


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 Collegiate Baton Rouge	LEA Code EWJ5101	Enter Grade levels served 9-12
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School System Leader Name Jerel Bryant		
School System Leader Signature 	Date 9/25/2022	

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

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	\$10,161	ESSER III	\$241,176
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2022-2023 Key Investment: Well-Being	ESSER II	\$47,842	ESSER III	\$119,508
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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**.

Average attendance for the 21-22 school year was 92%. 228 students were identified as chronically absent (10+ unexcused absences) and 368 students were identified as truant (5+ unexcused absences).

During the 21-22 school year we noticed many students struggling with the return to full-time in person learning. To ensure timely identification of students in need of re engagement, CBR leveraged its school-based attendance team which was specifically tasked with identifying and reengaging students who did not consistently attend school. The team was made up of the following staff members: the Multi Tiered Systems of Support Lead (MTSS); the Intervention Compliance Coordinator (ICC); members of the school Culture Team; and members of the Operations Team. This team, in partnership with the school and network leadership, used the following data sources to identify who needed to be reengaged:

- Student enrollment and attendance data: daily attendance taken by classroom teachers
- Student course enrollment data
- Student demographic data, such as race or ethnicity, FRPL eligibility, or English Learner status
- Student outcome data, such as assessments
- Student chronic absenteeism data
- Bi-weekly meetings with school-based attendance lead and network attendance lead.

During the 21-22 school year, we returned our attendance tracking system from daily virtual class attendance to both daily attendance and class attendance so that we were better able to track which students were not attending school and which students were having attendance issues with specific classes. We will continue to use the SchoolRunner platform to track data accurately and efficiently.

During the 21-22 school year we implemented the following strategies that led to students becoming reengaged in school and decreasing absenteeism.

- Daily tier 1 outreach to students and families including: personal, automated, advisor calls completed by advisors and school operations teams
- Student attendance benchmarks including: 3 absences holding a family attendance conference; 5-7 truancy warnings and referrals
- Creation and distribution of a school-specific attendance intervention document restating school expectations and consequences for missing school shared with students/families at the beginning of each year and during any required attendance conferences.
- Holding home visits to determine barriers to student success with attendance when students hit 7+ unexcused absences completed by advisors, operations teams and MHS teams

- Creating Individualized attendance plans with personalized incentives and attendance goals completed by school based attendance teams when students hit 3+ unexcused absences.
- Creating school wide positive attendance incentives to celebrate student attendance and growth offered quarterly led by school operations teams
- Offering pathways to get back on track through attendance recovery programming during attendance meetings held with students and families, advisors, and school operations teams when students hit 7+ unexcused absences

We will continue to utilize these strategies for the 22-23 school year with the belief in the same outcomes as the previous year. In addition, we are offering the following new strategies to combat attendance challenges:

- Offering attendance recovery and tutoring during school breaks throughout the year (i.e. fall break, winter break). This creative approach ensures that students have the opportunity to catch up earlier in the school year and therefore not fall behind academically.

These interventions are aimed to address the root causes of chronic absenteeism and to re-engage students and families in the purpose and power of attending school on a daily basis, thus keeping students on track towards on-time promotion and graduation.

During the 21-22 school year we continued to notice that many students struggled with the stressors of the pandemic in addition to the disruption of their normal routine. For the 21-22 school year we identified approximately 34 students who qualified for MHS services at the network including either counseling services or social work in school services to be offered weekly or as needed to best support student growth. To ensure timely identification of students in need of mental and behavioral supports, CBR leveraged its school-based mental health and MTSS team - staff members specifically tasked with identifying and tracking data to determine if additional supports were needed. The MHS team includes a full time on campus social worker who provides both counseling services to students as well as responding to any crisis that arises. This team, in partnership with school and network leadership, uses the following data sources to identify who needs to be reengaged. These will be continued to use in the 22-23 school year.

- Student enrollment and attendance data: daily attendance taken by classroom teachers
- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- Student chronic absenteeism data

The MHS team uses the following strategies to provide evidence-based well-being supports:

- Social Emotional Learning (SEL) programs
- Network mental health leads who are able to support school based mental health teams in development of services and identifying students through monthly development meetings with MHS teams
- Multi-Tiered System of Supports referral system with dedicated school staff members established to collect data and identify next steps and needs for students, to meet bi-weekly and as needed
- School based Tier 1 Behavior systems offered daily
- Full time on campus mental health teams including social workers and school counselors to provide counseling sessions for students in addition to crisis intervention. Counseling sessions offered weekly to monthly or as needed based on student needs and services identified in student's IEP. Services begin within the first three weeks of school and continue throughout the year as listed on the IEP
- Creation of individualized behavior plans (FBA/BIPs) and crisis plans for students with behavior and social needs. FBA/BIPs used to track student growth and progress over the year. Student growth goals on BIPs are created by MHS and IEP teams and tracked weekly with progress being reported quarterly to families. MHS team uses observational data, data from sessions, course grades, and attendance data to track student progress toward goals.
- Network support mental health leads to provide professional development for school based teams monthly during learning communities and quarterly during network led data days
- School created mental health resources for students such as guided meditations, social groups and social media posts shared weekly through social media posts and school newsletters
- A subscription to Yoga Ed to allow counselors to provide yoga to students on campus
- School based professional development for teachers and staff offered monthly or as needed on campus led by school MHS teams

During the 22-23 school year we will continue to administer the Panorama student survey at the start of the school year for every student. This national survey vendor for student and family surveys will allow us to get better insight into challenges students and families are facing. We use this survey not only as a universal screener for mental health and well-being and capturing attitudes and beliefs, and relationship to schools. Additionally, we will continue to expand on SEL programs launched at schools in August 2021 to further support students in the development of social emotional skills.

- Understanding and troubleshooting root causes with the student and family to identify concerns and create steps to re-engage students with school - e.g., arranging waivers for virtual learning
- Advisories and Advisor outreach to offer personalized communication with students from a trusted adult, communication completed with families on daily to weekly basis

Through this multi-faceted approach in SY 21-22, students identified with MHS concerns were re-engaged in class, saw an improvement in GPAs, experienced a decrease in behavioral incidents, and experienced an increase in strong relationships between students and their peers as well as between students and staff. We anticipate that these outcomes will continue and grow in the 22-23 school year as we better refine our MHS supports and identification processes.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$418,686
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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

\$25,760

ESSER III

\$247,772

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

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._

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

ESSER II

\$0

ESSER III

\$24,000

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

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.

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

ESSER II

\$7,794

ESSER III

\$111,707

Use the [guiding questions, examples, and resources](#) to provide a narrative response 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**.

The Collegiate Academies pedagogy and curriculum ensures that all students are provided evidence-based targeted learning (tutoring) based on their LEAP results. We develop our teachers and materials to allow all students to be exposed to high level content including those who have not previously achieved mastery in a certain field. Students who have previously struggled to achieve mastery on assessments are exposed to the same high quality teaching and intervention process to ensure they meet their high school academic goals regardless of past test struggles. Students with IEPs who are eligible for the April Dunn Act have the plan applied when middle school test scores are released and the IEP team and parent agree to the plan. This plan allows for additional progress monitoring and means of demonstrating mastery on standards to further support their growth toward mastery. Further, we resourced additional intervention staffing and coaching support for educators to ensure that targeted academic interventions identified students with the most acute learning gaps and met their needs. We will continue to gather data throughout the year in order to refine these supports and better target our ESSER resources. As a network, CA students scored mastery or above on the Spring 2021 LEAP assessments in the following breakdown: 11% Algebra, 5% Geometry, 16% English I, 18% English II, 6% Biology, and 5% US History. 8% of CBR students scored mastery or above on the Spring 2022 LEAP assessments.

During the 21-22 school year we saw an improvement in students in general passing the LEAP, growing from the previous years. 67% Students in English I, 61% English II, 76% Algebra, 58% Geometry, 61% Biology, 44% US History passed the exam or fulfilled their plans. Through highly developed practices of co-teaching, re-teaching, and re-assessing students with disabilities were making significant gains toward true equity in education.

During the 21-22 school year we noted the vast majority of our students continuing to be negatively impacted by the COVID pandemic and resulting school closures, due to rising COVID rates and natural disasters. In order to ensure students were meeting their goals and to further lessen the negative impacts of COVID we carefully analyze the following data: student outcome data, chronic absenteeism and demographic data, in order to determine how we can best support students during this time. Additionally, we continue to refine the following plan for supporting students:

- Screening all students and implementing corresponding literacy interventions and extensions. This data collection allows us to analyze the effect of the pandemic and their ability to read is referenced to performance norms for their age group. Screening occurs beginning of the year by literacy teachers and support staff and occurs ongoing throughout the year as needed. This ensures students who have struggled to master grade level content as demonstrated in failing previous LEAP assessments are receiving the literacy interventions needed to close the literacy gap and better access grade level content
- Administering numerous assessments including: ACT, assessments through edulastic, Mathia, tier 1 curriculum-embedded assessments, LEAP 360, and LEAP 2025-released assessments or assessment items. Programs-based assessment: Zearn, Read180. Assessments are given in class by the lead teacher weekly through quarterly in order to further track student progress to mastery on LEAP assessments.
- Administering the MAP reading and math assessments quarterly to track student progress with the goal of every student growing at least 2 years
- Analyzing every student transcript to determine their individual progress to graduation, then developing a list of courses they need to take in collaboration with the student and family. Audits are completed annually by the Operations team in collaboration with advisors and the Director of Curriculum starting in July.
- Adding capacity in staff including additional teachers to allow for credit recovery, summer courses, Edgenuity to give kids more opportunities to graduate on time.

Current school schedules allow for extended classes every day for additional intervention or acceleration depending on student and class needs. We created space in our current schedule to allow for the majority of time to be spent on mastering grade-level content with the opportunity for reteaching every day if required. Teachers are able to therefore monitor data in real time and ensure students are mastering the content and adjust the course of the class if not. The extended class time allows for teachers to check in with students daily and track their progress to mastery through exit tickets and other standard-based assessments. Additionally, we offer mock LEAP tests in the spring and other interim assessments quarterly to monitor student progress and ensure students are on track to

mastery of the LEAP courses. Using this course enrollment data and student performance allows for students to receive the credit they need to graduate in 4 years having passed LEAP assessments despite previous LEAP scores in middle school. Our teachers focus on tracking data daily with students to ensure they are mastering the material and utilize the extended class time to adjust as needed for reteaching and reassessing.

During the 2021-2022 school year 60 students were provided access to summer learning. In order to determine who would qualify for summer learning programs during the current 2022-2023 school year, schools continue to gather data from a variety of sources including:

- Daily and class attendance
- LEAP scores
- April Dunn Plan mastery
- Course grades and assignments

In general we have seen roughly the same amount of students qualify for summer learning programs each year and anticipate this trend will continue for the current school year.

In order to ensure students receive the most impactful summer learning program, we focus on each student's specific need in regard to their current graduation timeline. Students are able to make up most core graduation requirement classes during summer credit recovery in order to ensure they remain on track for on-time graduation. During summer learning programs students are also able to receive targeted support in LEAP-tested courses to allow a greater chance of passing the required LEAP tests. Students receive instruction in smaller classes targeted to critical skills in each subject area. During this time students are able to work with teachers and staff members to develop skills required to be successful in the following school year such as executive functioning, study skills, and time management. An aim of our summer learning program is to help students identify the root cause or skill deficit that led to their academic struggles over the course of the year.

We continue to adhere to state-recommended summer learning programs for students with disabilities. By analyzing data in conjunction with growth toward IEP goals and IEP summer school identifiers, students can qualify for our extended school services. Case managers present qualifying families with the option to receive services during our summer learning programs. During this program, students receive services aligned to their IEP and supports in classes to meet their individualized goals.

During the 22-23 school year we will continue to use a variety of data sources to understand and evaluate the effectiveness of summer learning programs including:

- Student grades in course recovery classes
- Summer school attendance
- LEAP scores
- Summer school behavior and incident data
- Student individualized graduation pathways

One of the biggest indicators we continue to use to determine the effectiveness of our summer learning programs remains how successful students who participated are in the following year. This data helps refine and develop our programs to meet the needs of all our students. The main goal of our summer learning programs is to ensure students remain on track for on-time graduation, therefore the number of students that are able to graduate on time remains a critical data source for the effectiveness of this program.

While the Collegiate Academies academic model provides differentiated instruction for all students, students who qualify for special education services are provided with additional supports as deemed necessary for the mastery of their IEP goals. We develop our teachers and materials to allow all students to be exposed to high level content including those who have not previously achieved mastery in a certain field. Students who have previously struggled to achieve mastery on assessments are exposed to the same high-quality teaching and intervention process to ensure they meet their high school academic goals regardless of past test struggles. Students with IEPs who are eligible for the April Dunn Act have the plan applied when middle school test scores are released and the IEP team and parent agree to the plan. This plan allows for additional progress monitoring and means of demonstrating mastery on standards to further support their growth toward mastery. Additionally, we resourced additional intervention staffing and coaching

support for educators to ensure that targeted academic interventions identified students with the most acute learning gaps and met their needs. We will continue to gather data throughout the year in order to refine these supports and better target our ESSER resources.

During the 21-22 school year we saw an improvement in students with disabilities passing the LEAP. 16% of Students in English I, 18% English II, 7% Algebra, 11% Geometry, 9% Biology, 5% US History passed the exam or fulfilled their plans. Through highly developed practices of co-teaching, re-teaching, and re-assessing students with disabilities were making significant gains toward true equity in education.

During the 21-22 school year we noted the vast majority of our students continuing to be negatively impacted by the COVID pandemic and resulting school closures, due to rising COVID rates and natural disasters. In order to ensure students were meeting their goals and to further lessen the negative impacts of COVID we carefully analyze the following data: student outcome data, chronic absenteeism and demographic data, to determine how we could best support students during this time. Additionally, we continue to refine the following plan for supporting students:

- Screening all students and implementing corresponding literacy interventions and extensions. This data collection allows us to analyze the effect of the pandemic and their ability to read is referenced to performance norms for their age group. Screening occurs beginning of the year by literacy teachers and support staff and occurs ongoing throughout the year as needed. This ensures students who have struggled to master grade level content as demonstrated in failing previous LEAP assessments are receiving the literacy interventions needed to close the literacy gap and better access grade-level content
- Administering numerous assessments including: ACT, assessments through Edulastic, Mathia, tier 1 curriculum-embedded assessments, LEAP 360, and LEAP 2025-released assessments or assessment items. Programs-based assessment: Zearn, Read180. Assessments are given in class by the lead teacher weekly through quarterly in order to further track student progress to mastery on LEAP assessments.
- Administering the MAP reading and math assessments quarterly to track student progress with the goal of every student growing at least 2 years
- Analyzing every student transcript to determine their individual progress to graduation, then developing a list of courses they need to take in collaboration with the student and family. Audits are completed annually by the Operations team in collaboration with advisors and the Director of Curriculum starting in July.
- Adding capacity in staff including additional teachers to allow for credit recovery, summer courses, Edgenuity to give kids more opportunities to graduate on time.

Current school schedules allow for extended classes every day for additional intervention or acceleration depending on student and class need. We created space in our current schedule to allow for the majority of time to be spent on mastering grade-level content with the opportunity for reteaching every day if required. Teachers are able to therefore monitor data in real-time and ensure students are mastering the content and adjust the course of the class if not. The extended class time allows for teachers to check in with students daily and track their progress to mastery through exit tickets and other standard-based assessments. Additionally, we offer mock LEAP tests in the spring and other interim assessments quarterly to monitor student progress and ensure students are on track to mastery for the LEAP courses. Using this course enrollment data and student performance allows for students to receive the credit they need to graduate in 4 years having passed LEAP assessments despite previous LEAP scores in middle school. Our teachers focus on tracking data daily with students to ensure they are mastering the material and utilize the extended class time to adjust as need for reteaching and reassessing.

The vast majority of our students (approximately 80% every year) have completed their LEAP requirements by the time they start their senior year. However, as not all students fall into this category, we work hard to ensure that everyone has the opportunity to pass LEAP 2025. In order to improve student achievement on LEAP 2025 for rising seniors who have not passed LEAP 2025 assessments, we will do the following:

- Evaluate students before their senior year for special education services, thus getting to the root cause of failing test scores (i.e. is it that a student qualifies for special education services, has attendance concerns, or is in need of MHS?)
- Conduct annual beginning of the year graduation progress (IGP) audit for all seniors to identify students who need more support

- Re-enroll seniors in LEAP courses and provide targeted instruction and prep, using standards-based assessments to identify what needs to be covered
- Students with April Dunn plans are supported with co-teaching, targeted reteaching, and reassessments to ensure their test requirements are met
- All LEAP classes have network-provided curriculum and LEAP-aligned assessments to ensure students get rigorous, aligned instruction

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$417,032

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓✓✓

2022-2023 Key Investment: **School Improvement Best Practices**

ESSER II

\$82,770

ESSER III

\$7,350

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

2022-2023 Key Investment: **Literacy Professional Development**

ESSER II

\$0

ESSER III

\$121,000

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

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

During the 21-22 school year we used a variety of means to ensure teachers were receiving professional learning opportunities throughout the year. In order to address the disproportionate impacts of COVID-19 we continued to provide network-level support through the expansion of our curriculum team. The curriculum team allows for more frequent weekly or biweekly observations of teachers and coaching meetings to foster teacher growth. Our curriculum team now consists of 28 teacher leaders who write curriculum for their designated courses and lead classroom teachers to excellence in their rooms.

In the 21-22 school year, we offered quarterly network-wide data analysis days where teachers came together to further develop their skills under the leadership of our highly skilled network staff. All 452 CA staff members are scheduled into sessions during these days to learn and develop alongside their peers. We collect data through individual feedback forms, and larger network surveys in order to evaluate the effectiveness of our development sessions. In addition to quarterly data days, we offered a variety of professional learning activities including:

- holding weekly instructional leadership team meetings to further refine curriculum and development
- weekly problem solving and collaborative development between the Director of Curriculum and Intervention and Director of Student Support
- offering monthly teacher PLCs led by network curriculum leads
- running technology trainings and offering additional learning opportunities for teachers to further analyze data and refine skills quarterly through the network and as needed at the school level by school-based data teams

During the 2022-2023 school year we will default to conducting all professional learning opportunities in-person to better improve teacher leader learning outcomes, as it was clear from data over the past several school years that teachers and staff benefit from in-person collaboration and development.

To evaluate the effectiveness of our professional learning activities we used a variety of data sources including:

- using proactive data gathering tools such as MAP assessments and other diagnostics tests administered at the beginning of each year to ensure students are placed in appropriate classes or in need of further intervention with the goal of students growing 2+ years in both reading and math
- progress monitoring student performance through Interim assessments, Mock LEAP tests, and other standard based assessments to ensure students are on track for LEAP mastery held weekly and quarterly to track student progress. Reteaching and reassessing students who did not meet the standard on network-created benchmarks
- administering school-based diagnostic testing at the beginning of the year to ensure students who have previously not met grade-level standards are enrolled in appropriate intervention courses to better access grade-level content
- Quarterly network led school-wide data grab days, where network leaders evaluate classrooms, school operations and other logistics to determine school-wide bright spots and growth areas

Throughout the 21-22 school year and continuing into the 22-23 school year, our schools rely on the CA Rubric for Excellence Teaching (CARET) in order to formally evaluate teacher effectiveness in their classrooms. Coaches formally observe teachers quarterly to rate them on classroom management, rigor, the effectiveness of lessons, and other areas and then create an individualized plan during 1 on 1 debriefs. These plans are revisited and revised during weekly coaching sessions with their instructional leads. In the event a teacher is not making sufficient improvement according to CARET observations or not hitting network-wide data targets they are placed on a more intensive improvement plan with the support of their school and network coach.

In the 21-22 school year, we offered quarterly network-wide data analysis days where teachers came together to further develop their skills under the leadership of our highly skilled network staff. All English-based teachers and support staff including all 9 full-time English classroom teachers participated in sessions during these days to learn and develop alongside their peers.

We collect data through individual feedback forms, and larger network surveys in order to evaluate the effectiveness of our development sessions. In addition to quarterly data days, we offered a variety of professional learning activities including:

- holding weekly instructional leadership team meetings to further refine curriculum and development
- weekly problem solving and collaborative development between the Director of Curriculum and Intervention and Director of Student Support
- offering monthly teacher PLCs led by network curriculum leads
- running technology training and offering additional learning opportunities for teachers to further analyze data and refine skills quarterly through the network and as needed at the school level by school-based data teams

In addition to network support from our literacy curriculum lead, school based literacy coaches to ensure students are making developmental growth in reading. The literacy coaches are developed in house after demonstrating mastery in their field. At CBR the Director of Curriculum and Instruction and the Director of Student Support and three instructional coaches support literacy via direct coaching of teachers.

The most effective professional learning activities proved to be quarterly data days led by our highly skilled network curriculum team. These sessions allowed literacy coaches and teachers across all schools to come together to further refine their skills. Additionally, we piloted a curriculum shift to ELA Guidebooks for the 22-23 school year. During the pilot year, master teachers used this new curriculum to determine its effectiveness in leading to student mastery on LEAP exams. We found this curriculum to be more effective and have implemented it across all English classrooms. The shift focuses on classroom approaches that emphasize our instructional framework, focusing on reading, discussion, presentation, and writing. Further, it aligns with storylines and themes that have the opportunity to link with common Social Studies courses at the same grade level and gives students access to reading the complete text while building knowledge through additional text sets.

We will track the effectiveness of our professional learning activities through consistent data monitoring of our students including:

- using proactive data gathering tools such as MAP assessments and other diagnostics tests administered at the beginning of each year to ensure students are placed in appropriate classes or in need of further intervention and ensure students hit the goal of 2+ years of growth
- progress monitoring student performance through Interim assessments, Mock LEAP tests, and other standard based assessments to ensure students are on track for LEAP mastery. We will implement reteaching and reassessing students who did not meet the standard on network-created benchmarks.
- when middle school test scores are released applying April Dunn Act plans (with the approval of family and IEP team) to students with IEPs who have a history of failed Math/ELA assessments in LEAP courses

In order to support schools and educators who may be in need of additional assistance we will continue to offer the following:

- network level support for curriculum writing, general education teachers, and SDI teachers through weekly observations, coaching meetings and feedback
- holding quarterly “data grab” days in which leads across the network conduct in depth classroom observations and score teachers and school staff members on CA created teaching rubric (CARET).
- holding monthly teacher PLCs run by network leads in both intervention and Tier 1
- offering school level support for teachers through the school based literacy intervention coach to provide weekly/monthly observations and coaching

In the event a teacher is not making sufficient improvement according to CARET observations or not hitting network wide data targets they are placed on a more intensive improvement plan with the support of their school and network coach.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$211,120
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SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$9,775	ESSER III	\$0
Provide the URL to the following LEA documents.				
School Reopening Plan for In-Person Learning School Reopening Plan for In-Person Learning				
COVID-19 Vaccination policies for staff and students COVID-19 Vaccination policies for staff (page 20-21) and students				
Masking policies for staff and students Mask wearing policies for staff and students				
Physical distancing, cohorts, or learning pods Physical distancing, cohorts, or learning pods				
<i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
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.

Our schools in collaboration with our network team review annually the possible threats to student and school safety in order to draft the most effective plan of action in response to these known threats. At the school level, the Director of Finance and Operations leads school wide professional development at the start of each year to review the current plans in place and ensure staff is refreshed with their roles and responsibilities during emergencies. Upon the occurrence of a threat, the school leadership team quickly connects to determine the most appropriate plan of action and then swiftly communicates action steps to all faculty and staff through a variety of means including mobile devices, email, in person and intercoms.

In order to update plans based on network guidance, school staff review plans annually and ongoing as needed. After each emergency drill, school operations teams and school leaders meet to debrief and reflect on ways to improve. During this debrief, if changes are needed, the operations team updates school emergency plan documents and shares them with staff members accordingly. School operations teams are observed and scored on an operations rubric at least once a year. That rubric includes evaluating emergency plans, as well as interviewing a variety of staff members and asking them "What is your role in an emergency (ie, evacuation, lockdown, etc.)?" and "Do you feel well prepared for your role in an emergency?"

At CA we work to build positive relationships with all community partners including emergency preparedness personnel. We encourage feedback from these professionals to help improve our school practices and preparedness. Our operations teams continuously reflect on our current practices in collaboration with materials published by community partners to ensure the security of our students and staff. At the network level, CA President Stacy Martin and Chief Operating Officer, Justin Pickel, periodically meet with NOPD staff to discuss emergency operations and troubleshoot on coordinated efforts to improve safety of students and staff. We also attend the Louisiana School Safety Summit and have implemented resources from that training into our work.

When a threat is perceived leadership teams make the decision on how to best proceed (i.e. lockdown, shelter in place) given the circumstance. Each classroom and office in the school has a copy of our school-wide emergency protocols for staff to reference in the event they cannot recall specific expectations. Additionally, each classroom and office has a working locking door that staff members can use in the event of an emergency. Staff members may report any non-working locks to staff operations to have them repaired immediately.

At the heart of CA school culture lies authentic relationships with students. Teachers and staff create strong relationships with their students who are able to share concerns or fears of potential threats with faculty and staff. Students have the ability to speak with any trusted adult throughout the course of the day. When sharing confidential information, schools follow mandated reporting training in order to ensure student confidentiality and school safety. CA schools hire full time school counselors and social workers as permanent fixtures to the school team in order to provide both scheduled services and crisis response. In the event of a tragedy or threat to the school community school crisis staff team members provide opportunities throughout the day for students to speak with a trusted professional. We have also relied on the expertise and support from our network MHS team members and MHS personnel from outside agencies to provide additional support to students and staff if needed. During such times, we ensure students are not reprimanded for speaking with a MHS service provider but encouraged to do so whenever they feel the need.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$131,873

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	\$418,686
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$417,032
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$211,120
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$131,873
2022- 2023 Total Funding Commitment	\$ 1,178,711.00

LEA 2022 - 2023 ARAP Status

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