

Attendance:

Use the attendance guiding questions to complete your narrative response

1. How many students are chronically absent in your system?
2. How many students are considered truant in your system?
3. What strategies will you use to address chronically absent students in your system?
4. What strategies will you use to reduce truancy in your system?
5. Which existing attendance strategies will you continue in SY 2022-2023?
6. How will these strategies improve attendance in your system?
7. What new attendance strategies will you implement, what's your rationale for selecting the strategy and what's your expected impact on student outcomes?
8. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based attendance supports implemented in SY 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

Examples:

- participate in collaborating with the LSU-social research and evaluation center to support schools and families in re-enrolling eligible pk-12 students
- partner with student planning partners to support IGP updates or college and career transitions for all students
- implement drop out & early warning system (DEWS)
- hire additional staff to support re-engagement efforts
- employ a JAG specialist
- interpretation costs to ensure communication is accessible
- part-time staff to conduct student outreach daily for any student marked as absent
- family engagement and community partnerships
- engage governmental officials such as District Attorneys, Sheriffs, Juvenile Judges to coordinate efforts
- participate in the BE ENGAGED: LDOE Parent and Family Engagement Statewide Initiative

Resources:

- [LSU Attendance Alliance](#)
- [Drop Out Early Warning Systems](#)
- [Student Planning Partners](#)
- [Ninth Grade Academy](#)
- [Jobs for America's Graduates \(JAG\)](#)
- [The JAG Model](#)
- [BE ENGAGED](#)
- [Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk](#)
- [Achieve! Allowable Uses \(ESSER II and ESSER III Funds\)](#)

2022-2023 Attendance Supports Response Criteria

- Narrative response includes a summary of the information referenced below:
- Identification of students who were chronically absent and truant in SY 2021-2022
- Outcomes described for students who received attendance supports in SY 2020-2021
- Anticipated outcomes described for students who will receive attendance supports in SY 2022-2023
- Description of evidence-based attendance supports that will continue in SY 2022-2023
- Description of data being used to make these decisions

Attendance Example Response:

According to the 2021-2022 data, the number of chronically absent students decreased from 400 (SY 2020-2021) to 300. The number of truant students decreased from 150 (SY 2020-2021) to 100 (2021-2022). To increase our students' daily attendance, we participated and will continue to participate in the [LDOE Attendance Alliance initiative in partnership with LSU](#). This initiative assisted us with contacting students and parents who we identified with three absences within the first month of school. Once we identified the students, we tracked their daily attendance, assigned attendance monitors to conduct routine check-ins with students and parents, and assigned a student peer mentor and a parent liaison to make weekly positive impact calls. To build upon our increased student attendance rate, 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 PD on the [BE Engaged initiative](#) framework at each school to ensure we move from parental involvement to parental engagement strategies. With the continued use of the strategies we put in place last year (Attendance Alliance) 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%, we will track our progress by mid-year and adjust our goals accordingly.

Well-Being:

Use the well-being guiding questions to complete your narrative response

1. How many students were provided evidence-based well-being (mental and behavioral) supports during SY 2021-2022?
2. How many students will be provided evidence-based well-being (mental and behavioral) supports during SY 2022-2023?
3. Which student data demonstrate improved student well-being (mental and behavioral) outcomes and what are the results?
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?

Examples:	Resources:
<ul style="list-style-type: none"> ● establish school-based mental health team ● salary/benefits for additional certified staff to provide mental, behavioral, and social supports and services including, but not limited to: <ul style="list-style-type: none"> ○ nurses ○ social workers ○ licensed therapists ○ psychologist ● electronic referral system to track student/ family needs and ensure adequate provision of service and support ● high-quality character building and development curriculum/ program ● part-time staff to conduct student outreach daily for any student marked as absent 	<ul style="list-style-type: none"> ● Student Well-Being Vendor Guide ● Educator Well-Being ● Educator Well-Being FAQs ● Social Worker Job Description ● Mental Health Investment Examples ● Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk ● Achieve! Allowable Uses (ESSER II and ESSER III Funds)

2022-2023 Well-being Supports Response Criteria

- Narrative response includes a summary of the information referenced below:
- Identification of students needing well-being (mental and behavioral) supports in SY 2022-2023
- Outcomes described for students who received well-being (mental and behavioral) supports in SY 2021-2022
- Anticipated outcomes described for students who will receive well-being (mental and behavioral) supports in SY 2022-2023
- Description of evidence-based well-being (mental and behavioral) supports that will continue in SY 2022-2023
- Description of data being used to make these decisions

Targeted Learning Support:

Use the targeted learning support (tutoring) guiding questions to complete your narrative response

1. How many students were provided evidence-based targeted learning support during the 2021-2022 academic year based on Spring 2021 LEAP results (scored below mastery on one or more statewide assessments)?
2. How many students who were provided evidence-based targeted learning support during the 2021-2022 academic year based on Spring 2021 LEAP results (scored below mastery on one or more statewide assessments) scored mastery or above in the Spring 2022 LEAP assessments?
3. How many students will be provided evidence-based targeted learning support during the 2022-2023 academic year based on Spring 2022 LEAP results (scored below mastery on one or more statewide assessments)?
4. Which student data demonstrate improved student achievement and what are the results?
5. Which evidence-based strategies/activities resulted in improving student outcomes?
6. What other data will be used to understand and evaluate the effectiveness of the evidence-based targeted learning activities implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

Examples:	Resources:
<ul style="list-style-type: none"> ● salary/benefits for additional staffing to build tutoring into the school day ● salary/benefits for teachers to tutor before/after school ● vendor contracts for tutoring with HQ tutoring vendors ● staffing and scheduling support ● additional staff in the form of teachers or reading interventionists to implement literacy interventions and extensions ● contract with local higher education institutions to provide additional tutors ● establish an accelerated learning committee for students who did not achieve mastery 	<ul style="list-style-type: none"> ● Accelerate ● K-2 intervention for literacy ● Literacy Block Scheduling ● Targeted Literacy Intervention and Extension ● Strategies for Success: Supporting Students with Disabilities ● English Learner Guidebook – Changing Educational Outcomes for English Learners PDF ● Staffing and Scheduling Guidance ● Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk ● Achieve! Allowable Uses (ESSER II and ESSER III Funds)

2022-2023 Targeted Learning Support (tutoring) Response Review

- Narrative response includes a summary of the information referenced below:
- Identification of students needing targeted learning support (tutoring) in SY 2022-2023
- Outcomes described for students who received targeted learning support (tutoring) in SY 2021-2022
- Anticipated outcomes described for students who will receive targeted learning support (tutoring) in SY 2022-2023
- Description of targeted learning support (tutoring) that will continue in SY 2022-2023
- Description of data being used to make these decisions

Before and After School Programs:

Use the Before and After School Programs guiding questions to complete your narrative response

1. How many students were provided access to before and after school supports during the 2021-2022 school year?
2. How many students will be provided before and after school supports during the 2022-2023 school year?
3. Which student data demonstrate improved student outcomes and what are the results?
4. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based before and after school supports implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

Examples:	Resources:
<ul style="list-style-type: none"> ● salary/benefits for LEA coordinator, teachers, and staff ● transportation costs ● supplies for academic and enrichment activities ● field trips ● contract with external organizations to facilitate part, or all, of summer programming 	<ul style="list-style-type: none"> ● Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk ● Achieve! Allowable Uses (ESSER II and ESSER III Funds)

2022-2023 Before and After School Programs Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing before and after school supports in SY 2022-2023
- Outcomes described for students who received before and after school supports in SY 2021-2022
- Anticipated outcomes described for students who will receive before and after school supports in SY 2022-2023
- Description of before and after school supports that will continue in SY 2022-2023
- Description of data being used to make these decisions

Before and After School Programs Example Response:

In reviewing SY 2021-2022, LEAP 2025 ELA and math Assessment data, 5% of our 4th-8th grade students improved their achievement levels from basic to mastery, which is an increase from last year. Approximately 3,900 Elementary and 4,440 middle school students did not score mastery and need targeted instruction during the instructional school day. Grades 4-5, received and will continue to receive a minimum of 60 minutes of accelerated instruction embedded within the school day. Grades 6-8, received and will continue to receive a minimum of 25 minutes of accelerated instruction embedded within the school day. All students are taught using high-quality materials daily and is monitored through CIS, implementation of NIET best practices, and utilization of the Instructional Practice Guide. In addition, all teachers are provided with continuing education for teachers to provide quality instruction by external curriculum coaches once a month. To increase the number of students scoring mastery this year by 5%, we will increase the number of accelerated instructional minutes by adding before school and Saturday tutoring opportunities at the elementary and middle school grades for identified students. We will provide transportation, breakfast, snacks, and a 30-minute enrichment period. To determine which enrichment activities to provide, we will conduct an interest inventory for students.

Summer Learning Programs:

Use the Summer Learning Program guiding questions to complete your narrative response

1. How many students were provided access to summer learning during SY 2021-2022?
2. How many students will be provided summer learning during SY 2022-2023?
3. Which student data demonstrate improved student outcomes and what are the results?
4. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based summer learning implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

Examples:	Resources:
<ul style="list-style-type: none"> ● salary/benefits for LEA coordinator, teachers, and staff ● transportation costs ● supplies for academic and enrichment activities ● field trips ● contract with external organizations to facilitate part, or all, of summer programming 	<ul style="list-style-type: none"> ● Summer Learning Program Guidance ● Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk ● Achieve! Allowable Uses (ESSER II and ESSER III Funds)

2022-2023 Summer Learning Program Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing summer learning in SY 2022-2023
- Outcomes described for students who received summer learning in SY 2021-2022
- Anticipated outcomes described for students who will receive summer learning in SY 2022-2023
- Description of summer learning programming that will continue in SY 2022-2023
- Description of data being used to make these decisions

Extended Instructional Time:

Use the Extended Instructional Time guiding questions to complete your narrative response

1. How many students were provided evidence-based extended instructional time during SY 2021-2022?
2. How many students will be provided evidence-based extended instructional time during SY 2022-2023?
3. Which student data demonstrates improved student outcomes and what are the results?
4. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based extended instructional time supports implemented in SY 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

Examples:	Resources:
<ul style="list-style-type: none"> ● salary/benefits for LEA coordinator to plan and manage extra school time ● stipends for LEA staff ● transportation costs 	<ul style="list-style-type: none"> ● Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk ● Achieve! Allowable Uses (ESSER II and ESSER III Funds)

2022-2023 Extended Instructional Time Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing extended instructional time in SY 2022-2023
- Outcomes described for students who received extended instructional time supports in SY 2021-2022
- Anticipated outcomes described for students who will receive extended instructional time in SY 2022-2023
- Description of extended learning time supports that will continue in SY 2022-2023
- Description of data being used to make these decisions

Individual Student Plans for Success

Use the individual student plans for success guiding questions to complete your narrative response
Question #6 must be included in the narrative response if data is available

1. How many students were provided evidence-based individual student planning support during the 2021-2022 academic year based on Spring 2021 LEAP results (scored below mastery on one or more statewide assessments)?
2. How many students who were provided evidence-based individual student planning support during the 2021-2022 academic year based on Spring 2021 LEAP results (scored below mastery on one or more statewide assessments) scored mastery or above in the Spring 2022 LEAP assessments?
3. How many students will be provided evidence-based individual student planning support during the 2022-2023 academic year based on Spring 2022 LEAP results (scored below mastery on one or more statewide assessments)?
4. Which student data demonstrate improved student achievement and what are the results?
5. What other data will be used to understand and evaluate the effectiveness of the evidence-based individual student planning support activities implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?
6. **How will the system provide support(s) to schools to improve student achievement on LEAP 2025 for those rising seniors who have not passed LEAP 2025 assessments?**

Examples:	Resources:
<ul style="list-style-type: none"> • vendor contract with a student planning partner • salary/benefits for Professional School Counselors • salary/benefits for CTE staffing • supplies for CTE focused coursework • tuition for dual enrollment coursework • fees for IBC and/or certifying exams • fees for ACT/preACT/CLEP/SAT/AP exams • transportation costs to CTE training facilities or post-secondary campus 	<ul style="list-style-type: none"> • Student Planning Partners • Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk • Achieve! Allowable Uses (ESSER II and ESSER III Funds)

2022-2023 Individual Student Plans for Success Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing individual student planning in SY 2022-2023
- Outcomes described for students who received individual plans in SY 2021-2022
- Anticipated outcomes described for students who will receive individual plans in SY 2022-2023
- Description of the evidence-based individual student planning support activities that will continue
- Description of data being used to make these decision
- Description of plan for rising seniors who have not passed LEAP 2025 assessments

School Improvement Best Practices:

Use the School Improvement Best Practices Professional Development guiding questions to complete your narrative response

1. How many educators were provided professional learning opportunities on instructional leadership teams (ILTs) during the 2021-2022 academic year?
2. How many educators were provided professional learning opportunities on teacher collaboration (common planning/ PLC/ clusters) during the 2021-2022 academic year?
3. What other data will be used to understand and evaluate the effectiveness of the professional learning activities implemented in 2021-2022 and determine what to start, stop, and pivot for 2022-2023?
4. Which professional learning activities resulted in improving student outcomes?
5. Are there any professional learning activities implemented in 2021-2022 that should not continue?
6. How will the system provide support(s) to schools and educators who may be in need of additional assistance in implementing LDOE’s School Improvement Best Practices?

Examples:	Resources:
<ul style="list-style-type: none"> ● professional development vendor support for training and on-site implementation coaching ● additional school-level staff salary/benefits to adequately schedule conducive teacher collaboration groups ● additional school-level staff salary/benefits and/or stipends to support teacher leaders 	<ul style="list-style-type: none"> ● Instructional Leadership Teams Guidance ● Teacher Collaboration Guidance ● School Improvement Best Practices 2021-2022 ● Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk ● Achieve! Allowable Uses (ESSER II and ESSER III Funds)

2022-2023 School Improvement Best Practices Professional Development Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of educators participating in school improvement best practices (instructional leadership teams and teacher collaboration) in SY 2021-2022
- Identification of school improvement best practices (instructional leadership teams and teacher collaboration) implemented in SY 2021-2022
- Description of the impact of the school improvement best practices (instructional leadership teams and teacher collaboration) implemented in SY 2021-2022
- Identification of educators participating in school improvement best practices (instructional leadership teams and teacher collaboration) in SY 2022-2023
- Description of the school improvement best practices (instructional leadership teams and teacher collaboration) that will happen in SY 2022-2023 based on data from SY 2021-2022
- Description of data being used to make these decisions

Literacy Professional Development:

Use the Literacy Professional Development guiding questions to complete your narrative response

1. How many educators were provided literacy professional learning opportunities during the 2021-2022 academic year?
2. How many educators completed professional learning to become literacy content leaders and/or literacy coaches?
3. How many educators will complete professional learning to become literacy content leaders and/or literacy coaches?
4. Which professional learning activities resulted in improving student outcomes?
5. What other data will be used to understand and evaluate the effectiveness of the professional learning activities implemented in 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?
6. How will the system provide support(s) to schools and educators who may be in need of additional assistance in implementing literacy professional learning opportunities?

Examples:	Resources:
<ul style="list-style-type: none"> ● salary/benefits for system-level literacy leader ● salary/benefits for literacy coaches and coordinators ● costs for Literacy foundations PD for educators outside of grades k-3 	<ul style="list-style-type: none"> ● LDOE Literacy Library ● Literacy Foundations Training - Approved Providers ● Achieve! ESSER II & III Funding Allowability and Cost Guidance Crosswalk ● Achieve! Allowable Uses (ESSER II and ESSER III Funds)

2022-2023 Literacy Professional Development Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of educators participating in literacy best practices (literacy content leaders and or literacy coaches) in SY 2021-2022
- Identification of literacy best practices professional learning implemented in SY 2021-2022
- Description of the impact of the literacy professional learning implemented in SY 2021-2022
- Identification of educators participating in literacy best practices professional learning in SY 2022-2023
- Description of the literacy best practices professional learning that will happen in SY 2022-2023 based on data from SY 2021-2022
- Description of data being used to make these decisions

Literacy Professional Development Example Response:

In the 2021-2022 academic year, 100 % of our K-3 teachers participated in the foundational literacy course. Beginning in January - July 2022, 160 K-8 teachers, coaches, leaders, and interventionists will be trained in AIMS Pathways to Proficient Reading training. This year we will continue to develop educators who teach or lead grades 4th – 8th

throughout the year and during Summer 23. We are using DIBELS Scores and LEAP 2025 scores to determine our students' needs. Last year, DIBELS scores were K-3, 57% of first grade students, 36% of second grade students, and 57% of third grade students scored below benchmark on the district literacy screener indicating students are struggling in foundational skills. This year our students improved – only 50% (1st), 30% (2nd), and 54% (3rd) students scored below benchmark on the district literary screener. Fewer students are struggling in foundational skills. Hence, 25% of our students who scored below mastery, exhibited growth.

School Safety Operations:

Use the school safety guiding questions to complete your narrative response

1. How does your system plan to address school safety as a whole?
2. How does your system plan to update emergency operations plans?
3. How does your system plan to engage with emergency preparedness personnel (i.e., local police or sheriff, fire officials, and/or parish/city emergency operations)?
4. How does your system plan to address specific types of school threats, e.g, an incident of shooting at school, on a bus, or at a school-related event?
5. How does your system plan to ensure that every student, educator, or school employee has access to a safe, and secure school environment?
6. What strategies will your system employ to address internal and external threats to school safety?
7. How will your system provide opportunities for students to speak up if they perceive a threat?
8. How will your system assess the effectiveness of school emergency operations and safety plans?
9. How does your system plan to provide counseling and support to students and educators in the event of a threat, school shooting, or other violent incident in the school community?

Examples:

- Assess each school’s safety posture across ten elements and obtain a personalized action plan with next steps to consider
- Develop a school crisis and management plan jointly with law enforcement, fire, public safety and emergency preparedness officials.
- Conduct safety drills annually, or more frequently, to rehearse components of the school safety plan.
- Hire resource officers or other law enforcement officers.
- Provide school safety in-service training for staff.
- Utilize school and community mental health professionals in the event of a shooting or other emergency event.
- Utilize training providers for students to address suicide prevention, violence prevention and social inclusion.
- Utilize available resources to assist staff and students with coping strategies after traumatic events.

Resources:

- [Safety Readiness Tool](#)
- [School Safety](#)
- [Louisiana School Safety](#)
- [Louisiana Center for Safe Schools](#)
- [National Center for Disaster Preparedness](#)
- [Emergency Preparedness and Recovery](#)
- [Early Childhood Emergency Preparedness and Recovery](#)
- [Grants to States for Emergency Management](#)
- [FEMA Guide to Developing Emergency Operations Plans](#)
- [Emergency Management Institute](#)
- [Louisiana Revised Statute 17:416.16](#)
- [Suicide Prevention, Violence Prevention and Social Inclusion Training Providers for Students](#)
- [Coping Tips for Traumatic Events and Disasters](#)
- [Coping With Grief After Community Violence](#)
- [The National Child Traumatic Stress Network](#)
- [“How American Rescue Plan Funds Can Prevent and Respond to Crime and Promote Public Safety”.](#)

2022-2023 School Safety Response Criteria

Narrative response includes a summary of the information referenced below:

- Description of plans to address safety in the school environment
- Description of how the system will address school threats
- Description of how the system will keep all individuals in the school environment safe
- Description of how the system will engage with community stakeholders surrounding emergency preparedness
- Description of data being used to make these decisions