

**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 St. Charles Parish Public Schools	LEA Code 045	Enter Grade levels served K-12 Click or tap here to enter text.
Planning Contact (name) Erin Granier		
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Fiscal Contact (phone) 985-785-3131		
School System Leader Name Dr. Ken Oertling		
School System Leader Signature <i>Dr. Ken Oertling</i>	September 23, 2022	

**Directions: For plan approval, the following must be completed:**

Data must be used when providing a narrative response to a key investment.

LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.

LEA should indicate the funding amount for each specific key investment that will use ESSER funding.

All grade-levels should be represented in your plan (federal requirement); however, grades 4<sup>th</sup> – 8<sup>th</sup> data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).

If other is selected as an option, please add content to represent “other”.

## NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student group, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

☒ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status

☒ Student outcome data, such as assessment scores

☐ State administrative data, such as unemployment claims

☐ Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19

☐ Conversations with community (stakeholder input)

☒ Student enrollment and attendance data

☐ Student chronic absenteeism data

☐ Student instructional mode (virtual, hybrid, in-person)

☒ Student course enrollment data

☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

**LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:**

- ☒ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
- ☒ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
- ☐ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
- ☒ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
- ☒ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
- ☒ Budgets in eGMS will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

**Commitment: ATTENDANCE & WELL-BEING** ✓✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$0

ESSER III

\$0

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

**Our school system use other funding to support the attendance criteria.**

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

ESSER II

\$399,800

ESSER III

\$309,200

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**.

**2022-23:** Conduct behavioral health universal screening process by administering an SEL survey to all students in grades 3-12. Screeners will be administered by School-based Mental Health Professionals. Additionally, parent perception behavioral health parent surveys will be sent digitally to parents of all K-2 students for completion. Data from this SEL survey screener will be utilized to identify students' social-emotional wellness needs and implement behavioral interventions. The SEL survey platform will allow the Mental Health Professionals to progress monitor the effectiveness of behavioral interventions. Behavioral interventions will be implemented based on students' risk indicators. School-based Mental Health Professionals and School Counselors will provide multi-tiered systems of support (MTSS) social-emotional wellness interventions, supports and services to students. School-based Social-Emotional Wellness (SEW) Teams will review student data and target SEW supports/interventions according to identified needs.

Approximately, 10% of students (approximately 7,500 students to be screened) are expected to endorse tier-3 risk indicators.

· **Goal: 50% of tier-3 students will respond favorably to post-screening behavioral health interventions and move from tier-3 to tier-2 by the end of each semester.**

Post-screening behavioral health supports will be provided weekly by:

- **School-based Mental Health Professionals**
  - **Tier-1 universal SEL supports**
  - **Tier-2 small SEL groups**
  - **Tier-3 individual counseling sessions**

Evidence-based Activities:

- **Trust Based Relational Intervention (TBRI) professional development for staff to foster trauma-informed learning environments**

- District TBRI summer training for educators with priority given to new educators
- Restorative Practices training for new high school teachers
- Tiered progress monitoring will be conducted by:
  - Executive Director of Student Services
  - School-based Mental Health Professionals
  - School-based SEW Teams (at each school)

Pilot of the Better Day for Educators Social Emotional Wellness Program for educators-wellness modules to help educators cope with stress and social-emotional wellness and healthy work-life balance.

**Outcomes: more student groups were supported by school-based mental health professionals**-Of the students who were identified as Tier 3 per behavioral health universal screener, the following percentage are reflective of the students who moved to Tier 2 or Tier 1:

- Elementary 83%
- Middle 88%
- High 89%

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

**\$709,000**

### **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**

**\$3,701,864**

**ESSER III**

**\$7,244,740**

The following students in K-8 failed to achieve above benchmark and mastery on state-wide assessments in 2022 due to the COVID 19 pandemic. Historical data (i.e. attendance, LEAP data, and student performance on curriculum-based assessments) for all K-8 students (including SWD and ELs) participating in in-person and virtual learning. Funds are being used to provide identified students with summer learning (K-8), school day targeted literacy intervention (K-2), school day individual and small group math intervention support (K-12). Summer learning sites were increased from 2 locations to 4 locations and from two grade levels to nine grade levels in order to accommodate increased numbers. Above student data was used to determine the number of teachers, SWD teachers, ESL teachers, instructional materials, student materials, and learning priorities.

Priority is given to students in grades 4-8 who have scored below benchmark and below mastery on state assessments are prioritized for intervention, after school tutoring, and summer school.

**Percentage of K Students Performing Below Level on District Literacy Screener**

	All	Asian	Black	Hispanic	White	ED	EL	SWD
2022	40	0%	36%	13%	49%	N/A	4%	16%

In addition to the K students above, in 2022 45% of first grade students, 37% of second grade students, and 44% of third grade students scored below benchmark on the district literacy screener. These students are identified for targeted K-3 literacy intervention. ESSER funds are being used to provide students Tier I curriculum aligned intervention-Class BURST intervention) daily, and progress monitored every 8 days. Funds are also being used to provide Acadience Reading as the universal screener for beginning, middle, and end of the year benchmark screener assessments in order to identify students progressing and struggling.

In grade 4-8, if students scored Approaching Basic or Unsatisfactory on the ELA portion of LEAP 2025, they have been identified to participate in a screening process to determine gaps and skills relative to literacy skills and potential interventions necessary to support their achievement in English Language Arts. As part of this process, we will administer the Louisiana LIFT (Literacy Interventions and Foundational Tools) Diagnostic Assessment to qualifying students. This assessment will require students to read a passage and/or words in isolation to determine if any next steps are required. Based on the assessment results, students will receive additional support in his/her areas of need.

3-8 LEAP data was used to identify the percent of students scoring below mastery on the 2022 LEAP 2025. This data is used to identify students struggling within the content areas and target interventions for them. ESSER funds are being used to support K-12 students and teachers with math intervention support using Great Minds Equip, Insync, and Affirm. Students identified for additional support are based on below mastery performance.

**Percent of Students Grades 3-8 Scoring below Mastery on LEAP 2025  
by Grade, Subject and Subgroup SY 21-22**

Grade	Subject	All	Asian	Black	Hispanic	White	ED	EL	SWD
3	ELA	57	29	71	71	49	65	100	90
	Math	52	12	67	54	40	58	75	63
	Science	68	41	85	77	59	75	91	96
	Social Studies	71	58	86	87	63	80	100	92
4	ELA	52	NR	72	53	40	59	89	76
	Math	50	NR	70	53	37	61	89	76

	Science	60	NR	80	71	50	70	88	77
	Social Studies	65	NR	82	65	55	71	94	83
5	ELA	55	NR	69	63	48	62	99	89
	Math	58	NR	76	73	47	66	99	87
	Science	54	NR	71	68	44	64	99	78
	Social Studies	67	NR	81	77	58	74	100	89
6	ELA	53	NR	67	56	45	59	100	85
	Math	62	NR	79	70	51	70	94	88
	Subject	All	Asian	Black	Hispanic	White	ED	EL	SWD
	Science	65	NR	82	81	56	62	93	83
	Social Studies	75	NR	90	73	67	70	99	93
7	ELA	39	20	50	42	34	71	NR	71
	Math	65	30	83	66	55	74	NR	89
	Science	57	30	73	64	47	64	NR	86
	Social Studies	54	20	68	53	45	62	NR	79
8	ELA	50	39	52	40	31	48	NR	86
	Math	56	28	74	63	43	66	NR	87
	Science	55	56	73	65	43	66	NR	87
	Social Studies	66	46	72	52	47	56	NR	89

**Percent of High School Students Scoring below Mastery on LEAP 2025  
by Subject and Subgroup SY 21-22**

Subject	All	Asian	Black	Hispanic	White	ED	EL	SWD
English I	49	9	61	56	41	54	100	87
English II	50	NR	62	55	41	57	95	97
Algebra I	58	20	75	62	45	65	92	90
Geometry	54	10	74	51	43	62	NR	74
Biology	59	20	78	67	47	66	93	90
U S History	61	NR	80	70	48	67	NR	92

EL student data from the ELPT assessment was used to identify students not meeting targets in making progress in learning English across the district in grades K-12. Students demonstrating emerging and progressing 1 proficiency receive targeted ELD instruction.

School Year	TOTAL ELPT Testers	Proficient	Progressing	Emerging	Students Not Meeting Targets
2021	165	24 (15%)	106 (64%)	35 (21%)	Not available
2022	185	24(13%)	128 (69%)	33 (18%)	55

The district is implementing mCLASS Intervention (an evidence-based intervention) in grades K-3 for students scoring well below on Acadience Reading assessments at the beginning and middle of the year. Intervention groups are determined based on accumulated data and then based on similar student needs. Groups meet daily for 30 minutes, progress monitor every 8-10 days, and intervention teachers use the program generated lessons that are aligned to the students' identified need. Students scoring below basic in grades 4-5 are provided with literacy interventions based on the previous year's LEAP performance and additional Acadience screening. Lessons and groups are conducted and formed similarly to groups in K-3. Reading Intervention teachers are trained in using mCLASS and assessing early reading skills using Acadience and provide the additional interventions. LEA uses flowcharts to identify and select students in need of intervention. Measurable outcomes include the Acadience reading benchmark norms (benchmark and above) for grade-level performance for each student.



Great Minds Equip diagnostic assessments, Insync instructional materials and Affirm assessment suite for Eureka math Tier I curriculum in order to identify gaps in foundational knowledge for students who scored below mastery in math on the statewide 2021 and 2022 LEAP assessment in grades 4-8. Teachers and interventionists use the Insync and Equip resources to provide just in time supports to accelerate their learning with grade level instruction within both the regular classroom and intervention classroom.

Individual measurable outcomes are set for each student's progress towards mastery. Based on the implementation of the evidence based activities, 25% or more of students attain mastery or better on LEAP 2025. Progress monitoring will occur at the district, and school level (administration and teachers). High quality common formative assessments are administered at the end of each module. Students are progress monitored throughout the module by teachers using the Affirm topic level quizzes. Additional supports are provided by the math teacher and/or math interventionist.

ELA Outcomes: 4<sup>th</sup> grade 6% advanced 42% mastery; 5<sup>th</sup> grade 2% advanced; 43% mastery; 6<sup>th</sup> 6% advanced, 41% mastery, 7<sup>th</sup>, 20% advanced, 40% mastery, 8<sup>th</sup> 17% advanced, 43% mastery

The district is implementing Carousel of Ideas (K-5) and Champion of Ideas (6-12) curriculum resources for English Learners (ELs) from the Supporting Newcomer and Beginner English Learners Curriculum Guidance for newcomer and beginner ELs in English as a Second Language (ESL) classes. The resource met all 7 LDOE evaluation criteria components. Students are progress monitored using built in curriculum assessments and the ELPT in the spring of each year in order to track their individual progress to proficiency pathway. Measurable outcome will be 50% of students making progress to proficiency targets.

Students in grades 4 who failed who have failed to achieve mastery on any statewide assessment 2021 through 2024 are provided with an individual academic improvement plan that adheres to the following requirements:

1. The school convenes an in-person meeting with the student's parent or legal custodian in fall of 2021; all teachers of core academic subjects, and specialized support personnel, in order to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects.
2. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
3. The student is provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction is aligned with state academic content standards. Students will be progress monitored every two weeks using high quality curriculum based assessments as the measurable outcomes for achievement. 25% of students scoring below mastery will exhibit growth.
4. The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS, PowerSchool).
5. The student is provided the opportunity to receive grade-level instruction during the summer.

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.

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

ESSER II

\$413,009

ESSER III

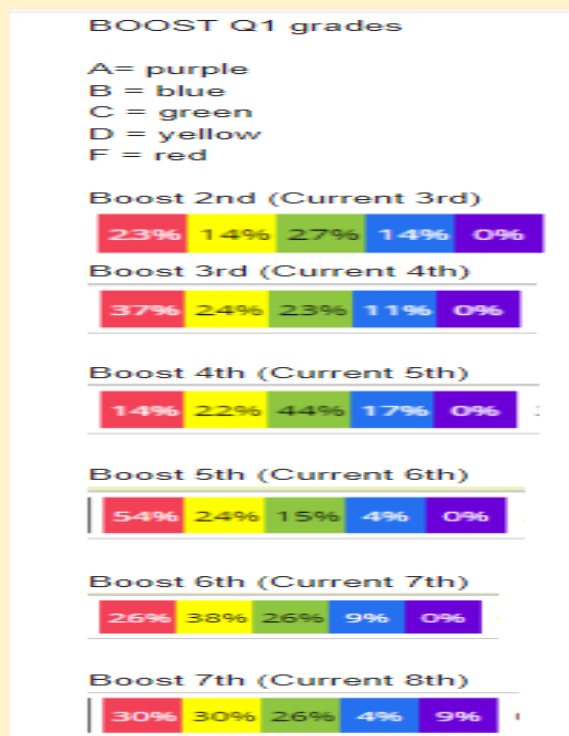
\$1,659,683

The LEA offers a Summer BOOST Program from 8:30 AM until 3:00 PM during June and July in order to prevent summer learning loss and address unfinished learning for students. Whenever possible, highly effective educators are selected to support evidence-based activities during the summer programs. Ninety-One percent of the 2022 Summer Learning Program faculty were Highly Effective or Effective: Proficient. (64/70 with 5 of the 70 coming from non-COMPASS positions.)

In June/July 2022, 443 students attended at least one day of our Summer Learning Program.

To evaluate the on-going effectiveness of the summer learning program, the LEA will monitor the academic performance for each student meeting attendance expectations. We anticipate these students will perform at higher levels during the 2022-2023 academic year as evidenced by report cards and LEAP scores.

Outcomes: The chart below show growth of our current students in ELA who participated in Summer Boost.



We anticipate 450-475 students will attend our Summer Learning Program in June/July 2023.

To participate in the Summer 2022 Summer Learning Program, students must have met at least one of the following criteria. The same selection criteria will be used to determine eligibility for the 2023 Summer Learning Program.

Students currently enrolled in Grades K-8:

- Have an "N" on the report card for the targeted grade level Reading Standard for Foundational Skills AND scored Well Below Benchmark on the recent DIBELS® benchmark assessment
- The average for the first three grading periods of ELA is 66% or below.
- The average for the first three grading periods of math is 66% or below.
- Bus transportation will be provided.

- Students will be provided breakfast and lunch daily.
- Students in grade 3-8 who have scored below mastery on the 2022 LEAP will have priority in attending the program.

The summer program Accelerate guidance recommended grade-level ELA Guidebook units that were not implemented during the school year. The district implemented the following units during Summer Boost:

- 3rd grade - Stories Julian Tells
- 4th grade - Pushing Up the Sky and/or Hurricanes
- 5th grade - Wonderstruck
- 6th grade: *If Stones Could Speak*
- 7th Grade: *Written in Bone*
- 8th Grade: *Call of the Wild*

Enrichments opportunities will be provided with programming focused on a mix of core academics as well as enrichment activities.

Students will engage in whole-group grade level instruction and small group/individual instruction based on need and as described in lesson plans.

The district will address unfinished learning (based on EQUIP data) to the modules that student engaged in during the 2022-2023 school year.

Focuses on building in knowledge and skills as students progressed through the ELA Guidebooks unit.

- Utilizing the Diverse Learners Supports available with the ELA Guidebooks unit (Language Links, Let's Set the Context videos, etc.)
- Providing daily, targeted instruction based on student needs as gathered by multiple data sources.
- Using Tier 1 curricula materials: K-2 CKLA Skills and Knowledge Domains, K-8 Eureka Math, 3-8 Guidebooks
- K-3 mCLASS Intervention used to address foundational reading skills
- Using the acceleration cycle to guide the small group instruction during the 12-day program
- Using the ELA Guidebooks Knowledge Packs to build background knowledge
- Using virtual manipulatives and concrete manipulatives to address students' individual needs.
- Using ZEARN and Great Minds inSync, aligned curricular supports, to provide targeted small group and individualized instruction.
- In determining need for acceleration, not all content missed will be taught, only content standards that are central to future mastery.

Progress monitoring occurs weekly during the summer program by classroom teachers. Measurable outcomes include 50% of students achieving Acadience above benchmark norms and 80% of students performing at grade level on the daily curriculum based assessments.

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.

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.

Our school system use other funding to support the attendance criteria- ESSER funding was not used for individual student plans

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**

**\$ 13,019,296**

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

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

ESSER II

\$0

ESSER III

\$10,000

Professional Learning Communities planning and professional development (additional training opportunities and summer hours) have been created to address student needs based pm unfinished learning. Intervention supports, and gaps in Tier 1 curriculum.

- Professional Materials
- Support for Leadership Teams
- School PLC structures
- Consultant

PLC training sessions: all departments and schools participate in bi-monthly PL's. All administrators, district/school coaches, curriculum specialist work. School data is reviewed and conversations are held around the data to determine how to support teachers and students is discussed and decided. Discussion lead to ways on digging deeper into the content to determine where student's greater needs may be in order to gain access to the instruction. This is a new process and both district and school level teams will receive additional training anchor in PLC's on the following topics:

- Assessment
- Intervention
- Leadership

**Outcomes:** schools and district level teams are beginning to introduce PLC's. School and district level leaders are reviewing data and collecting trends and patterns to be focus areas as PLC become more impactful for student growth. Grade levels from 3-12 will focus on statewide data. Grades K-3 will focus on Acadience data and Pre-K will focus on CLASS

data. As data is reviewed and PLC's help to anchor where student's need support, and will be provided with targeted support.

**Progress Monitoring:** District team members will support school leaders as well as PLC consultants will create checkpoints and check-in as schools begin to implement Professional Learning Communities.

Stipends may be provided during the summer for additional training, and school planning,

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

ESSER II

\$217,550

ESSER III

\$321,720

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

In order for students to access high quality, complex text in grades 4-8, students must enter fourth grade reading on level according to the Acadience Reading screener. Early literacy training on the Science of Reading to K-3 teachers and administrators is necessary for improving and supporting literacy development in children. Our district's reading scores and the unknown ongoing effects of COVID-19 regulations place an even greater impetus on this need. 2022 DIBELS scores for students in K-3, 45% of first grade students, 37% of second grade students, and 44% of third grade students scored below benchmark on the district literacy screener indicate students are struggling in foundational skills. ELA 2022 LEAP scores indicate students in grades 3-5 are continuing to struggle in reading.

**Percentage of K Students Performing Below Level on District Literacy Screener**

	All	Asian	Black	Hispanic	White	ED	EL	SWD
2021	40	0%	36%	13%	49%	N/A	4%	16%

Teachers of the students who failed to meet mastery on the 2021 and 2022 LEAP ELA assessments will receive professional learning in the Science of Reading. Instructional leadership will provide additional monitoring and support of teacher performance and student achievement.

**Percent of Students Met Mastery in ELA by Grade and Subgroup**

Grade	Subject	All	Asian	Black	Hispanic	White	ED	EL	SWD
3	43	71	29	29	51	35	0	10	43
4	48	NR	28	47	60	41	11	24	48
5	45	NR	31	37	52	38	1	11	45
6	47	NR	33	44	55	41	0	15	47
7	61	80	50	58	66	29	NR	29	61

8	50	61	48	60	69	52	NR	14	50
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Knowledge of the Science of Reading provides teachers and administrators with the “why” behind best practices and strategies that are most effective when teaching students to read and supporting struggling readers.

Using ESSER I funds, the district trained all K-3 administrators in AIMS Pathways to Leadership during the summer of 2021. The district continued to train 160 K-8 teachers, coaches, leaders, and interventionists during SY 2021-2022 and SY 2022-2023 ESSER II & III funds are being used to train in AIMS Pathways to Proficient Reading. In the future, literacy professional development grounded in the Science of Reading will be provided to teachers in grade 4-8. This work has begun during the 2022-2023 SY by training the 6-8 Curriculum and Instruction team.

Measurable outcome: 100% of teachers participating in the foundational literacy course will successfully pass the course. 25% of students scoring below mastery will exhibit growth.

Based on literacy data, K-2 school leaders and teachers at each school will receive a total of 5 days of customized professional learning, focusing on literacy, from Amplify. School leaders and teachers will gain a deeper understanding of how to effectively implement the CKLA curriculum and learn how to analyze the use of formative data to inform instructional decision making.

#### Percentage of Teachers and Administrators who have completed the Science of Reading Training

2022	<p>61% Total 96% of Administrators 59% of Teachers</p> <p>*Note: Current Cohorts are running for 2022-2023 with 60 participants, Summer Cohorts will have 60 participants and we will plan to run 2 additional cohorts in the fall of 2023 for any staff still needing the training.</p>
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Middle School teachers have received job-embedded professional learning using the LDOE’s Middle and High school Literacy Library videos (specifically the Science of Reading and Morphology Part One). In addition, members of the 6-8 Curriculum Team (6-8 Curriculum Specialist, 6-8 Curriculum and Assessment Facilitator, 6-8 ELA Instruction and Technology Coach, and 4-12 Literacy Coach Leader) are currently participating in the AIMS Pathways to Proficient Reading training to gain a deeper understanding of the Science of Reading.

The impact of this Literacy Learning Professional Development is that teachers have become more conscience on the foundational knowledge need to understand how lesson structures can impact learning. Teachers are providing more learning opportunities for language development across the content area. In addition, teacher are better prepared to address learning gaps that exist in struggling readers

High school ELA teachers will participate in professional development sessions using the LDOE’s Middle and High School Literacy Library videos. These middle and high school professional learning sessions serve to build teacher knowledge and



capacity of the science of reading and how to integrate best practices and evidence-based strategies into Louisiana's high school classrooms.

Edu20/20 will provide on-site professional learning days to support high school ELA teachers in unpacking ELA Guidebook 2020 unit texts and lessons as well as addressing any instructional trends identified through walkthroughs. Edu20/20 will also facilitate on-site classroom and PLC observations with school and district leaders to monitor the progress of implementation of the ELA Guidebooks 2020 curriculum units. Coaching conversations will occur with every teacher at the conclusion of the walkthroughs.

High school ELA educators will participate in the ACT Instructional Mastery English course to learn about ACT English test content as well as evidence-based teaching strategies key to successful student preparation for the ACT.

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**

**\$549,270**

## **SCHOOL SAFETY & OPERATIONS** ✓

**2022-2023 Safe School Reopening**

**ESSER II**

**\$1,010,906**

**ESSER III**

**\$3,367,826**

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://www.stcharles.k12.la.us/Page/16778>

COVID-19 Vaccination policies for staff and students <https://www.stcharles.k12.la.us/Page/16778>

Masking policies for staff and students <https://www.stcharles.k12.la.us/Page/16778>

Physical distancing, cohorts, or learning pods <https://www.stcharles.k12.la.us/Page/16778>

*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.

- Comprehensive crisis management and emergency response plans have been developed with input from the Sheriff's Office, Emergency Medical Services, Fire Services, Emergency Operations Center, identified school personnel, and identified district personnel. These plans are reviewed annually and updated accordingly. A list of emergency response plans is provided below.

### Part I – Introduction

- |   |            |
|---|------------|
| • Superintendent's Message                              | A-2        |
| • Policy: Crisis Management and Emergency Response Plan | A-3        |
| • Schools Crisis Defined                                | A-4        |
| • Emergency Numbers                                     | A-6        |
| • Letters to Parents – School Closure                   | A-7        |
| • <b>Part II – Prevention and Mitigation Plan</b>       | <b>A-8</b> |
| • Child Nutrition Safety Efforts                        | A-10       |
| • Documentation of Safety Measures and Incidents        | A-12       |
| • Educational/Informational Efforts                     | A-13       |
| • Emergency Preparedness Measures                       | A-14       |
| • Emotional Security Initiatives                        | A-16       |
| • Employee Screening                                    | A-17       |
| • Exterior Physical Security Measures                   | A-18       |
| • Fire and Accident Prevention Measures                 | A-19       |
| • Interior Physical Security and Safety Measures        | A-20       |
| • Policy Issues   | A-22       |
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- 
- Safety Drills are conducted monthly, logged into the emergency management platform provided through Raptor Technologies, and feedback given with emergency personnel if available.
  - Resource Officers are permanently stationed at all middle schools, high schools, and the alternative center. Additional Resource Officers are roving throughout elementary schools as well as the middle and high schools.
  - Safety training is provided through Vector Solutions Online. Various trainings are given to employees including but not limited to; Suicide Prevention, Sexual Harrassment, Child Abuse Neglect, Emergency management, Heat illness, etc.
  - Safe Schools audits are conducted annually throughout the school system. These audits are comprised of walk - throughs, interviews from an outside consultant with administration/students/faculty/custodians, compression planning and district recommendations. The walk-throughs are conducted with five teams using a nationally recognized document of 130 items to be assessed. The teams are made up of first responders, outside consultants, identified school personnel and identified district personnel.
  - Mini safe school audits are conducted throughout the school year. These are audits done by the school administration or the Administrator of Safety, Security, and Athletics. These mini audits are conducted to ensure district safety measures in place are being followed.
  - Mental Health Professionals are stationed at each school site.
  - A flow chart has been developed with the input of the Sheriff's Office, District Attorney's Office, the Judge's Office and school system personnel to be able to handle and respond to Active School Threats of Violence. Teachers and administration can also follow procedures within the Emergency Response Plans to be able to appropriately respond to a school threat.
  - Additionally, Safe Havens International, a World renown safe schools expert, has been contracted to conduct a thorough site assessment of facilities as well as facilitate safety surveys with faculty, staff, and students.
  - BARK internet safety monitoring system
  - Campus security cameras throughout all school campuses
  - Electronic access in place on school campuses along with buzzer entry points within the single point of entry.
  - Perimeter fencing is in place on all school campuses
  - RAVE panic button emergency APP is activated throughout the school district
  - School bus video cameras
  - Vape detection sensors placed on school campuses.
  - After hours security personnel in place to respond to incidents after hours

Addition of security software for teachers to monitor student Chromebook/laptop screens and direct student activity during online learning.

Addition of SIS PowerSchool add-on for monitoring of 504 students and students in RTI.

Addition of Nearpod instructional platform for collaborative synchronous and asynchronous online learning experiences with SEM supports for grades K-12.

**SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment**

**\$4,378,732**

*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 2022-2023 Total Funding Commitment</b>	<b>\$,709,000</b>
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>	<b>\$ 13,019,296</b>
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	<b>\$ 549,270</b>
<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>	<b>\$ 4,378,732</b>
<b>2022- 2023 Total Funding Commitment</b>	<b>\$18,656,298</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**

<input type="radio"/>	ARAP Approved
<input type="radio"/>	ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
<input type="radio"/>	ARAP <b>not approved</b> : 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.