

**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 Special School District	LEA Code 101	Enter Grade levels served PK-12
Planning Contact (name) Shirley Lewis		
Planning Contact (title) Asst. Supt. Special School Programs		
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Fiscal Contact (name) Hagga Johnson		
Fiscal Contact (title) Chief Operating Officer		
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Fiscal Contact (phone) 225-757-3211		
School System Leader Name Katherine Granier, Interim Superintendent		
School System Leader Signature	Date Click or tap to enter a date.	

**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: placement in state operated facilities, i.e, Office of Juvenile Justice, LA Department of Health
- ☐ 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.

Click or tap here to enter text.

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

ESSER II

\$93,565

ESSER III

\$0

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

In that, we provide special education services within state operated facilities where our students reside, we seek to assess the needs of all students enrolled in our programs. Special School District works with the facilities to provide mental and behavioral supports to students. Upon enrollment, the need for continued behavioral supports is established via the student's Individual Education Plan as well as their 1508 evaluation. Additional information is gathered from the facility's intake procedures which may indicate additional supports are needed for student success. Most of the students enrolled in our facilities, over 80% require mental and behavioral supports. We work in collaboration with the facilities to meet the needs of these students.

The Special School District employs the assistance of certified school psychologists to address the behavioral health of our students. Again, we work in collaboration with our facilities to meet the needs of our students to ensure continuity of services between the students' home and educational settings. The school psychologist provides supports to the students in the form of ongoing counseling and SEL lessons. In addition, we have adopted a social emotional learning curriculum in which all teachers and staff have engaged in training for implementation with fidelity. Teachers engage students in SEL lessons daily and monitor for student growth. Teachers and staff are utilizing an internet based program designed to work in conjunction with the behavior supports system employed in the schools. Kickboard is utilized throughout the day to capture student behavior and get a pulse on their social emotional growth or lack thereof. Professional development is ongoing for implementation of kickboard as well as the social emotional learning curriculum. It is the intention of Special School District to develop training for school staff, students, and leaders on creating a culture of respect and inclusiveness free of bullying behaviors among students. We will provide social emotional awareness through education of students. This will impact 100% of the students served in Special School District of which all will need the support of SEL services to be engaged in teaching and learning activities. The data suggest that the program has been effective through the collection of data in decreasing office referrals, individual counseling data, Kickboard data, and overall school climate improvement. Our PBIS tier one support includes posting of expectations and classroom rules in the classroom and throughout the schools, weekly review of expectations and rules; however, during the first week of school, this practice is conducted daily. In addition, there is a calm down corner in the classroom which allows students to regain their composure and return to the learning environment ready to reengage with instruction.

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	\$93,565

**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	\$98,101	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The Special School District will use enrollment data which indicates the facilities where our students reside. We provide special education services to these students and thereby can ascertain those students who are most impacted by the Covid-19 pandemic by their placement. In addition to enrollment data, we will utilize standardized testing data and informal assessments determined by teachers that indicate students impacted by the Covid-19 pandemic. During the pandemic, our students were provided instruction on the curriculum via paper delivery thus new instruction was limited thus impacting their acquisition of new concepts and skills. It has been determined that over 90% of our students, especially those with disabilities, exhibit learning losses due to the pandemic. The district will prioritize the most critical prerequisite skills and knowledge as well continued exposure to grade level tier one curriculum. The hiring of literacy coaches will enhance the quality of instruction given to students geared toward improvements in literacy skills. The literacy coaches will address the needs of students who were most impacted by Covid-19. The coaches will provide assistance to teachers and staff to implement activities designed to improved student learning losses associated with literacy. Our students enter with literacy deficits which were exacerbated by Covid-19. LEAP 360 data along with informal assessments were utilized to determine areas of loss and to address through intervention. Data will be collected by teachers and staff to ascertain student progress.

The school district will continue to provide support to students in grades fourth through eighth who failed to achieve mastery on statewide assessments through the use of tier one curriculum. In addition, teachers will continue to document student mastery of content taught through the utilization of exit tickets. Teachers will provide instruction and classroom supports that are research-based best practices. If allowed by facilities where students reside, a small number of students will receive academic assistance after school. This support will consist of assistance for an hour on specified day(s). Data used to target areas of need will be derived from LEAP assessments as well as other data sources. This support will continue through the 2022-2023 school year.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$4,704	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The Special School District will use assessment data which allow the district to identify the students who may have incurred the most skill loss due to Covid-19 pandemic. In addition to enrollment data, we will utilize standardized testing data and informal assessments determined by teachers that indicate students impacted by the Covid-19 pandemic. During the pandemic, our students were provided instruction on the curriculum via paper delivery thus new instruction was limited thus impacting their acquisition of new concepts and skills. It has been determined that over 90% of our students, especially those with disabilities, exhibit learning losses due to the pandemic. The district will prioritize the most critical prerequisite skills and knowledge as well continued exposure to grade level tier one curriculum.

Students slated to receive after school assistance in SY21-22 participated during the months of April 2022 through June 2022. According to data received from the schools served, three-months 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. Students participating in after school and Saturday School assistance in SY 22-23 will show marked progress on all measures of academic performance inclusive of ELA and math. Anticipated outcome is to increase the number of students scoring Mastery or Above on one or more of the statewide assessments by 5%. We anticipate that students receiving afterschool assistance at one of our sites will increase the number of students receiving Mastery or Above performance on the LEAP2025 by at least 5-10% and at least 5 or more students passing the HiSET.

2022-2023 Key Investment: Summer Learning Programs

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: 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

\$5,435

ESSER III

\$0

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

The Special School District promotes the dual enrollment of students who have met the criteria for graduation through an alternative non-traditional graduation program and wish to attend an associate program. These students reside in a facility and are required to continue to participate in the school setting. The school provides access to an associate program via online platform. Teacher support is provided to ensure success and encouragement to complete the program. Students are still making gains relative to lost learning due to Covid-19. Data suggest the need for continued support as indicated by individual student academic data. Progress monitoring continues to be paramount for individual student planning.

Data used for individual student planning includes: LEAP2025, Tests of Adult Basic Education, HiSET preparation, student interest inventories, course grades, individual education plans progress reporting,

and tier 1 curricular assessments. Planning includes need for remediation/intervention for LEAP2025 and HiSET as well as postsecondary interests. For 2021, three students tested for LEAP2025 Spring 2021 administration obtaining scores of Basic and Mastery. The students' high mobility and transition in and out of our secure care the number of students taking LEAP2025 were impacted. A review of all available data as well as student interest guides the district in providing access to post-secondary planning. Our students' high mobility between campuses and transition in and out of our secure care impacts the number of students taking LEAP2025. Rising seniors not passing the LEAP2025 (or HiSET) continue to receive targeted academic support during the school day or after school.

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**

**\$108,240**



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

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$30,240	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The team meets regularly to review data and determine the needs of students as well as the teaching and learning staff. As part of the team, we advocate for the hiring of a speech therapist who can provide valuable information relative to the communication needs of our students and best practices for developing effective speech and language skills within the classroom setting. Teachers meet biweekly to in PLC to discuss student progress and how best to implement best practices for continued student growth. The utilization of tier one curriculum is paramount and drives the discussion of data and student work samples during the PLC meetings. The district will continue to employ professional development activities geared toward developing and supporting leaders. The team will undergo NIET school improvement best practices and training in using the TAP framework thereby shifting to student centered teaching and learning. This will enable teaching and learning focused on students being able to think and problem solve from the daily learning objectives presented during instruction.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$80,000	ESSER III	\$0
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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.](#) The Special School District will hire a literacy coach to assist with strengthening the skills of teachers. This will provide the much needed expertise to support the literacy skills of our students. The literacy coach will work with all students in grades 7<sup>th</sup>-12<sup>th</sup> especially those who did not meet mastery in ELA. The ILT team will meet to review the data to determine the efficacy of the literacy coach impact on literacy. In addition, we will provide for the addition of literacy content leaders to support our literacy efforts. We continue to assess the students' reading skills and provide assistance needed to make improvements. Students are using technology to improve reading skills and are assessed regularly for success and areas of need.

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	\$110,240
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## SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$0

ESSER III

\$0

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning **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.

Special School District will continue to have a dedicated, trained, and certified person—we will continue to adhere to our respective facilities' safety and security department—who manages safety and security efforts. The district's Operations and Safety Coordinator will conduct quarterly safety reviews, which include safety meetings, building inspections, and fire drill evacuation reporting. In addition, the district will ensure every student, educator, and school employee has a safe and secure school environment.

The district will collect and update school climate surveys and analyze the results to plan for Social Emotional Learning programs. Positive Behavioral Instruction Strategies Programs and Second Steps will continue with objective to enhance school climate and students' opportunities for Social-Emotional learning. Second Steps will continue with objective to assist instructional staff to engage students with age-appropriate, culturally relevant content.

Special School District programs at all facilities seek to create a safe and supportive learning environment designed to assist students with grow and thrive. Teachers and staff continuously adhere to practices which are developed using facility and district policy and procedures.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$117,883



*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	\$ 93,565.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 108,240.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 110,240.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 117,883.00
<b>2022- 2023 Total Funding Commitment</b>	<b>\$ 429,928.00</b>

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”.

**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.