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.**

		Enter Grade levels served
LEA Name Belle Chasse Academy	**LEA Code 337**	**K-8**
Planning Contact (name) Lauran Breaux		
Planning Contact (title) Director of Academic Improvement		
Planning Contact (email) lbreaux@bellechasseacademy.org		
Planning Contact (phone) 504 433-5850 x132		
Fiscal Contact (name) Sheila Glass		
Fiscal Contact (title) Business Manager		
Fiscal Contact (email) sglass@bellechasseacademy.org		
Fiscal Contact (phone) 504 433-5850		
School System Leader Name Jane Dye		
School System Leader Jane Dye	**Date 9/29/2022**	

Directions: For plan approval, the following must be completed:
- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent "other".

NEEDS ASSESSMENTS ✔ ✔ ✔

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

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

☑ Student outcome data, such as assessment scores

☐ State administrative data, such as unemployment claims

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

☑ Conversations with community (stakeholder input)

☑ Student enrollment and attendance data

☑ Student chronic absenteeism data

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

☑ Student course enrollment data

☐ Other:

☐ 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.

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Commitment: ATTENDANCE & WELL-BEING ✔ ✔

2022-2023 Key Investment: **Attendance**	ESSER II	$0	ESSER III	$5632

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Key Investments:
- School Attendance Officer
- Be Engaged Parent Engagement Workshops

According to the 2021-2022 data, the number of chronically absent students (15 days or more) increased to 68 (SY 2020-2021) from 64. The number of truant students (15 days or more) increased to 30 (SY 2021-2022) from 21 (SY 2020-2021). The number of students that were isolated or quarantined due to Covid last year greatly increased and those students were required to attend school virtually from home. Unfortunately due to various factors, students were not logging on to complete school work as required and therefore marked absent.

To increase our students' daily attendance, we participate in monthly Attendance Alliance meetings to review enrollment trends and share best and evidence based practices to increase daily enrollment. We are also working with the LDOE Attendance Alliance initiative in partnership with LSU to create an Attendance Action Plan to change thinking around attendance by understanding barriers and critically examining how to better support students and families so that families receive support to keep their students at school, and students' needs are addressed so they can learn.

We have a designated School Attendance Officer that works in conjunction with a community School Liaison and the local District Attorney to coordinate efforts to support families.   As part of our Attendance Action Plan, we are contacting students and parents who we identified with three absences within the first month of school with the use of an Early Warning System through our Student Information System (PowerSchool). Once students are identified, we track their daily attendance, assign a guidance counselor to conduct routine check-ins with students and parents, and make weekly positive impact calls.

To build upon increasing student attendance rates, we will also use discipline data to determine other root causes of students missing school. Using discipline data will allow us to provide students with restorative methods to reconcile misbehavior with teachers and/or peers.

In addition, we will provide Professional Development on the BE Engaged initiative framework for teachers to ensure we move from parental involvement to parental engagement strategies. Part of our BE Engaged Initiative will involve parent engagement workshops in our Parent Resource Center; these will be led by our School Attendance Officer.

With the continued use of the strategies we put in place last year (Attendance Alliance), creating an Attendance Action Plan and adding the Be Engaged Framework this year, we will reduce the number of students who are chronically absent by 15% and the number of students identified as truant by 10%. Our progress will be tracked mid-year and our Attendance Action Plan and goals will be adjusted accordingly.

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2022-2023 Key Investment: **Well-Being**	ESSER II	$18676	ESSER III	$46324

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Key Investments in Well-Being:
- Co-teaching support and strategies, including site-based coaching, with LASARD
- Support in school therapy and ABA response team with Atlas Autism Center

LASARD provided training to 18 regular and diverse needs teachers during the 2021-22 SY on evidence-based strategies to improve the academic, social, behavior, and emotional outcomes through PD and coaching in the classroom. 18 general and diverse teachers went through the coaching process in mathematics. On a survey conducted at the end of the year, 14 of the 18 staff reported that it was a positive learning experience that improved their instruction, 17 would like to have continued support. Data supports the partnership. Out of 120 diverse needs students, 54% met their math I-Ready growth goal. 35% of students scored mastery or above on the math 2022 LEAP math assessment compared to 27% on the 2021 LEAP math assessment. Overall proficiency on benchmarks A1 and A3 in math combined improved across the board (30.5% to 39.1%)

In the 2022-2023 academic school year, teachers and staff will be supported by a partnership with Atlas Autism Center to implement a behavior intervention plan for students with severe behavior issues that impact learning in the classroom. Students are referred, observed, a report is written, and then plan is implemented. At this time 4 students have been identified for the 2022-2023 SY.

129 students were provided evidence based well-being (mental and behavioral) during the 2021-22 SY through school counseling staff. In a review of SAEBRS (Social Academic Emotional Behavior Risk Screener) data was reviewed the counseling department increased their caseload by 30%. 80 students have been identified to be provided well-being supports during the 2022-23 SY.

LASARD will continue to be used in the 2022-23 SY as to provide effective, evidence-based strategies. Atlas School therapy and ABA response team will start for the 2022-23 SY for those students that need evidence based strategies for behavior.

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	**$70632**

Commitment: RECOVERY AND ACCELERATION ✔ ✔ ✔
LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.
How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?
All areas outlined in Act 294 should be addressed.

2022-2023 Key Investment: **Targeted Learning Support**	ESSER II	$0	ESSER III	$20000

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Key Investments in Targeted Learning Support:

- Numbers reduction
- Remedial during enrichment
- SPIRE intervention

175 students were provided evidence-based targeted learning support during the 2021-2022 academic year based on Spring 2021 LEAP results. For new enrollees to our district, ANet benchmark 1 was used to widen that student group.

Of students targeted for mathematics, 21% of students scored Mastery or Above; of those targeted for ELA, 40% of students scored Mastery or Above.

In the 2022-2023 academic year, 111 students will receive targeted learning support in the school day. Of these, some are middle school students assigned to a remedial course during their enrichment block: 17 will have a remedial enrichment class for reading, and 25 will have a remedial class for mathematics. 29 students are in grades 3-5, these will have intervention pull-outs during their enrichment time with a certified math teacher and a reading specialist. Twenty students will have reading interventions using the SPIRE program; this group is made up of students in grades 1-6 with characteristics of dyslexia who would benefit from a multi-sensory approach.

While LEAP Assessment data do not demonstrate high levels of proficiency (above Mastery) in mathematics and ELA, gains were made in proficiency levels in both subjects. From the Spring 2021 to Spring 2022 LEAP 2025 Assessments, 33% of students improved a full proficiency level in mathematics, and 39% grew a full proficiency level in ELA.

In both tier 1 and remedial instruction, smaller class size resulted in improved outcomes. In the 2021-2022 school year, a numbers reduction class was added to 6th and 7th grade mathematics. Having this additional section of mathematics resulted in notable gains in the 6th grade students. The percent of students scoring strong in Major Content increased from 48% to 50% in 6th grade from 2021 to 2022. When comparing the same group of students, fifth graders in 2021 showed growth as sixth graders in 2022. The scaled score average increased from 748 to 751. Also, the percent of students scoring strong in Major Content increased from 44% to 50%.

Overall proficiency on all three benchmarks in ELA and math combined improved across the board from A1 through A3 from SY 2020-2021 to SY 2021-2022—A1 from 52% to 56.7%, A2 from 26.1% to 57.2%, and A3 from 55.1% to 58%. Additionally, having grade-level PLCs make recommendations through the year on targeted learning support allowed groupings to be flexible, with students moving in and out as needed at each quarter of the term.

To understand and evaluate the effectiveness of the evidence-based targeted learning activities in 2021-2022, ANet benchmark data will also be used. Remedial instruction, intervention classes, and numbers reduction teachers will continue into SY 2022-2023 with numbers reduction expanding into ELA in grades 6 and 7, the student groups with the highest numbers of diverse learners.

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.

In the 2021-2022 school year, 139 students in grades 4-8 were provided access to after school supports, or Extended Learning Opportunities (ELOs). Of these students, 20 were targeted to move from Mastery to Advanced. 25 students in grades 1-3 were provided access to ELOs.

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During the 2022-2023 school year, 160 students will be provided access to after school supports. Of these 20 are 1st and 2nd graders, and 30 are students targeted to move from Mastery to Advanced. The remainder are students in grades 3-8 that are on track to score Mastery.

LEAP scores demonstrated improved student outcomes for students in ELOs, our district's after school academic programs. 32% of students in after school math classes grew an achievement level, most of those from Approaching Basic to Basic. In after school reading programs, 60% of students improved their scale scores, and 31% of students improved a full proficiency level, most from Basic to Mastery. 50% of students in the Mastery to Advanced sections either achieved Advanced or improved one subscore to strong from moderate. Among the students in grades 1-3, 16 of the 25 (64%) met or exceeded their typical growth goal in iReady.

Other data sources used in this school year to understand and evaluate effectiveness of after school programs are iReady, as mentioned above, and ANet Benchmark assessments. In the 2022-2023 school year, we will continue our afterschool Extended Learning Opportunities, and teachers of these students write learning targets for growth. These are monitored by our educational liaison for 21st CCLC, and incentive pay for achievement is earmarked in that budget. In this school year, we have prioritized STEM programming in our afterschool day, aimed at targeting low science LEAP scores, and we have also added two additional academic opportunities after school—The National History Day Competition and Math Madness. These two programs target students on track to move from Mastery to Advanced in social studies and mathematics, respectively. 313,199

2022-2023 Key Investment: **Summer Learning Programs**	ESSER II	0	ESSER III	$112119

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Key investments:
- Transportation for summer programs
- Stipends for teachers and support staff in summer programs
- Supplies for academic activities
- Stipends for teacher training

Summer learning was provided to 284 students during SY 2021-2022. Of these, 165 were in academic courses (reading and math). Students were identified as needing reading, math, or both. For those who only needed one of the core subjects, enrollment in enrichment courses was offered. Enrichment courses included athletics, drone competition, STEM, visual and performing arts, and culinary and garden courses. Of our returning students this school year, 82 students were enrolled in mathematics, and 69 students were enrolled in reading.

300 students will be provided summer learning during SY 2022-2023.

The iReady diagnostic assessments were used to determine improvement of outcomes. Of the SY 2021-2022 attendees, 57.9% demonstrated improved outcomes in reading. Of the SY 2021-2022 attendees, 43.4% demonstrated improved outcomes in mathematics. Average of scale scores improved in mathematics by 4 points; however, the average of scale scores declined in reading by 4 points. It can be concluded that more students grew in reading, but when students declined, they declined more greatly.

Other data sources to understand and evaluate the effectiveness of the summer learning will be LEAP scores for current students in grades 3-8 who participated in summer programs. Additionally, ANet benchmark data will be used for students in grades 2-8 to understand and evaluate effectiveness. One change in program assessment in the 2022-23 summer will be

shifting the iReady EoY assessment into March-April so that a new iReady baseline can be set at the end of summer programming.

For the SY 2022-2023 school year, students will be identified using a composite matrix of chronic absenteeism, iReady scores, ANet benchmark scores, and LEAP scores from 2021-2022, as well as student status (LEP, diverse learner, RtI). Anticipated outcomes include increased proficiency on LEAP assessment (grades 4-8) and improved iReady scale scores (grades K-8). Summer learning opportunities to continue in SY 2022-2023 are reading and math at all grade levels, incoming 1-8, as well as expanding offerings to include social studies and science combined for incoming 4-8 graders.

2022-2023 Key Investment: **Extended Instructional Time**	**ESSER II**	0	**ESSER III**	**$107650**

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Key Investments:
- Stipends for core content teachers, K-8
- Corresponding benefits for core content teachers, FICA and Medicare

Extended Instructional Time is a new initiative for our district in SY 2022-2023. After a review of LEAP scores in grades 3-8, it was determined that adjustments to include more students in initiatives school-wide to improve academic achievement. Our master schedule was amended to include an Accelerate block at all grade levels. To address foundational literacy and numeracy skills, every K-2 classroom has 20 minutes of Accelerate daily; in grades 3-8, every core content class (ELA, math, science, and social studies) has 15 minutes of Accelerate time two times a week. Students who need remedial instruction will receive it during that time, and those students who exceed current grade level expectations will be challenged to grow in those content areas.

In PLCs, teachers use data from iReady diagnostics, universal screeners, and assessments, both curricular and benchmark, to group students for pre-teaching and re-teaching as needed. This additional planning and instructional time places a greater demand on teacher time in and outside of the school day.

This regular, just in time support, is borne of the gap created, particularly in our grades 3-4; however, we recognize that impact is on the whole school population. As a district that serves primarily military-connected students, we have a great deal of transient students, more than one-third of which cycle into and out of our student population each academic year. Extended Instructional Time, unlike Targeted Learning Support, Before and After School Programs, and Summer Learning Programs, is intended for all 850+ students.

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.

ESSER funds are not being allocated for this initiative in the 2022-2023 SY.

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	$239769

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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✔ ✔ ✔				
2022-2023 Key Investment: **School Improvement Best Practices**	ESSER II	$0	ESSER III	$0

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

ESSER funds are not being allocated for this initiative in the 2022-2023 SY.

2022-2023 Key Investment: **Literacy Professional Development**	ESSER II	0	ESSER III	$2798

Use the **guiding questions, examples, and resources** to provide a narrative response for this key investment.

Key Investments:
- CKLA content leader training for two teachers
- Stipends for content leader trainees

In the 2021-2022 SY, all K-3 teachers, as well as all administrators and academic coaches began Science of Reading Training through A+PEL. Including the librarian, the number of teachers in training is 38.

No educators completed training to become literacy content leaders or coaches. We do currently have two literacy content leaders (ELA Guidebooks) on our staff of 50.

In this school year, two educators will complete training to be literacy content leaders. These will be trained to be CKLA content leaders, supporting teachers in kindergarten, first, and second grades.

We will use data from iReady diagnostics, CKLA unit assessments and placement assessments, universal screener, and Anet benchmark to evaluate effectiveness of both Science of Reading and CKLA content leaders. We anticipate in future LEAP assessment scores due to the emphasis on foundational literacy school-wide.

The district will rely upon our two content leaders, the literacy coach, and the three intervention content leaders to support implementation of literacy professional development opportunities.

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	$2798

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
https://www.bellechasseacademy.org/ourpages/auto/2022/8/25/49201974/Ready%20to%20Achieve%202022.pdf?rnd=1661451471987

COVID-19 Vaccination policies for staff and students
https://www.bellechasseacademy.org/ourpages/auto/2022/8/25/49201974/Ready%20to%20Achieve%202022.pdf?rnd=1661451471987

Masking policies for staff and students
https://www.bellechasseacademy.org/ourpages/auto/2022/8/25/49201974/Ready%20to%20Achieve%202022.pdf?rnd=1661451471987

Physical distancing, cohorts, or learning pods
https://www.bellechasseacademy.org/ourpages/auto/2022/8/25/49201974/Ready%20to%20Achieve%202022.pdf?rnd=1661451471987

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.

ESSER funds are not being allocated for this initiative in the 2022-2023 SY.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	$0

Double Click to enter each Funding Commitment amount

Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.		
ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	$	70,632.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	$	239,769.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	$	2,798.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	$	-
2022- 2023 Total Funding Commitment	$	313,199.00

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.
- 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".

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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.