

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 Louisiana Special School District	LEA Code 304001	Enter Grade levels served Pre-K to 12
Planning Contact (name) Annette Chelette		
Planning Contact (title) Director Accountability, Curriculum and Assessments, and Research		
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School System Leader Name Katherine Granier, Interim Superintendent		
+		
School System Leader Signature	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: 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

\$6,483

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

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

ESSER II

\$52,000

ESSER III

\$42,707

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

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**.

Data revealed that in 2020-2021, there were 56 truant students; whereas in 2021-2022, there were 49 truant students. A slight decrease occurred due to practices employed in 2020-2021.

The district will continue to use JCampus, which is a state approved database, to monitor all students' attendance; however, school leaders will be provided additional support in utilizing components designed to monitor student attendance, such as average daily attendance. In 2021-2022, teachers took daily attendance to monitor teaching and learning for all students. This practice will continue in 2022-2023 to increase the attendance rate (93%) for all students. Parents of students with poor attendance will continue to receive daily calls from teachers and school office and counselor support to see if the students need additional resources to be successful. The district will re-engage the students with various opportunities of supports to increase school attendance and to help limit unfinished learning. JCampus reports will be used to monitor the re-engaging project and commitment for teaching and learning.

In order to address the area of well-being, the district will continue its efforts to provide for the social emotional learning for all students throughout the 22-23 school year. Our PBIS continues to assist with developing and emphasizing the importance of restorative practices. It is through the use of restorative practices that we seek to improve the relationships between students and teachers. The PBIS Tier 1 practices and systems establish a regular and proactive approach to encouraging positive behaviors while preventing undesirable behaviors. The Kickboard system allows teachers to monitor and track behaviors as students are caught being good with emphasis on bringing attention to those behaviors which promote positive academic and behavioral outcomes. Teachers award students points in the system which in turn students can use to attend PBIS events or purchase items in the PBIS store. It is through this process that we seek to instill in student the rewards of desired behaviors as well as teaching the students responsibility for their choices and actions. In addition to tracking desired behaviors, we collect data on those unwanted behaviors as well but students do not lose points which are referred to as infractions. For example, one major infraction or three minor infractions in one month's time will prevent the student from attending the monthly PBIS event.

The data suggest that the program has been effective through the collection of data in decreasing office referrals, individual counseling data, Kickboard data, and overall school climate improvement. Our PBIS tier one support includes posting of expectations and classroom rules in the classroom and throughout the schools, weekly review of expectations and rules;

however, during the first week of school, this practice is conducted daily. In addition, there is a calm down corner in the classroom which allows students to regain their composure and return to the learning environment ready to reengage with instruction. Students engage in a check in period each morning on Mondays. Teachers do not draw attention to unwanted behaviors in front of the entire class instead teachers display encouraging verbal praise that reinforce wanted behaviors and students are rewarded. The tier two school support involves the counselors and includes social emotional lessons for each grade level utilizing the Second Steps and Lunch and Learns, small group counseling which may consist of specific interventions for those with repeated offenses. The tier three support may include assessments/testing with school psychologist, individual counseling and added academic support as needed. Through the use of positive behavior supports, the goal is to ensure that all students are engaged fully in school where teaching and learning are taken place. Students are still in need unfinished learning as a result of COVID and the supports in place to address wellbeing have made a positive impact on student learning. In 2022-2023, we would like to expand on the use of counselors to ensure students will continue to benefit from the wellbeing and attendance practices and their impact on student engagement in the learning environment

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$101,190

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

\$7827

ESSER III

\$37870

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: **Before and After School Programs**

ESSER II

\$27596

ESSER III

\$72404

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

\$0

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: **Extended Instructional Time**

ESSER II

\$0

ESSER III

\$0

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

\$15500

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

Individual student plans will be written, revised and implemented as a “student-directed planning and monitoring tool that documents students’ interests, needs, supports, course selections, transition placements and other learning experiences both in and out of school. This information will be used to customize students’ program of study leading to proficiency for graduation and postsecondary experiences.”

Students who received individual plans in SY2021-2022 to support Tier 1 instruction saw an increase in LEAP 2025 data in grades 3 to 11. After school tutoring was put in place to support areas of weaknesses. Standards that were not mastered based on assessment and classroom data will be reinforced using supplemental materials. Students were given individualized learning plans that included each student’s areas of weaknesses for growth. These prescribed plans were supported with fidelity by certified teachers in the content areas during after school remediation. If students have other needs that hinder growth in mastering the content standards, a SEL counselor is employed to provide support. Since the state has so many students who missed out on learning, the additional support from the SEL counselor helps to ease the transition back to whole group learning for the state’s Tier 1 curriculum so that all students have an opportunity to achieve and recoupe missed learning. Eventually, students will get caught in the state’s Tier 1 Curriculum and continue to grow as life-long learners.

During the 2022-23 school year, student data derived from benchmark assessments, LEAP2025 data, curriculum assessments, ACT scores, and progress monitoring will be analyzed to determine student progress towards individual student goals and identify those needing individual student planning. The district will continue to utilize academic counselors to assist students and families to ensure students are able to graduate on time.

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**.

A review of our 2020-2021 LEAP data for 3rd grade ELA revealed 27% achieved mastery and 0% in math as compared to 0 % ELA and math in 21-22. The district will revise its plan to implement instruction to grow teachers and students by using NIET Best Practices. In addition, all students will receive Tier 1 instruction with differentiation to meet the needs of each student. After school remediation will continue to assist in closing skills that are lacking in achievement gaps. Students achieving As a result of these supports, students during the 2022-2203 school year, will show growth or achieve scores of mastery or above on the state’s assessments. With the implementation of cluster meetings and Kagan structures of supports as well as field testing instructional strategies, we anticipate an increase in student performances during the 2022-2023 school year state wide assessments.

During the 2022-2023 school year, student data derived from benchmark assessments, curriculum assessments, LEAP2025 data, and progress monitoring will be analyzed to identify which students will need targeted learning support.

[Click or tap here to enter text.](#)

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$161197

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$55325
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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: Literacy Professional Development	ESSER II	\$0	ESSER III	\$36344
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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.

In the school year of 2021-2022, all teachers engaged in school improvement best practices. Instructional leadership teams and teacher collaboration took place. As a result, teachers utilized data to make instructional decisions inclusive of cross curricula decisions. For third grade ELA during 2020-2021, 27% performed at Mastery or above, whereas 2021-2022 school year 0% performed at Mastery or above on the state assessments. For third grade math, for both years 0% scored Mastery or above. During the 2022-2023 school year, teachers will continue participating in school improvement best practices in an effort to improve student achievement. By implementing NIET School Improvement best practices and training district and school leaders in using the TAP framework, there will be a shift in student centered teaching and learning. In addition to NIET best practices, all teachers will engage in Kagan structures which will provide them with strategies to engage all students in the learning process. As a result of these supports, students during the 2022-2203 school year, will show growth or achieve scores of mastery or above on the state's assessments. With the implementation of cluster meetings and Kagan structures of supports as well as field testing instructional strategies, we anticipate an increase in student performances during the 2022-2023 school year state wide assessments. In 2021-2022 zero % of the teachers and administrators completed the Science of Reading training. In 2022-2023, teachers and administrators will complete the training. We anticipate our students will develop and increase proficiency as evidenced in state administered testing. There is a need for vocabulary development. Grades 4th and 6th are not achieving a level of proficient and therefore this impedes their level of comprehension.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$91,669

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$59787	ESSER III	\$60288
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning

https://docs.google.com/document/d/1YH_mbJyhjHruBgNnD305h8Vbz1G06z-H/edit?usp=sharing&oid=112518533750794377425&rtpof=true&sd=true

COVID-19 Vaccination policies for staff and students

https://docs.google.com/document/d/1YH_mbJyhjHruBgNnD305h8Vbz1G06z-H/edit?usp=sharing&oid=112518533750794377425&rtpof=true&sd=true

Masking policies for staff and students https://docs.google.com/document/d/1YH_mbJyhjHruBgNnD305h8Vbz1G06z-H/edit?usp=sharing&oid=112518533750794377425&rtpof=true&sd=true

Physical distancing, cohorts, or learning pods

https://docs.google.com/document/d/1YH_mbJyhjHruBgNnD305h8Vbz1G06z-H/edit?usp=sharing&oid=112518533750794377425&rtpof=true&sd=true

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.

- In collaboration with Louisiana State University's National Center for Biomedical Research and Training Team, the district has plans and procedures in place that cover all identified threats and hazards and address what happens before, during, and after emergencies. The plans are integrated into a consolidated school Emergency Operational Plan that is reviewed and updated at least every other year. The district's planning team includes a wide range of school personnel, plus community partners, like first responders.
- District's planning team will regularly schedule and attend Department of Homeland Security/Federal Emergency Management Agency trainings specific to School Emergency Operation Plans, Risk Assessments for Schools, Surviving an Active Threat on Campus, Developing an Active Threat Plan, and other training specific to School Emergency Management Programs.

- Special School District will continue to have a dedicated, trained, and certified person—in addition to a district-wide safety and security department— who manages safety and security efforts.
- The district's Operations and Safety Coordinator will conduct quarterly safety reviews, which include safety meetings, building inspections, and fire drill evacuation reporting.
- The Safety Coordinator will track and review the quarterly updates of items detailed on building inspections (for example, "are fire escape (evacuation) route maps clear and properly posted?") considered for appropriate corrective actions. Corrective actions will then coordinated through the district's Operations Department with residential services, educational services, and administrative services divisions.
- School safety-training in-service training will be planned in order to ensure every student, educator, and school employee has a safe and secure school environment.
- In the event of a school shooting or other traumatic emergency events within the district, school and community health professionals will be used to provide support students, educators, and school employees. In addition, the district will use available resources to assist staff and students with coping strategies following traumatic events.
- The district will collect and update school climate surveys and analyze the results to plan for Social Emotional Learning programs.
- Positive Behavioral Instruction Strategies Programs and Second Steps will continue with objective to enhance school climate and students' opportunities for Social-Emotional learning.
- Second Steps will continue with objective to assist instructional staff to engage students with age-appropriate, culturally relevant content.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$120075

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	\$ 101,190.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 161,197.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 91,669.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 120,075.00
2022- 2023 Total Funding Commitment	\$ 474,131.00

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.