



**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 <b>Pointe Coupee</b>	LEA Code <b>039</b>	Enter Grade levels served <small>Click or tap here to enter text.</small>
Planning Contact (name) <b>Brandi Forbes</b>		
Planning Contact (title) <b>Director of Teaching, Learning, and Technology</b>		
Planning Contact (email) <b>brandi.forbes@pcpsb.net</b>		
Planning Contact (phone) <b>225-618-4869</b>		
Fiscal Contact (name) <b>Karla Jack</b>		
Fiscal Contact (title) <b>Assistant Superintendent/Federal Programs Director</b>		
Fiscal Contact (email) <b>karla.jack@pcpsb.net</b>		
Fiscal Contact (phone) <b>225-618-4821</b>		
School System Leader Name <b>Kim Canezaro</b>		
School System Leader Signature <b>Kim Canezaro</b>		Date <b>1/19/2023</b>

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**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: <b>Attendance</b>	<b>ESSER II</b>	<b>\$384,513</b>	<b>ESSER III</b>	<b>\$2,749,301</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

PCPSB collects student attendance data within our student information system (OnCourse). The data captures students by varying types of demographic data (race, grade, age, diverse learner status, etc.). Student data is disaggregated by school, grade to drill down to information that would help identify the individual students and/or groups of students who need to be engaged. Below is a summary of key findings:

- The largest groups of students that need to be re-engaged and missed the most instruction were Pre-K, Kindergarten, 9<sup>th</sup> grade, and 12<sup>th</sup> grade students over the past 3 school terms.
- Many of our students who are within the Economically Disadvantaged (ED) or Students with Disabilities (SWD) subgroups are considered chronically absent in the current school year cycle.
- Attendance rates of African American (AA) and Hispanic/Latino (H) have decreased compared to previous year.
- The learning modality for 2022-2023 is 100% in person.
- The LEA has launched an attendance campaign and attendance initiatives
- 9<sup>th</sup> grade Academy has been established in an effort to curb chronic absenteeism and decrease rates of drop out.

Outcomes for students who received attendance supports in SY 2020-2021 were minimal. Attendance supports were in the form of teacher, school administration, and district level phone calls, letters, and visits. Over 75% of the student population was considered truant. The district staff made regular contacts and over 200 officially documented contacts with chronically absent students. Manpower is an obstacle in addressing and managing chronic absenteeism. Tracking of data and data analysis is also lacking and an effective method/program is needed. To date, students who are truant and/or chronically absent is still on the rise. School and district staff members participate in monthly attendance alliance meetings sponsored by LDOE and LSU. In an effort to continue to address the issues, additional protocols, expectations, and strategies are being developed and implemented. One evidence-based support that will be established and executed throughout the 2022-2023 SY and beyond is that of a multi-tiered system of support to ensure that the academic, behavior, and social-emotional needs of students are met. Efforts will identified by three tiers:

- **Tier 1:** Here strategies are used to encourage better attendance for all students and to work at preventing absenteeism before it affects achievement. (ie. PBIS, school and district-wide attendance campaigns/challenges, attendance benchmarks and recognition)
- **Tier 2:** Here interventions are slightly streamlined and are intended to remove barriers to attendance for students who are identified as being at greater risk of chronic absenteeism. Families are invited to attend meetings with both school (including SRO) and district personnel to create a plan for attendance stability. The District Truancy Officer is involved and conducts wellness checks and home visits. Individualized attendance plans and contracts are also created and “check-in/check-out incentive systems are used as needed, including the use of a school level mentor when available.
- **Tier 3:** Here intensive support is offered to the most chronically absent students. These families are placed in district level interventions. Relationships are developed with community partners for interventions and additional supports (ie. Counseling referrals, court referrals, attendance recovery afterschool and summer learning).

In addition to the supports offered through the various tiers, referrals are made to the local 18<sup>th</sup> JDC Families in Need of Services (FINS) program that has been recently reinstated within the district for intervention. The last resort, after all interventions or exhausted or ignored, would be an official referral to the local judicial office for charges.

2022-2023 Key Investment: <b>Well-Being</b>	ESSER II	\$384,513	ESSER III	\$918,627
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

PCPSB collects behavioral and mental health data from referrals sent to the School Based Health Clinic. The data captures students by varying types of demographic data (race, grade, age, diverse learner status, etc.). Student data is disaggregated by school, grade to drill down to information that would help identify the individual students and/or groups of students who need to be identified for services. PCPSB will have a team of qualified staff members to be prepared to address the social and emotional health of students identified within the schools. These staff members will review the data collected and determined the best course of action for the student(s) identified. To support mental needs on campus, every school campus has a fulltime nurse employed. Students in need have access to social work services through public school system employed social workers, contract social workers and social work services through Arbor. The 9<sup>th</sup> Grade Academy will provide students with support from a counselor to assist with mental/behavioral health issues. Utilization of Jobs for America’s Graduates (JAG) program have been initiated during the school year or will be put into action for the upcoming school term.

- 2021-2022 Total number of students mental and behavioral health visits to the school-based health clinic was 1,604 (289 patients)
- 2022-2023 Total number of students seen thus far for mental and behavioral health visits are 809 (213 patients)
- Use a universal screener to screen all students to determine who are at risk for social and emotional help.
- Contract with outside vendors to provide additional support to at risk students.

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**.

<b>ATTENDANCE &amp; WELL-BEING</b> 2022-2023 Total Funding Commitment	\$4,436,954
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**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: <b>Targeted Learning Support</b>	ESSER II	\$1,966,005	ESSER III	\$3,667,928
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

To prioritize the students who **failed to meet mastery on state-wide assessments in grades 4-8**, the LEA implemented the LDOE Accelerate Tutoring Strategy along with targeted interventions using Tier I, state-approved curricula. The LEA used the **evidenced-based activities** of pre-teaching through accelerate tutoring occurred five days a week from August to May. Teachers were trained during the summer and throughout the year in this strategy. Targeted interventions for Tier III students occurred 3-5 days a week from August to May. The LEA used DIBLES, i-Ready, diagnostics and interims in OnCourse, and common unit assessments to **measure outcomes and progress monitoring**. This data was tracked and handed

over to the state as part of a pilot with acceleration. These **evidenced based activities are provided by** the classroom teacher, retired teachers, and district personnel. They are **supported** by the academic team from the district, along with literacy and math coaches. The district will continue to utilize professional staffing and scheduling guidance to maximize instruction and improve student achievement.

For 2022-2023 the district will continue to expand access to students who failed to meet proficiency on benchmark assessments in grades K-3 or mastery on state-wide assessments in grades 4-8 through the LDOE Accelerate Tutoring Strategy of pre-teaching. Master schedules in 22-23 allow for 30 minutes of pre-teaching prior to core instruction. In addition, identified students in 3<sup>rd</sup> and 4<sup>th</sup> grades will receive additional targeted tutoring throughout the week serviced by retiree tutors, REAL tutors, Ignite tutors. Anticipated outcomes for students receiving the targeted learning support of tutoring is based on growth targets set for individual students aligned to well above/above average growth in DIBELS for K-3 or LEAP 4-8.

2022-2023 Key Investment: <b>Before and After School Programs</b>	ESSER II	\$0	ESSER III	\$476,173
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the 2021-2022 school year, 1,015 students were encouraged to participate; however 420 students did participate in after-school programming. DIBELS showed an overall proficiency increase of 9% for K-3 and an overall increase in mastery of 5% on ELA LEAP for grades 3-8. 2022-2023 after-school programming will be hosted at each elementary school site Tuesdays-Thursdays for two hours each day and some Saturdays during the spring semester. 1,262 students are encouraged to participate. Once enrolled in the program, students will be assigned to groups based on identified deficits to allow effective teachers to focus on those areas using LDOE created Acceleration and Core Supports resource materials. High quality Tier I rated curricula, guidebooks and Ready Math curriculum and instructional materials will be used to address learning loss by students' needs based on the results of the 2022 LEAP 2023 and DIBELS EOY assessment results. The instruction will be provided by classroom teachers, paraprofessionals, and interventionist.

2022-2023 Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$	ESSER III	\$476,173
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the 2021-2022 summer program, all students in the district were encouraged to participate; however 420 students did participate. DIBELS showed an overall proficiency increase of 9% for K-3 and an overall increase in mastery of 5% on ELA LEAP for grades 3-8. All district students will be encouraged to participate in 2022-2023 summer programming, but priority will be given to 3<sup>rd</sup> and 4<sup>th</sup> grade students who failed to meet mastery on 2022 LEAP 2025 and proficiency on DIBELS EOY assessment. Those 3<sup>rd</sup> and 4<sup>th</sup> grade students will receive 30 hours of small group literacy instruction provided by science of reading trained teachers. Summer programming will be hosted at each elementary and high school site Mondays-Thursdays for six hours each day throughout the month of June. High quality Tier I rated Ready Math and Guidebook curriculum and instructional materials will be provided by science of reading trained teachers, classroom teachers, paraprofessionals, and interventionists.

2022-2023 Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$0	ESSER III	\$0
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Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.  Not applicable				
2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$0	ESSER III	\$0
Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.  Not applicable				
The <b>Recovery and Acceleration Commitment</b> can be written as one narrative response in this section. Please be sure to include response criteria from at least two <b>key investments</b> .  Click or tap here to enter text.				
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>			<b>\$6,586,279</b>	



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

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The district is participating in the School Improvement Best Practices with NIET but is using School Redesign to fund the professional learning.

2022-2023 Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$0	ESSER III	\$170,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Pointe Coupee offered several literacy learning opportunities for teachers and leaders during the year of 2021-2022. The impact of literacy learning for 2021-2022 is shown through DIBELS data and LEAP ELA data. DIBELS showed an overall proficiency increase of 9% for K-3 and an overall increase in mastery of 5% on ELA LEAP for grades 3-8 . During the 21-22 academic year, 57 teachers were provided with literacy professional development opportunities using ESSER II or ESSER III funds. PD opportunities for teachers included, professional learning on Waterford Reading Academy, K-2 professional learning on high quality ELA core content, DIBELS assessment PD, and 3-12 professional learning on high quality ELA core content. The Achieve Incentive funds were used to provide Science of Reading training through AIM Institute to 75 participants. During the 22-23 academic year, 75 teachers will be provided literacy professional development opportunities using ESSER II or ESSER III funds. 22-23 PD opportunities paid by ESSER II or III for teachers include, professional learning on Waterford Reading Academy, K-2 professional learning on high quality ELA core content. DIBELS, SPIRE, Acceleration and grade level trackers are being used to track progress throughout the school year. We also use student work, walk-thru feedback, and observation data to evaluate the effectiveness of professional learning. Additional literacy PD opportunities not funded by ESSER were/are being provided to teachers that include Heggerty, SPIRE, Phonological Awareness, etc.

District administrators provide support to school leaders that need guidance or assistance in literacy practices implementation. The school district has five literacy coaches that provide support to teachers needing guidance or assistance in literacy implementation. During 21-22 three literacy coaches and two K-2 content leaders completed professional learning. In 22-23, three additional literacy coaches and one additional K-2 Content Leader will complete training. However, please note that ESSER funds were/are not being used for literacy coach nor content leader training.

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	\$3,118,689
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SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$500,000	ESSER III	\$1,875,000
Provide the URL to the following LEA documents.				
School Reopening Plan for In-Person Learning <a href="http://www.pcpsb.net">www.pcpsb.net</a> COVID-19 Vaccination policies for staff and students <a href="http://www.pcpsb.net">www.pcpsb.net</a> Masking policies for staff and students <a href="http://www.pcpsb.net">www.pcpsb.net</a> Physical distancing, cohorts, or learning pods <a href="http://www.pcpsb.net">www.pcpsb.net</a> <a href="file:///C:/Users/Brandi.Forbes/Downloads/Covid%20School%20Guidance%20August2022.pdf">file:///C:/Users/Brandi.Forbes/Downloads/Covid%20School%20Guidance%20August2022.pdf</a>				
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
2022-2023 School Safety Operations	<i>ESSER II or III budgeting for this section is not required as a part of this plan.</i>			
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 <b>assessing each school's safety posture</b> to create actionable next steps to consider.				
Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.				
<b>The PCPSB is working with the Louisiana State Police on a comprehensive needs assessment to assess the effectiveness of school emergency operations and safety plans on campuses. The PCPSB has school resource officers at every school and will be adding an additional resource officer at the high school.</b>				
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment			<b>\$2,375,000</b>	

*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	\$ -
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ -
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ -
2022- 2023 Total Funding Commitment	\$ -

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

- 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.