

2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.

LEA Name St. Tammany parish	LEA Code 052	Enter Grade levels served PreK-12 th
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School System Leader Name Frank Jabbia		
School System Leader Signature	Date 9/28/2022	

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: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

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

☒ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.

☒ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.

☒ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.

☒ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.

☒ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).

☒ Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

Commitment: ATTENDANCE & WELL-BEING ✓✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$0

ESSER III

\$0

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

Our school system does not use additional funding to address attendance. We use current personnel to pull reports from JPAMS indicating truant students. The district has checkpoints in which parents are notified at 5, 7, and 10 days absent. Parents with chronic truancy issues must meet with child welfare and attendance.

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

ESSER II

\$3,000,000

ESSER III

\$0

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

A screener (SAEBRS) is given to all K-12 students that are referred to SBLC for behavior issues in order to identify any social, emotional, or behavior needs. In 2021-2022, 6,131 students were provided with mental and behavior supports. Each school campus has a behavior coach, Mental Health Provider, and Counselor to support students' social, emotional, and behavioral needs identified through the screener. During the 2022-2023 school year, Franklin Covey's Leader in Me will begin to be implemented at all K-8 grade schools, therefore all K-3 students will receive supports in the 22-23 school year. We will use The Leader in Me to help identify appropriate goals for students as they learn The 7 Habits of Highly Effective People. Data sources from the program will be used to understand and evaluate the effectiveness of the program as well as the district percentage of discipline referrals. In 2021-2022, 25.1% of students received a behavioral referral. In 2020-2021, 19.6% of students received a behavioral referral. Our action to remedy this increase, will be to implement The Leader in Me beginning 2022-2023.

SY 21-22

IEPs with counseling minutes	562
Students received MHP services	664
TOVs	880
Students in MAE received Social Emotional	225

1. How many students were provided evidence-based well-being (mental and behavioral) supports during SY 2021-2022?
From above chart: 2331 students received evidence-based well-being supports

2. How many students will be provided evidence-based well-being (mental and behavioral) supports during SY 2022-2023?
First data point from SY 22-23: August 2022 to December 2022- 3529 students have received evidence-based well-being supports-A 51% increase from the number of students provided evidence-based well-being supports in 21-22

3. Which student data demonstrate improved student well-being (mental and behavioral) outcomes and what are the results? The data that demonstrates improved student well-being outcomes is the number of referrals required for more

intensive mental health services outside of school and the number of students that did not require more intensive services as a result of the well-being supports received in school. The outcomes of this data showed that 92% of students who received school based well-being supports did not require a referral for more intensive mental health services outside of school. 8 % of students who received the same supports did require a referral for more intensive mental health services outside of school.

4. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based well-being supports implemented in SY 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023? Other data sources that will be used include social emotional screener scores before receiving evidence-based well-being (mental and behavioral) supports and after evidence-based well-being (mental and behavioral) supports and The Measurable Results Assessment from the Leader in Me to measure performance in the areas of leadership, culture, and academics.

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

\$3,000,000

Commitment: RECOVERY AND ACCELERATION ✓✓✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

All areas outlined in [Act 294](#) should be addressed.

2022-2023 Key Investment: Targeted Learning Support

ESSER II

\$2,897,441

ESSER III

\$2,594,782

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

District level interventions have been purchased to support all student groups. Additional certified tutors have been hired at all K-8 schools to assist in the implementation of interventions. Also, each school has implemented a daily 30-minute intervention block during school hours. Parent and family resources will be purchased and created to support families in assisting their child with academic, behavior, and emotional support. Resources and services will be provided to address all student groups' unique needs. Looking at student performance data from the previous year, students in grades 4-8 scoring below mastery will be given a screener to identify weaknesses. Based on results, interventions will be

administered accordingly. Technology will be purchased in order to enhance the targeted instruction. Online subscriptions that are evidenced-based are purchased to assist in targeted learning support.

In 2021-2022, approximately 5,020 students received targeted ELA learning support and 4,449 students received targeted math learning support. Of these students, 1,066 students who received ELA support scored mastery or above and 346 who received math support scored mastery or above. However, 1,897 students who received ELA support and 2,121 students who received math support did show growth on the Spring 2022 LEAP assessment.

In 2022-2023, there will be 2,606 students that will receive targeted learning support. LEAP scores, DIBELS scores, Intervention tracking charts, and Summative and Formative Assessments are all used to monitor improvement. We discontinued ZEARL for the 22-23 year due to lack of evidence of effectiveness.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$55,000	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2022-2023 is the first year of implementation of the Elevate after school program for Title I schools. Nine Title I schools will implement the program and service 569 K-5th grade students. In order to evaluate the effectiveness of the program, we will use DIBELS 8th, a district created math fluency assessment, and a district created sight word assessment. Although teacher salaries will be funded through other funding, ESSER II will be used to purchase the materials and supplies needed for the program. We will “elevate” our students’ levels of achievement through a structured approach to building reading and math fluency.

We do not have outcomes for students in 2021-2022 because 2022-2023 is the first year of the program. We will have outcomes for 2022-2023.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$2,038,599
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The district held its Summer Learning Program in the summer of 2021 to address learning loss impacted by the COVID-19 pandemic. Instruction and transportation were provided to all students at no cost. St Tammany Parish Schools provided Summer Learning to a total of 889 students during the summer of 2021. The total number of students serviced during the 2021-2022 school session was 1015. The number of students to be serviced during the 2022-2023 school session will be determined by the amount of staff available to support summer student learning. A variety of data sources to include: promotion requirements, student grades, teacher recommendations, prior intervention plans, LEAP 2025 assessments, and curriculum embedded assessments are used to identify students who may require the additional academic support provided during the summer program. Priority for student registration will continue to be given to schools classified as Urgent Intervention. These same data sources will be utilized to compare each student’s performance with their prior performance in order to determine the program effectiveness and monitor student growth/progress.

The LEA has determined that the intervention provided in the 2020-2021 summer program through the ZEARL program did not show enough evidence of student’s growth. Therefore, during the 2021-2022 school session EUREKA was used as

the primary math resource instead of ZEAR. In small groups during intervention, ZEAR, REFLEX, and FRAX were utilized. We continued to use all other evidence-based strategies for the 2021-2022 school year.

In 2021, the program consisted of two, two-week sessions of 8-hour days, with 4 hours of academics and 4 hours of enrichment taught by certified teachers. In 2022, the program was revamped to be a four-week session including the 4 hours of academics and 3 hours of enrichment instructed by certified teachers. Students in grades K-6 attended Monday-Thursday for 7 hours daily. Students received instruction in all of the 4 core subject areas with additional enrichment in the arts, physical education, digital citizenship, STEM, and food and nutrition. 40% of the K-6 students in ELA scored 75% or higher on the end-of-the-program screener. K-2 students were administered DIBELS 8th and the focus skills included oral reading fluency, correct letter sounds and comprehension. Grades 3-6 students were administered a district-created screener and the focus skills included oral reading fluency and comprehension. 35% of the K-6 students in math scored 75% or higher on the end-of-the-program screener that was district-created. Students' achievement was daily progressed monitored and measured for growth from the start-of-the-program to the end-of-the-program. Students' writing samples were analyzed using the LEAP 2025 Scoring Rubrics and used as an additional indicator to measure effectiveness of the program. After an analysis of the 2021-2022 data, it was determined that more remediation activities will need to be included in instruction to assist the participating students during the 2023 summer learning program.

Students in grades 7-12 attended virtually and were provided instruction in the specific content area of deficiency. Certified teachers that are employed by the school system during the school year provide 100% of the instruction during the summer programs offered.

Students in need of remediation are also offered summer school instruction at no cost. 7th- 12th grade students can attend virtual summer school courses for remediation and credit recovery at no cost. In Summer of 2022, 316 7th-8th grade students participated in virtual summer school. A total of 1,645 high school students were enrolled in 2,788 credit recovery courses. The majority of students were able to successfully complete the credit recovery courses with an 85% passing rate. Students in grades 7-8 may take one summer school course. Table 1 data show an overall number of students, grades earned and percentage for grades earned. More specific data such as specific information broken down by grade level and subject area is located in Tables 3 and 4. Data collected for 9-12 high school students is determined by courses because high school students can take up to two credit recovery courses. Overall grade distribution and percentages is located in Table 2. More specific data including grade distribution by grade level and subject area is located in Tables 3 and 4.

Table 1: 7-8 Overall Grades Earned and Percentages per student (316 students)

Grade Earned	Number of Grades	Percentage
A	1	0%
B	50	16%
C	139	44%
D	78	25%
F	48	15%

Table 2: Overall 9-12 (High School) Grades Earned and Percentages per course (2788 courses)

Grade Earned	Number of Grades	Percentage
A	92	3%
B	982	35%
C	943	34%
D	343	12%
F	428	15%

Table 3: Grade distribution per grade level

	A (100-93)	B (92-85)	C (84-75)	D (74-67)	F (66-0)	Total
Grade 7		28	82	45	34	189
Grade 8	1	22	57	33	14	127
Grade 9	26	308	374	179	223	1110
Grade 10	28	318	282	74	117	819
Grade 11	37	326	262	73	82	780
Grade 12	1	30	25	17	6	79
Total	93	1032	1082	421	476	3104

Table 4: Grade distribution per subject

	A (100-93)	B (92-85)	C (84-75)	D (74-67)	F (66-0)	Total
ELA – 7th Grade		5	15	8	10	38
Math – 7th Grade		20	61	35	21	137
Science – 7th Grade		2	3	1	2	8
Social Studies – 7th Grade		1	3	1	1	6
ELA – 8th Grade	1	11	17	10	4	43
Math – 8th Grade		7	33	17	7	64
Science – 8th Grade		4	6	3	2	15
Social Studies – 8th Grade			1	3	1	5
ELA – High School (9- 12)	10	240	355	135	166	906
Math – High School (9- 12)	24	302	310	146	153	933
Science – High School (9-12)	34	258	143	36	63	534
Social Studies – High School (9-12)	24	182	137	26	46	415

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.				
We offer an extended school year for special education students but funding for this is moved to IDEA funds.				
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.				
N/A				
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 .				
N/A				
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment			\$7,585,822	

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.

By the end of the 2023 school year, all administrators will have received the school improvement best practices training through NIET's Leadership Series. This will not be funded through ESSER funds but will be funded using a combination of Redesign and State and local funds.

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

ESSER II

\$4,232,152

ESSER III

\$141,565

Each K-6 school is supported by literacy coaches using a variety of other funding. Literacy coaches are also supporting 7-8 UIR schools. We currently have 40 literacy coaches.

In the 2021-2022 academic year, two pilot cohorts of 60 participants began the foundational literacy course, AIMS Pathways to Proficient Reading. These two groups will complete training in December 2022. At the start of this school year 2022-2023, 300 administrators and third grade teachers will complete training in May 2023. Coaches and interventionists are participating in this as well. At the start of 2023-2024, the remaining K-2 teachers will be trained.

STPPS invests in Content Leader training and is an approved vendor to provide the training. 21 teachers completed the ELA Content Leader training. 9 teachers still have to complete this training.

Professional development support for training that yielded results include, to name a few, American Reading Company, Great Minds, NIET, School Kit, Writing Revolution, and Curriculum Associates. Professional Development is implemented as needed based on contracts with the PD vendors and the data that we collect throughout the implementation.

We are using DIBELS scores and LEAP 2025 scores to determine our students' needs. Last year, DIBELS scores were 49% of first grade students, 31% of second grade students, and 36% of third grade students scored below benchmark on the district literacy screener, indicating students are struggling in foundational skills. At the conclusion of the year, 29% of first grade, 31% of second grade, and 37% of third grade score below benchmark. Fewer students are struggling in foundational skills after the year's instruction except in third grade. Students are exhibiting growth. We will continue to compare the percentage of mastery and above in ELA and Math for each year. The effectiveness of the professional development will be measured by the growth of the percentage of students scoring mastery and above.

In addition to the training below all of our K-3rd grade teachers were provided Amplify reading as well as Amplify instruction training. 16 interventionists received SPIRE training, over 500 teachers received training in Project Read, and approximately 170 teachers received training in DIBELS (126) and DIBELS for Dyslexia Screeners (36). ELA teachers working at UIR schools in grades 3-8 received Guidebook Planning that works training (197 total) and ELA K-3 teachers in UIR schools received ARC/IRLA training (213). New Pre-K teachers (29) from the previous year and 21-22 received training on OWL and how to effectively implement. Sixty coaches and interventionists began their AIM Pathways (Science of Reading) course and are projected to be done December 2022. Thirty-seven teachers in grades 3-6 received training in ELA unit integration. Interventionists, coaches, and TRTs in grades K-3 received Amplify training. This was a total of 100 people.

We saw student improvement in all of the literacy professional learning activities teachers were trained on. One math program used was not deemed effective based on data.

We will continue to look at student achievement results to determine what strategies are effective. The LEA runs quarterly usage reports and effectiveness of all programs used to determine if we should continue or stop. LEAP scores, DIBELS scores, as well as assessments are also reviewed. Teacher evaluations also help determine if strategies learned and tools received during professional learning is carried over into the classroom during activities. Results indicated that ZEARN was not effective so it was discontinued for the 22-23 school year.

We have ongoing professional development throughout the year. Administrators can recommend teachers participate, teachers can request to participate, or they are simply mandatory. We also have instructional coaches in all K-3 schools to support educator who are in need of additional assistance. Literacy curriculum specialists are part of the training teams as well and often times will be called in to support specific educators. Finally, all Title 1 schools are staffed with interventionists who also support those educators in need of additional support.

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.

N/A

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$4,373,717

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$5,174,740	ESSER III	\$37,351,602
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://www.stpsb.org/our-district/departments-and-services/safety-and-security/covid-19-information>

COVID-19 Vaccination policies for staff and students <https://www.stpsb.org/our-district/departments-and-services/safety-and-security/covid-19-information>

Masking policies for staff and students <https://www.stpsb.org/our-district/departments-and-services/safety-and-security/covid-19-information>

Physical distancing, cohorts, or learning pods <https://www.stpsb.org/our-district/departments-and-services/safety-and-security/covid-19-information>

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 funding will be used to improve air quality in schools, purchase school buses in order to decrease the amount of students on buses, update playground equipment to promote social distancing and encourage students to be more active, and purchase basic supplies needed to prevent COVID such as cleaning supplies.

In addition, other funds are used to support school safety as it is addressed in full and comprehensively by following best practices discovered and recommended by law enforcement and other governmental entities who have studied and prepared guidelines that work in keeping schools safe:

- **Making school safety a top priority in the system and instituting safety measures and protocols that develop and implement courses of action in making school campuses safe and secure.**
- **Evaluation of physical plant (school campuses) and implementing measures to increase safety and decrease unwanted intruders.**

- Emergency Operations Plans are recognized as living documents which require constant review and improvement.
- School based Incident Command teams or Crisis Teams are tasked with development and upgrading of EOP's each school year as they drill and practice their courses of action and discover areas for improvement in calculating a quality response to any threat or hazard identified by the team.
- Our school system meets on a regular basis with local police, fire officials, and parish emergency operations personnel for purposes of discussing, planning, and conducting school safety related issues and programs.

Our school system addresses specific types of school threats by taking a proactive stance and response to any and all information that is reported to administration through the various means in place for students and others to report unusual or suspicious activities, messages, social media postings, or other warranted information that might present a threat or hazard to schools or students. Having a close working relationship with law enforcement and parish officials allows every piece of information to be investigated and evaluated fully day or night. Also, recognizing and developing EOP's for potential threats and hazards allows for formulation of plan's and courses of action to combat the identified threat or hazard. Professional development conducted with faculty and staff at schools to involve all in the responsibility of ensuring a safe and secure school campus, each taking ownership in safety and security. Keeping ahead of the threat or hazard and potentially preventing an event from occurring is a strategy worth promoting by looking into every piece of information received, identifying students and school personnel who may present themselves in a fashion that could be dangerous or a hazard to themselves or others. Seeking and providing support and programs to those identified as in need or at high risk are components of addressing aversions to school safety and security.

Students are provided opportunities to speak up through Crime Stoppers Safe Schools App and the Crime Stoppers network. Written forms are also available to leave information in written form anonymously. Effectiveness of a Schools EOP's is gauged through drills, tabletop exercises, after action debriefings, and a constant evaluation of ensuring that best practices are being followed and identifying problems and needed improvements to established plans. Mental Health Providers are assigned to every school campus within the district with plans of action in place to provide counseling and support in response to various events/ activities that may occur in schools.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$42,526,342

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	\$ 3,000,000.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 7,585,822.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 4,373,717.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 42,526,342.00
2022- 2023 Total Funding Commitment	\$ 57,485,881.00

Please recheck your plan to ensure you followed the below directions.

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

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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 Initials **Click or tap here to enter text.**

Date Click or tap to enter a date.