

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 Athlos Academy of Jefferson Parish	LEA Code WBR001	Enter Grade levels served K-8
Planning Contact (name) Cheryl Martin		
Planning Contact (title) Executive Director		
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School System Leader Name William Bressler		
School System Leader Signature <i>William Bressler</i>		Date 9/23/2022

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	\$686,405	ESSER III	\$
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Athlos Academy of Jefferson Parish (AAJP) continues to experience high levels of students who are chronically absent and chronically tardy. In the first semester of the 2022SY, 104 students have been chronically tardy (at least 5 times), 105 have been chronically absent (at least 5 times) - unexcused absences only, 125 have been chronically absent (at least 5 times) -all parent excused absences, and 38 students have been dropped due to 10 consecutive days absent. As a result of attendance support interventions implemented in the 2021-2022SY, the Average Daily Attendance for the year was 94%. The 2021-2022SY participation rate on LEAP 2025 was 95%.

AAJP’s attendance and truancy Needs Assessments produced the following strategies:
 Communicate regularly with families, both celebrations and opportunities. Provide increased and frequent opportunities for parents to be at school, e.g., Literacy Night, STEM/STEAM Night, Sports, Music performances, Art Festival, Holiday events, etc. Coordinate instructional make-up time opportunities (non-punitive). Attend community events to promote Athlos Academy Jefferson Parish. Promote the concept that attendance leads to successful Athlos students and successful High School students. Involve student council students in the promotion of Athlos Academy Jefferson Parish. Develop before and after-school programs for students. Establish a teacher/student workgroup to help determine strategies for a school and classroom culture/climate in which all students are valued, appreciated, and celebrated. Expand transportation services for families identified as chronically absent and chronically tardy. Improve morning drop-off procedures to ensure students arrive on time. To mitigate the current trend and remain in compliance with R.S. 17:232, AAJP shall invest in two school deans (\$157,788), a SIS administrator (\$50,617), and one attendance monitor (\$25,000). To assist parents of chronically absent and chronically tardy students, AAJP will expand its school bus transportation routes (\$300,000). To increase stakeholder re-engagement efforts, AAJP will engage School Model Support for marketing and communication in English as well as non-native English-speaking households (\$100,000), Police traffic control (\$53,000). These strategies were implemented in the fall of the 2022-2023SY and will continue to be implemented in the spring. The current Average Daily Attendance is 96.4%. With the continued implementation of these innovations, AAJP anticipates an EOY outcome of ≥ 95% ADA and ≥ 95% participation rate on the LEAP 2025 assessment.

2022-2023 Key Investment: Well-Being	ESSER II	\$692,163	ESSER III	\$
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Throughout the 2022SY, all AAJP students received well-being support provided in the school’s health office, the school’s counselors’ office, and through the evidence-based Performance Character program of instruction. The qualitative results were positive, albeit the school experienced high levels of health and behavior incidents. In the 2022SY, AAJP documented 961 student behavior infractions and 39 incidents of bullying. The needs assessment and gap analysis revealed that over 2,000 students visited the nurse’s office in 2022. In addition to this data, a student survey was conducted to determine the well-being outcomes of students in grades 3-8 (544 responses). Ten mental and behavioral areas of school operations were measured to determine the efficacy of interventions. The following data is our baseline:

% Answered Favorably

Healthy Body	85.5%
Performance Character	50.5%
School Belonging	45.5%
School Climate	43.5%
School Engagement	44.5%
School Mindset	54%
School Rigorous Expectations	60.5%
School Safety	34.5%
Teacher-Student Relationships	51.5%
Valuing School	59%

The school will continue the prior year’s strategies related to support systems and expand well-being support through new positions to enhance mental, behavioral, and social support services. To meet the intended goal for the 2023SY, AAJP will invest in a FT Registered Nurse (\$70,980) and Nurse Agency (\$8,800) for on-site COVID-19 testing, hearing and vision screenings, immunizations and health records, and communicable disease prevention.

AAJP will also invest in the following positions to create a school-based student, staff, and family wellness teams: Assistant Principal of Culture and Community Engagement (\$80,412), Assistant Principal of Enrichment (\$63,750), Social/Emotional Specialist (\$65,412), Family Engagement Coordinator (\$50,000).

Finally, AAJP will invest in School Model Support’s Performance Character curriculum, professional development, and coaching (\$40,000). Six Student Performance Coaches (\$312,800).

The expected outcome of the treatment is a ≥ 10% increase in favorably answered questions in each mental and behavioral area of the 2022-2023SY spring administration student survey.

% Answered Favorably (Goal)

Healthy Body	95%
Performance Character	56%
School Belonging	50%
School Climate	48%
School Engagement	49%
School Mindset	59%
School Rigorous Expectations	67%
School Safety	38%
Teacher-Student Relationships	57%
Valuing School	65%

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

\$1,378,559

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	\$232,262	ESSER III	\$440,749
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Overall progress was made in the following areas on 2021-2022 LEAP 2025. 2% increase in students scoring Mastery and above on combined grades 3-8 ELA, Math, Science, and Social Studies. 3% increase in students scoring Mastery and above in grades 3-8 LEAP – ELA. 1% increase in students scoring Mastery and above in grades 3-8 LEAP – Math. 3% increase in students scoring Mastery and above in grades 3-8 LEAP – Science. 2% increase in students scoring Mastery and above on grades 3-8 LEAP – Social Studies. As an Urgent Intervention Required school, AAJP will continue to utilize two content specialists (Math, and Literacy) and five Literacy and Math interventionists (\$614,971). Also, AAJP will invest in an on-site HR specialist for staffing highly-qualified, highly effective teachers and scheduling support (\$58,040). Data used to determine Tier I, II, and III students for targeted learning support include LEAP 2025 assessment results, iSTEOP, MTSS Committee findings, and LEAP 360 data.

The average ELA scale score on the 2022SY LEAP assessment was 719 (659 students). Implementing the target learning support strategies in the 2022-2023SY, AAJP anticipates the average ELA scale score to increase to 735.

The average Math scale score on the 2022SY LEAP assessment was 713 (659 students). Implementing the target learning support strategies in the 2022-2023SY, AAJP anticipates the average Math scale score to increase to 735.

Based on the Spring 2022 LEAP results, 547 students will receive targeted ELA learning support, and 614 students will receive targeted Math support.

2022 LEAP ELA Results		2022 LEAP Math Results	
U	198	U	217
AB	167	AB	231
B	182	B	166

Outcomes for targeted learning supports:

2023 LEAP ELA Target Achievement Level		2023 LEAP Math Target Achievement Level	
U	72	U	31
AB	155	AB	254
B	220	B	205

2022-2023 Key Investment: Before and After School Programs	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.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$153,600
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

AAJP will invest in offering summer school (June 2023) to approximately 300 students needing targeted intervention over the course of 15 days throughout the summer. Overage students (students who failed the prior academic year) will be the first group to be invited to summer school followed by student EOY assessment results, iSTEOP results, MTSS Committee

recommendations, and LEAP 360 data. AAJP will need 35 Summer School teacher stipends @ \$2,250 per teacher (\$78,750), Site Administrator (\$2,250), eight grade level aides @ \$100 per aide (\$12,000), Summer School Transportation - 10 buses @ \$396 per bus, per day (\$59,400), Summer School Student Lunch (\$1,200).

Students will receive three hours of direct instruction each day. Teachers will utilize LEAP Major Content Standards to reteach the student's prior year grade level in a small group setting.

LEAP outcomes of students who received summer learning in 2022SY:

2022SY ELA LEAP Results for Students Attending Summer School Programs

	U	AB	B	M	ADV
3	7	3	2	0	0
4	7	2	3	0	0
5	1	4	5	2	0
6	4	3	3	2	1
7	4	4	2	3	0
8	1	1	1	3	1

2022SY Math LEAP Results for Students Attending Summer School Programs

	U	AB	B	M	ADV
3	4	5	3	0	0
4	6	5	1	0	0
5	6	5	1	0	0
6	4	7	1	1	0
7	5	3	4	1	0
8	1	3	2	1	0

2022SY SS LEAP Results for Students Attending Summer School Programs

	U	AB	B	M	ADV
3	7	3	1	1	0
4	8	2	2	0	0
5	7	3	1	1	0
6	5	6	1	0	1
7	8	1	1	3	0
8	1	1	3	2	0

2022SY Science LEAP Results for Students Attending Summer School Programs

	U	AB	B	M	ADV
3	3	5	3	1	0
4	4	7	1	0	0
5	7	3	1	1	0
6	4	8	0	1	0
7	3	6	1	3	0
8	1	1	2	3	0

AAJP anticipates that all students invited and attending the June 2023 summer learning programs will achieve a score at or above their established LEAP Target Achievement Level in the spring 2024 administration. AAJP anticipates that overage students attending summer learning programs will successfully promote to their next grade level.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$179,245
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment. The 2022 LEAP results presented growth from the 2021 LEAP assessment, but AAJP students are still averaging below the state average. 2021 10% Mastery+ Grades 3-8, 2022 12% Mastery+ Grades 3-8. To raise student proficiency rates on the LEAP high-stakes assessment, AAJP will invest in extended instructional time. Waterford reading academy for K-2 tutoring after school and summer school (\$30,845). Grades 3-8 after-school tutoring we are requesting the following: Four one-hour sessions per week from December 5th through April 14th, 12 teacher tutors (two per grade level), highly qualified, highly effective grade-level teachers, \$50 per session x four sessions per week x 16 weeks x 12 teachers (\$38,400). Transportation (\$100,000), incentives for students/families for attendance (\$10,000).

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$130,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment. At the conclusion of the 2022SY, 178 students received a less than basic (2) overall grade /GPA in ELA, 310 students received a less than basic (2) overall grade /GPA in Math, 319 students received a less than basic (2) overall grade /GPA in Science, and 119 students received a less than basic (2) overall grade /GPA in Social Studies. AAJP students are expected to score “Basic” in at least two core academic subjects, including ELA, math, science, and social studies. Struggling students who do not score basic in at least two core subject areas shall be provided with an individualized academic improvement plan. Academic improvement plans and required interventions shall continue into 5th grade until such time as the student meets academic expectations in accordance with Bulletin 1566, section 705. Any student not meeting promotion criteria may be required to attend the extended year or summer remediation program, if available, to be considered for promotion via SBLC/MTSS waiver process. AAJP shall invest in an SBLC/MTSS coordinator responsible for the Pupil Progression Plan (\$70,000). The SBLC/MTSS team will make recommendations about Special Education students using the adopted policies of the LSBESE and the student. AAJP shall invest in an Exceptional Student Services Specialist (\$60,000).

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**.

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RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$1,135,856
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$537,217
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Members of the schoolwide team who participated in the SY 2021-2022 comprehensive needs assessment and school improvement process included the following:

- CM, Principal (Lower)
- JS, Principal (Upper)
- TL, Assistant Principal
- AD, Director of ESS
- DG, Lead Teacher
- PD, Lead Teacher
- LB, Lead Teacher
- Charles Medley, Lead Teacher

The strategies, response to intervention (RTI) and data driven decision-making (DDD), were utilized for schoolwide improvement in SY 2021-2022 which addressed the Believe to Achieve Educational Priority: “Ensure every student is on track to a professional career, college degree or service.” The actions aligned to the strategies that were implemented in SY 2021-2022 included the following:

Response to Intervention (RTI)

- Tiered intervention groups
- Small group instruction
- Extended school day (virtual tutoring)
- Extended school week (Saturday Academy)
- Partnered with Florida Virtual School to provide interventions
- Daily 60 acceleration block
- Data-driven decision-making (DDD)
- Weekly implementation of data cycles.
- Performance data used to determine standards mastery.
- Teachers identified students needing targeted support.
- Data were used to provide appropriate job-embedded professional development.

The impact of the school improvement best practices that were implemented in SY 2021-2022 are described below:

- 39% (55/104) of SPED students made progress toward Typical Growth in I-Ready Reading for their grade and baseline placement level. (55/104 special education students assessed).
- 83% (90/104) of SPED students made progress toward Typical Growth in I-Ready Math for their grade and baseline placement level.
- Increased student performance in ELA and math from pre-test to post-test in Hercules Heroes extended day tutoring program.
- Increased student performance in I-Ready Reading and Math:
 - 52% of 4th-grade students met their Typical Growth Goal for reading
 - 61% of 6th-grade students met their Typical Growth Goal for reading

- 50% of 6th-grade students met their Typical Growth Goal for math
- 68% of 8th-grade students met their Typical Growth Goal for math
- Increased growth on iSTEEP Literacy Screening
 - 73% of current 3rd-grade students are on or above grade level in literacy skills. This is an increase from 44% on the BOY screener.
- Increased overall percentages of students scoring Mastery and above on 2021-2022 LEAP 2025:
 - 2% increase in students scoring Mastery and above on combined grades 3-8 ELA, Math, Science, and Social Studies
 - 3% increase in students scoring Mastery and above on grades 3-8 LEAP - ELA
 - 1% increase in students scoring Mastery and above on grades 3-8 LEAP - Math
 - 3% increase in students scoring Mastery and above on grades 3-8 LEAP - Science
 - 2% increase in students scoring Mastery and above on grades 3-8 LEAP – Social Studies
- Increased percentages of students scoring Proficient (Basic and above) on 2021-2022 LEAP 2025 ELA:
 - 6% increase in students scoring Mastery and 1% increase in students scoring Advanced on Grade 4 LEAP ELA
 - 5% increase in students scoring Basic and 1% increase in students scoring Mastery on Grade 5 LEAP ELA
 - 12% increase in students scoring Basic and 1% increase in students scoring Mastery on Grade 6 LEAP ELA
 - 3% increase in students scoring Mastery and 3% increase in students scoring Advanced on Grade 7 LEAP ELA
 - 3% increase in students scoring Mastery and 3% increase in students scoring Advanced on Grade 8 LEAP ELA

Members of the schoolwide team who will participate in the SY 2022-2023 school improvement best practices process include the following:

- CM, Principal
- TL, Assistant Principal
- KW, Assistant Principal
- PR, Assistant Principal
- AD, Director of ESS
- NT, Director of Operations
- CE, School Testing Coordinator
- JH, School Turnaround Specialist
- JJ, Math Specialist
- PD, Lead Teacher
- LB, Lead Teacher
- CM, Lead Teacher
- MR, Lead Teacher
- NH, Lead Teacher

The data types that are being used to make program decisions for SY 2022-2023 are outlined below:

- Cognitive
 - iSTEEP
 - LEAP 2025 data
 - Benchmark assessment data (LEAP 360)
 - IEP progress data
 - I-Ready diagnostics (reading and math)
- Attitudinal
 - Faculty survey (Panorama survey)
 - Student survey (Panorama survey)
 - Parent survey
- Behavioral

- o Classroom observations
- o Discipline data
- Archival
- o School Performance Score Data
- o Subgroup Component Data
- o CIR/UIR status
- o 2021 BESE Charter Extension Recommendation Report

AAJP will engage School Model Support education service provider to assist in school accountability procedures, professional development, support for training and on-site implementation coaching (\$200,000).

AAJP will enlist the services of an onsite, School Turnaround Specialist to implement the school’s improvement plan (\$90,000), an onsite Technology Specialist (\$73,605) and H-Wire (Onward Technology) Technology Support (\$20,112).

AAJP will subscribe to membership with the Louisiana State Charter School Association to assist in school accountability procedures, professional development, support for training and on-site implementation coaching (\$9,000). Off-site best practices Summer Institute at SMS headquarters – six school administrators, seven specialists, one dean, one Teacher of the Year (15 employees @ \$1,500 PP = \$22,500).

Stipends will be offered to staff participating in professional development during after-hours (\$65,000) and nine Lead teacher stipends @ \$5,000 (\$45,000). AAJP will receive Science of Reading PD through the LDOE-approved provider, Associated Professional Educators of Louisiana (A+PEL). Method of Delivery: Online, Live. Duration: Average nine sessions with assignments between sessions. Method of communication for Support: Phone, Email, In-Person Meeting. Number of Participants: 30. (\$12,000)

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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.

Currently, ESSA and general funds support ongoing Literacy Professional Development. Current literacy PD is focused on:

1. Foundational Instruction for Reading Excellence (FIRE) lessons for grades 3-5. FIRE is an instructional resource designed to support teachers in providing students advanced reading foundational skills in grades 3-5.
2. Literacy Interventions and Foundational Tools (LIFT) Kit to pinpoint specific gaps in foundational skills for students beyond Grade 2.
3. LDOE K-2 Teacher Literacy and Writing PD Series.
4. LDOE Leaders Literacy PD Series.
5. Public Consulting Group – Developing Strong Literacy PD modules focused on grades 4-8.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$502,717
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SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$0	ESSER III	\$
Provide the URL to the following LEA documents.				
<p>School Reopening Plan for In-Person Learning https://www.athlosjp.org/?s=COVID</p> <p>COVID-19 Vaccination policies for staff and students https://www.athlosjp.org/?s=COVID</p> <p>Masking policies for staff and students https://www.athlosjp.org/?s=COVID</p> <p>Physical distancing, cohorts, or learning pods https://www.athlosjp.org/?s=COVID</p> <p style="text-align: center;"><i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i> https://www.athlosjp.org/covid-resources-faq-flow-chart/</p>				
2022-2023 School Safety Operations	<i>ESSER II or III budgeting for this section is not required as a part of this plan.</i>			
<p>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.</p>				
<p>Use the guiding questions, examples, and resources to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.</p> <p>AAJP will invest in a FT School Resource Officer for Bulletin 741 compliance, drug use prevention, implement missing children identification procedures, and crisis management and response plans (\$140,000).</p> <p>The school will employ a School Operations and Safety Administrator (\$73,160) and Facility Manager (\$46,000) to ensure compliance with R.S. 40:1731 through 1749, Louisiana Administrative Code, Title 51, <i>Public Health – Sanitary Code</i>, R.S. 3:3387-3389, Bulletin 741, OSHA regulations, inspection and operation of fire safety and prevention equipment.</p> <p>The school will secure hallways with supervision and enhance student drop off/pickup safety by employing additional support Aides (\$373,035).</p>				
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment			\$632,195	

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	\$ 1,378,559.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 1,135,856.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 537,217.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 632,195.00
2022- 2023 Total Funding Commitment	\$ 3,683,827.00

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

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- 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”.

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.