

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 Plaquemines Parish	LEA Code 038	Enter Grade levels served PreK-12th
Planning Contact (name) Tonika Peavy		
Planning Contact (title) Supervisor of Federal Programs		
Planning Contact (email) tpeavy@ppsb.org		
Planning Contact (phone) 5045956370		
Fiscal Contact (name) Katherine Phelan		
Fiscal Contact (title) Chief Financial Officer		
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Fiscal Contact (phone) 5045956323		
School System Leader Name Denis Rousselle		
School System Leader Signature	Date 9/28/2022	

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

\$0

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

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.

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**.

Click or tap here to enter text.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$0

Commitment: RECOVERY AND ACCELERATION ✓✓✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

All areas outlined in [Act 294](#) should be addressed.

2022-2023 Key Investment: **Targeted Learning Support**

ESSER II

\$0

ESSER III

\$103,764

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

The Accelerate teacher, along with the students' core teachers and administration, will analyze students' LEAP 2025 and ELPT scores to find the students' weakness and identify areas of focus and support. This will allow the student to have targeted instruction based on their identified gaps and/or losses. These teachers will use Accelerate materials, Tier I curriculum and/or materials that directly support Tier I curriculum. Students will receive this targeted instruction for at least 30 minutes per week, most students will get more than 30 minutes a week. The Accelerate teachers will closely monitor, revise, and/or change the interventions based on student results and needs. They will progress monitor using LEAP 360, Tier I mid module and end of module assessments, EL language checkups (released from the state department), ELPT tasks (released from ELPA21), etc. Students will be assessed/progress monitored at the beginning of the school, around November-December, around February-March, and then at the end of the school year. Our goal is to raise the level of students scoring mastery and above on state assessments. Our data from 2021-2022 is as follows: In 2021 our 3-8 math percentage of student scoring in the non-proficient categories was 62.7 in 2022 it dropped to 59.1. In 2021 we had 53.6% of students score below proficient in ELA, in 2022 that percentage dropped to 46.0. Our 2021 ELPT index was 49.6. Our goal was to have a growth of at least 5%. In 2022 our index was 61.5. For 2023 we our goal is to grow at least 3 index points.

Once identified using assessment results, students who score below mastery or proficient on LEAP 2025 and/or ELPT, priority given to students in grades four-eight, will receive targeted instruction from the Accelerate teacher, in addition to their regular grade level instruction with their core teacher(s). Then students will also be offered after school tutoring opportunities and summer programs. Through during school, after school, and/or summer programs identified students will receive no less than 30 hours of targeted instructions in small group or individual settings. These opportunities for targeted instruction will use high quality materials that are aligned to and will supplement our Tier I curriculum. These identified students will also have a plan, to help accelerate learning, created for them by a committee, parents will receive a copy of these plans. When assessment result come in for the current school year, the committee(s) will meet to see which students met their goals. If a student does not perform satisfactory in the same subject area the committee(s) will analyze scores and other student data to determine why and what should be done to help the student meet their academic needs (accelerated instruction, summer learning programs, etc.).

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.

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

ESSER II

\$0

ESSER III

\$10,000

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

Teachers and staff will analyze students' LEAP 2025 and ELPT scores and students scoring below mastery/proficient will have priority to attend summer learning programs. Priority will be given to 4th -8th

graders not meeting the mastery/proficiency target then we will offer the program(s) to students in high school that did not meet the mastery/proficiency target and then to students not meeting the proficiency target on DIBELS, STAR, etc. This will allow the student to have targeted instruction based on their identified gaps and/or losses. Students will attend 4 hours on Mondays-Thursdays for 2-3 weeks. The teachers will use ELPA materials, Accelerate materials, Tier I curriculum and/or materials that directly support Tier I curriculum. They will closely monitor, revise, and/or change the interventions based on student results and needs. They will progress monitor using LEAP 360 items, Tier I mid module and end of module assessments, EL language checkups (released from the state department), ELPT tasks (released from ELPA21), etc. Students will be assessed/progress monitored at the beginning of the summer or end of school year if summer school starts within two weeks of the last assessment, mid-way through the summer session, and then within the last week of the summer. We want students to score higher on the end of summer assessment than they scored on the beginning of summer/end of school year assessment. If student's mid-session assessment/progress monitoring is lower than the beginning assessment the teacher will adjust instruction/strategies. Our goal is to raise the level of students scoring mastery and above on state assessments. Our data from 2021-2022 is as follows: In 2021 our 3-8 math percentage of student scoring in the non-proficient categories was 62.7 in 2022 it dropped to 59.1. In 2021 we had 53.6% of students score below proficient in ELA, in 2022 that percentage dropped to 46.0. Our 2021 ELPT index was 49.6. Our goal was to have a growth of at least 5%. In 2022 our index was 61.5. For 2023 we our goal is to grow at least 3 index points.

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

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

Click or tap here to enter text.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

Click or tap here to enter text.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$113,764

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

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

ESSER II

\$47000

ESSER III

\$0

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

Based on the drop in Mastery Belle Chasse Elementary School a 2nd-4th grade campus was given funds. After talking with focus groups of teachers and observation the school and district team decided that we needed to focus on becoming masters of the curriculum. Since we already were using high quality curriculum we decided to contract with TNTP to do lesson studies and coaching cycles. We used our funds for professional learning at Belle Chasse Elementary School a school that serves 2nd-4th grade. The money was for drop in Mastery. We contracted TNTP for professional development on Wit & Wisdom and Eureka Math. Through teacher collaboration and guided by TNTP we completed the following plan. For each subject we did a two-week cycle of coaching, lesson planning, observing, review student work, and give feedback. This is followed up with next steps for the teachers. Description Week 1--Learning new strategies; Exploring the curriculum and preparing lessons--Teachers and leaders participate in a 8 hours of intensive learning and practice sessions. In these sessions, teachers dive deeply into lesson content with their peers and prepare for teaching students. Teachers learn about the interaction between the instructional shifts and their curriculum materials, anticipate where their students will struggle, and develop questions, tasks and supports that will facilitate student learning. Week 2--Teaching students, filming instruction and collecting student work; Reflecting on practice and analyzing student work; Incorporating lessons learned into approach for the next day--Teachers teach their students during one class period using the district curriculum with the lessons prepared in the previous day's learning sessions. Student work from lessons is collected for review. Following instruction, teachers meet to analyze student work and then prepare and practice for the next day of teaching incorporating lessons learned from that day into the following day's plans. During this collaboration with peers, teachers will focus on what it means to engage deeply with lesson content, anticipation of student misunderstandings, challenging questions and tasks that will help students make meaning from complex texts.

Planning ahead--Looking ahead we will help school staff identify areas for reinforcement of specific areas of instructional improvement identified during the week, reflect on big takeaways from the experience and plan how to build-on the work of the week throughout the summer and into the following year.

Overall the schools score went from 2021 simulated SPS of 90.8 to a 98.2 in 2022. That is an increase of 7.4 Throughout the 2022-2023 school year the school leadership and teachers will use what they learned from TNTP to continue to collaboratively plan, observe, review student work and give feedback to each other and the students.

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.

				\$0
SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$0	ESSER III	\$0
Provide the URL to the following LEA documents.				
<p>School Reopening Plan for In-Person Learning https://www.ppsb.org/apps/news/article/1470873</p> <p>COVID-19 Vaccination policies for staff and students https://www.ppsb.org/apps/news/article/1470873</p> <p>Masking policies for staff and students https://www.ppsb.org/apps/news/article/1470873</p> <p>Physical distancing, cohorts, or learning pods https://www.ppsb.org/apps/news/article/1470873</p> <p><i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i></p>				
2022-2023 School Safety Operations	ESSER II or III budgeting for this section is not required as a part of this plan.			
<p>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.</p>				
<p>Use the guiding questions, examples, and resources to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.</p> <p>Click or tap here to enter text.</p>				
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	\$ -
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 103,764.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 47,000.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ -
2022- 2023 Total Funding Commitment	\$ 150,764.00

LEA 2022 - 2023 ARAP Status

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”.

- ☐ 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.