

REVISED

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 RSD – Linwood Public Charter Schools	LEA Code 396	Enter Grade levels served PreK-8
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School System Leader Name Dr. Staughton Jennings		
School System Leader Signature	Date: 01/27/2023	

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).

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups, 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 requirements 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

\$0

ESSER III

\$0

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

Click or tap here to enter text.

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

ESSER II

\$20,000

ESSER III

\$20,000

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

In 2021-22 Linwood Public Charter School implemented and will continue to implement the following strategies:

- Universal Mental Health Screener - Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009).
- Schoolwide SEL program via the Second Step curriculum to address character building, trauma-informed care, and professional development.
- 4th – 8th-grade students received mental and behavioral health support, character building, and trauma-informed care.
- Salary/benefits for additional certified FTE elementary counselor and FTE middle school counselor to provide mental, behavior, and social support and services.
- Salary/benefits for behavioral and social support and services team (6 FTE student management support officers and 1 FTE In-School Reflection staff).

How many students were provided evidence-based well-being (mental and behavioral) supports during SY 2021-2022?

- Approximately 843 students were screened, using the Student Risk Screening Scale, during the 2021 - 2022 school year.
- School Wide Services (over 1,000 students received support during SY 21-22)
 - Second Step curriculum
 - Certified counselors
 - Behavioral and social supports and services team
- Approximately 537 students received mental and behavioral health support, character-building, and trauma-informed care.

2. How many students will be provided evidence-based well-being (mental and behavioral) support during SY 2022-2023?

- Approximately 202 students were screened, using the Student Risk Screening Scale, during the 2022 - 2023 school year.
- School Wide Services (over 1,000 students received support during SY 22-23)
 - o Second Step curriculum
 - o Certified counselors
 - o Behavioral and social supports and services team
- Approximately 587 students received mental and behavioral health support, character-building, and trauma-informed care.

3. Which student data demonstrate improved student well-being (mental and behavioral) outcomes and what are the results?

According to the Universal Mental Health Screener data, students had a moderate to high risk for ongoing behavioral issues, which may later disrupt the learning environment for students. The data also revealed that many of the indicated “behavioral issues” were low-level, classroom management issues that could easily be redirected by using strategies from the SEL curriculum or by providing additional professional development for classroom staff on managing student behavior. LPCS reduced behavioral infractions by 5% for those students in grades 3-8 scoring in the high range, based on the SRSS-IE.

LPCS reviewed JCampus Discipline Frequency Report data to track suspension trends. According to the data, Out of School Suspension (OSS)/In School Suspension (ISS) went from 4.4% in 2019 - 2022 to 2.6% in 2021 -2022.

4. What other data sources will be used to understand and evaluate the effectiveness of the evidence-based well-being supports implemented in SY 2021-2022 and which evidence-based strategies will the LEA stop, continue, and start for SY 2022-2023?

LPCS will use surveys to track student/ family needs to ensure stakeholders receive adequate provision of service and support. Surveys will be collected, disaggregated, and used to determine the next steps.

The school will continue to implement the strategies listed above during the 2022 – 2023 school year. LPCS leadership team (principals) will continue to monitor the implementation, provide feedback, determine the next steps, and ensure the support needed is rendered. The Social Workers along with the counselors will continue to provide students with mental and behavioral health care, character-building support, and trauma-informed care.

Adjustments and/or support: Although teachers received Professional Development during the summer of 2021 and support throughout the year, data (informal and formal) revealed that some teachers did not fully understand how PBIS, SEL, classroom management, and behavioral outcomes correlated. These services work in tandem to support students. The school will provide support focused on this issue.

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**.

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ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$40,000
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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	90200	ESSER III	\$539070
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

LPCS will review student assessment data by subgroups to determine how to implement evidence-based activities. A review of data from the interventions will be done to determine which subgroups need additional support.

Linwood currently has an enrollment of 1023 students. The student body is made up of 95.7% Black, 3.5% Hispanic and 0.8% white. Of that number, 6.5% of the students receive special education services and 2.2% receive English language learning services.

Based on a review of state assessment scores from 2019 to present, we have identified continued gaps in learning. Specifically, a review of ELA and Math LEAP State assessment data indicates in grades 3-8th, several students have struggled to meet mastery in ELA and Math. These students were also negatively impacted by the COVID-19 pandemic. Approximately, 600 students participated in the state test in students in grades 3-8th (testing grades).

All students were provided instruction in evidence based tier-1 curriculum in ELA and Math. Additionally, supplementary research based programs were utilized to support student learning through after school tutoring and summer learning during the 21-22 school year.

While the overall data indicates continued support and improvements are needed, it should be noted the areas of growth from the provision of the targeted instructional support. They include the following:

- 4th Grade ELA: The overall scaled score increased by 7 points and the number of students obtaining mastery increased by 8.
- 6th Grade ELA: The overall scaled score increased by 3 points and the number of students obtaining a basic increased by 7 and 1 in mastery.
- 8th grade ELA: There was no reduction in the overall scaled score.
- 3rd Grade Math: The overall scaled score increased by 10 points and the number of students obtaining basic increased by 4 and the overall number of students obtaining mastery increased by 6.
- 5th Grade Math: The overall scaled score increased by 13 points and the number of students obtaining a basic increased by 19.

- 6th Grade Math: The overall scaled score increased by 6 points and the number of students obtaining a basic increased by 4 and the number of students obtaining a mastery increased by 2.
- 8th Grade Math: The overall scaled score increased by 4 points and the number of students obtaining a mastery increased by 3 and the number of students obtaining an advanced increased by 1.

ELA	2018							2019					2021					2022							
	U	AB	B	M	A	e	Score	U	AB	B	M	A	Score	U	AB	B	M	A	Score	U	AB	B	M	A	Score
3rd	31	35	21	13	0	715	709	38	28	22	12	0	709	36	30	22	12	0	712	42	35	12	11	0	705
4th	22	29	41	8	0	720	713	27	37	28	7	0	713	38	31	20	9	2	712	31	23	28	16	2	719
5th							724	15	38	29	18	0	724	27	41	25	6	1	713	16	40	30	13	0	722
6th	12	40	34	13	1	725	722	12	45	29	14	0	722	27	47	16	10	0	713	28	38	23	11	0	716
7th	20	50	21	7	2	717	724	18	33	38	9	2	724	25	35	25	13	3	718	42	23	21	13	1	712
8th	17	33	38	12	0	725	716	30	31	27	12	0	716	16	33	30	20	1	726	14	35	35	15	1	726

Math	2018						2019						2021						2022						
	U	AB	B	M	A	Score	U	AB	B	M	A	Score	U	AB	B	M	A	Score	U	AB	B	M	A	Score	
3rd	42	33	17	8	0	706	701	57	20	19	4	0	701	57	25	15	3	0	697	41	31	19	9	0	707
4th	17	46	27	10	0	718	718	61	28	8	4	0	699	41	33	18	8	0	708	41	38	16	4	0	707
5th							717	25	46	16	13	0	717	61	31	8	0	0	697	37	28	27	8	0	710
6th	18	55	23	3	0	712	720	16	41	36	7	0	720	63	26	11	0	0	696	48	35	15	2	0	702
7th	21	63	15	2	0	711	722	8	47	41	4	0	722	23	58	17	3	0	712	31	41	25	3	0	712
8th	40	42	14	4	0	705	705	41	42	13	3	0	705	42	37	17	4	0	705	36	40	16	7	1	709

While some growth was evidenced, this LEA believes there is still room for improvement. This LEA believes that the implementation of a co-teaching model in general education classrooms, implementation of tutoring (additional instructional time after school), literacy interventions and supports through literacy block scheduling and adding a reading teacher in grades 3-8, use of high quality assessments and instructional materials, provision of high quality scaffold instruction for our struggling and special education learners (consultative, push-in, pull-out). Additionally, our ELL students will be provided with access and opportunity to engage in high quality instruction and assessments while receiving support in language acquisition.

Additionally, our master schedule is adjusted to provide up to 120 minutes per week of acceleration for students in grades K-5. This was done to provide a school-wide tutoring opportunity embedded in the school day. The acceleration time will focus on ELA and Math using high quality materials in addition to the core instructional time. This will increase the opportunities for academic support.

The LEA will monitor 3rd-8th grade student progress; especially those students who did not score basic or mastery on any statewide assessment during the 2021-2022 school year. The LEA will provide targeted learning support for all students in 3rd - 8th grade to move them towards mastery; especially those who failed to be on track to achieve mastery on the state assessment in the 2021-2022 school year.

To further support students enrolled in grades 3-8, high quality benchmark assessments will be administered to determine additional instructional support needed, growth assessments will be administered and utilized to support progress monitoring as well as weekly assessments. The assessments will be used to monitor student performance and aid Teachers with determining how to continue to differentiate the instruction and who will provide the additional instructional support (i.e. - interventionists). Linwood will utilize the following assessment(s):

- Weekly Assessments
- ANET (Achievement Network) for Benchmark Assessment (Administered every 9 weeks)
- NWEA MAP – Growth Assessment Data (Beginning of the Year, Mid-Year and End of Year)

Based on the implementation of this evidence-based activity, the LEA expects the students who failed to achieve mastery on any statewide assessment during the 2020-2021 and 2021-2022 school year and are receiving the intervention support to achieve the following increased outcomes:

3rd Grade	Math - No less than 38% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - No less than 52% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
4th Grade	Math - No less than 38% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - No less than 52% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
5th Grade	Math - No less than 38% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 54% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
6th Grade	Math - No less than 32% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 58% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
7th Grade	Math - No less than 32% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 58% of students to achieve Basic, Mastery or Advanced on Statewide Assessment
8th Grade	Math - No less than 32% of students to achieve Basic, Mastery or Advanced on Statewide Assessment	ELA - 58% of students to achieve Basic, Mastery or Advanced on Statewide Assessment

Lastly, LPCS will incorporate high dosage tutoring supports (real-time tutoring) to support students in 3-8th grade who are referred to or in need of response to intervention support of identified tier 2 students. The LEA will utilize an approved vendor on the LDOE listing (i.e. - Intervene K12) to support this work.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$165,000	ESSER III	\$35,500
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

During the 21-22 SY year, after school programming (tutoring) was made accessible for all students at Linwood Public Charter School who matriculated in grades Pk-8. Of the available student body, a total of 399 students participated in after school programming. The after school curriculum utilized was Measuring Up. This was a standards based supplemental academic curriculum utilized for ELA and Math support. The 21.22 LEAP assessment demonstrated a slight increase in students achieving Basic and Mastery.

LPCS will provide after school support to the identified students in grades 3-8. The LEA will implement a direct-run after school program. While after school program support will be available for all students in PK-8, we are strongly encouraging students in 2nd-7th grade to attend who were affected by CoVid19 pandemic and experienced learning loss. We will target roughly 350-400 students to participate in after school support.

We will focus on skill development, acceleration and standardized based instruction utilizing Zearn for Math, Moby Max for Reading and ELA and Lalilo in lower grades for Reading and ELA. Moby Max and Zearn data platforms will track student performance and growth. Additionally, students participate in the NWEA MAP assessment three times per year (BOY, MOY and EOY). Growth performance data from the NWEA MAP assessment will be tracked for students enrolled in after school programming/tutoring. Additionally, 22.23 LEAP Assessment results will be utilized to understand and evaluate the effectiveness of the implemented after school supports for the 22.23 SY.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$157100	ESSER III	\$434112
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

LPCS will review all student assessment data (Diagnostic/Growth-MAP and State assessments-LEAP) to determine which students would benefit from summer learning. Linwood will place an emphasis on providing reading support in students enrolled in 2nd-7th grade (matriculating).

The number of teachers and staff hired to support summer learning would be directly proportional to the number of students. Teachers would be paid at a rate of \$55 per hour (Special Education Teachers, ELL Teachers and Regular Education Teachers) and para support will be paid at a rate of \$30 per hour. At the end of the summer session, students would take the MAP assessment. This data would be compared to their end of year MAP assessment results to determine growth. Partnership with local organizations will support student enrichment.

The 2nd - 7th grade students who failed to achieve mastery on any statewide assessment during the 2020-2021 and 2021-2022 school years will receive priority seating in the Summer Learning Program. The program will begin at the end of the school term and last approximately 5 weeks into the summer with an emphasis on 30 hours of reading in 2nd and 3rd grade. Based on the implementation of the Summer Learning Program, the LEA expects a minimum of up to 38% improvement in Math and a minimum of up to 58% improvement in ELA as measured by the statewide assessment (LEAP) the following school term.

Highly qualified teachers and paras will be selected first to provide support to students. In the event additional teachers are needed, they will be hired based on their Pathways Evaluation results and/or COMPASS results. Teachers will provide support to the students and school leaders and the instructional leadership team will review student and teacher data, provide support (professional development) and intervention referrals as needed.

Additionally, Linwood will partner with organizations and leverage relationships to support enrichment learning, (i.e.- CIS Center, SciPort).

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.

Click or tap here to enter text.

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$10,000
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Individual Graduation Plans (IGPs) are designed to guide students toward their education, career, and employment goals for all 8th grade students entering High School in the 9th grade. The Middle School Counselor will work with the Middle School Principal to set up meetings with all 8th grade

students to discuss general graduation requirements, coursework, and opportunities related to future goals during the spring semester. The counselor will work with each 8th grade student to develop and align their high school courses with college entrance requirements.

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	\$1,430,982
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓				
2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$30,000

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

The LEA has established clear Instructional Principles to support and develop Teachers and Leaders. Our core instructional principles are as follows:

- We develop clear goals for student achievement at all layers of our system.
- We meaningfully use data to adjust planning based on student needs.
- We coach Teachers to improve in areas critical to the success of their students.
- We create ongoing cycles of improvement that link goals, data and coaching.

With this in mind, Professional Development is a key component to improving student outcomes.

During the 21-22 SY instructional staff received 196 hours of professional development that ranged from training and support around curriculum, teacher pedagogy, instructional modeling and skill based support.

Based on statewide assessment results (LEAP) during the 2021-2022 SY and results of the NWEA MAP Growth scores, those students who failed to obtain mastery in grades 3-8 and/or adequate growth, will aid in determining further need for professional learning and development. Additionally, formal and informal observation results will be reviewed to determine support needed for Paraprofessionals, Teachers, Instructional Coaches, Principals & Directors and other members of the Instructional Leadership Team.

Professional Development will occur throughout the 22-23 SY through PLC's (Teacher Collaborations), Cluster Meetings and Instructional Leadership Team meetings. Teachers will receive ongoing job-embedded professional development at least 3 times per month around content, and at least weekly around curriculum, pedagogy and data. Additionally, teachers and staff will complete surveys at the start of the year, middle of the year and end of the year providing feedback and opportunity to select participation in professional development opportunities.

The professional development will be led by a skilled facilitator; (Principal, Instructional Coach or Tier 1 Curriculum vendor trainer -i.e. SchoolKit, ANET, NWEA MAP). Teachers will have time to discuss the implementation of tier 1 curriculum, review teacher data and student work samples, and develop instructional plans on how to best meet the needs of students during core instruction, intervention time or tutoring.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$100,000	ESSER III	\$60,000
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LPCS developed a Science of Reading course during the 21-22 SY and this course will continue during the 22-23 SY to equip Teachers with the necessary skills to support students with improving their individual reading levels; particularly those Teachers in 3-8 and elective teachers. As a result, Teachers will be able to support students who are not yet reading on grade level more effectively.

All Pk-2nd Teachers will participate in a Science of Reading course (LETRS) during the 22-23 SY provided by LEXIA. The purpose of the course is to support Teachers with understanding and implementing the fundamental skills and concepts to develop successful readers (students).

LPCS will continue to have a Literacy Content Leader (Director of Literacy) position. This person will continue working collaboratively with our assigned Regional Literacy Specialist from the Center for Literacy and Learning to implement statewide literacy initiatives. Additionally, the Director of Literacy will head the internal Essentials of Reading course that is provided schoolwide for the purposes of professionally improving Teachers and staff in all content areas in grades 3-8. The Director of Literacy will also support Teachers in grades 3-8 through observation, feedback and professional development of the schoolwide reading program (ARC/IRLA).

The LEA will ensure the teachers who provide instruction to the students in 3rd-8th grade who did not achieve mastery on a statewide assessment during the 2021-2022 and 2022-2023 school years, will attend the Professional Development and Learning offered, implement the strategies designed to assist with increasing student learning, and track student progress and performance. Although all teachers will attend, the LEA expects the teachers who provide instruction of the students in grades 3-8 who did not score mastery during the 2021-2022 and 2022-2023 school years, will participate in the Science of Reading course. Additionally, the Director of Literacy will assist with creation of the schoolwide Literacy Plan, goal setting progress monitoring, modeling, coaching, and ensuring teachers are following the guidance with fidelity.

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	\$460,000
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SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening	ESSER II	\$721,130	ESSER III	\$72,000
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning [https://lpcsb.org/Ready to Achieve 9-29-22.pdf](https://lpcsb.org/Ready_to_Achieve_9-29-22.pdf)
 COVID-19 Vaccination policies for staff and students [https://lpcsb.org/Ready to Achieve 9-29-22.pdf](https://lpcsb.org/Ready_to_Achieve_9-29-22.pdf)
 Masking policies for staff and students [https://lpcsb.org/Ready to Achieve 9-29-22.pdf](https://lpcsb.org/Ready_to_Achieve_9-29-22.pdf)
 Physical distancing, cohorts, or learning pods [https://lpcsb.org/Ready to Achieve 9-29-22.pdf](https://lpcsb.org/Ready_to_Achieve_9-29-22.pdf)
If all information is in the main School Reopening Plan, please enter the same URL for each.

2022-2023 School Safety Operations	<i>ESSER II or III budgeting for this section is not required as a part of this plan.</i>
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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.

The LPCS Emergency Operations Plan (EOP) and contents within is a guide to how LPCS conducts all-hazard response. The EOP is written in support of emergency management and is built upon the National Response Framework (NRF) as scalable, flexible and adaptable coordinating structures to align key roles and responsibilities. This plan and contents within shall apply to all LPCS school personnel participating in mitigation, preparedness, response and recovery efforts.

The EOP is intended to capture specific authorities and best practices for managing incidents of any size or scope. The EOP was prepared by LPCS staff and approved by senior administration personnel, thereby enabling activities contained within this document to be performed within the schools capability. This EOP is available within the LPCS system and with external agencies that may be affected by its implementation.

We have a crisis response plan that is comprehensive and is designed to be flexible. Basic guidelines are established for the school and supporting agencies to follow in the case of just about any type of emergency. We have established sub-committees that address certain components in-depth and specific persons are named as responsible parties to carry out specific duties or lead in specific situations.

Our plan is flexible and is revisited and updated annually. After attending a Safety Summit in Baton Rouge this past August, our Crisis Response Team reconvened and revisited our policies and procedures to include the latest information obtained. We incorporated the information that was applicable to enhance or improve what we already

have in place. We attend webinars throughout the year to stay abreast of innovative and/or new information and trends. We have two resource officers on campus daily to assist and advise. We not only plan for our students' physical safety, but their safety health-wise as well.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire and emergency agencies, as well as mental health and other community organizations. An important component of the School Crisis Response Pla is advanced planning with various agencies and community service providers to aid in timely communication and response to an incident. We are working to implement the Rave Panic button.

The School Crisis Response Plan provides guidelines and procedures for dealing with existing and potential school incidents. The basic plan and the functional and hazard specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to and recover from incidents. The plan discusses:

- Expectations of staff; roles and responsibilities
- Direction and control systems
- Internal and external communications
- Training and sustainability
- Authority and references as defined by local, State and Federal government mandates
- Common and specialized procedures
- Specific hazard vulnerabilities and responses/recovery

Every effort is made to secure the building from outside threats with fencing to deter walking through the campus.

- The perimeter view of the campus is monitored on cameras 24/7 and physically walked by the resource officers at random times during the day.
- All faculty and staff have been issued key cards to gain entry.
- All visitors must enter through the doors of the main building where they must be buzzed in. There are persons stationed on each hallway with radios who can advise if there are unauthorized visitors on campus.
- Badges have been issued to every faculty member and students.
- We stay abreast of the CDC guidelines as it relates to COVID-19.

Some strategies that our system uses to address internal and external threats to school safety include the following:

- Professional development is delivered to all faculty and staff on the School Crisis Response Plan at the beginning of school and reiterated throughout the year.
- A copy of the plan is distributed to every employee and a copy is housed in the office, library and front desk.
- Regular drills are scheduled and occur at least monthly.

Our system ensures that students understand processes as well. If they see something, they should say something. They are instructed to immediately report any suspicious persons and/or activity to their teacher, the cultural support personnel on the hall, the resource officer or the nearest employee to any other adult employee. We are working to learn more about and implement the panic button for students.

We assess the effectiveness of the school emergency operations and safety plans through drills which include fire, tornado, active shooter, and evacuations. Various scenarios are offered and solutions are discussed.

Our plan specifically outlines counseling support provided by two social workers and two counselors. We also have a health unit on campus that provides an additional counselor, social worker and psychologist.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$144,130
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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	\$ 40,000.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 1,430,982.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 460,000.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 144,130.00
2022- 2023 Total Funding Commitment	\$ 2,075,112.00

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).

LEA 2022 - 2023 ARAP Status

<input type="radio"/>	ARAP Approved
<input type="radio"/>	ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
<input type="radio"/>	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.