

LEA's should use this resource to pre-check your ARAP responses before submission through eGMS.

Academic Recovery and Acceleration Plan Checklist

1. 2022-2023 Attendance Supports Criteria Review

Narrative response includes a summary of the information referenced below:

- Identification of students who were chronically absent and truant in SY 2021-2022
- Outcomes described for students who received attendance supports in SY 2020-2021
- Anticipated outcomes described for students who will receive attendance supports in SY 2022-2023
- Description of evidence-based attendance supports that will continue in SY 2022-2023
- Description of data being used to make these decisions

- Response captures all five indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures four indicators in a clear, concise, and easy to understand narrative. The response depicts student results and their current need with anticipated outcomes. Data or additional information supports narrative and shows clear need for key investment. Information and data provided to indicate students' need with evidence-based strategies identified. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures three indicators in a narrative explanation. The student need is somewhat clear with minimal explanation of student results and anticipated outcomes. There is some data or information to support student needs in addition to antidotal descriptions.
- Response captures two indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Response captures one indicator in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Data is present but no response provided for key investment.

2. 2022-2023 Well-being Supports Response Criteria Review

Narrative response includes a summary of the information referenced below:

- Identification of students needing well-being (mental and behavioral) supports in SY 2022-2023
- Outcomes described for students who received well-being (mental and behavioral) supports in SY 2021-2022
- Anticipated outcomes described for students who will receive well-being (mental and behavioral) supports in SY 2022-2023
- Description of evidence-based well-being (mental and behavioral) supports that will continue in SY 2022-2023
- Description of data being used to make these decisions

- Response captures all five indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures four indicators in a clear, concise, and easy to understand narrative. The response depicts student results and their current need with anticipated outcomes. Data or additional information supports narrative and shows clear need for key investment. Information and data provided to indicate students' need with evidence –based strategies identified. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures three indicators in a narrative explanation. The student need is somewhat clear with minimal explanation of student results and anticipated outcomes. There is some data or information to support student needs in addition to antidotal descriptions.
- Response captures two indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Response captures one indicator in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Data is present but no response provided for key investment.

3. 2022-2023 Targeted Learning Support (tutoring) Response Criteria Review

Narrative response includes a summary of the information referenced below:

- Identification of students needing targeted learning support (tutoring) in SY 2022-2023
- Outcomes described for students who received targeted learning support (tutoring) in SY 2021-2022
- Anticipated outcomes described for students who will receive targeted learning support (tutoring) in SY 2022-2023
- Description of targeted learning support (tutoring) that will continue in SY 2022-2023
- Description of data being used to make these decisions

- Response captures all five indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures four indicators in a clear, concise, and easy to understand narrative. The response depicts student results and their current need with anticipated outcomes. Data or additional information supports narrative and shows clear need for key investment. Information and data provided to indicate students' need with evidence –based strategies identified. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures three indicators in a narrative explanation. The student need is somewhat clear with minimal explanation of student results and anticipated outcomes. There is some data or information to support student needs in addition to antidotal descriptions.
- Response captures two indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Response one indicator in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Data is present but no response provided for key investment.

4. 2022-2023 Before and After School Programs Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing before and after school supports in SY 2022-2023
- Outcomes described for students who received before and after school supports in SY 2021-2022
- Anticipated outcomes described for students who will receive before and after school supports in SY 2022-2023
- Description of before and after school supports that will continue in SY 2022-2023
- Description of data being used to make these decisions

- Response captures all five indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures four indicators in a clear, concise, and easy to understand narrative. The response depicts student results and their current need with anticipated outcomes. Data or additional information supports narrative and shows clear need for key investment. Information and data provided to indicate students' need with evidence –based strategies identified. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures three guiding question indicators in a narrative explanation. The student need is somewhat clear with minimal explanation of student results and anticipated outcomes. There is some data or information to support student needs in addition to antidotal descriptions.
- Response captures two guiding question indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Response captures one guiding question indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Data is present but no response provided for key investment.

5. 2022-2023 Summer Learning Programs Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing summer learning in SY 2022-2023
- Outcomes described for students who received summer learning in SY 2021-2022
- Anticipated outcomes described for students who will receive summer learning in SY 2022-2023
- Description of summer learning programming that will continue in SY 2022-2023
- Description of data being used to make these decisions

- Response captures all five indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures four indicators in a clear, concise, and easy to understand narrative. The response depicts student results and their current need with anticipated outcomes. Data or additional information supports narrative and shows clear need for key investment. Information and data provided to indicate students' need with evidence –based strategies identified. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures three guiding question indicators in a narrative explanation. The student need is somewhat clear with minimal explanation of student results and anticipated outcomes. There is some data or information to support student needs in addition to antidotal descriptions.
- Response captures two guiding question indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Response captures one guiding question indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Data is present but no response provided for key investment.

6. 2022-2023 Extended Instructional Time Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing extended instructional time in SY 2022-2023
- Outcomes described for students who received extended instructional time supports in SY 2021-2022
- Anticipated outcomes described for students who will receive extended instructional time in SY 2022-2023
- Description of extended learning time supports that will continue in SY 2022-2023
- Description of data being used to make these decisions

- Response captures all five indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures four indicators in a clear, concise, and easy to understand narrative. The response depicts student results and their current need with anticipated outcomes. Data or additional information supports narrative and shows clear need for key investment. Information and data provided to indicate students' need with evidence –based strategies identified. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures three indicators in a narrative explanation. The student need is somewhat clear with minimal explanation of student results and anticipated outcomes. There is some data or information to support student needs in addition to antidotal descriptions.
- Response captures two indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Response captures one indicator in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Data is present but no response provided for key investment.

7. 2022-2023 Individual Student Plans for Success Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of students needing individual student planning in SY 2022-2023
- Outcomes described for students who received individual plans in SY 2021-2022
- Anticipated outcomes described for students who will receive individual plans in SY 2022-2023
- Description of the evidence-based individual student planning activities that will continue
- Description of data being used to make these decisions
- Description of plan for rising seniors who have not passed LEAP 2025 assessments

- Response captures all six indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
- Response captures five indicators in a clear, concise, and easy to understand narrative. The response depicts student results and their current need with anticipated outcomes. Data or additional information supports narrative and shows clear need for key investment. Information and data provided to indicate students' need with evidence-based strategies identified. Projected budgeted amount included and is reflective of evidence-based strategies.
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- Response captures three indicators in a narrative explanation. The student need is somewhat clear with minimal explanation of student results and anticipated outcomes. There is some data or information to support student needs in addition to antidotal descriptions.
- Response captures one or two indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Data is present but no response provided for key investment.

8. 2022-2023 School Improvement Best Practices Professional Development Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of educators participating in school improvement best practices (instructional leadership teams and teacher collaboration) in SY 2021-2022
- Identification of school improvement best practices (instructional leadership teams and teacher collaboration) implemented in SY 2021-2022
- Description of the impact of the school improvement best practices (instructional leadership teams and teacher collaboration) implemented in SY 2021-2022
- Identification of educators participating in school improvement best practices (instructional leadership teams and teacher collaboration) in SY 2022-2023
- Description of the school improvement best practices (instructional leadership teams and teacher collaboration) that will happen in SY 2022-2023 based on data from SY 2021-2022
- Description of data being used to make these decisions

- Response captures all six indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
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- Response captures four indicators in a narrative explanation. The student need is somewhat clear with minimal explanation of student results and anticipated outcomes. There is some data or information to support student needs in addition to antidotal descriptions.
- Response captures **three**-indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Response captures **one or two** indicators in a narrative explanation. Student results and student-anticipated outcomes are hard to understand, verbose, or educational jargon is prevalent. The students' needs are not clearly explained and no data or information is included to justify need.
- Data is present but no response provided for key investment.

9. 2022-2023 Literacy Professional Development Response Criteria

Narrative response includes a summary of the information referenced below:

- Identification of educators participating in literacy best practices (literacy content leaders and or literacy coaches) in SY 2021-2022
- Identification of literacy best practices professional learning implemented in SY 2021-2022
- Description of the impact of the literacy professional learning implemented in SY 2021-2022
- Identification of educators participating in literacy best practices professional learning in SY 2022-2023
- Description of the literacy best practices professional learning that will happen in SY 2022-2023 based on data from SY 2021-2022
- Description of data being used to make these decisions.

- Response captures all five indicators in a substantive, comprehensive, and concisely written narrative. Relevant and pertinent data is clearly identified and utilized to analyze SY 2020 -2021 and SY 2021-2022 student outcomes. Additional information is provided to complete a big picture explanation for students' needs. Projected budgeted amount included and is reflective of evidence-based strategies.
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10. School Safety & Operations

URL's provided for each of the following SY2022-2023 LEA documents, **OR** The main School Reopening Plan link has been entered for each of the aforementioned categories:

- **School Reopening Plan for In-Person Learning**
- **COVID-19 Vaccination policies for staff and students**
- **Mask wearing policies for staff and students**
- **Physical distancing, cohorts, or learning pods**

Links not provided or not functional.

11. Funding Commitments

The 2022-2023 funding commitment is totaled and captured on the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

The 2022-2023 funding commitment total is not captured or totaled on the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan

Scoring Description	LEA Status
Responses are exceptional and exceeds criteria (Highly Effective)	ARAP Plan Approved
Responses exceed/ meet criteria (Effective)	ARAP Plan Approved
Response criteria met with contingencies (Emerging)	ARAP Plan Approved with contingencies ARAP returned to LEA to revise based on reviewer feedback/ comments
Response criteria not met (Approaching)	ARAP not Approved Consultation Required - ARAP returned to LEA to correct based on reviewer feedback/ comments