

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 Monroe City Schools	LEA Code 065	Enter Grade levels served PK-12
Planning Contact (name) Serena White		
Planning Contact (title) Director of Curriculum and Instruction		
Planning Contact (email) Serena.white@mcschools.net		
Planning Contact (phone) 318-325-0601 ext 3030		
Fiscal Contact (name) Davona Howard		
Fiscal Contact (title) Chief Financial Officer		
Fiscal Contact (email) davona.howard@mcschools.net		
Fiscal Contact (phone) 318-325-0601 ext 3032		
School System Leader Name Brent Vidrine		
School System Leader Signature	Date Click or tap to enter a date. 12-7-22	

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

\$482,500

ESSER III

\$0

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

Chronic absenteeism is widespread, which translates to millions of school days lost nationwide each year. Research suggests the reasons for chronic absenteeism are varied as the challenges our students and families face—including poor health, limited transportation, and lack of safety—which can be particularly acute in disadvantaged communities and areas of poverty. Chronic absenteeism occurs at every grade level but is more prevalent in some grades than others. According to the 2021-2022 data, the number of chronically absent students increased from 1531 (SY 2020-2021) to 1684 (SY 2021-2022). The number of truant students decreased from 454 (SY 2020-2021) to 424 (SY 2021-2022). Even though our district didn't participate in the LDOE Attendance Alliance initiative partnership with LSU, we adopted similar strategies to address our students' daily attendance and we participated in the Louisiana Attendance Alliance Webinars. Our district hired two MSWs and one LPC as re-engagement specialists to assist families struggling with student attendance. Our re-engagement specialists provide education and community support for families of students identified as potentially truant. Our chronic absenteeism increased from (SY 2020-2021) compared to (SY 2021-2022), however, our number of truant students decreased. To improve our 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. We have implemented Restorative Practices PD in our district for the (SY 2022-2023). We will continue to utilize the Drop Out Early Warning Systems (DEWS), Families in Need of Services (FINS), and Monroe City Schools Truancy Procedure developed by the Director of CWA which details action steps with each student absence. These steps include letters to parents about unexcused absences, voice messages through school messenger, parent conferences, home visits by Monroe Police, and summons for court appearances. Additionally, 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 modeling the (Attendance Alliance) and adding Restorative Practices and the Be Engaged Framework this year, we will reduce the number of students who are chronically absent by 5% and the number of students identified as truant by 10%, we will track our progress by mid-year and adjust our goals accordingly.

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

ESSER II

\$0

ESSER III

\$116,560

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

During 2021-22 school year, all 8,264 Monroe City Schools students received evidence-based well-being supports through district implementation of PBIS and the Connect with Kids program. All junior high students were provided with Signs of Suicide screening and lessons through the Children's Coalition. K-12 students referred by school leaders and PBIS teams also received support through check-in-checkout procedures, wrap-around services from Ascent, mental health counseling from AWARE counselors, and/or mental health counseling from Premier Health district partnership. Additionally, schools in the Aware grant participated in the Delaware Climate Survey in Spring of 2022. In 2021-2022, six of the seven Aware schools saw a decrease in the number of discipline referrals. Students who participated in check-in/check-out programs and/or mental health counseling were less likely to be expelled or suspended.

In 2022-2023, all students will still be provided evidence-based well-being supports through district implementation of PBIS and the Connect with Kids program. Additionally, all students will be screened with the SASC-3 (Behavioral and Emotional Assessment System for Children). All junior high students will be provided with Signs of Suicide screening and lessons through

the Children's Coalition. K-12 students referred by school leaders and PBIS teams also received support through check-in - checkout procedures, wrap-around services from Ascent, mental health counseling from AWARE counselors, and/or mental health counseling from Premier Health district partnership. As a result of an increase in student suspensions and expulsions in June 2022 the district engaged in a 2-year training and implementation of Restorative Practices. The Restorative Practice onsite training and coaching is the result of a \$540,000 2-year contract with Time 4 Academics, LLC funded through a combination of ESSER and Title IV funds. The anticipated outcomes are a decrease in the number of suspensions and expulsions by providing school leaders and teachers the support and training on the best practices on keeping kids in school.

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

\$599,000

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

\$114,358

ESSER III

\$1,414,875

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

Students are identified for targeted learning support by DIBELS scores, LEAP 2025 test data, and district benchmark tests. 2020-21 DIBELS scores for grades K-3 were 26% (K); 27% (1st); 34% (2nd), and 29% (3rd). There were significant

improvements during the 2021-22 school year with 58% (K); 56% (1st); 51% (2nd), and 28% (3rd). The students who were below benchmark received targeted learning support. The students with Individual Academic Improvement Plans are prioritized. 1718 out of 3404 students have an Individual Academic Improvement Plan. District benchmark tests are Tier I curriculum embedded assessments or assessments created from released LEAP/PARCC items. In 2022-2023 each school is required to update their School Improvement Plan with their benchmark data at the end of each 9 weeks. District supervisors will meet with school ILTs to review data and adjust targeted learning plans every 9 weeks. Students identified for targeted learning support are tiered and grouped by needs. Each elementary and junior high has scheduled in RTI/Acceleration time to provide in-school support. Students who are identified as needing intensive support are pulled for high dosage tutoring by retired teachers or college students. Most who received targeted support in 2021-2022 saw an increase in DIBELS scores, class grades, and/or grades on district benchmarking tests. All the in-school RTI/Acceleration will continue in 2022-2023. Schools are adding additional retired teachers and college students to tutor students during the school day. The district has added Lexia and Zearn as tier I intervention tools. In the 2022-2023 school year, it is anticipated that the student achievement in reading fluency, ELA, and Math will improve. This will be seen by an increase in students at or above benchmark in DIBELS and an increase in students scoring Mastery or above in ELA and Math on LEAP 2025. The LEAP 2025 goal is 5 points of assessment index point growth in each content area. [Click or tap here to enter text.](#)

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$114,358	ESSER III	\$1,414,875
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

All schools are also offering before/after school tutoring. This is available to all students, but students identified by DIBELS results, LEAP 2025 scores, or district benchmark tests are specifically encouraged to attend. 2020-21 DIBELS scores for grades K-3 were 26% (K); 27% (1st); 34% (2nd), and 29% (3rd). There were significant improvements during the 2021-22 school year with 58% (K); 56% (1st); 51% (2nd), and 28% (3rd). The students not scoring at benchmark are encouraged to attend before or after school tutoring. The students with Individual Academic Improvement Plans are prioritized. 1718 out of 3404 students have an Individual Academic Improvement Plan. District benchmark tests are Tier I curriculum embedded assessments or assessments created from released LEAP/PARCC items. In 2022-2023 each school is required to update their School Improvement Plan with their benchmark data at the end of each 9 weeks. District supervisors meet with school ILTs to review data and adjust before and after school tutoring plans each 9 weeks. Students identified for targeted learning support are tiered and grouped by needs. Each elementary and junior high has scheduled in RTI/Acceleration time to provide in-school support. Students who are identified as needing intensive support are pulled for high dosage tutoring by retired teachers or college students. Most who received targeted support in 2021-2022 saw an increase in DIBELS scores, class grades, and/or grades on district benchmarking tests. All the in-school RTI/Acceleration will continue in 2022-2023. Schools are adding additional retired teachers and college students to tutor students during the school day. The district has added Lexia and Zearn as tier I intervention tools. Students who attended in 2021-2022, gained foundational skills and/or knowledge not fully mastered during the pandemic. As a result, class grades and assessment grades increased for many who participated. Because foundational skills targeted support is being offered in the school day, the focus of after school tutoring is to help students be successful in their current classes. This time is for students to get additional help and support. In the 2022-2023 school year, it is anticipated that the student achievement in reading fluency, ELA, and Math will improve for students who attend before and after school tutoring. This will be seen by an increase in students at or above benchmark in DIBELS and an increase in students scoring Mastery or above in ELA and Math on LEAP 2025. The LEAP 2025 goal is 5 points of assessment index point growth in each content area. Transportation is provided for all.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$146,317	ESSER III	\$5,896,401
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

In summer 2022, 1,312 students attended Summer Camp at their school. All schools hosted summer camp for the month of June and it was available to all students. All were encouraged to attend but specifically those who were identified as needing additional academic support by their DIBELS end of year data, class grades, or scores on district benchmark tests. 2020-21 DIBELS scores for grades K-3 were 26% (K); 27% (1st); 34% (2nd), and 29% (3rd). There were significant improvements during the 2021-22 school year with 58% (K); 56% (1st); 51% (2nd), and 28% (3rd). Those who were not on benchmark by the end of the year were encouraged to attend summer camp. 1718 out of 3404 students with Individual Academic Improvement Plans because of scoring below Basic on 2 or more LEAP 2025 assessments are prioritized. Results of district benchmark tests are reported every 9 weeks in each school's School Improvement Plan. District supervisors will meet with school ILTs to review data and adjust before and after school tutoring plans each 9 weeks. Students who attended were provided with an hour of ELA, an hour of Math, a hour of STEM and a variety of engaging extra-curricular courses such as art, music, drama, culinary arts, athletics, dance, and robotics. The summer camps also take field trips designed to increase student exposure and opportunities. Student work samples demonstrated that students gained math understanding in major work most necessary in the next grade level math. Writing samples demonstrated a greater ability to construct written responses with strategies from The Writing Revolution. For summer 2023, summer camp will again be offered to all students but those who are scoring below proficiency on district assessments and/or DIBELS will individually recruited. Summer programs in 2023 will again utilize the guidebooks, TWR, Zearn, and Math Assessment Project Tasks. New this year will be the addition of our Tier I Literacy remediation program, Lexia: Core 5 & Power-up. In the 2022-2023 school year, it is anticipated that the student achievement in reading fluency, ELA, and Math will improve for students who attend summer camp. This will be seen by an increase in students at or above benchmark in DIBELS and an increase in students scoring Mastery or above in ELA and Math on LEAP 2025. The LEAP 2025 goal is 5 points of assessment index point growth in each content area. Click or tap here to enter text.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$0
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

N/A

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$164,310	ESSER III	\$81,106
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

Students who received individual student planning in 2021-2022, were provided instruction with Tier I curriculum, instruction from a highly effective teacher, in-school acceleration in ELA and Math, the opportunity for after-school high-dosage tutoring, and the opportunity to attend summer camp. HS students were provided the opportunity to retest needed LEAP 2025 tests to meet graduation requirements. As a result, during the 2021/2022 school year including summer camps, MCS high school students recovered a total of 712 high school credits and 178 high school students passed LEAP 2025 tests they had previously failed. This will enable these students to move toward high school graduation. In 2022-2023 school year, all 2,211 high school students are receiving individual student planning through the work on their Individual Graduation Plan (IGP). Additionally, the 1,718 3rd-8th grade students who did not earn Basic or above on at least 2 LEAP assessments are receiving individual student planning through their Individual Academic Improvement Plan (IAIP). Students with and Individual Academic Improvement Plan will receive instruction with Tier I curriculum, instruction from a highly effective teacher, in-school acceleration in ELA and Math, in-school ELA remediation with Tier I Remediation Lexia/Power-up, after-school high-dosage tutoring, and the opportunity to attend summer camp. With the new implementation of Lexia: Core 5 & Power-up to support literacy and the continued emphasis on high-dosage tutoring, the district anticipates increases in students scoring mastery and above on state assessments. In the 2022-2023 school year, it is anticipated that the student achievement in ELA and Math will improve for students with individual student plans. This will be seen by an increase in students scoring Mastery or above in ELA and Math on LEAP 2025. The LEAP 2025 goal is 5

points of assessment index point growth in each content area. High school students who have not passed the required LEAP 2025 tests for graduation are provided with the opportunity for after-school tutoring, Remediation Bootcamps, Summer Camp, credit recovery, and LEAP 2025 retests. These efforts resulted in the 712 recovered credits and 178 passing retesters in 2021/2022 and we anticipate strong results again in the 2022/2023 school year.

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	\$9,346,600
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$729,083
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

At the beginning of the 2021-22 school year, 100% of our principals and their leadership teams participated in the Instructional Leadership Training provided by the National Institute for Excellence in Teaching. The process presented in training was supported by NIET consultants and district leadership through weekly campus visits to observe and support ILT meetings. ILT's developed long-term and short-term school goals aligned with current student and teacher needs. ILT agendas reflect the mini goals designed to help attain long-term goals. ILT agendas were developed using various data points and the results of assessments aligned to current student and teacher needs. Data points used to determine needs were Classroom Walkthrough Observations and Student assessment data. In the 2021-22 school year, each of the 19 schools was successful in scheduling and conducting ILT meetings on their campus. Agendas for the meetings were based on long- and short-term goals. Student work and assessment data were discussed at the ILTs. As a result of greater understanding of the status of student work, leadership teams became more aware of what to look for in classroom observations.

At the beginning of the 2022-23 school year, 100% of school principals and their leadership teams participated in Teacher Collaboration Training provided by NIET. Due to the addition of Teacher Collaboration Pt. 1 training, school support will adjust to include an increased emphasis on both ILTs and PLCs. Campus visits will observe the cycle of growth area (ILTs, PLC, Classroom Instruction) with the greatest need. Schools needing extra support will experience more support visits from NIET and district leadership.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$7,500	ESSER III	\$1,848,649
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Use the guiding questions, examples, and resources to provide a narrative response for this key investment.

During the 2021-22 school year, 100% of the district's literacy coaches attended the Plain Talk Reading Conference. CIR/UIR coaches received support from the regional coach assigned through LDOE and the Center for Literacy and Learning. The regional coach meets regularly with Literacy Coaches to help support literacy best practices. At the beginning of the 2022-23 school year, 100% of our K-3 teachers and administrators (95) participated in the literacy foundations training provided by LEXIA. This training fulfills the Science of Reading requirements of Act 108. K-3 teachers and administrators will work the next four semesters to complete the LETRS coursework. A deep dive into the Science of Reading will equip our teachers with the skills necessary to provide high-quality literacy instruction. To create continuity in the district, 40 junior high employees participated in a Science of Reading training provided by CLL. This team included school admins, literacy coaches, and English teachers. During the 2021-22 school year, the district has also subscribed to a new Tier I intervention program. Lexia: Core5 and PowerUp are being implemented in Grades PK through 12th to provide intensive literacy interventions and acceleration to our students. DIBELS and LEAP 2025 data are used to determine student needs. 2020-21 DIBELS scores for grades K-3 were 26% (K); 27% (1st); 34% (2nd), and 29% (3rd). There were significant improvements during the 2021-22 school year with 58% (K); 56% (1st); 51% (2nd), and 28% (3rd). Third grade did experience a slight decline.

4. The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

Click or tap here to enter text.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$2,585,232

SCHOOL SAFETY & OPERATIONS

2022-2023 Safe School Reopening

ESSER II

\$0

ESSER III

\$490,021

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning [https://mcschools.net/sites/default/assets/File/2022-2023%20News/Home%20Page%20Information/ready-to-achieve!-2022-2023-school-operational-guidelines\(1\).pdf](https://mcschools.net/sites/default/assets/File/2022-2023%20News/Home%20Page%20Information/ready-to-achieve!-2022-2023-school-operational-guidelines(1).pdf)

COVID-19 Vaccination policies for staff and students [https://mcschools.net/sites/default/assets/File/2022-2023%20News/Home%20Page%20Information/ready-to-achieve!-2022-2023-school-operational-guidelines\(1\).pdf](https://mcschools.net/sites/default/assets/File/2022-2023%20News/Home%20Page%20Information/ready-to-achieve!-2022-2023-school-operational-guidelines(1).pdf)

Masking policies for staff and students [https://mcschools.net/sites/default/assets/File/2022-2023%20News/Home%20Page%20Information/ready-to-achieve!-2022-2023-school-operational-guidelines\(1\).pdf](https://mcschools.net/sites/default/assets/File/2022-2023%20News/Home%20Page%20Information/ready-to-achieve!-2022-2023-school-operational-guidelines(1).pdf)

Physical distancing, cohorts, or learning pods [https://mcschools.net/sites/default/assets/File/2022-2023%20News/Home%20Page%20Information/ready-to-achieve!-2022-2023-school-operational-guidelines\(1\).pdf](https://mcschools.net/sites/default/assets/File/2022-2023%20News/Home%20Page%20Information/ready-to-achieve!-2022-2023-school-operational-guidelines(1).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.

In Monroe City School District, the safety of our students, staff, and visitors is among our highest priorities. We work collaboratively to foster a safe, secure environment as we deliver on our mission to educate, inspire, and empower all our students. Our district works collaboratively with our local law enforcement agencies, fire and emergency rescue agencies, and the state police. This year our district is implementing a more proactive approach when responding to threats of school violence. Such events include active shooter training with our local law enforcement agencies and other imminent threats to safety that require schools to lockdown. District and school administrators, along with individual school staff have been trained or have been scheduled to train on a program called ALICE response. This is a less passive approach to a crisis that provides our staff with more options based on the circumstance of the incident. The ALICE acronym stands for Alert, Lockdown, Inform, Counter and Evacuate. The threat of an active shooter or intruder in our schools is rare but, in today's society, a reality. Therefore, empowering our staff with proactive response strategies, rather than passive one-size fits all approach is a positive change to our district's emergency response and crisis managements plans. Our district conducts fire drills, tornado drills, lock down drills, shelter in place drills, and evacuation drills.

Our district and each individual school have an annually updated Crisis Response Plans which include plans for different emergencies. Our crisis plans provide the building administrator and staff with a quick reference source for emergency situations. Our crisis plans have procedures for shelter in place, evacuation, evacuation to

designated safe areas, and caution procedures. The district and each individual school have a crisis response team with assigned duties and responsibilities in case of an emergency. Our district utilizes SROs (School Resource Officers), Safe Schools Louisiana reporting app, and we are implementing the RAVE panic app. Our crisis plans also include procedures for health pandemic, prevention, and alerts.

We inspect the safety and working conditions of windows and doors locking mechanisms throughout the district. Our schools use single entry points were feasible, and we utilize locking mechanism that prevent school entry without being buzzed in from the office. Individual classroom doors are locked throughout the school day.

The district has security cameras at each campus and the central office. The Director of CWA attended the Louisiana School Safety Summit, and he collaborates daily with the SROs and local law enforcement on school and community concerns that could impact the safety of our schools.

Ultimately, we hope to never have to utilize an emergency response plan, but in the event, we do, please be assured that staff will be well prepared to act in the best interest and safety of our students.

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$490,021
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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	\$	599,000.00
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$	9,346,600.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$	2,585,232.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$	490,021.00
2022- 2023 Total Funding Commitment		\$	13,020,853.00

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

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

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
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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.](#)