

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 Southern University Laboratory School	LEA Code 139	Enter Grade levels served Pre-K through 12
Planning Contact (name) Renita Sherrard		
Planning Contact (title) Assistant Principal		
Planning Contact (email) renita_sherrard@sulabschool.com		
Planning Contact (phone) 225-771-4793		
Fiscal Contact (name) Shevonne Cupil		
Fiscal Contact (title) Business Manager		
Fiscal Contact (email) shevonne_cupil@sulabschool.com		
Fiscal Contact (phone) 225-771-3490		
School System Leader Name Herman R. Brister		
School System Leader Signature	Date 11/1/2022	

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

\$315,140

ESSER III

\$0

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

Southern University Laboratory School System collects student attendance data in JCAMPUS. This data captures students by demographic (race) and gender. Southern University Laboratory School System is comprised of a brick and mortar school and a virtual school. SULVS is different from a brick and mortar, as it is a 100% fully virtual school (even before covid), so attendance, as a construct, is not as simple a construct as it is for brick and mortar. The LEA disaggregated this data by the demographic(race) and gender to identify the individual students who need to be engaged. Key findings are below.

Total enrollment for the brick-and-mortar school (SULS) was 331 in 2020-2021,374 in 2021-2022 (12.99% increase) and 434 in 2022-2023(16.04 % increase). For students who are quarantined or school building closures, students will access school site instruction through Google Classroom. Total enrollment for the virtual school (SULVS) was 430 in 2020-2021, 380 in 2021-2022 (11.62% decrease) and 377 in 2022-2023 (0.7% decrease). The LEA will continue to follow the Covid guidelines as applicable.

The LEA considered the 2021-2022 students who were chronically absent 15 days or more as needing to be re-engaged during the 2022-2023 school year. The findings are below:

	2019-2020		2020-2021		2021-2022	
	Female	Male	Female	Male	Female	Male
White	2	0	6	0	2	0
Black	16	39	14	35	46	60
Hispanic	0	0	0	0	0	0
Asian	1	0	0	0	0	0
Native-American	0	0	0	0	0	0
Hawaiian/Pacific Islanders	0	0	0	0	0	0

SULS will continue to prioritize face to face learning, and SULVS will continue providing virtual instruction during the 2022-2023 SY.

Each school will identify homeless students through the Louisiana Residency Questionnaire. Schools also contact our counselors in charge of homeless/foster care to confirm the status of homelessness for the students. In 2021-2022, 8 students were identified as homeless. To date in 2022-2023, 2 students have been identified as homeless.

The number of students who have been quarantined during 2021-2022 is 80. Of the 80 students, approximately 10% students did not consistently participate in remote instruction when offered during school building closures or individual quarantine determinations. identified.

The number of students who failed to meet mastery on the LEAP2025 in grades 4-8 are as follows:

2020-2021 - ELA 70%, Math 90%

2021-2022 – ELA 60%, Math 89.7%

Based on student achievement results, academic RTI is provided to support students who were not on track for growth to mastery in grades 4 through 8. The interventions include but are not limited to scheduling changes, IAIP's, referral to the school counselor, consideration for academic or behavioral RTI, consideration for an evaluation for Section 504 or special education services, or referral to an outside agency.

The counselors will serve as parent liaison to increase school-community relations, outreach, identification, and services to address learning loss among students experiencing homelessness/foster care to track attendance, grades, discipline, truancy, and improving student/parent engagement. Throughout the school year, homeless students will be identified. These counselors will serve as liaisons between school and community to ensure all students are accounted for and are being served regardless of their home situation. The LEA will identify homeless students through the Louisiana Residency Questionnaire, and the school counselor will confirm status of homelessness for the students. The homeless liaison will ensure proper identification, enrollment, and re-engagement of these students. The liaisons will make phone calls based on the consistency of absences (4 to 5 days). Ways of tracking will be based on visits/calls to school liaisons, nine weeks/semester report cards and attendance reports. To date, 3 students have been identified as homeless or in foster care. The LEA will continue to use the Louisiana Residency Questionnaire

We will continue to seek strategies and opportunities to improve student attendance.

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

ESSER II

\$115,140

ESSER III

\$0

The LEA conducted wellness surveys (SABER) during the Fall of 2020 and Spring 2021. The wellness survey was completed by the parents/guardians and identified any potential social, emotional, or behavioral issues. Those students identified as no, or low risk did not require any intervention. Those who were moderate or high-risk were to be referred to the School Building Level Committee (SBLC) to determine what intervention was needed. As a result of the survey, students were referred to outside counseling, academic or behavioral RTI, or schedule adjustments. Based on student achievement results academic RTI is provided to support students who were not on track for growth to mastery in grades 4 through 8. The interventions included but not limited to scheduling changes, referral to the school counselor, consideration for academic or behavioral RTI, consideration for an evaluation for Section 504 or special education services, or referral to an outside agency.

The LEA will send out a survey at the end of the fall semester of the 22/23 SY and with the data, we will develop a process to identify those students who missed in person instruction in need of additional supports.

The LEA will continue to monitor the need for assistance to students who still experience some type of trauma due to COVID. The school counselors will provide supports in this area in conjunction with iCARE (an outside agency)

The LEA plans to monitor students in grades 4 through 8 who are not on track for growth to mastery closely for behavior referrals and social emotional referrals to the counselor. The counselors will work with the disciplinarians to review discipline status of students who are determined to be at risk for continued behavior concerns throughout the school year. Our goal is to streamline the referral process so that every student has timely and appropriate support.

The LEA will work in conjunction with outside agencies (iCare and Care South) to provide Mental and Behavioral Health, and Character-Building support for staff and students. The LEA will partner with local universities to offer clinical hours to social worker interns. The interns will work with SEL data (survey), assigning tiers, and assisting with small groups. These supports will be a priority moving forward while ensuring students are engaged and connected to their learning. The school goal is to reduce the number of students and staff who need mental and behavioral health services monitored through interim wellness check results and end of year surveys.

More emphasis will be placed on students in grades 4-8 who failed to meet mastery on the LEAP2025 in the 21-22 SY.

Semesterly the school-based mental health team will review the progress of students based on documentation from support staff and mental and behavioral health professionals to determine the student's social and emotional health based on one of the previously administered screeners. This will inform continued support offered throughout the following semester or summer.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$430,280

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

\$96,000

The LEA analyzed assessment scores from 2022 LEAP to determine decrease in performance. Students scoring non-proficient on ELA and or Math will be identified and prioritized for tutoring and enrichment.

The scores are as follows:

LEAP 2025 Percentages (Brick and Mortar and Virtual Combined)

	20-21 SY	21-22 SY
Basic or below - ELA	21.5	29.1
Approaching basic or below -ELA	10.6	12.5
Basic or below-Math	31.5	44.5
Approaching basic or below-Math	21.4	22.2

After-school tutoring for grades K-12 will be offered throughout the school year to address learning gaps due to COVID-19. Tier-1 curriculum will be used in all content during the school day and during the tutoring hours as evidence-based resources. Students scoring non-proficient in ELA, Math, or subjects needed for credit to graduate will be considered priority. Students who are struggling academically in Math and/or ELA will be used as a data source for after school/Saturday/summer enrichment. In grades K-5, the Accelerate tutoring model will be strategically planned throughout the school day for ELA and math instruction. In addition, eligible students in grades K-5, will receive tutoring through the Steve Carter Literacy Tutoring program.

The main target area will be non-proficient students. For current K-2 students, we will use DIBELS scores to establish a basis for students who qualify for after school tutoring in ELA. This will be done in partnership with our after-school program through YES Academy.

Parent University topics will be held by highly qualified staff to assist with ways to study, literacy strategies to implement at home and intervention strategies that can be used at home as well. Administration will attend PD on the science of reading to be trainer of trainers to staff to be able to facilitate the implementation of evidence-based strategies on reading.

Once students have been identified using LEAP 2025 data from the previous year, the LEA will provide tutoring to those students as needed in ELA and math during the instructional day. Students who are not on track to score mastery for the 2022 -23 statewide assessment will be monitored, and high dose tutoring will be provided to them to assure that they meet mastery. If students are not on track per IGP, the LEA will provide additional support through a credit recovery program, Edgenuity, to close learning gaps and place students on track for graduation and in elementary grades K-5, the LEA will implement Accelerate. LEAP 360 benchmark, literacy screeners, and diagnostic tests will be used to identify students and their needs. Interim tests will be administered to monitor progress. In addition, supplemental materials will be purchased to support instruction of Tier 1 curriculum to provide interventions and/or acceleration. Students who did not score mastery on the Spring 2022 statewide assessments and the students who are not on track to score mastery for the 2022-2023 SY will be prioritized to receive this evidence-based support. Teachers will continue to administer and

use high-quality assessments that are based on the implementation of high dosage tutoring. Continuous Professional development to school staff on data driven decision making, intensive instruction, and accelerated intervention instructional models will be provided. SULS expects the students who did not score mastery on the LEAP 2025, to score mastery or grow by at least 10% and those students who are not on track to mastery on statewide assessments will increase their scale score by at least 10%.

Individual Assistance Improvement Plan as Identified by 4th-8th Grade Assessment

Students who score below "Basic" in at least two core subjects (ELA, Math, Science, and social studies) at the end of Grade 4 will be placed on an individual academic improvement plan. The plan will:

- Address each core subject in which the student scored below "Basic."
- Include at least two approved intervention options per core subject, including possible participation in summer school as an intervention if chosen by the student and parent
- Continue until the student achieves "Basic" in the core subjects that led to the development of the plan Students placed on an individual academic improvement plan at the end of Grade 4 will continue to receive intervention supports until the student achieves "Basic" in the same core subjects that led to the development of their individual academic improvement plan.

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

ESSER II

\$0

ESSER III

\$0

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

All students were provided access to before and after school tutoring during the 21-22 SY. There were approximately students with an IAIP. It was mandatory for those students to attend those tutoring sessions after school and receive an additional support

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

ESSER II

\$0

ESSER III

\$497,611

August of the 2021-2022 school year, The students who were identified as not on track for the 21-22 SY were not on track for growth to mastery were identified in grades 4th through 8th. Those students IAIP's included a recommendation that they participate in the summer learning program. In May of 2022, students who did not pass core subjects (Math, ELA, Social studies, science) based on a preponderance of evidence with identified learning gaps and unfinished learning, were required to attend the summer learning program. In addition, the students who were identified as not on track for growth to mastery in grades 4th through 8th Middle school students received enrichment through COSE (College of Science & Engineering). The project-based curriculum exposed students to STEM carriers in an environment that facilitates intellectual exchange and academic enrichment and foster the learning, sharing, and growing process.

Elementary and Middle School Summer Credit Recovery costs for this project include: materials for program; stipends. The school employed 5 teachers and 1 summer coordinator for the elementary portion of the camp. Using the Tier 1 Curriculum the focus was centered around Science, Writing, and Agriculture. This project-based learning camp was executed with partnership with Southern University Baton Rouge as well as Southern University Agriculture School and the College of Science & Engineering. This Summer activity took place May 31, 2022 to July 1, 2022. The summer learning program will begin at 7:30 until 3:00 Monday through Friday. Students attended field trips every Friday.

SULS expected that at least 85% of the students enrolled in credit recovery meet the course requirements and successfully completes the credit to put them back on track for graduation for the 22-23 SY. For students who are not on track to growth to mastery, SULS expects that after completion of the summer program, they will increase their score on benchmark tests by 10%. Benchmark tests were given before, after and interim to monitor and measure growth. Of the 23 students who were enrolled in credit recovery in the LEA, 91.3 % successfully completed the course requirements. As

measured by benchmark assessments, 90% of the students successfully completed the SWAG summer program grades K through 5th grade.

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

\$0

Individual Graduation Plan

By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, Counselor) shall begin to develop an Individual Graduation Plan (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and making appropriate secondary and post-secondary education decisions as part of an overall career/post-secondary plan.

As the educational landscape continues to evolve, the opportunities for students to take courses at a more advanced level permeates the middle school experience and affords career and collegial decisions to be earlier. The counselors in grades 7-12 will allow personalized attention for each student as we begin their Individual Graduation Plan and adjust their course sequence to align with their respective ambition, propensity, and acumen.

The LEA promotes ACT readiness and achievement through multiple preparations and testing opportunities. The counselors meet with students to review their scores and provide guidance on improvement opportunities that align with their given career and academic goals. We seek to further prepare our student base by expanding training options to best fit the modality of testing adopted by ACT.

The LEA partners with local universities to offer students the opportunity to obtain collegial credits. Students will spend grades 9 and 10 primarily focused on required diploma coursework, with dual enrollment opportunities being offered where applicable. During grades 11 and 12, dual enrollment courses are broadened, and students are afforded an array of post-secondary campus, or a Board of Regents approved satellite campus opportunities earning the equivalent dual enrollment courses required to earn a TOPS University Diploma.

The LEA will utilize IGP information for each student starting in 8th grade and culminating in a student's senior year. The counselors meet with each student to assure their current progress meets their respective career/collegial goal. Areas that are continually communicated around include: ACT: Students can engage in multiple ACT prep and test opportunities and students in grades 8th and 9th grade are afforded the opportunity to take the Pre-ACT. Each advancement showcases an area where improvement can be furthered. These data points are reviewed with each student. The LEA utilizes data points from ACT preparation courses and past ACT performances (along with state test scores) to govern conversations around advancement. In the 21-22 SY, Pre-ACT for grades 8 and 9 and ACT for grades 10, and 11 were administered. Approximately 22% scored an 18 or above on the Pre-ACT and 38% of those who took the ACT scored 18 or higher.

Dual Enrollment: The LEA offers on and off-campus DE opportunities at local universities. Students meet with their Counselor at a high frequency to discuss specific class offerings, grade risks/advancements, and collegial alignment based on their interests. The LEA aims to provide opportunities across all grade levels to offer the student the opportunity to earn collegial credit. The LEA will monitor the number and types of DE courses offered from year to year to assure relevant expansion is ongoing.

In the 21-22 SY, there were 17 students who were enrolled in Dual Enrollment classes. 15 of those students successfully completed the program, earning college credit. To date, 29 students are enrolled in Dual Enrollment for the 22-23 SY and are on track to graduate.

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**.

Click or tap here to enter text.

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

\$593,611

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

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

ESSER II

\$0

ESSER III

\$0

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

2022-2023 Key Investment: **Literacy Professional Development**

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.

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.

Click or tap here to enter text.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$0

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://drive.google.com/file/d/1MNavFB8bN-RWuFIJljwuUcDeLOPNZNtn/view>

COVID-19 Vaccination policies for staff and students **Click or tap here to enter text.**

Masking policies for staff and students: <https://drive.google.com/file/d/1MNavFB8bN-RWuFIJljwuUcDeLOPNZNtn/view>

Physical distancing, cohorts, or learning pods:

<https://drive.google.com/file/d/1MNavFB8bNRWuFIJljwuUcDeLOPNZNtn/view>

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.

Click or tap here to enter text.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$0

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	\$430,280
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$593,611
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ -
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ -
2022- 2023 Total Funding Commitment	\$ 1,023,891.00

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 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”.

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.](#)