

**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 Cameron Parish School System	LEA Code 012	Enter Grade levels served PK-12
Planning Contact: Stephanie Rogers		
Planning Contact: Assistant Superintendent		
Planning Contact: stephanie_rogers@camsch.org		
Planning Contact: 337-775-5784 ext. 1017		
Fiscal Contact: Michelle Trahan		
Fiscal Contact: Business Manager		
Fiscal Contact: michelle_trahan@camsch.org		
Fiscal Contact: 337-775-5784 ext. 1007		
School System Leader Name Charley Lemons		
		Date 9/30/2022

**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 4<sup>th</sup> – 8<sup>th</sup> 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

\$0

ESSER III

\$0

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

No ESSER funds were used for Attendance Supports or Well-being Supports. General funds were used to address Attendance Supports.

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

ESSER II

\$0

ESSER III

\$0

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

No ESSER funds were used for Well-being Supports. The Achieve Budget has been amended to remove the Well-being Supports. These supports are being funded through general funds.

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**.

No ESSER funds were used for Attendance Supports or Well-being Supports. General funds were used to address Attendance Supports and Well-being Supports.

**ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment**

\$0

**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

\$0

ESSER III

\$15,000

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: **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.

No ESSER funds were used for Before and After School Programs. General funds were used to address Before and After School Programs.

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

ESSER II

\$35,533

ESSER III

\$419,731

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: **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.

No ESSER funds were used for Extended Instructional Time. General funds were used to address Extended Instructional Time..

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.

No ESSER funds were used for Individual Students Plans for Success. General funds were used to address Individual Students Plans for Success.

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**.

## Data

The Cameron Parish School System looked at several data sources, classroom assessments, STAR Reading, STAR Math, Edulastic and LEAP 2025, throughout the 2020-2021 and 2021-2022 school years in an attempt to gauge the growth/progress, or lack of, for all of our students. We focused on two main questions in our disaggregation of the data: (1) Did the percentage of all students, as well as the student groups, performing at mastery and above increase, remain the same or decrease in each subject area at each grade level and (2) Did all students, for whom we have two or more years of data, increase, retain or decline in their performance level in each subject area?

Below is a summary of key points derived from the two focus questions:

- Due to the devastating impacts of Hurricanes Laura and Delta on the communities of Cameron Parish, the student enrollment decreased from 1,325 in August 2020 to 1,055 in August 2022. The loss of these 270 students further reduced the diversification of the student population. According to the 2022-2023 Academic Recovery and Acceleration Plan data provided by LDOE as of October 1, 2020, Cameron Parish School System was composed of the following student groups: Asian (2 students); African American (20 students); Hispanic (80 students); White (994 students); Economically Disadvantaged (812 students); English Language Learner (11 students) and Students with Disabilities (175 students).
- The analysis of the percentage of Kindergarten students performing on/above level of all literacy screeners indicates that all student groups declined, with the African American student group (4 students) experiencing

the largest decline, from 100% in 2019 to 33% in 2020 for a decline of 67%. The student group with the next largest decline was the White student group (92 students), declining from 69% to 44% for a decline of 25%.

- Third grade student academics, as a whole, appear to have been severely impacted by the Covid-19 pandemic. All of the student groups declined in all subject areas on the 2021 LEAP 2025. The African American student group (3 students) had the largest ELA decline, from 67% performing at mastery or above in 2019 to 0% in 2021. The greatest decline in math was experienced by the Hispanic student group (2 students), from 67% performing at mastery or above in 2019 to 0% in 2021. The White (68 students) and Students with Disabilities (20 students) student groups both decreased 13% in social studies. The White student group declined from 37% to 24% and the Students with Disabilities declined from 18% to 5%. The final decline in science, the All student group (73 students) and Students with Disabilities (20 students) both declined 24%, with the All student group declining from 41% to 17% and the Student with Disabilities student group, 24% to 0%.
- While a larger percentage of third grade students scored mastery and above on the 2022 LEAP 2025 ELA and math test the increase was minimal. All students (71 students) in ELA increased 3% from 42% to 45% (32 students) but this is substantially lower than 2019 when 63% scored mastery or above. All students in math increased 6% from 42% to 48% (34 students) but this is also substantially than 2019 when 73% scored mastery or above.
- One bright spot in the 2021 LEAP 2025 data was that the eighth grade students did not mirror the overall decline of the third graders. ELA saw growth within each student group, with the Hispanic student group (8 students) earning the largest increase, 42% growth from 33% to 75%. Math saw the greatest decline, 57%, in the White student group (89 students), 14% to 8%. Two student groups, All (98 students) and Economically Disadvantaged (98 students), declined in social studies, while the Hispanic student group (8 students) grew 30%, from 33% to 63%. All student groups declined in science. The student group with the largest decline was the ALL student groups (98 students), a 17% decline from 48% to 31%.
- The percentage of eighth grade students scoring mastery and above on 2022 LEAP 2025 continued to increase except in ELA for all (85 students) which remained consistent at 60%. Math for all increased from 7% to 32% (24 students). Social Studies for all increased from 40% to 53% (45 students), while science for all increased from 31% to 44% (37 students). All of these percentages, except science, are higher than the 2019 LEAP 2025 results.
- The majority of our students, in grades 6, 7, 8 and 9 during the 2020-2021, did not increase or even maintain their 2019 LEAP 2025 performance label. When we charted the performance levels we discovered the following:
  - Of the 99 fifth grade students only 21 retained or grew their 2019 performance levels. 47 students dropped one performance level in one or more subjects. 31 students dropped two or more performance levels in one or more subject areas. The retention/growth percentage was 21.
  - Of the 86 sixth grade students only 28 retained or grew their 2019 performance levels. 39 students dropped one performance level in one or more subjects. 28 students dropped two or more performance levels in one or more subject areas. The retention/growth percentage was 33.
  - Of the 85 seventh grade students 43 retained or grew their 2019 performance levels. 38 students dropped one performance level in one or more subjects. 4 students dropped two or more performance levels in one or more subject areas. The retention/growth percentage was 51.



- Of the 96 eighth grade students 39 retained or grew their 2019 performance levels. 48 students dropped one performance level in one or more subjects. 9 students dropped two or more performance levels in one or more subject areas. The retention/growth percentage was 41.
- In conclusion, all student groups at each of our schools (1055 students) were impacted by the Covid-19 Pandemic; therefore, all of our students at each of our schools will receive recovery and acceleration services provided by ESSER II and ESSER III funds. Those students in grades third through seventh who failed to achieve mastery on one or more statewide assessment in 2021 were provided additional recovery services and more frequently progress monitored. Those students who failed to achieve mastery on one or more statewide assessment in 2022 will be provided additional recovery services and be more frequently progress monitored

### Targeted Learning Support

Based on the needs assessment the Cameron Parish School System decided to implement two evidence-based interventions: Multi-Tiered System of Support (MTSS) and Professional Learning Communities (PLCs) for the 2021-2022 and 2022-2023 school years. These two interventions worked and will continue to work in unison through purposeful data driven PLCs focused on students' academics needs being conducted that lead to student's academic needs being addressed in MTSS. Universal screeners (Star Reading, IXL, Edulastic LEAP 2025 aligned District Common Assessment, DIBELS, and URLA) were and will be administered to all students three times a year to determine which students require Tier I Interventions. Every school created an MTSS School Building Committee. These committees were composed of at least one school administrator, school counselor, MTSS chairperson and the classroom teacher recommending Tier II consideration.

Curriculums used during all tiers of interventions were and will continue to be Tier I state curriculums. The ELA curriculums are ARC for grades K-2 and Louisiana Guidebooks for grades 3-8. The math curriculums are Eureka for grades K-8 and Springboard for 9-12. The science curriculums are Great Minds PhD Science for 3-5, IQWST for 6-8 and iHub for Biology I. The Louisiana Social Studies Scope and Sequence are used in all social studies classes.

Tier I Interventions were conducted by classroom teachers in small groups for students not yet demonstrating evidence of progress toward instructional goals. Tier I Interventions were and to occur for six weeks and progress monitored every three weeks. Students in grades 3 through 8 who failed to achieve mastery on any statewide assessment during the 2020-2021 school year received mandatory small group instruction for the entire school year. Students in grades 3 through 8 who failed to achieve mastery on any statewide assessment during the 2010-2022 school year will receive mandatory small group instruction for the entire school year. PLCs reviewed data every four weeks to discuss progress. Interventions and progress monitoring was documented using the Cameron Parish MTSS forms. The review of the Accelerated Learning Plan for students in grades 3 through 8 who failed to achieve mastery on any statewide assessment during the 2020-2021 school year received preference at each PLC as will those students not scoring mastery on any statewide assessment in 2021-2022.

Prior to entering Tier II Interventions a referral form must have been completed which contained documentation of Tier I Interventions. The MTSS School Building Chairperson created a Tier II folder for the student and scheduled an initial meeting to determine the need for Tier II. The Cameron Parish MTSS Tier II form was used. If Tier II Intervention was determined to be necessary, the Parent Notification letter was sent home.

Tier II Interventions targeted, specific skill deficits determined by the classroom teacher. The teacher used multiple data points (classroom assessments, Edulastic LEAP 2025 aligned District Common Assessment, Star Reading, Star Math, IXL,

DIBELS and URLA) to determine the deficits. Evidence Based Interventions were administered by classroom teachers or interventionist in a small group setting (5-8 students). Interventions were administered at least three days per week for 20-30 minutes per day. Progress monitoring occurred every two weeks. These results were graphed or charted against the established goal in order to determine student growth. The MTSS School Building Committee meet every three weeks to review progress of students. Parent Notification of meeting were sent home after each meeting. Tier III Interventions were considered after six weeks of unsuccessful Tier II interventions. Students were moved back to Tier I if the interventions were deemed successful and the student showed adequate progress. All Tier II documentation was kept in MTSS folder.

Tier III Interventions were the most intensive, targeted, evidence interventions. Evidence Based Interventions were administered by classroom teachers or interventionists in a 1:1 or small group setting (1-3 students). Weekly progress monitoring occurred with interventions administered 3-5 days per week for 30-60 minutes per day. Progress monitoring results were graphed or charted against the established goal in order to determine student growth. After six weeks of unsuccessful interventions, the SBLC met to determine if the student should be referred for testing. Student were moved back to Tier II, and eventually Tier I, if the interventions were deemed successful and the student showed adequate progress. All Tier III documentation was kept in a MTSS folder.

### **2021 LEAP Compared to 2022 LEAP**

Subject Area	Number of Students in grades 3-7 scoring below mastery in one or more areas on the 2021 LEAP by subject area	Number of Students in grades 4-8 scoring below mastery in one or more areas on the 2022 LEAP by subject area after receiving evidence-based targeted learning support	Reduction in scoring below mastery
ELA	218	198	-20
Math	275	268	-7
Social Studies	296	301	+5
Science	287	276	-11

### **2022 LEAP Compared to 2023 LEAP**

Subject Area	Number of Students in grades 3-7 scoring below mastery in one or more areas on the 2022 LEAP by subject area	Number of Students in grades 4-8 scoring below mastery in one or more areas on the 2023 LEAP by subject area after receiving evidence-based targeted learning support	Reduction in scoring below mastery
ELA	203		
Math	259		
Social Studies	323		
Science	284		

The 2021-2022 chart illustrates a decrease in students scoring below mastery in ELA, math and science but an increase in social studies. The decreases were much smaller than we had anticipated and the increase was a surprise. We anticipate

better results for the 2023 LEAP results due to the MTSS and PLC processes being more ingrained in our schools. We are not planning to add any other evidence-based strategies for the 2022-2023 school year.

### Summer Learning

The Cameron Parish School System hosted the Summer Learning Program at two school sites during the summers of 2021 and 2022. The focus both summers was addressing the learning loss of all of our students, with a special emphasis on the students in grades three through eight who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years, this data is found above in the Targeted Learning Section, but all students are allowed to attend. Eighty-one of 1,094 students attended the 2021 Summer Learning Program and 110 of 1,055 students attended the 2022 program. All students enrolled in the Cameron Parish School System will be invited to attend the 2023 Summer Learning Program.

The LDOE Summer Learning Program Guidance was referenced to design the four week, sixteen-day initiative for the summer of 2021 and the three week, twelve-day initiative for the summer of 2022. The Summer Learning Program was held in June and July in 2021 and June in 2022. The daily schedule both summers began with students reporting to their selected school at 8:00 a.m. and dismissing at 12:00 p.m. Students participated in stations designed to address their specific academic deficits in ELA and math as well as enrichment stations in art, music, STEM and physical education. The following personnel were provided at each site: a director, curriculum coordinators, classroom teachers, paraprofessionals, office staff, bus drivers and student workers.

The evidence-based interventions we used are embedded in our selected Tier I curriculums (ARC, ELA Guidebooks and Eureka Math). We also utilized Learnzillion, Zearn, and Accelerated Reader. Accelerated Reader is addressed on "The What Works Clearinghouse" website as an evidence-based intervention. LIFT and FIRE and other resources released by LDOE will be utilized for the 2023 Summer Program.

The sources we used to measure student progress were STAR Math, STAR Reading, literacy screeners, writing samples, anecdotal data from teacher observations and student tracking charts. STAR Math will not be utilized for the 2023 program. We noticed the following: students learned more when participating in station based hands-on-activities which incorporated manipulatives; a lasered approach to the focus standards for the grade level is vital; looking at student work and making adjustments to determine what skills need to be retaught must be done daily and groups must be fluid in order to adequately address the needs of each student. Students who attended each day showed the most growth but all students showed some growth. Addressing the "holes" in the knowledge of our students during the Summer Learning Program allowed the students to concentrate on missing knowledge in an effort to move the students to being closer to grade-level ready.

The classroom teachers used two methods of progress monitoring. One method was used daily due to the short four/three week timeframe. The classroom teachers and curriculum coordinators adjusted the stations based on the results of the classroom assignments. The other monitoring method was weekly IXL diagnostics to check for growth toward and mastery of student specific goals.

**RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment**

**\$ 470,264**



**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$151,200	ESSER III	\$135,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$129,791
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

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

**School Improvement Best Practices**

After analyzing numerous sources of data the Cameron Parish School System identified two-evidence based activities, MTSS and PLCs, which the system believed if our classroom teachers, administrators, and central office staff were properly trained, could address our student's academic deficits.

The district contracted with The Bailey Group to train and provide 14 days of on-site implementation coaching during the 2021-2022 school year to all classroom teachers and administrators in successfully implementing a Multi-Tiered Support System (MTSS). The project began in early August and continued through May, 2022. The initial training of all classroom teacher and administrators was held at each of our schools on August 9th and 10th. After the trainings each school was tasked with carving time out of their schedules to provide daily MTSS to all students. Another component of the project was to create the Cameron Parish School System MTSS Procedure Guide. The desired outcome of this initiative was two-fold: an effective system to address student learning loss and academic deficits and a uniform SWD referral process with tiered interventions to address over identification of SPED students.

The district contracted with Pencarrow Consulting Group to train and provide 30 days of on-site implementation coaching during the 2021-2022 school year for all district staff, school administrators and teachers in successfully implementing data-driven Professional Learning Communities. The project began in late July and continued through June, 2022. The two-day initial training focused on the power of PLCs and how to arrange the master schedule to allow adequate time for PLCs. The desired outcome of this initiative was data-driven PLCs that identified the academic deficits and needs of our students which seamlessly led into MTSS where the identified academic deficits and needs were addressed and monitored to provide data for future PLCs. We wanted this cyclical process to become embedded and be a natural part of the student improvement process. The contract with Pencarrow Consulting Group was extended for the 2022-2023 school year to continue the coaching of data-driven Professional Learning Communities to help schools and teachers become proficient in the process.

We anticipate better results for the 2023 LEAP results due to the MTSS and PLC processes being more ingrained in our schools. We also anticipate fewer referrals for SPED services as our student's needs will be met during the MTSS - process. We are not planning to add any other evidence-based strategies for the 2022-2023 school year.

The district did not provide professional learning opportunities on instructional leadership teams during the 2021-2022 academic year.

### Literacy Professional Development

The Cameron Parish School System decided to offer the science of reading training to all district supervisors, school administrators, curriculum coordinators, reading interventionists, and all elementary teachers grades 4-8 due to the fact that reading is the key issue when addressing academic deficits. The total number of identified participants was 70.

We contracted with Associated Professional Educators of Louisiana (A+PEL) to provide the training. We elected to offer a combination of online and in-person trainings, per teachers' request. The online course began on June 1, 2022 and was self-paced. In-person training is scheduled to begin in May 2023. All participants must complete the training by July 1, 2023. As of August 15, 2023 fifteen participants had successfully completed the training.

We did not have any teachers become literacy content leaders or literacy coaches and we do not plan for any to become literacy content leaders or literacy coaches. We have reading interventionists at all of our schools.

The data sources we will use to evaluate the effectiveness of the science of reading training will be DIBELS and LEAP 2025 scores as well as any district literacy screener administered.

Additional training will be provided to any school or teacher identified as needing it.

Each teacher completing the training will receive a \$1,000 stipend.

**PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment**

**\$ 415,991**

## SCHOOL SAFETY & OPERATIONS ✓

### 2022-2023 Safe School Reopening

ESSER II

\$296,296

ESSER III

\$140,000

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://www.camsch.org>

COVID-19 Vaccination policies for staff and students <https://www.camsch.org>

Masking policies for staff and students <https://www.camsch.org>

Physical distancing, cohorts, or learning pods <https://www.camsch.org>

*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.

**The Cameron Parish School System places the safety of our students as one of our top priorities. The superintendent, district staff and school administrators communicate with parish sheriff and officers on a regular basis. Through an agreement with the sheriff's office each school has been assigned a school resource officer since 2005.**

**Each school is required to annually update their emergency operations plans. A committee of teachers and the School Resource Officer are involved in the process. These plans are submitted to the Supervisor of School Safety. The plans are reviewed for areas of concern.**

**Our students are taught and practice the procedures used to address school threats, fires and other emergencies on a monthly basis. Reports of these drills are required to be submitted to the Supervisor of School Safety.**

**Students are encouraged to report any perceived threat. The students may report the perceived threat in person, through email or by phone to any school employee who is required to report the information to the school administration.**

**Our system ensures our schools are provided a safe and secure environment by providing several resources. All of our schools have state of the art camera systems that monitor the inside and outside of the schools, Halo systems to detect smoke, gunfire and other noises, locked entrances that require a code or employee recognition to gain entry into the school and all doors in the building can be locked.**

Each school has a certified school counselor and a SEL Coordinator at the district level to provide counseling and support to all students and teachers. One school also has a medical clinic on campus with a social worker.

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$ 396,305
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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	\$	-
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$	470,264.00
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$	415,991.00
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$	396,305.00
<b>2022- 2023 Total Funding Commitment</b>		\$	<b>1,282,560.00</b>

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.
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- All grade-levels should be represented in your plan (federal requirement); however, grades 4<sup>th</sup> – 8<sup>th</sup> 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.