

2023-2024 Academic Recovery Acceleration Plan

039 - Pointe Coupee Parish

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Needs Assessment

How will the LEA identify needs to address: 1. Student attendance and well-being, 2. Academic recovery and acceleration, 3. Professional learning and development, 4. School safety and operations, and 5. Data infrastructure (check all that apply)

- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments, readiness exams, literacy screeners, etc.
- Student individualized education plans/ 504
- Student enrollment and attendance data
- Student chronic absenteeism/ truancy data
- Student instructional mode (virtual, hybrid, in-person)
- Student course enrollment data
- Educator effectiveness data
- Educator certification data
- Public health data

- By clicking this checkbox I confirm the data indicated above will inform the school systems plan for addressing:
 1. Student attendance and well-being,
 2. Academic recovery and acceleration,
 3. Professional learning and development,
 4. School safety and operations, and
 5. Data infrastructure.

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Attendance and Well-Being

Key Investment: Attendance

Funding Source and Amount

State

\$120,720

Which evidence-based activities will the LEA invest in? (check all that apply)

- Participate in [LSU Attendance Alliance](#)
- Utilize [student planning partners](#)
- Implement [Jobs for America's Graduates \(JAG\) program](#)

Will the LEA make significant changes to attendance and engagement efforts for the 2023-2024 school year? (e.g., hire child welfare and attendance specialist, provide attendance PD to educators, launch new parent engagement/student find initiative)

- Yes

If yes, please provide a brief description of the new activity/initiative

Pointe Coupee Parish will partner with FINS (Families in Need of Services) for the 23-24 school year to support with chronic absenteeism and behavior by creating a plan of action to reduce absenteeism.

Key Investment: Well-Being

Funding Source and Amount

IDEA

\$55,608

Funding Source and Amount

Local Funds

\$137,467

(For Students) Which evidence-based activities will the LEA invest in? (check all that apply)

- Mental and Behavioral Health site-based teams
- Salary/benefits for additional certified staff to provide mental, behavioral, and social supports and services including, but not limited to:
 - nurses
 - social workers
 - licensed therapists
 - psychologists
- Adoption/integration of well-being curriculum/resources
- Professional development for staff

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Will the LEA make significant changes to student well-being efforts for the 2023-2024 school year?(Hiring new positions, establishing new teams, adopting new curricula/resources, etc.)

Yes

If yes, please provide a brief description of the new activity/initiative

Pointe Coupee Parish hired a new Behavior Strategies Support staff member to assist teachers with completion of Functional Behavior Assessments and providing coaching/PD on social skills development. In addition, the district has contracted with Soliant for a fulltime social worker to service students experiencing mental health issues. Pointe Coupee school system has partnered Arbor Health to provide tele-health social work services for students in the alternative school program. The school system has purchased Social Emotional Lessons through Nearpod for students in the alternative school program.

(For Educators) Which evidence-based activities will the LEA invest in?(check all that apply)

Other:

Access2Health for members of Office of Group Benefits

Will the LEA make significant changes to educator well-being efforts for the 2023-2024 school year?(Hiring new positions, establishing new teams, adopting new curriculum/ resource, etc.)

No

Attendance and Well-Being 2023-2024 Total Funding Commitment

\$313,795

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Recovery and Acceleration

Key Investment: Targeted Learning

Funding Source and Amount

Redesign

\$180,000

Funding Source and Amount

CLSD

\$900,000

How will the LEA allocate funds to students most impacted by the COVID-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools.)

Pointe Coupee Parish allocates funding based on schools most impacted by COVID-19. Needs have been identified by analysis of student performance data, teacher effectiveness ratings, teacher turnover rates, and school label of CIR and UIR.

Which evidence-based activities will the LEA invest in? (check all that apply)

- High-dosage tutoring (ELA and Math) (If tutoring takes place during summer school or before or after school programs, please use those categories.)
 - Partner with [high-quality vendors](#) to provide tutoring during the school day
 - Tutoring provided by LEA educators who have been trained in providing high-quality tutoring during the school day
- [Literacy interventions and extensions](#)
- [Reading screener](#) three times a year (K-3)
- [High-quality quality curriculum](#)
 - [ELA Guidebooks](#)
 - [Bayou Bridges \(Social Studies\)](#)
 - [OpenSciEd Pilot](#)
- High-quality assessments aligned with instructional materials
- [Professional learning](#) to teachers aligned with high-quality materials
- Other:
 - IGPs through OnCourse and Career Compass
 - Literacy Coaches

Will the LEA serve students in grades three through eight in the 2023-2024 academic year?

- Yes

If yes, please explain how the LEA will provide expanded academic support for students in grades three through eight who failed to achieve mastery on any statewide assessment administered pursuant to the state's school and district accountability system in reading or math in the previous academic year? (All areas outlined in [RS 17:100.13](#) should be addressed)

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To prioritize students who failed to achieve mastery in reading or math, the LEA has implemented the LDOE Accelerate Strategy along with explicit targeted intervention sessions during the school day and after school tutoring opportunities, all using high quality state approved instructional materials. The evidence based activity of pre-teaching is used through accelerate tutoring occurring in ELA and Math classrooms for 30 minutes prior to core instruction 5 days per week, from August - May. In addition, targeted interventions by qualified teachers and tutoring providers for Tier III students occur 3-5 days a week from August - May, during the day and afterschool. The LEA uses performance data from DIBELS (3-8), i-READY (3-5), Zearn (6-8) common assessments, curriculum embedded diagnostics, and standards based trackers to measure outcomes and monitor progress.

Type of Academic Support (select all that apply)

- Accelerated instruction (beginning no later than 30 days after student(s) are identified)

Will the LEA make significant changes in providing targeted learning supports during the 2023-2024 school year? (Hiring new positions, establishing new teams, adopting new curriculum/ resource, revamping schedules, etc.)

- Yes

If yes, please provide a brief description of the new activity/initiative

The LEA has adopted a new ELA curriculum, Amplify CKLA, which is aligned to the Science of Reading for students in kindergarten - second grade. Full-time literacy coaches were hired to provide in-depth support to teachers and students at CIR schools. Identified students will receive Tier III tutoring in small group by high-quality vendors during designated intervention times during the school day or during the after-school program. Teachers will receive on going professional development this year. The approach of professional development by vendors entails job-embedded coaching or planning targeted to teacher need. The LEA will utilize the LDOE Special Education Leaders Playbook and the Professional Learning Roadmap for guidance on staffing and scheduling.

Key Investment: Before and After School Programs

Funding Source and Amount

ESSER III Formula
\$163,652

Funding Source and Amount

ESSA
\$800,388

Which evidence-based activities will the LEA invest in? (check all that apply)

- Partner with vendors to provide tutoring before and/or after school.
- Develop and implement an LEA direct-run before/after school program, staffed by LEA educators.

Will the LEA make significant changes in providing before and/or after school programming during the 2023-2024 school year? (hiring new positions, establishing new teams, adopting new curriculum/ resource, revamping schedules, etc.)

- No

Key Investment: Summer Learning

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Funding Source and Amount

ESSA

\$399,612

Which evidence-based activities will the LEA invest in? (check all that apply)

- Partner with vendors to provide tutoring during summer programming.
- Develop and implement an LEA direct-run summer program, staffed by LEA educators.

Will the LEA make significant changes in providing before and/or after school programming during the 2023-2024 school year? (hiring new positions, establishing new teams, adopting new curriculum/ resource, revamping schedules, etc.)

- No

Key Investment: Math Refresh

Funding Source and Amount

Redesign

\$57,000

Funding Source and Amount

Local Funds

\$20,000

Which evidence-based activities will the LEA invest in? (check all that apply)

- [Utilize high-quality math curriculum](#)
- Commit to using the [Best Practices for Accelerating Math Learning](#)
- Other:
Math Instructional Coaches

How will the LEA implement the Louisiana Math Refresh across their sites?

Math instructional coaches and select teachers will attend the LDOE Math Refresh. All K-8 math schedules include time for the evidence based practice of pre-teaching through accelerate tutoring occurring in Math classrooms for 30 minutes prior to core instruction 5 days per week, from August - May. All instructional support is provided with the use of high-quality math curriculum. In addition, the LEA has added a fulltime math instructional coach at the CIR school identified with the most need. District math coaches support teachers in lesson internalization and closing academic gaps through acceleration.

Recovery and Acceleration 2023-2024 Total Funding Commitment

\$2,520,652

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Professional Learning

Key Investment: School Improvement Best Practices

Funding Source and Amount

ESSA

\$200,000

Funding Source and Amount

Redesign

\$65,000

Which evidence-based activities will the LEA invest in? (check all that apply)

- [Instructional Leadership Teams \(ILT\)](#)
- [Teaching Standards Supports](#)
- [Principal Standards Supports](#)
- [Attend School Support Institutes](#)
- [Attend Summit Extension](#)
- Career Pipeline Support
 - [Content Leader](#)
 - [Mentor Teacher](#)
 - [Pre-Educator Pathway](#)
 - [New Teacher Experience](#)
 - [Aspiring Principal Fellowship](#)

Will the LEA make significant changes in school improvement best practices during the 2023-24 school year? (Hiring new positions, establishing new teams, adopting new partners/vendors, revamping schedules, etc.)

- Yes

If yes, please provide a brief description of the new activity/initiative

The LEA will engage in evidence-based activities district-wide such as Instructional Leadership Teams; LDOE Evaluation Pilot using the LER and LLR, teaching and principal standards; School Supports Institute; and Summit Extension. The LEA has partnered with NIET and Attuned Education Partners to support the work with establishing strong systems and structures. NIET will support schools in best-practices with a focus on teacher collaboration and the teaching and learning standards rubric. Attuned Education Partners will support school leaders in instructional leadership and ILTs. In addition, the LEA has 10 teachers attending New Teacher Experience and three leaders attending the Aspiring Principal Fellowship.

Key Investment: Literacy Professional Development

Funding Source and Amount

CLSD

\$800,000

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Which evidence-based activities will the LEA invest in?(check all that apply)

- [Literacy Coaches](#)
- [Use approved partners for Literacy Foundations Training](#)

Will the LEA make significant changes in literacy professional development during the 2023-2024 school year?

- Yes

If yes, please provide a brief description of the new activity/initiative

The LEA has expanded the literacy coaching team to seven coaches. Coaches will focus on support with the literacy innovation of preteaching, unpacking ELA student standards for strong core instruction, utilizing data to make informed decisions, explicit interventions targeted to student foundational needs and effective application of structured literacy strategies. In addition to the coaching support, teachers will receive on going vendor professional development this year. The approach to professional development by LDOE approved vendors entails job-embedded coaching or planning targeted to individual teacher need. Kindergarten - third grade teachers and administrators are trained each year in the Science of Reading. This year, fourth - twelfth grade teachers have the opportunity to receive training supporting foundational literacy through an approved vendor for the Science of Reading or The Writing Revolution. Teachers, instructional coaches, and school and district administrators have ongoing CKLA training this year.

Key Investment: Math Professional Development

Funding Source and Amount

ESSER II Formula
\$160,000

Which evidence-based activities will the LEA invest in?(check all that apply)

- High-quality professional learning
 - [Math Refresh Summer Webinar Series](#)
 - Zearn Training (Educators)
 - Zearn Training (Leaders)

Will the LEA make significant changes in math professional development during the 2023-2024 school year?

- Yes

If yes, please provide a brief description of the new activity/initiative

Math instructional coaches and select teachers will attend the LDOE Math Refresh and webinar series. All 3-8 math teachers will participate in Curriculum Study Days focused on unpacking student standards and lesson internalization. In addition, the LEA has added a fulltime math instructional coach at the CIR school identified with the most need. All district math coaches support teachers in the study of student data, lesson internalization, and closing academic gaps through acceleration. Teachers also receive on going professional development by vendors.

Professional Learning & Development 2023-2024 Total Funding Commitment

\$1,225,000

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School Safety and Operations

Key Investment: Reopening

Funding Source and Amount

Local Funds

\$150,000

Provide the URL to the following LEA documents:

School reopening plan for in-person learning

<https://5il.co/23qmr>

COVID-19 vaccination policies for staff and students

<https://5il.co/23qmr>

Mask wearing policies for staff and students

<https://5il.co/23qmr>

Physical distancing, cohorts, or learning pods

<https://5il.co/23qmr>

Key Investment: School Safety Operations

Funding Source and Amount

Local Funds

\$286,000

Funding Source and Amount

State

\$518,000

Did your school system receive a Stronger Connections grant award?

Yes

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Which evidence-based activities will the LEA invest in? (check all that apply)

- Attend the Annual School Safety Summit
- Conduct a safety readiness assessment for each site prior to the school year
- Develop a crisis management plan jointly with law enforcement, fire, public safety and emergency preparedness officials
- Conduct safety drills annually at each site
- 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
- Engage with community stakeholders around emergency preparedness
- Use single-point of entry/locked entry points at each site
- Utilize surveillance cameras/monitoring systems
- Utilize metal detectors or other physical security equipment

Will the LEA make significant changes in school safety operations (not including activities specific to "reopening") during the 2023-2024 school year? (creating single-point entry campuses, hiring new officers, installing additional surveillance, installing metal detectors, etc.)

- Yes

If yes, please provide a brief description of the new activity/initiative

Pointe Coupee Parish hired an additional SRO for the district and is working on a single point entry for each campus. The district was awarded a grant, Stronger Connections, for hardening of campuses.

Key Investment: Continuity of Teaching & Learning

Funding Source and Amount

ESSER II Formula
\$868,000

Which evidence-based activities will the LEA invest in? (check all that apply)

- Staff training/professional development to support remote learning or safe reopening
- Educational technology devices (computers/laptops)
- Educational technology programs (software/subscriptions)

School Safety and Operations 2023-2024 Total Funding Commitment

\$1,822,000

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Data Infrastructure

Key Investment: Data Infrastructure

Funding Source and Amount

Local Funds

\$168,000

Which activities will the LEA invest in to improve data systems, ensure internet safety, and implement effective cybersecurity practices? (check all that apply)

- Invest in staff upskilling in data literacy/science/analysis
- Purchase/upgrade statistical programs or analytics software
- Invest in data dashboards or other activities to improve public transparency

Describe how the LEA is upgrading and/or ensuring proper cybersecurity and system upgrades are being implemented/planned.

Pointe Coupee Parish School System upgraded as follows: Invest in Staff upskilling in data literacy/science/analysis - D2i training and system; Invest in data dashboards - Oncourse analytics and D2i system to analysis data to bring to public in board meetings; and OnCourse Classrooms for teacher data system and reporting of student achievement levels.

Data Infrastructure 2023-2024 Total Funding Commitment

\$168,000