

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.**

GEO Next Generation High School	WBX GEO Next Generation High School	Enter Grade levels served 9-12
Planning Contact (name) Sandra Douglas		
Planning Contact (title): Chief Academic Officer		
Planning Contact (email) sdouglas@geoacademies.org		
Planning Contact (phone) 225-337-7636		
Fiscal Contact (name) Dana Teasley/Bonnie Hester		
Fiscal Contact (title) Vice President & CFO/Dir. Of Budget and Grant Administration		
Fiscal Contact (email) bhester@geoacademies.org		
Fiscal Contact (phone) 317-531-7103		
School System Leader Name Kevin Teasley, Superintendent		
<i>Kevin Teasley</i>	Date 9/29/2022	

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.

GEO Next Generation High School Demographics as of 9/29/2022

Grade	M	F	Asian	Black	White	Hispanic	Am. Indian	Multiracial	Unspecified	Total in Grade
9	64	60	1	82	0	5	0	2	34	124
10	54	57	0	82	0	5	2	0	22	111
11	38	51	1	67	1	3	0	0	17	89
12	30	38	0	61	0	5	0	0	2	68
TOTAL	186	206	2	292	1	18	2	2	75	392
Precents			1%	75%	>1%	4%	1%	1%	19%	

GEO Next Generation High School is comprised of 75% Black students, 4% Hispanics, and approximately 3% of American Indian, Asian, White, two or more race combined and 19% unspecified.

Total Enrollment Data

Year	2019-2020			2020-2021			2021-2022		
Grade Levels	9th			9 th and 10 th			9 th , 10 th , 11		
Total	94			200			285		
Ethnicity	BLK	HSP	Other	BLK	HSP	Other	BLK	HSP	Other
	88	6	0	190	8	2	268	12	5
Percent	94%	6%	0%	95%	4%	1%	94%	4%	2%

Chronic Absenteeism – Unexcused Absences exceeding 20 days

Year	2018-2019	2019-2020	2020-2021	2021-2022
Total Students Chronically Absent			35/200	96/285
Percent			18%	33%

The Truancy procedures put in place during the 2021-2022 school year showed no improvement. As the population increased because of adding an additional grade level each year, number of students who were chronically absent more than 20 days increased. This indicates a school-wide effort to decrease truancy in the high school.

Mode of Learning

Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	In-Person	Hybrid	Hybrid	In-Person	In-Person

Both in-person and virtual were modes of instruction offered in 2020-2021. In 2021-2022, students returned to full in person attendance. In 2022-2023, students will continue in-person learning.

COVID Cases (Positive)

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
9	6	5	2	6	7	5	3	1	3

Student Outcome LEAP Data % Mastery and Above 2021

Subject	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
English I	<5	12	22	34	33
English II	<5	18	22	33	28
Algebra I	<5	<5	15	40	44
Geometry	<5	<5	24	61	15
U.S. History					
Biology	<5	<5	28	31	35

Student Outcome LEAP Data % Mastery and Above 2022

Subject	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
English I	5	23	28	22	22
English II	<5	18	25	20	33
Algebra I	<5	15	24	47	15
Geometry	<5	<5	24	61	15
U.S. History	<5	8	41	24	24
Biology	<5	6	28	31	35

Data from the 2021-2022 school year showed a slight increase in students scoring at the Mastery and Basic levels.

ACT Work Keys Data

Students who have achieved 18 or better on ACT or a Silver on Work Keys	Students who have not achieved 18 or better on ACT or a Silver on Work Keys
34%	66%

A total of 128 students are now enrolled in ACT Prep. This 128 will be the target population for this school year.

Sample Course Offerings for 2022-2023

Course	Number Enrolled
Academic Success	57
ACT Prep	128
Advanced Pre-Calculus	60
Advanced Career Readiness	19
Advisory	394
Algebra I and Algebra II	164
Algebra III	3 Online
AP World History	
AP Human Geography	121
Applied Mathematics I, II, IV	16
Applied Science	15

Applied Social Studies	15
Beginning Band	18
Biology I	103
English I, II, III	304
English IV	BRCC
Technical Writing	92
NCCER Welding II, III, and IV	6
U.S. History	54
U.S. Govt.	6 online
Spanish I and Spanish II	121
Law Studies	23

GEO Next Generation High will graduate its first class in May 2023. Students will be tracked to see how many students enter a 4-year college immediately after graduation. Presently, 160 students are enrolled in at least one college course. By January, the number is expected to increase by 100.

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$119,750

ESSER III

\$195,419

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

Goal for 2021-2022 School Year:

To increase attendance to 95% or greater by the end of the first semester. We will track and monitor daily attendance in PowerSchool and ensure teachers are collecting attendance daily. Parent Square, an online communication tool will be used to notify parents of students who have missed school consistently.

Attendance:

In the 2021-2022 school year, GEO Next Generation High School returned to an in-person modality. An Acceleration Team discussed weekly with district leadership the concerns related to attendance and academics. The primary focus was on academic re-engagement, acceleration, and attendance. A Truancy Liaison was hired to work with the school Principal, counselors and social workers in monitoring and tracking attendance data in PowerSchool, following up on teacher referrals, making parent contact calls, conducting home visits, hosting parent workshops, assessing specific school needs, and making connections with community supports as needed. The Truancy Liaison provided more contact with parents thereby reducing the number of students who habitually missed school on a regular basis.

A full-time Behavior Specialist provided support for students serving out of school suspensions and/or were expelled from school. The Behavior Specialist supervised and counseled students as they completed their schoolwork by asynchronous learning. Every student was provided a Chromebook and assignments by the student's regular teacher. Students' parent signed them in and signed out daily and received information regarding the student's behavior and completion of tasks. Special Education students received services by the SPED provider while they are assigned to the Discipline Center. GEO Next Generation continued to experience a high number of absences and a high number of students arriving late.

Goal for 2022-2023 School Year:

To decrease the number of chronically absent students (20 or more Unexcused absences) in the targeted group of 94 students who were chronically absent in the previous year by 50% (47) or greater by the end of the school year as evidenced by attendance records from PowerSchool. Student attendance will be tracked and monitored by the Truancy Specialist and School Resource Officer. Parent Square, an online communication tool will be used to notify parents of students who have missed school consistently.

For the 2022-2023 school year, GEO Next Generation of Greater Baton Rouge will continue to focus on reducing the number of days students are missing from in-person instruction. The district will collect and report student absences and track data from PowerSchool for all consecutive absences of more than three days as well as any students meeting the 5,10,15,20 unexcused days markers. School personnel will communicate regularly about attendance updates with the Region Team Truancy Officer.

When a student has been absent from school for ten (10) or more unexcused days, the student will be referred for a decision on retention. An Early Warning notification will be sent to parents after the fifth unexcused absence and a referral will be made to Truancy for a home visit. Students who are identified as having supervision issues related to their absences and unexcused tardies may be referred to FINS (Families in Need) Program.

A Regional School Resource Officer will be hired for the North Sherwood area after October 30, 2022, to identify students who have been identified as having irregular attendance that is impacting their performance as well as may be causing disturbances and safety concerns at school.

The Discipline Center has been named as Support Academy offering support to all students who enter. The role of the center this year will be more focused on recovery and acceleration.

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

ESSER II

\$119,750

ESSER III

\$0

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

Well Being:

During the 2021-2022 the GEO Next Generation will strengthen and deepen integration of social-emotional learning (SEL) practices within academic instruction in culturally responsive ways that acknowledges the social and emotional impacts of the pandemic.

In the 2021-2022 SEL surveys were conducted to identify specific needs of students and families. School counselor, nurse, social worker, Principal, and support staff analyzed surveys data to identify families in need and planned a best course action to support those needs. From the survey it was found that 15% of the student population needed mental and behavioral supports to be addressed immediately.

From these survey results, the school hired additional staff to support the students SEL needs (social worker, behavior specialist, truancy officers, and other interventionists). Their duties include counseling students, connecting at-risk youth with helpful resources, and conducting home visits to provide additional support. The results showed approximately 15% of families felt they needed additional support services.

Additionally, 100% of our faculty (administration, classroom teachers and paraprofessionals) participated in monthly SEL professional development and support provided by the SEL facilitator.

At the end of the year, the school based mental and emotional supports team of employees reviewed the status the mental and behavioral needs of the targeted group as well as the entire school. Based on individual students written plans and individual goals, we believe students will be on track to achieve their end of year social, emotional, and academic goals. Students were evaluated two times, Winter, and Spring.

Results from the year showed more students in grade 9 were experiencing more adjustments to returning to school in a new setting.

During the 2022-2023 school year, GEO Next Generation will strengthen and deepen integration of social-emotional learning (SEL) practices within academic instruction in 100% of grades 9-12 in culturally responsive ways that acknowledges the social and emotional impacts of the pandemic.

By the end of the 2022-2023, at least 75% (71 of 94) of GEO Next Generation High School 9-12 scholars who are chronically absent, or who have been identified as not on track for graduation on time will participate in specific counseling related to their individual needs.

Guidance Counselors and Teachers will administer the SAEBR (Social Emotional Behavior Risk Screener) to identify students who might be at risk for social-emotional, behavior and academic problems. The SAEBRs will be used as a universal screener. School Resource Officer will assist with behavior problems or violence evidenced from the screener.

Timeline Attendance

Activity	Date of Implementation	Support for Student Academic Growth
Review End of Year Attendance Data with a Focus on Chronic Absences- 20 or more	July – September 30, 2022	Analyze and Match Student growth and achievement Data to write a plan.
Hold Open House Meetings with Parents and Guardians of Students	August -September 30, 2022	Planned Activity to Re-engage parents of Grades 3-8 grade students
Identify Chronic Absent Students and meet with parents/Assign Acceleration Team Member	August – September 15, 2022	Individual Graduation Plans 9-12
Identify District and school Acceleration Team focused on attendance and student growth.	September 15, 2022	Acceleration teams will review data regularly related to individual student achievement.
Assign Truancy Liaison to monitor parent and student engagement of 94 targeted students and schoolwide attendance	Beginning October 1, 2022, and ongoing throughout the year.	Focus on Attendance of 94 Targeted students and grades and re-engagement of parents.
Hire School Resource Officer	October 15, 2022	Focus on Truancy, Discipline and Parent Notifications
Utilize Parent Square to Notify parents weekly of daily absences past 3.	October 15, 2022	Parents are notified with the intent of reducing absences and engaging parents.
Truancy Liaison will contact parents of 17 targeted students as well as new identified chronic cases.	October 15, 2022	Re-engage students And parents
Truancy Liaison will conduct weekly home visits of selected 17 chronic cases and new cases (random visits)	October 15, 2022 – May 15, 2023	Parent Visit Log
School Resource Officer will visit identify Families in Need of Services (as needed)	October 15, 2022 – May 15, 2023	FINS Recommendations On file

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$434,919

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	\$100,000	ESSER III	\$102,419
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

GEO Next Generation High School prepares students to achieve mastery on all EOC and Placement test. (English I, English II Geometry, Biology, Algebra I, Algebra II, Work Keys and ACT, CLEP, and Advance Placement Exams). At present at least 50 to 60 percent of students are still scoring in the Approaching Basic and Unsatisfactory levels of performance. Although 2021-2022 Mastery data indicates growth is occurring, GEO Next Generation High school would like to hire content tutors for students who have failed to meet requirements for a specific course needed for graduation.

In the 2021-2022 school year, organized high dose tutoring was planned and executed. The results were not favorable because of low attendance due to personal situations that high school students face including assisting with younger siblings and having to work to support their families. Other students either participated in sports or played in the band. This year GEO Next Generation High School will employ additional staff to meet the needs of the approximately 200 students who need additional support in order meet the criteria for successful entry into college. At least 136 of these students are already enrolled this year in an ACT Prep Course. These support teachers will assist those students who have not successfully passed one or more EOC test.

Spring 2022 LEAP Results for GEO Next Generation High School

Course	Number Tested	Number Advanced	Number Mastery/ Percent	Number Basic/ Percent	Number Approaching Basic/Percent	Number Unsatisfactory/ Percent
U.S. History	76 Tested	3/4%	6/8%	31/41%	18/24%	18/24%
Algebra I	102 Tested	0/0%	17/17%	22/22%	44/43%	19/19%
Biology	64 Tested	0/0%	5/8%	13/20%	18/28%	28/44%
English I	121 Tested	5/4%	25/21%	32/26%	26/21%	33/27%
English II	50 Tested	2/4%	11/22%	15/30%	7/14%	15/30%
Geometry	11 Tested	0/0%	0/0%	3/27%	1/9%	7/64%

Subgroup Data of Spring Re-testers' LEAP Results for 2022 after receiving interventions

An additional teacher was hired to implement core content remediation. Four content teachers on staff provided interventions during school. **Before and After** school intervention programs were unsuccessful. The following students in these tables will continue to be on an intervention watch list and will be receiving content interventionist at least twice per week. Each of these students will also meet with their assigned accelerated learning team (two counselors) to monitor academics, attendance, and behavior learning supports.

Course	Number Tested	Number Advanced	Number Mastery/ Percent	Number Basic/ Percent	Number Approaching Basic/Percent	Number Unsatisfactory/ Percent
U.S. History	0 re-tested					
Algebra I	6 re-tested	0/0%	0/0%	1/17%	1/17%	4/66%
Biology	24 re-tested	0/0%	1/4%	1/4%	7/29%	15/63%
English I	16 re-tested	0/0%	0/0%	2/12%	4/25%	10/63%
English II	re-tested	0/0%	0/0%	1/20%	1/20%	3/60%
Geometry	7 re-tested	0/0%	0/0%	1/14%	0/0%	6/86%

- GEO Next Generation High School will provide career counseling and pathways for students in their dual enrollment programs by rehiring the Career Counselor who supports all college students during the school year.
- GEO Next Generation High School will provide ACT and Work Keys preparation and payments for students to retest monthly to provide a regular path to earning a Silver

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

ESSER II

\$0

ESSER III

\$0

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

The Next Generation High School system did not use ESSER funds for investment in this initiative. See explanation regarding **before and after school** above.

2022-2023 Key Investment: **Summer Learning Programs**

ESSER II

\$50,000

ESSER III

\$90,000

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

Summer Learning:

GEO Next Generation High School supported Summer Learning (2022) both at the high school and at the college level (BRCC). Students who failed to make a passing score on EOC exams were given an opportunity to re-test as well as students who wanted to earn additional college credits were invited to attend. Summer school began 3 days after the regular school year ended. The following activities were conducted.

- Hired an LEA coordinator, teachers, and staff for summer
- Hired transportation Service and Review Policy
- Purchase supplies for academic and enrichment activities
- Provide academic field trips to local colleges (4year)
- Four core content teachers provided core content teaching and remediation

Summer Learning LEAP 2025 Results for GEO Next Generation High School

Course	Number Tested	Number Advanced	Number Mastery/ Percent	Number Basic/ Percent	Number Approaching Basic/Percent	Number Unsatisfactory/ Percent
U.S. History	17 Tested 16 Retesters	0/0%	0/0%	3/18%	6/35%	8/47%
Algebra I	21 Tested 17 Retesters	0/0%	0/0%	5/24%	10/48%	6/28%
Biology	10 Tested All Retesters	0/0%	0/0%	1/10%	1/10%	8/80%
English I	22 Tested 19 Retesters				13/59%	9/41%

Three of the first timers taking the Algebra I LEAP test scored Basic in the Summer of 2022. Two of three of first timers taking the U.S. History test scored Basic in the Summer of 2022

A Summer 2022 Bridge Program for 26 **rising** Freshman as well as a Baton Rouge Community College (BRCC) Summer Bridge Program for 9 **rising** college students who would be entering college for the first time. These students will be tracked using EOC and BRCC performance in May of 2023. All materials and supplies were provided for these students.

Summer Bridge for Incoming Freshman	LEAP 2023 English I	LEAP 2023 Algebra I
Adr Dav		
Ken Dav		
Dan Gon		
Eri Haw		
Mar Mil		
Dar Woo		
Kor Ell		
Sha Bro		
My K Cot		
Rom Esp		
Cec Mar		
Mi A Pal		
Jer Wil		
Edw Wil		
Kei Dig		
Gen Fun		
JaN Jac		
Cam Pre		
Ahi Gon		
Khl Ell		
DeA New		
Mck Smi		
Don Wil		
All Mor		
Ali Nor		
Jay Val		
BRCC Summer Bridge	BRCC Course Results	BRCC Course Results
Ala Ban		
Chel Jos		
Mor Mos		
Dwi Pin		
Sea Tros		
Jor Tur		
Kem Hill		

Kal Sta		
Sen Wel		

Expected Outcomes for Bridge Students:

80% of students in both Bridge programs are expected to earn passing grades of Basic or above on EOC LEAP 2025 tests as well as BRCC Bridge should pass coursework with C or above. Bridge students from Summer 2022 will be evaluated at the end of May 2023 in order to make adjustments to the structure of the program in Summer 2023.

(Academics, Attendance, Behavior).

In 2022-2023, GEO Next Generation High School will support Summer Learning both at the high school and at the college level (BRCC). Students who failed to make a passing score on EOC exams will be provided an opportunity to receive remediation and re-test as well as students who want to earn additional college credits will be invited to attend. Summer Learning will begin 3 days after the regular school year ends. The following activities will be conducted.

- Hire an LEA coordinator, teachers, and staff for summer
- Hire transportation Service and Review Policy
- Purchase supplies for academic and enrichment activities
- Provide academic field trips to local colleges (4year)

Students deemed as intensive will receive one on one tutoring in their areas of content deficits.

GEO Next Generation High will graduate its first class in May 2023. Students will be tracked to see how many students enter a 4-year college immediately after graduation. Presently, 160 students are enrolled in at least one college course. By January, the number is expected to increase by 100.

Bridge students from Summer 2023 will be evaluated in May 2024 before the program begins for new students.

(Academics, Attendance, Behavior).

2022-2023 Key Investment: **Extended Instructional Time**

ESSER II

\$0

ESSER III

\$0

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

The Next Generation High School used funds other than ESSER to provide for this key investment.

2022-2023 Key Investment: **Individual Student Plans for Success**

ESSER II

\$0

ESSER III

\$0

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

The Next Generation High School used funds other than ESSER to provide for this key investment.

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**.

In the 2021-2022 school year, **Individual Graduation Plans** were either developed or updated for all 285 students at GEO Next Generation High School. A second guidance counselor was hired to support the College and Careers Counselor in ensuring all students were on track to graduation. College and support staff also assisted the students with making sure all coursework and EOC end of Course tests are completed. The school will engage the parents in the planning process by holding parent and student meetings.

In 2022-2023, GEO Next Generation High School will continue to monitor Individual Academic Plans with emphasis on T9 or Transitional Ninth Grade Students based on the following data:

Transitional Ninth Grade data revealed that many students were on their way to completing their coursework in the traditional 4 years. Those students with at least two unsatisfactory scale score ranges are recommended for immediate intervention and career counseling. Students with at least one Unsatisfactory rating will be given intensive remediation in that subject and are flagged for future remediation classes. All students who have met the minimum passing at Approaching Basic are still flagged for remediation with R. In school remediation tutoring will be scheduled for each content area. The students Individual Academic Plans (IGP) will be updated accordingly based on their performance.

Spring LEAP 2022

Transitional Ninth Graders (T9s)	English I	Algebra I	On Track/Not on Track/Remediation
Jan Brown	Mastery	Mastery	Mastery/On Track
Alex Cora	Approaching Basic	Basic	On Track - R
Jay Dun	Unsatisfactory	Approaching Basic	Remediation-Not on Track
Mckin Fran	Unsatisfactory	Basic	Remediation
Trin Fraz	Basic	Unsatisfactory	Remediation
Elij Harr	Approaching Basic	Approaching Basic	Remediation
Sami Jack	Approaching Basic	Approaching Basic	Remediation
Zent Jame	Basic	Approaching Basic	On Track - R
Brea John	Unsatisfactory	Unsatisfactory	Not on Track- Immediate Intervention
Jere John	Unsatisfactory	Approaching Basic	Remediation
Aala Jord	Approaching Basic	Approaching Basic	Remediation
Take Key	Mastery	Mastery	Mastery- On Track
Math Leo	Approaching Basic	Approaching Basic	Remediation
Wal Matt	Mastery	Approaching Basic	On Track - R
Kel Pie	Basic	Approaching Basic	On Track - R
Jerr Pug	Unsatisfactory	Approaching Basic	Not on Track- Remediation
Del Rober	Approaching Basic	Basic	On Track - R
Brie Sma	Basic	Approaching Basic	On Track - R
Kien Sma	Basic	Approaching Basic	On Track - R
Jay Smit	Approaching Basic	Approaching Basic	Remediation
Kam Tan	Basic	Unsatisfactory	Remediation
Chey Thom	Mastery	Approaching Basic	On Track - R
Edd Van	Approaching Basic	Unsatisfactory	Not on Track-Remediation
Dem Walk	Approaching Basic	Unsatisfactory	Not on Track-Remediation
Kal Wash	Approaching Basic	Approaching Basic	Remediation
Zniy Wil	Basic	Approaching Basic	On Track - R
Jyk Win	Unsatisfactory	Basic	Remediation
Brae Wri	Approaching Basic	Basic	On Track
Wen Rid - SP	Unsatisfactory	Approaching Basic	Not on Track -Remediation
Dons Will -SP	Unsatisfactory	Unsatisfactory	Immediate Intervention Remediation

Students may still be on track to graduate in their regular graduation year if they have passed at least one subject in the state's subject pairs for graduation requirements (Biology or US History, Algebra I or Geometry, and English I or English II). Students who are labeled as T9s may still graduate on time, but for those who are not on track, their second year will still be counted as their first year. Approaching Basic is an acceptable passing rate for high school graduation.

Focus of the Meetings and Parent Engagement:

- Develop and deliver information to parents and families on the factors that influence students' academic success and all factors that may support or prevent their student for achieving success in high school and college.

In 2022-2023, Individual Graduation Plans will be developed for all 394 students with special targeted focus on the 63 students expected to graduate this year and the 30 T9 students who are now 10th graders. Career and College planning will be an ongoing process this year.

As a result of student planning, all students are aware of their career paths, are provided opportunities for college enrollment and high school and college success and are continuously supported with improving their ACT and WorkKeys score.

Students in the first graduating class of 2023 will receive ongoing feedback related to their College and Careers and Jumpstart Pathways.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$342,419

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	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.

The Next Generation High School used funds other than ESSER to provide for this key investment.

2022-2023 Key Investment: Literacy Professional Development	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.

The Next Generation High School system used funds other than ESSER to provide 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.

The Next Generation High School used funds other than ESSER to provide for this key investment.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$0
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SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$0

ESSER III

\$0

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://geonextgenerationhighschool.org/parent-resources/>

COVID-19 Vaccination policies for staff and students <https://geonextgenerationhighschool.org/parent-resources/>

Masking policies for staff and students <https://geonextgenerationhighschool.org/parent-resources/>

Physical distancing, cohorts, or learning pods <https://geonextgenerationhighschool.org/parent-resources/>

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 & OPERATIONS **2022-2023 Total Funding Commitment**

\$0

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	\$ 434,919.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 342,419.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ -
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ -
2022- 2023 Total Funding Commitment	\$ 777,338.00

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.
- 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”.

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.