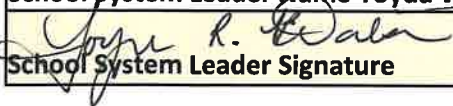


**2022-2023 Louisiana Comeback 2.0 Directions:** School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups 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 Concordia Parish School	LEA Code 015	Enter Grade levels served Pk-12
Planning Contact (name) Toyua Watson		
Planning Contact (title) Superintendent		
Planning Contact (email) twatson@cpsbla.us		
Planning Contact (phone) 3183364226 or 3186521981		
Fiscal Contact (name) Brenda Roberts		
Fiscal Contact (title) Bookkeeper		
Fiscal Contact (email) brendar@cpsbla.us		
Fiscal Contact (phone) 3183364226		
School System Leader Name Toyua Watson		
 School System Leader Signature		Date 12/16/2022

**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.

ESSER funds were not used for this.

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

ESSER II

\$618317

ESSER III

\$132200

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

Concordia Parish Schools will administer a social well-being screener to all students in grades K-12. This screener will ask questions in categories such as self-management, social awareness, self-efficacy, sense of belonging, growth mindset, and other topics. The instructional leadership team will analyze this data during the first two months of school. The data will be shared with the behavior interventionist, school counselors, and teachers to strategize the support needed for students. The screener will also be done mid-year and at the end of the year.

Measurable outcomes and progress monitoring: Humanity Solutions will be used to monitor and measure outcomes. The screener will give students a risk level based on the key components described above.

The Lovescaping curriculum (behavioral support) will be embedded into all schools. This is an SEL curriculum. The curriculum has different areas of support, and the Panorama screener will determine which Lovescaping path students will attend.

Using ESSER Funds, Concordia Parish hired five Behavioral interventionists. The behavior interventionist meets with staff and parents to identify students as well as plan for support. In addition to this, the Behavioral Interventionists will track behavioral issues at UIR-D schools.

Targeted Students (UIR-D schools):

Ferriday Upper Elementary School- 290 students

Ferriday Junior High School- 284 students

Ferriday High School- 320 students

Vidalia Upper Elementary- 424 students

**2021-2022 Outcomes**

Behavior Interventionists were placed in all UIR-D schools. Behavior interventionists worked to provide teachers with strategies to redirect students as well as held social emotional groups. They assisted teachers with implementing LoveScaping pillars. The well-being interventions above had a positive impact at most UIR-D schools when compared to the 2018-2019 school year (pre-covid)

Ferriday Upper Elementary- Out of school suspensions decreased by more than 50 students

Ferriday Junior High- Out of school suspensions decreased by more than 30 students

Ferriday High School- Out of school suspension decreased by more than 50 students

Vidalia Upper Elementary- Small decrease (For the 2022-2023 the school had to have targeted supports for students who are described as willful disobedient).

**2022-2023 Anticipated Outcomes**

10% or more reduced suspensions concerning disrespect to authority



20% increase in parent and student workshops on communication

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**.

The Lovescaping company will train lead teachers, Behavioral Interventionists, and counselors on the pillars needed to support students. This training focuses on social-emotional learning. The results of the Panorama survey will help to identify the initial services that students receive. The training will assist the school teams with identifying students that need individual (Tier 3), small groups (Tier 2), or large group support (Tier 1). This support will be for all students in grades K-12.

Mental and Behavioral Health is at the forefront of the newly hired Behavioral Interventionist work. All Behavior Interventionists received training on writing behavioral plans. In addition to this, all Behavioral Interventionists had prior training and experience working with students with behavioral issues. Behavioral Interventionists meet with students daily in both group and one-on-one sessions.

Behavioral Interventionists will track students to monitor their progress.

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

**\$750,517**

**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**

**\$ 1034766**

**ESSER III**

**\$311294**

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**

**\$8,715**

**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: **Summer Learning Programs**

**ESSER II**

**\$464,305**

**ESSER III**

**\$570,151**

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.

Click or tap here to enter text.

2022-2023 Key Investment: Individual Student Plans for Success

ESSER II

\$60,000

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.

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**.

District attendance and student achievement data highlight those most impacted by the pandemic. The district is leveraging ESSER funding in a variety of ways to target those who have the largest gaps with learning loss. Of the district's economically disadvantaged students, less than 15% scored Mastery or Above. Of the district's students with disabilities, 5% scored Mastery or Above. The above-referenced groups reflect those most challenged by learning loss as historical achievement gaps increased during the pandemic.

The Superintendent has instituted advisory groups from the following group of stakeholders: students, teachers, principals, parents, and the community. Additionally, a Health & Social Emotional advisory group from the following groups of stakeholders: medical physicians, mental wellness centers, school nurses, psychologists, and a Louisiana Department of Health representative was instituted to prioritize COVID-19 infection data, vaccination rates, and mitigation measures for the district. These individual groups meet monthly with district leaders in the spirit of continuous improvement and commitment to stakeholder feedback. During the spring semester, a focus of the April advisory sessions was how to best increase instructional time to address learning loss as a result of the pandemic. During these sessions, instructional data, student enrollment data, and internal benchmarking data were shared, and participants collaboratively discussed strategies to make recommendations to staff regarding the school calendar and related areas.

To prioritize students who failed to meet mastery in grades 3-8 and address those secondary students in danger of not graduating on time, the district allocated ESSER funding to support various resources. In order to achieve a full 1:1 technology status, the district purchased additional devices, hot spots, and chargers to ensure access for all students. For instructional support, high-quality programs were selected for vertical and horizontally aligned instruction. Examples of such include but are not limited to the following: Edgenuity for credit recovery and remediation for secondary students; READ 180 (6-8) for universal literacy screening and tiered intervention across all elementary and secondary schools; and ZEARL for mathematics intervention and support across all elementary and secondary schools.

Our CIR-A schools are all Title- 1 schools. We began our creation of goals and objectives, in partnership with NIET, by analyzing the data for those schools. In addition to this, we examined trends identified by the Department of Justice related to underrepresented groups of students. Funds were allocated to recruit teachers, incentive performance, purchase supplemental tutoring, and provide before and after school tutoring.

A contract with New Beginnings will implement 60 days of on-site support for CIR schools focusing on SWDs, emphasizing supporting teachers, paraprofessionals, and students in a more inclusive environment, and implementing a collaborative process for accelerating progress for struggling students.

The Jumpstart program will be expanded to target students on the career path, and sophomores will have the opportunity to take the ACT at no cost.

All schools are implementing a robust intervention program consisting of a substantial amount of tutoring and interventions in literacy and math. The school administers the LEAP360 diagnostic at the beginning of each year to students in grades 3-8, curricula embedded math and ELA beginning-of-year assessments to students in grades K-2, and the DIBELS literacy screener to students in grades K-3. The school analyzes the results of these diagnostics and creates plans for a



substantial amount of tutoring and interventions based on demonstrated student needs. Tutoring and interventions take place on at least a weekly basis and may occur daily for students with the most severe needs.

During the school year, the school administers the LEAP360 interim assessments and Mastery Connect to students in grades 3-8 and curricular embedded assessments to students in grades K-2. The school then takes data to common planning to analyze the results of these interim assessments and tutoring and intervention plans for students, as needed. Additionally, teachers administer formative assessments throughout the year that are included with the Tier-1 curricula that the school has implemented. Teachers use the results of these assessments to inform day-to-day instruction. The long-term goal for each student is to reach mastery of the state's LEAP assessment by 8th grade. The interim goal is to achieve the growth-to-mastery target each year to ensure that students are on track to reach mastery by 8th grade. The school faculty implements substantial tutoring and interventions based on diagnostic and interim assessment data with the goal of achieving these outcomes. The progress of these goals is monitored during the dedicated Data Days that occur throughout common planning cycles. The school prioritizes students in grades four through eight who failed to achieve mastery on any statewide assessments during the previous school year. Full-time teachers provide high-dosage tutoring and interventions.

Tutoring will be offered in both math and ELA. Tutoring will be done during the summer as well as before and after school. Using data to drive instruction, the RTI approach will be utilized to guide instruction for tutoring. This year our district utilized ESSER and State funds to hire Literacy Interventionists. The purpose of the Literacy Interventionist is to increase literacy for students who are falling behind. For elementary students, IRLA program data will be used to identify struggling readers every ten days. For middle school, Read 180 will be utilized. Reading interventionists are currently placed at our CIR A schools. To accurately assess students, the Case program will be used as built-in assessments from Tier 1 curriculums.

2021-2022 Outcomes for tutoring and after school supports

Progress Index of 90 or better for 2 of 4 UIR/CIRA schools

Dibels mid to end of year growth for students in grade 2

Assessment index increase for all but one tutoring sites

Rising Senior who have not met graduation requirements Plan

1. Parental Contact at the start of the year to notify parents of Seniors standing as well as plan of action
2. EOC Bootcamps will be held twice a month
3. Seniors who have not successfully completed an EOC will be able to audit the course for the fall semester
4. Self-paced tutoring options- Students will have the option of auditing the virtual course as well
5. Progress Check in October to discuss students progress towards passing the December EOC/ Students plans can be adjusted at this time
6. EOC in December/ If students are still not successful will be required to audit the course in the spring

2022-2023 targeted anticipated outcomes/targeted students

Students in grades k-5 who do not meet Dibels benchmarks will receive priority for tutoring sessions. Students (k-12) who do not successfully complete benchmark exams will also have priority for tutoring services.

# of 2<sup>nd</sup> grade students reading on grade level will increase by 10% are CIR/UIR A schools

Percent of students scoring basic in 3<sup>rd</sup> grade will increase by 10%

Summer learning Outcomes:

Students were given pre/post test during summer learning. The average increase for elementary was higher than 20% and for secondary the average was higher than 10% at each site.

Outcomes for targeted students who needed individual student plans:

Decreased unsatisfactory

Read 180 indicated growth on reading skills for students at CIR/UIR A schools

<b>RECOVERY AND ACCELERATION</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$2,449,231</b>
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**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

2022-2023 Key Investment: <b>School Improvement Best Practices</b>	<b>ESSER II</b>	<b>\$406,343</b>	<b>ESSER III</b>	<b>\$419,861</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

*School Leadership Institute*

School leaders and their Instructional Leadership Teams will attend monthly professional development focusing on the following:

- Continuous Improvement (school improvement planning) and Best Practices
- Social Emotional Learning
- Graduation Excellence (examining graduation rates and indicators to accelerate students to graduation)

*Instructional Leadership Teams (ILT)*

Each school will receive at least two days of professional development and year-long coaching on developing Instructional Leadership Teams (ILTs). This professional development and coaching will strengthen school leaders and their teams' practice in the following ways to improve student learning to scale:

- The school leader models being the lead learners
- The school leader coaches and support teachers in their learning
- The school leader is a reflective thought partner and reflects on his or her own learning as well
- The school leader focuses on: on Student growth
  - o Building teacher capacity
  - o Supporting professional development based on teacher and student needs

*Principal Supervisor/District Leaders Professional Development*

- Each principal will receive year-long professional development and coaching. This year-long professional development and coaching will strengthen the principal supervisor's skills to coach and support the district's school investing ESSER leaders and ILTs. The coaching and professional development are grounded in the NIET Framework/ Best Practices.

Principals will develop:

- Skills to gather and use evidence of principal effectiveness, including planning effective professional learning for principals.
- Strategies to strengthen relationships with principals as their coach, mentor, and supervisor.
- Enhanced ability to recognize highly effective instruction and equitable learning environments, and to discern inequities in student learning.
- An approach and skill to organize and facilitate principal PLCs that sustain principal improvement.

COVID Learning Loss Best Practices Initiative is intended to mitigate student learning loss due to absences related to COVID-19. The 2021-2022 Best Practices Initiative is directly linked to Employee Development, which is referenced in our district Strategic Plan. All elementary and secondary school teachers were provided Tier 1 curricular resources and training through afterschool professional development opportunities in order to address the disproportionate impact of Covid-19 on subgroups of students. The 4th - 8th-grade teachers were specifically targeted with collaborative lesson planning sessions in order to address students that failed to achieve mastery on the state-wide assessment. This professional development opportunity is monitored by the instructional directors and supervisor's department, and evidence is tracked through the submission of session artifacts.

Create a robust professional learning platform that schools across the district can utilize to deliver quality, on-demand professional learning to all educators and support staff. In addition to providing personalized support, we will create Professional Learning Communities (PLCs) supporting content areas and courses facilitated by specialists who are experienced classroom teachers, and providing a space for educators to collaborate, ask questions, share resources, and network with peers across the district.



Specifically, we will do the following:

- Provide ongoing professional learning opportunities for curriculum implementation, including Literacy Foundations Training for all K-3 teachers.
- Provide ongoing, embedded coaching support for teachers in implementation. ?
- Provide accelerated learning opportunities for students with significant learning lags. Provide a specialized and targeted enrichment curriculum tiered to match mild, moderate, and significant learning needs.
- Provide ongoing, job-embedded professional learning and coaching opportunities for curriculum implementation for supplemental and intensive (moderate and significant tiers) programs.

Impact of School Improvement best practices. For the 2021-2022 school year all schools were introduced to the best practices with onsite supports for staff. ILT meetings help administrators to identify issues and create interventions for those issue with a team. The team then use the plans and focused issues to support teachers in cluster meetings. This has had impacted teachers by supporting them and giving them the tools needed to create student centered classrooms.

2022-2023 Key Investment: <b>Literacy Professional Development</b>	<b>ESSER II</b>	<b>\$11,500</b>	<b>ESSER III</b>	<b>\$156,800</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

For grades, the K-2 ELA curriculum is provided by the American Reading Company (ARC). This will supplement the need for additional phonics support. K-2 teachers will also use the Accelerate program. The teachers will collaborate during district PD days (3) to unpack the upcoming ARC unit. These three days are currently built into the district calendar. The district literacy team collaborated and worked with the Center of Literacy and Learning to unpack the ARC units for opportunities to increase additional phonics and vocabulary support for teachers and students. The team has one literacy coach from each school, **and** the work was completed during the District Leadership meetings. It was shared with each school's professional learning community and instructional leadership team. ESSER funds will also be used to provide the "Science of Reading" training to all K-3 teachers in the district.

Increase K-12 student achievement in literacy by addressing learning loss among students, which will include low-income students, children with disabilities, English Language Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care within the local educational agency. All of these students will be included by:

- Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
- Implementing evidence-based activities to meet the comprehensive needs of students;
- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;
- Tracking student attendance and improving student engagement in education;
- Conducting outreach to students who did not enroll or consistently attend classes during the COVID-19 year;
- Implementing evidence-based interventions.

Data Used to determine focus. K-2 teachers were surveyed and many shared that our current curriculum lacked opportunities to build phonemic awareness. In addition to this, more than 30% of our K-5 teachers were not trained in literacy. The DIBELS scores indicated that more than 50% of our 2<sup>nd</sup> grade students read below grade level. LEAP scores are also an indicator of the need for more Professional Development.

Impact of Literacy PD

For the 2021-2022 school year more than 85% of teachers completed the Science of Reading training. The knowledge obtained assisted with teachers understanding the importance of utilizing a Tier 1 Curriculum. Tier 1 curriculum implementation increased as

evidenced by Learning Walks reports. Student Engagement also increased, teachers worked with the Center of Literacy and Learning to unpack units and plan lessons. These lessons were implemented during the literacy blocks, and increased student engagement.

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**

**\$994,504**

**SCHOOL SAFETY & OPERATIONS** ✓

<b>2022-2023 Safe School Reopening</b>	<b>ESSER II</b>	<b>\$256,157</b>	<b>ESSER III</b>	<b>\$9,521,593</b>
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Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning

[https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45\\_qhobVtQ/edit?usp=sharing](https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45_qhobVtQ/edit?usp=sharing)

COVID-19 Vaccination policies for staff and students

[https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45\\_qhobVtQ/edit?usp=sharing](https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45_qhobVtQ/edit?usp=sharing)

Masking policies for staff and students [https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45\\_qhobVtQ/edit?usp=sharing](https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45_qhobVtQ/edit?usp=sharing)

Physical distancing, cohorts, or learning pods [https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45\\_qhobVtQ/edit?usp=sharing](https://docs.google.com/presentation/d/1BM29N8sC4ZvhuBnUwHpR4V1pqsqaXOFG-45_qhobVtQ/edit?usp=sharing)

*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 evidenced based practices that will be used include:**

- Support universal and correct wearing of masks
- Physical distancing (e.g., including use of cohorts/learning pods)
- Handwashing and respiratory etiquette, updating soap dispensers to be touchless
- Cleaning and maintenance of healthy facilities, including improving ventilation and HVAC systems
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments

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

**\$9,777,750**



*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	\$750,517
RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$2,449,231
PROFESSIONAL LEARNING & DEVELOPMENT	2022-2023 Total Funding Commitment	\$994,504
SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$9,777,750
2022- 2023	Total Funding Commitment	\$ 13,972,002.00

**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 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 Initials **Click or tap here to enter text.**

Date Click or tap to enter a date.