer after-school tutoring to 3,177 TPSD students in grades 3-8 that were not proficient in ELA and 4,305 TPSD students in grades 3-8 that were not proficient in Math. These students were identified as academically at-risk based on standardized test results (LEAP 2025 proficiency in ELA and Math), grades, benchmark assessments, etc. Schools will identify students that are not proficient and will design a program based on the number of identified students.

2021-2022 LEAP 2025 data was compared to 2020-2021 LEAP 2025 data to demonstrate **improved student outcomes**. Our anticipated outcomes were for students in grades 3-8 who received after-school supports in 2021-2022 would increase proficiency by 3% in ELA and Math on Spring 2022 LEAP 2025. The results indicated overall growth in ELA and Math as indicated below:

DIBELS BENCHMARKED 2021-2022			
Grade	BOY	EOY	DIFFERENCE
K	29%	71%	+42%
1 <sup>st</sup>	47%	64%	+17%
2 <sup>nd</sup>	52%	65%	+13%

Grade	LEAP - ELA Proficiency			LEAP - Math Proficiency		
	2021	2022	DIFFERENCE	2021	2022	DIFFERENCE
3 <sup>rd</sup>	49%	46%	-3%	39%	39%	0%
4 <sup>th</sup>	55%	57%	+2%	43%	47%	+4%
5 <sup>th</sup>	41%	50%	+9%	27%	34%	+7%
6 <sup>th</sup>	44%	53%	+9%	31%	36%	+5%
7 <sup>th</sup>	49%	50%	+1%	23%	23%	0%
8 <sup>th</sup>	48%	52%	+4%	23%	26%	+3%

**Anticipated outcomes** for students in grades 3-8 who will receive after-school supports in 2022-2023 will **increase proficiency by 4%** in ELA and Math on Spring 2023 LEAP 2025. The **anticipated outcome** for students in grades K-2 who benchmark on EOY DIBELS assessment will **increase by 10%**.

**Descriptions of school supports to continue:** The LEA will utilize LDOE resources to provide evidence-based activities (using Tier I Curriculum supports and Accelerate) for students who were not proficient on local/statewide assessments during the 2021-2022 school year. After-school tutoring will be provided to students in the fall and spring on a weekly basis in a small group setting. Instruction will be delivered after school by LEA teachers using Tier I Curriculum supports and the learning outcomes will be measured after the end of each unit/module with our District Common Assessments at the school level. These school-based programs will be held twice a week

for a minimum of 90 minutes per session during the fall and spring semester for at least 4 weeks per session. Student progress will be monitored individually by LEA educators using STAR programs (ELA, Math).

2022-2023 Key Investment: <b>Summer Learning Programs</b>	<b>ESSER II</b>	<b>\$187,312</b>	<b>ESSER III</b>	<b>\$580,778</b>
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Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

All (10,178) TPSD students in grades PK (entering K 22-23) through 8<sup>th</sup> were offered access to the 2021-2022 TPSD Summer Learning Program. Of those offered access, 1,523 participated in summer learning SY 2021-2022.

The 2022-2023 TPSD four-week Summer Learning Program (4 days/week) will be offered to all students in the LEA with priority given to students in grades K-8 who fail to achieve mastery on statewide assessments or benchmark assessments.

**Description of Data:** LEA utilized a district-created pre/post assessment in fluency to determine improved student outcomes from the 2021-2022 TPSD Summer Learning Program. Each student that attended the first week and last week were given a pre-test and a post-test in reading and math with grade level fluencies. The results for the program are given in percentages in the chart below.

Grade Level	% of Students Showing Growth in Math Fluency	% of Students Showing Growth in Reading Fluency
Pre-K/Kindergarten	74%	94%
1 <sup>st</sup> Grade	92%	88%
2 <sup>nd</sup> Grade	83%	83%
3 <sup>rd</sup> Grade	86%	92%
4 <sup>th</sup> Grade	71%	69%
5 <sup>th</sup> Grade	92%	100%
6 <sup>th</sup> Grade	100%	100%
7 <sup>th</sup> Grade	90%	100%
8 <sup>th</sup> Grade	100%	100%

The district will survey students, parents and teachers to gather data on effectiveness and to gather suggestions. The district will continue to utilize Accelerate for Reading and Zearn for summer learning. **Anticipated outcomes for students:** 75% of those participating in 2022-2023 Summer Learning Program will show growth in math and reading fluency.

**Description of Summer Learning Programming:** The TPSD Summer Learning Program will continue to utilize LDOE resources to provide evidence-based activities for students who were not proficient on local/benchmark/statewide assessments during the 2022-2023 school year. Certified teachers will provide remediation and enrichment to students who enroll in the summer program in all subjects (ELA, MATH, SS, and SC). Participating students are remediated through use of the Tier I curriculum chosen by the LEA, fluency activities and the Accelerate Program. Enrichment activities are provided for students who are proficient on standardized assessment to ensure that proficient students maintain their high levels of performance and that non-proficient students can increase to proficiency.

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.

**During the 2021-2022 academic year, 435 students in grades 4-8 were provided evidence-based individual student planning support based on Spring 2021 LEAP results.**

Of the 435 students that received evidence-based individual student planning support during the 2021-2022 academic year based on Spring 2021 LEAP results, **30 students scored mastery or above in the Spring 2022 LEAP assessments.**

For the 2022-2023 academic year, **435 students that had IAIP's from 2021-2022 are under review** based on analysis of **Spring 2022 LEAP 2025 results**. Schools are in the process of reevaluating and updating these plans following LDOE timelines. **Anticipated outcome of students that receive individual student plans (IAIP) in 2022-2023 is to increase proficiency by 4% on Spring 2023 LEAP 2025.**

**Description of evidence-based Individual Student Planning Activities:** Starting SY 2022-2023, Individual Literacy Plans will be created for 3<sup>rd</sup> grade students who are not proficient on approved BOY literacy screener (DIBELS 8<sup>th</sup> Edition). **We will continue to offer** these students targeted learning support (intervention) during the school day, after-school tutoring, access to high-quality curriculum, and access to summer learning program in SY 2022-2023.

**Description of plan for Rising Seniors:** The following supports are in place to improve student achievement for rising seniors who have not passed LEAP 2025 assessments: creative scheduling, Individual Graduation Plans (IGP), tutoring, Career Compass Counseling (college and career readiness).

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**.

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RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$2,525,162
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**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ / ✓

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$26,400</b>
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

During the 2021-2022 academic year, **7 instructional leaders at the CIR-A school were provided combined professional development on instructional leadership teams and teacher collaboration** by NIET. Due to Hurricane Ida, professional development was restructured at this school to ensure support was provided.

**Description of School Improvement Best Practices:** Starting in SY 2022-2023, **leadership teams from all 10 UIR-A schools and the CIR-A school received four days of ILT and teacher collaboration in summer 2022. In addition, they will each receive an additional four days of onsite coaching for ILT and teacher collaboration and access to EE PASS Content Libraries.**

**Description of data:** Due to Hurricane Ida and TPSD recovery, the NIET contract was fulfilled in late spring 2022. Therefore, there was **no data collected to evaluate the effectiveness** of the activity nor improved student outcomes. LEA decided to include leadership teams from the 11 schools identified on **21-22 LDOE Schools In Need of Intervention list**, due to **COMPREHENSIVE/URGENT INTERVENTION REQUIRED** for subgroup and SPS performance (comment to address December 2022 review).

- Acadian Elementary (UIR-A): Students with Disabilities
- Caldwell Middle (UIR-A): Students with Disabilities
- Coteau-Bayou Blue Elementary (UIR-A): Students with Disabilities
- Evergreen Junior High (UIR-A): Students with Disabilities
- Grand Caillou Elementary (UIR-A): Students with Disabilities
- Grand Caillou Middle (UIR-A): Students with Disabilities
- Houma Junior High (UIR-A): Students with Disabilities
- Lacache Middle (UIR-A): Black/African-American
- Legion Park (UIR-A): Students with Disabilities
- Oaklawn Middle (CIR-A): All students, Students with Disabilities, English Learners, Black/African-American
- Village East (UIR-A): Students with Disabilities

**District-level supervisors will also attend School Support Institute trainings on ILT and teacher collaboration to provide support to school level leaders in need of additional assistance in implementing LDOE's School Improvement Best Practices.**

2022-2023 Key Investment: <b>Literacy Professional Development</b>	<b>ESSER II</b>	<b>\$30,625</b>	<b>ESSER III</b>	<b>\$425,201</b>
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

In 2021-2022, **100% of all K-3 core teachers, administrators, literacy content leaders, and intervention content leaders were provided access to a foundational literacy course** through A+PEL. They are mandated to complete this course by April 15, 2023. As of 9/12/22, 67% have completed the course. In 2022-2023, we will expand professional development on foundation literacy to K-3 non-core support staff. Additional support is provided to all K-10 ELA teachers through approved vendor coaches (Amplify - CKLA, American Reading Company – Guidebooks, New Directions – Guidebooks).

In 2021-2022, **five educators completed professional learning to become literacy content leaders.** In 2022-2023, there are **no new educators** participating in professional learning to become literacy content leaders and/or literacy coaches.

**Description of data and impact:** Due to foundation literacy professional development being offered in May 2022, there is **no data** to evaluate improved student outcomes related to foundation literacy professional development. Based on data below, there was evidence of improved student outcomes related to **literacy content leader professional development** with 3 of 5 schools showing greater increase in proficiency as compared to the district.

	<b>BOY 21-22</b> % Proficient-Benchmarked	<b>EOY 21-22</b> % Proficient-Benchmarked	<b>Difference</b>
<b>DISTRICT</b>	<b>43%</b>	<b>66%</b>	<b>+23%</b>
Acadian Elementary	26%	53%	+27%
Coteau-Bayou Blue Elem.	46%	68%	+22%
Grand Caillou Elementary	47%	77%	+30%
Legion Park Elementary	47%	55%	+8%
Village East Elementary	27%	52%	+25%

Due to literacy professional development in 2021-2022 being focused on K-2 initiatives, the only standardized data collected was DIBELS 8<sup>th</sup> Edition benchmarking. However, schools utilize District Common Assessments, review of progress monitoring data with growth tracking, and report card grades as formative assessments to monitor students. Due to reduction in funding and state requirements, the LEA is phasing out the literacy content leader position at K-2 UIR-A schools in 2022-2023. All support related to literacy instruction will be shifted to school-level Intervention Content Leaders.

The LEA will provide **additional assistance and support** in implementing literacy professional learning opportunities including, but not limited to: Amplify-CKLA on-site coaching in all 18 K-3 schools to support Science of Reading; Intervention Content Leaders from all K-3 schools provided guidance on interventions as correlated with Science of Reading; and Literacy Curriculum Specialist will provide Science of Reading awareness for Special Education district-level personnel to support literacy.

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.

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

**\$482,226**

SCHOOL SAFETY & OPERATIONS				
2022-2023 Safe School Reopening	ESSER II	\$0	ESSER III	\$1,841,400
Provide the URL to the following LEA documents.				
School Reopening Plan for In-Person Learning <a href="http://www.tpsd-la.schoolloop.com/nursing_schoolhealth1">http://www.tpsd-la.schoolloop.com/nursing_schoolhealth1</a> COVID-19 Vaccination policies for staff and students <a href="http://www.tpsd-la.schoolloop.com/nursing_schoolhealth1">http://www.tpsd-la.schoolloop.com/nursing_schoolhealth1</a> Masking policies for staff and students <a href="http://www.tpsd-la.schoolloop.com/nursing_schoolhealth1">http://www.tpsd-la.schoolloop.com/nursing_schoolhealth1</a> Physical distancing, cohorts, or learning pods <a href="http://www.tpsd-la.schoolloop.com/nursing_schoolhealth1">http://www.tpsd-la.schoolloop.com/nursing_schoolhealth1</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 <b>guiding questions, examples, and resources</b> to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.				
<b>Plan to address school safety:</b> The district will continue to participate in local trainings <b>coordinated through several community partners</b> in order to address school safety. These trainings include Active Shooter Drills, First Aid, CPR, building assessments, etc. As required by Louisiana law, each school site maintains a site-specific Crisis Plan (EOP). Additionally, various personnel have attended state and national conferences and online courses that include LDOE Safety Summit, LSU NCBRT courses, Vector Solutions (online courses), etc. These activities have led to improvements of safety guideline implementation.				
<b>Plan to update Emergency Operation Plan:</b> Crisis Plans are frequently updated. While schools are required to review and update plans annually, they are often adjusted during after action reviews. It is not uncommon to utilize local law enforcement, fire officials, and parish homeland security representatives to assist in this process. The district office is also a part of these reviews. The Crisis Plan covers a variety of incidents including acts of violence on the bus, school campus, community, etc. Each campus is required to conduct a variety of emergency drills throughout the year.				
<b>Plan to address specific types of threats:</b> Using a local survey of school principals, a significant need was identified regarding internal communication. Thirty (94% of Terrebonne Parish Schools) principals raised concerns that communication amongst the campus is nonexistent without an intercom or person to person. The addition of radios/walkie talkies would assist in the speed in which school staff can be alerted of potential issues. Under normal circumstances, radios are limited to administrators and custodial staff. As required, each school website contains information regarding the <b>Safe School reporting site</b> . This site allows anyone the ability to report incidents as needed to district personnel and local law enforcement. The information is sent to the school level administrators to investigate the threat. Appropriate action is taken once the investigation is completed.				
<b>Plan for Safe and Secure School Environment:</b> In addition to the Safe School reporting, it is the district's intent to establish Hope Squad chapters at two high schools. The squad consist of students that are trained to identify signs that their peers may be in need of assistance regarding suicide, bullying, etc. Based on this information, <b>student referrals are made to counselors</b> to intervene and additional counselors are called in to assist in providing support.				

The LEA will assess the effectiveness of the school emergency operations and safety plans by conducting and analyzing compliance using the LEA Safety Assessment Team Checklist.

<b>SCHOOL SAFETY &amp; OPERATIONS</b> 2022-2023 Total Funding Commitment	<b>\$1,841,400</b>
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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.**

<b>ATTENDANCE &amp; WELL-BEING</b> 2022-2023 Total Funding Commitment	\$ -
<b>RECOVERY AND ACCELERATION</b> 2022-2023 Total Funding Commitment	\$ 2,525,162.00
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT</b> 2022-2023 Total Funding Commitment	\$ 482,226.00
<b>SCHOOL SAFETY &amp; OPERATIONS</b> 2022-2023 Total Funding Commitment	\$ 1,841,400.00
<b>2022- 2023 Total Funding Commitment</b>	<b>\$ 4,848,788.00</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.