


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 Dalton Elementary	LEA Code 3AP003	Enter Grade levels served Kinder– 5th
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School System Leader Name Georgia Gross		
 School System Leader Signature	Date 8/17/2022	

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

75,000

ESSER III

\$0

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

RSL uses the student information system Powerschool to collect student attendance data and store information. Powerschool is linked to Panorama Education (All-In-One Data Platform) where students are identified as critical, at risk, or on track based on daily attendance. Student trends are monitored through Panorama Education and daily list can be generated based off of student trends and needs. The list of students that need to be engaged can easily be accessed daily by office managers, principals, and the compliance and data coordinator. Interventions can be captured in Panorama Education for data tracking purposes. Student attendance data is captured and can be filtered through the following subgroups: a) Grade level; b) Cohort; c) Race Ethnicity; d) Hispanic/Latino; e) 504 plan; f) ELL status; g) Gender; h) Gifted and Talented; and i) Special ed status. Below is a summary of key findings:

- The school reported that 57% of students were considered chronically absent during the 2021 – 2022 academic year.
- In 21-22, 16% of African American students attended less than 80% of the school year. That was a decrease from the 20-21 academic year when 34% of African American students attended less than 80% of the school year.
- In 21-22, 8% of Sped students attended less than 80% of the school year. That was a decrease from the 20-21 academic year when 57% of Sped students attended less than 80% of the school year.
- As you can see from the data, attendance incentives and interventions applied during the 21-22 academic year did help to decrease the number of school days that chronically absent subgroups experienced from 20-21.
- Given the positive movement, we will continue to monitor and target chronically absent children daily. Attendance incentives and interventions will continue to be put into place in order to keep decreasing the number of days that students are missing throughout the school year.

RSL will continue to engage the families and community in efforts to increase student attendance. We will work with Families in Need Services (FINS) in order to assist families that have a chronic attendance issue.

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

ESSER II

\$160,000

ESSER III

\$50,000

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

Through our program Panorama Education, we were able to conduct mental and behavioral health surveys to investigate all student and family needs (including 4th and 5th grade students). Students or families that expressed the need for support were provided the appropriate support through our onsite counseling, medical (nurse), social worker, or school psychologist. In 2022-2023, we hired a board certified board analysis (BCBA) for our schools. All staff trainings are being conducted to provide classroom strategies to support student mental and behavioral needs within the classroom. Due to the support provided in 21-22, we saw a decrease in students who expressed that they wanted to commit suicide and students who have run away from home. We anticipate in 22-23 to continue to see a dramatic decrease in student incidents, suicide reports, and run away reports. We will continue to provide onsite counseling, medical (nurse), social worker, school psychologist, and BCBA for students and families to access. Data from Panorama Education, incident reports, and Pupil Service logs will continue to inform decisions that will be made in relation to students' well-being.

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**.

See above

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$285,000

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

\$245,492

ESSER III

\$128,489

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

All students (including 4th-5th grade students) in 2022-2023 were identified as needing targeted learning support according to Leap 2022 and Dibels scores 22-23 scores. All students (including 4th and 5th grade students) have received during 21-22 and will continue to receive targeted learning through our acceleration program designed by LDOE in 22-23. 100% of students at Dalton saw increases in their dibels scores in 21-22 over the course of the year. We are expecting to have 50% of our student meet benchmark on dibels during the 22-23 academic year. Dibels, tier I curriculum tests, and interims will be used to assess students' progress.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$	ESSER III	\$50,000
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>Since all students have instructional gaps identified through 4th-5th grade leap data and dibels data, we will be offering an after school tutoring program during the 22-23 academic year. After school tutoring during the 21-22 academic year was not conducted due to a network-wide decision. We expect to see academic gains in dibels and leap 2023 results due to supplemental instructional support. We will provide transportation and classroom teachers will provide the tutoring after school. We will continue to use dibels, tier I instructional assessments, and interims to make decisions based off on the tutoring needs for students.</p>				
2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$50,000	ESSER III	\$95,000
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>RSL moved to a year-round calendar which now includes summer school “unfinished learning time” as a requirement to all students. Students who received summer learning in 21-22 maintained at baseline for student progress. We also were able to use the data from the summer learning to diagnose learning gaps for the August start. During the 22-23 academic year, all students will be required to attend summer learning including 4th -5th grade students. Students will attend all subjects and receive interest and opportunity courses. We are expecting that we will see an acceleration of student learning in comparison to results from 21-22 summer learning time as the breaks will be a lot shorter for students due to the year-round calendar. We will continue to use dibels, tier I instructional assessments, and interims to make decisions based off on the summer learning needs for students.</p>				
2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$25,000	ESSER III	\$55,000
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>All students received extra instructional time daily during the 2021-2022 academic year. We extended our day from 3:00pm to 3:30pm. All students are receiving extended instructional time through the year-round calendar in 22-23 due to Leap 2022 and Dibels data results. We did see growth in dibels results through student progress, but very few students achieved benchmark or above on dibels data by the end of the year. Likewise, very few students achieved a Mastery or above on ELA and math Leap 2022 including 4th and 5th grade students. RSL moved to a year-round calendar to provide more instructional time and less extended breaks so that instructional gaps do not widen. Transportation will be provided. We will continue to provide LDOE-designed acceleration to students throughout the instructional year. As well, we will continue to partner with high-quality vendors such as NIET, SELF, Empower Schools, Blue Engine, and other partners to ensure that the appropriate support is provided to develop teachers into highly effective educators. We will continue to use dibels, tier I instructional assessments, and interims to make decisions based on extended instructional time adjustments or needs.</p>				
2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$25,000
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>All students who did not meet the Basic or the above mark on the Spring Leap 2021 and Spring Leap 2022 were provided a student plan including 4th and 5th grade students. Student data for the most part maintained from Leap 2021 to Leap 2022.</p>				

We will continue to utilize Panorama Ed to track students individually through their academic year. The data tracking will be through individualized tiered goals and checkpoints that determine if the student is growing depending on the intervention provided. This program and process will be facilitated through our acceleration program. We will continue to use tier I rated curriculum, programs, vendors, and materials to provide instruction to all students on a plan. We will continue to use dibels, tier I instructional assessments, panorama ed tracking, and interims to make decisions based on extended instructional time adjustments or needs.

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

\$673,981

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$21,019	ESSER III	\$30,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$25,000	ESSER III	\$65,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

The **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.

Principals, network staff, curriculum specialist, literacy coordinators and teachers have participated (21-22) and will all participate (22-23) in school improvement best practices regarding instructional leadership teams and teacher collaborations through the guidance of NIET and LDOE. During the 21-22 academic year, we did see more purposeful conversations happening around instruction and data on a more consistent basis. As stated, we will continue to work with NIET, LDOE, SELF, Empower Schools, and other high-quality vendors to provide best school improvement practices to all school employees. We expect to see the impact of high-quality meetings transpiring positively in the classroom to increase academic gains. We will continue to structure ILT's and TC around student data and academic outcomes that we would like to see. NIET and LDOE will continue to observe our meetings and provide feedback on ways that we can improve. Student data such as student work, tier I assessments, interims, and Dibels will continue to inform our practices of professional improvement.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$141,019
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SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$25,000

ESSER III

\$75,000

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://www.redesignschoolsLouisiana.org/RSLReopeningPlan2022-2023.pdf>

COVID-19 Vaccination policies for staff and students <https://redesignschoolsLouisiana.org/RSL-Student-Parent-Handbook-22-23.pdf>

Masking policies for staff and students <https://redesignschoolsLouisiana.org/RSLReopeningPlan2022-2023.pdf>

Physical distancing, cohorts, or learning pods <https://redesignschoolsLouisiana.org/RSLReopeningPlan2022-2023.pdf>

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.

School safety is always at the forefront of administrators' minds. We will continue to have all emergency plans (fire, tornado, active shooter, lockdown) updated yearly, board approval, and training provided. Monthly schools will conduct drills to ensure that everyone is prepared if an emergency were to occur. School threats will be taken very seriously. The school will contact our in house Sargent and alert him immediately if any threats are made on or off campus. The school is a locked campus and only key cards will grant access to individuals entering the building unless they are buzzed in by the office. Adult visitors will not be allowed past the office unless prior approval by the administration is granted. RSL will continue to work with the local fire department and police department to ensure that our schools are safe for the surrounding community. We will monitor incidents throughout the year and make necessary adjustments based on observations of drills, local police department, or local fire department.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$100,000

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	\$ 285,000.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 673,981.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 141,019.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 100,000.00
2022- 2023 Total Funding Commitment	\$ 1,200,000.00

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

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

Date Click or tap to enter a date.