

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 Office of Juvenile Justice	LEA Code A02	Enter Grade levels served 6-12
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School System Leader Name Shenell Deville		
School System Leader Signature	Date 2/16/2023	

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

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 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: Panorama Education Survey of School Climate and Social and Emotional Learning Competencies
- ☒ Other: Court Documents

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

\$36,000

ESSER III

\$24,000

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

OJJ services adjudicated youth on secure care facilities/campuses. We have over 245 youth, ages 12-21 in our custody and more than 80% are minorities, at-risk, drop-outs, truants at their previously enrolled districts (in 2021-2022 or previous years), and grade levels behind their peers.

For 2022-2023, we will continue with our JAG Model Program at two of our secure care facilities and will apply for the JAG Program at another secure care campus, which houses one-third of our older youth. We will continue with our online SEL program on all campuses. We are also implementing the Lyft Life Skills Re-imagined program with youth on two secure campuses who are near exiting with their high school diploma or HiSET.

Decisions for strategies and practices are based on the following annual data retrieved throughout the school year: attendance, cohort/graduation, and Panorama Education Survey of School Climate and Social and Emotional Learning Competencies. We are currently in the process of completing a Family Engagement Plan where parent feedback will be obtained and will include activities and resources from BE ENGAGED.

Based on 2022 graduation data, we had 21 students (16 with High School Diplomas and 6 with HiSET) to graduate. We anticipate more students to graduate in 2023, with the inclusion of SEL and expansion of JAG and introduction to active Parent Family Engagement Initiatives which will focus on transparent communication, understanding our schools' progress, district curricular resources, and post-secondary college and career resources for when their youth re-engaged in society.

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

ESSER II

\$12,000

ESSER III

\$7,500

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

OJJ services students with social, emotional and behavioral needs. In 2021-2022 more than 60% our youth received some form of mental and behavioral supports through psychiatrists and psychologists via Well Path, counselors or psychologist through Special Programs such as Special Education and 504, and agency social workers and case managers. All students participate in SEL and the LAMOD Treatment model. All supports will continue in 2022-2023 along with the implementation of Tiered interventions and supports through our Positive Behavioral Intervention Supports (PBIS) Program on all campuses. I

In 2021-2022 and previous years, 3 of 5 students were repeat offenders and re-entered secure care. We anticipate that re-entry numbers will decrease by one-third (2/5 students). Resources being used are Student Well-Being Vendor Guide, which we currently use Edgenuity and Achieve! Allowable Uses (ESSER II and ESSER III) Funds.

Decisions for the strategies and practices are based from the following data: enrollment and attendance, discipline data, court documents, and Panorama Education Survey of School Climate and Social and Emotional Learning Competencies. We anticipate that the end of the year (May 2023) Panorama data will provide the data needed to strategically plan continuous improvement efforts for students' mental and behavioral well-being. This will be the first set of data collected where students can feel comfortable to respond in an honest and non-intimidating manner.

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

\$79,500

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

\$22,000

ESSER III

\$10,000

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

Because OJJ students are adjudicated and our students come to us truant, recent drop-outs, with some form of social, behavioral or academic need, and in some cases, loss of years of schooling, all students received targeted learning support during 2021-2022 academic year, from April 2022 through June 2022. For Spring LEAP 2021, one student scored Mastery or Above and 102 students scored below Mastery. For Spring LEAP 2022, 133 students tests and four scored Mastery or Above in one or more subjects. For the 2022-2023 school year 100% of students will be provided targeted learning support, year-round tutoring on all campuses, beginning September 2022 through June 2023 and extended day program (on specific campuses). Resources we are using currently using and will continue include Achieve! Allowable Users (ESSER II and III Funds), Strategies for Success: Supporting Students with Disabilities, English Learner Guidebook, Staffing and Scheduling Guidance. Anticipated outcome is to increase the number of students scoring Mastery or Above or one or more of the statewide assessments by 5%.

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

ESSER II

\$50,000

ESSER III

\$12,500

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

Because one student scored Mastery or above on one or more of the statewide assessments for LEAP 2021 and due to our population being adjudicated and loss of instructional time prior to being assigned to OJJ secure care campuses, 100% of students demonstrate that they need support in at least content area. Between 145-190 students participated in before and after school programs (on a daily basis) during 2021-2022 academic year, from April 2022 through June 2022. For the 2022-2023 school year 100% of students will participate in Before and After school Programs and/or Saturday School, beginning September 2022 through June 2023. One specific campus has extended day program for youth who are in transition from that campus to another secure campus. Before and after school programs are available 10 hours a week, Monday through Friday (Saturday- in some cases). Based on the three-month before and after school program, for SY 2021-2022, LEAP scores improved, resulting in improved School Performance Scores (SPS) of 2 out of 3 campuses. Previous years all three campuses had School Performance Scores of "F." Based on LEAP 2022 results, one school is now a "C" school with a growth of 9.9 points and another school is a "D" with a growth of 4.5 points. Resources we are currently using and will continue for 2022-2023 include Achieve! Allowable Users (ESSER II and III Funds), Strategies for Success: Supporting Students with Disabilities, English Learner Guidebook, Staffing and Scheduling Guidance. Anticipated outcome is to increase the number of students scoring Mastery or Above or one or more of the statewide assessments by 5%.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$15,000	ESSER III	\$7,500
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>OJJ school campuses operate year round. Students attend school 214 days for the 2022-2023 school year. However, four weeks during the summer is used for summer school to include credit recovery, compensatory education, and remediation. For 2021-2022, 165 students accessed summer learning on a daily basis across all campuses. Based on current course grades and Fall Statewide Assessments, we estimate that more than 65% of our students will be provided summer learning for four weeks.</p> <p>Summer2022 Statewide Assessment LEAP data and Course Grades from Credit Recovery (via Tier 1 Curricular Assessments and Jcampus Reporting) reflected that students improved or successfully mastered their subjects. The summer learning program will consist of a hybrid learning model where students will access online Tier 1 Curricular resources facilitated by instructional staff, and students will be provided booklets based on the subject they need remediation and teacher will provide feedback and intervention to students from their assigned booklets. Resources we are using currently using and will continue include Achieve! Allowable Users (ESSER II and III Funds) and Summer Learning Program Guidance. Anticipated outcome from summer learning will increase students successful completion of Carnegie units needed to stay on track within their graduation cohort.</p>				
2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$25,000	ESSER III	\$12,500
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>OJJ school campuses operate year round. Students attend school 214 days for the 2022-2023 school year. Based on current course grades and Fall Statewide Assessments, we estimate that more than 65% of our students will be provided summer learning for four weeks. Summer2022 Statewide Assessment LEAP data and Course Grades from Credit Recovery (via Tier 1 Curricular Assessments and Jcampus Reporting) reflected that students improved or successfully mastered their subjects. The summer learning program will consist of a hybrid learning model where students will access online Tier 1 Curricular resources facilitated by instructional staff, and students will be provided booklets based on the subject they need remediation and teacher will provide feedback and intervention to students from their assigned booklets. Resources we are using currently using and will continue include Achieve! Allowable Users (ESSER II and III Funds). Anticipated outcome is to increase students successful completion of Carnegie units needed to stay on track within their graduation cohort.</p>				
2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$18,000	ESSER III	\$6,000
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>For 2021, 245 students received individual student planning; however, only 103 tested during Spring LEAP 2021 due to our students' high mobility between campuses and transition in and out of our secure care. For Spring LEAP 2021, one student scored Mastery or Above and 102 students scored below Mastery. For Spring LEAP 2022, 133 students tests and four scored Mastery or Above in one or more subjects. For 2022-2023, 100% of our students 243 (average daily enrollment) received individual student planning. Planning includes need for remediation/intervention, ACT Prep, CTE, IBC, HiSET, TABE and HiSET Academies (online remediation), dual enrollment and/or college enrollment for high school youth graduated. Data used to guide planning include LEAP, TABE, and student inventory of interests, and course grades from Tier 1 Curricular Assessments and Jcampus Reporting. Rising Seniors who have not passed LEAP 2025 are scheduled into targeted learning and participate in LEAP remediation. Those Senior meet with their Academic Counselors more frequently. Resources we are using currently using and will continue include Achieve! Allowable Users (ESSER II and III Funds) and</p>				

Student Planning Partners. Anticipated outcome is to increase students successful completion of Carnegie units (grades 9-12)/courses (grades 6-8) needed to stay on track within their graduation cohort.

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

\$176,500

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$35,000	ESSER III	\$22,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

For the 2021-2022 the following participated in school improvement best practices: District (Director of Education, Supervisor of Special Education, Educational Coordinator, and Title 1 Coordinator) and school leadership (Principals and Counselors) and instructional staff (teachers and tutors). Eight educators were provided professional learning opportunities on instructional leadership teams. Fifty-one instructional staff (teachers and tutors) were provided professional learning on teacher collaboration. Data from walk-throughs, coaching and feedback, observations/evaluations, and student engagement and performance. Best practices implemented were collaborative planning, coaching and feedback, Data Analysis of student engagement, student assessments and discipline data. The practice yielding the most improvement in student outcome is coaching and feedback; this is due to the high number of non-certified teachers and out-of-field teaching assignments. To improve practices, OJJ will implement a Teacher Induction Program for teachers in their first five years of teaching with an assigned mentor. OJJ will also reinstate the Content Coaches for ELA, Math, and now Science, according to LDOE expectations. For SY 2022-2023, those participating in school improvement best practices include District (Director of Education, Supervisor of Special Education, Educational Coordinator, and Title 1 Coordinator) and school leadership (Principals and Counselors) and instructional staff (teachers and tutors). OJJ will use the following resources: Achieve! ESSER II and III Funds, Instructional Leadership Teams Guide, Teacher Collaboration Guidance, and School Improvement Best Practices.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	18,000	ESSER III	\$12,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

For SY 2021-2022, there were no educators that participated in literacy professional development. For SY 2022-2023, two instructors and one central office staff will participate in literacy professional development. Two will educators will complete professional learning to become literacy content leaders and/or coaches and one will complete professional development in dyslexia intervention due to some students having characteristics of dyslexia. The anticipated outcome is to increase students reading comprehension in order to independently and successfully read and respond to text across content areas.

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

\$87,000

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

ESSER III

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning **Click or tap here to enter text.**

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

Masking policies for staff and students **Click or tap here to enter text.**

Physical distancing, cohorts, or learning pods **Click or tap here to enter text.**

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.

OJJ schools operate on secure campuses due to our youth being adjudicated. The agency has a COVID 19 Policy and COVID 19 Protocols. The education department (School District) has a Strong Start Reopening plan and a Distance Learning Plan. These plans are not provided via an URL, therefore, they have been attached as separate documents. Operations and Emergency plans are updated annually by multiple agency stakeholders. Data to update safety plans come from Unusual Occurrence Reports (UORs) for incidences that take place on campus and other operations data that may impact youth and staff safety. Because OJJ schools operates on secure care campuses, there are juvenile justice staff (security) who accompany youth to and from class and during their entire 360 minutes a day. Students move and attendance class by dorms/tiers/pods in order to decrease mixing with other youth which create a disruption. In each classroom and throughout the campuses, there are cameras. In case of a threat or crisis, OJJ has counselors through Well-Path and our Treatment department. Outside visitors including agency staff are searched when they enter the premises. Because OJJ is a state agency, community awareness is made through public broadcasting. However, the school district is creating a Parent and Family Engagement Plan which will enlist parents to provide updated information on activities at their child's campuses and to generate their feedback on our commitment to them. Resource we will use include National Center for Disaster Preparedness, FEMA Guide to Developing Emergency Operations, Emergency Preparedness and Recovery, Safety Readiness Tool, and Louisiana Center for Safe Schools.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

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	\$	79,500.00
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$	176,500.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$	87,000.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$	-
2022- 2023	Total Funding Commitment	\$	343,000.00

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.
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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.