

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [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 by **September 30, 2021** in the *Achieve!* eGMS application.



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School System Leader Signature	Date 10/19/2021

**NEEDS ASSESSMENTS**   

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- 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.

**Criteria Checklist**

- The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- The LEA sets system-level improvement goals for the areas of greatest needs across all data sets and interim goals that indicate progress.
- The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

<sup>1</sup> [ARP ESSER Fact Sheet](#)

**Commitment: ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: <b>Attendance</b>	ESSER II	\$120,000	ESSER III	\$85,000
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**How will the LEA identify students who need to be re-engaged?**

Our school began late summer 2021 reviewing school data to identify students who missed the greatest number of in-person instruction days and those who disengaged during remote instruction. This review was based on attendance records, diagnostic, benchmark, and norm referenced test results (LEAP 2025); discipline records and teacher anecdotal records. The goal was to identify the most at-risk students before the beginning of school and prepare a plan for re-engagement. Pursuant to Act 294, students who have not met LEAP requirements toward mastery will be given priority to receive targeted instruction in the core content areas in which the student failed to perform at the Basic or above level. For those who have more than one subject to improve, Reading will take precedence. Also, as a requirement of Act 294, we will organize Acceleration Teams for each student who fails to meet the requirements of LEAP 2025. The Acceleration Teams will assist with the monitoring of attendance, well-being, and academic progress and needs. Our school has hired a Truancy Liaison who will monitor attendance and engagement; as well as hold meetings with students and families to assess needs and trends with this population. At present, it is expected that 10% of the school's population will need immediate attendance and well-being counseling services. All data resulting from reviews and school efforts will be reported demographically. The current school population of 666 is: 88% African American, 10% unclassified and 1% multi-racial and less than 1% Caucasian and Hispanic combined.

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Re-engagement supports
- Drop-out early warning systems
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**How will the LEA seek to re-engage students with poor attendance?**

Our schools, with a primary focus on engagement and attendance, has hired a Truancy Liaison to work with school principals, counselors and social workers in monitoring and tracking attendance data in PowerSchool, following up on teacher referrals, making parent contact calls, conducting home visits, hosting parent workshops, assessing specific school needs, and making connections with community supports as needed. The Truancy Liaison will track students' attendance and ensure compliance with state and local school attendance laws. **The Pupil Progression Plan** states that elementary students must be in attendance a minimum of 60,120 minutes or 167 six-hour days per school year. A student is expected to be in attendance each day of school. A student is in attendance when they are physically present at the school site or under the supervision of authorized personnel for at least 50% of the day. After a student has been absent for ten days, the student shall be referred for review by the School Building Level Committee (SBLC) to determine need for referral for section 504 services if the student has not been previously identified. Truancy Liaisons will follow the attendance policy from the school's Pupil Progression Plan by ensuring that School Building Level Committee meetings are held when a student has missed 10 days. The Truancy Liaisons will check to ensure that all Drop and Add safeguards are followed. (A request from a transferring school must be received.) Truancy Liaison will refer students who miss school habitually to FINS (Families in Need of Services) Program. Wraparound Facilitation will be used with students who are at risk, on probation or in-home placement. Additionally, the District has a Discipline Center with a full-time teacher for students who are serving out of school suspensions from school and/or have been expelled from school. When a student is assigned to the Discipline

Center, they are expected to continue their schoolwork by asynchronous learning. Every student is provided a Chromebook PC and assignments are provided by the student’s regular teacher. Students are signed in and signed out daily and the parent or guardian must interact with the teacher regarding behavior and completion of tasks. Special Education students receive services by the SPED provider while they are assigned to the Discipline Center.

Attendance Tracking with safeguards are in place for every five days of absence to ensure teachers are monitoring student absences and report anything we need to do as a school to make sure a parent and/or guardian is aware their child is missing instruction on a regular basis. Schools are responsible for identifying students who are habitually absent and sending written notifications home to parents and/or guardians indicating the number of absences and informing the parents and/or guardians that habitual absences are being tracked. Consecutive five-day absences indicate a need for early intervention services. Students who have missed 10 or more unexcused days are candidates for failure in the course if there are no extenuating circumstances.

Students who disengaged from in-person and remote learning last school year will be tracked using attendance data, NWEA, LEAP, DIBELS and weekly classroom data. These students will be monitored in groups at each school by the Compliance Facilitator to ensure all services are provided to catch up, keep up and move up. IEP and 504 students will also be monitored to by the SPED Director to ensure they are participating in the TIER I curriculum as well as getting TIER II and TIER III supports as needed. Behavior and mental supports will be tracked by the School Social Worker, School Nurse, Dean of students and Counselor. Trend data will be collected by demographics (race, gender, socio-economic and diverse learners).

Key Investment: <b>Well-Being</b>	ESSER II	\$0	ESSER III	\$ 85,000
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**How will the LEA identify students who need mental and behavioral supports?**

GPA of Greater Baton Rouge goal for this year is to strengthen and deepen integration of social-emotional learning (SEL) practices within academic instruction in culturally responsive ways that acknowledges the social and emotional impacts of the pandemic. Social emotional curricular materials and assessments can improve wellness, develop students SEL competencies, and drive achievements.

Within the first six weeks of school, K-8 Student and Family surveys will be conducted to identify specific needs of students and families. School counselor, nurse, social worker, and Principal will analyze this data and provide best course action for students and families. It has been found that 10% of the student population is needing mental and behavioral supports to be addressed immediately.

During the Spring of 2020, GPA of Greater Baton Rouge developed a plan for SEL along with materials and assessments. This year with all students returning to in person learning, hiring new staff, and providing new high-quality ELA curriculum materials in all grades, as well as pushing enrollment to full capacity, there is a need to support teachers and administrators integrating SEL practices into classroom instruction. Research shows that SEL programs are effective at all levels and students exposed to SEL programs significantly improved social and emotional skills, attitudes, behavior, and academic performance relative to students who did not (Durlak et al 2011).

Additionally, from these survey results, the school hired additional staff to support the students SEL needs (social worker, behavior specialist, truancy officers, and other interventionists) and implemented the “I Am” program to identify, support and advocate for students’ emotional, mental, and physical well-being. Their duties include

counseling students, connecting at-risk youth with helpful resources, and conducting home visits to provide additional support. The results showed approximately 10% of families felt they needed additional support services.

Additionally, 100% of our faculty (administration, classroom teachers and paraprofessionals) will participate in a monthly SEL professional development and support provided by the SEL facilitator.

Based on this plan all students are expected to achieve their goals for the 2021-2022 school year.

**(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Mental and Behavioral Health
- Character Building
- Trauma-informed care
- Full-Service Community Schools
- Adoption/ integration of SEL curriculum
- Professional development for staff
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**(For Students) Describe the LEAs plan for implementing evidence-based activities.**

The “I AM” program implementation began the first week in September 2021. Students are taught a lesson weekly by the “I AM” instructor utilizing program instruction based on high-quality character-building concepts. The Dean of Students is responsible for setting the tone for the instructional day with positive affirmations and character-building concepts. The Dean of Students also monitors students’ referrals and absences on a weekly basis and will meet with students and their families if needed to check on students’ well-being.

Through this program we require our teachers to do the following:

- Start each day with a warm greeting: By greeting each student you build a personal connection.
- Partner Activities: This gives students time to work together which builds community in the classroom.
- Reflective writing: Students have free time to write in a journal about their day. If needed, teachers provide some creative writing prompts. These journals are reviewed and graded as a part of Literacy program.
- Have a Calm-Down Corner: For grades K-5<sup>th</sup>, this is a special place in the classroom for students to take a break when they are angry or upset.
- For 6<sup>th</sup> – 8<sup>th</sup> grade we use Peer Mediation. This is a problem-solving process that helps students involved in a dispute a way to work out the issue with a teacher/social worker/dean as the mediator.

At the end of each day, teachers review students’ classwork as well as emotional well-being based on the above items. If intervention is needed, teacher will meet with the student and students’ family. All communication is documented and given to the Dean of Students or Social Worker for follow up and progress monitoring.

Additionally, funds will be used for the following for teacher training on SEL:

- Teachers are participating in monthly professional development on SEL as it relates to both the teacher and students’ well-being. The SEL Facilitator, Dr. L. Fontenot, provides helpful articles and strategies for dealing with at-risk youth.

**(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Mental and Behavioral Health (virtual health coaches)
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

<b>ATTENDANCE &amp; WELL-BEING</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 290,000</b>
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**Commitment: RECOVERY AND ACCELERATION** ✓ ✓ ✓

<b>Key Investment: Targeted Learning Support</b>	<b>ESSER II</b>	<b>\$ 160,000</b>	<b>ESSER III</b>	<b>\$ 218,000</b>
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**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)**

- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- 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 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.

**How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).**

During the 2021-2022 school year, all students will return to school in-person on opening day. Using demographic, EOY LEAP, NWEA, and DIBELS data, the LEA will identify families and students in need of support including in need of uniforms, transportation and ensure all students have the learning tools they need to complete assignments. Chromebooks will be issued to all students for in class instruction. If school needs change, students are equipped with the tools they need to work asynchronously. Based on the data, students in grades 4-8 have been impacted more since the COVID 19 Pandemic in all core content subjects. NWEA and LEAP Data analysis indicated the need for instruction targeted to determine where unfinished learning was most significant and how to remedy it.

**GPA of Greater Baton Rouge NWEA EOY 2020-2021 Data for Reading and Mathematics**

**Math**

K	50 of 59 or 85% met their growth target
1 <sup>ST</sup>	68 of 75 or 91% met their growth target
2 <sup>nd</sup>	59 of 78 or 76% met their growth target
3 <sup>rd</sup>	35 of 61 or 57% met their growth target
4 <sup>th</sup>	34 of 66 or 52% met their growth target

**Reading**

36 of 59 or 61% met their growth target
45 of 72 or 63% met their growth target
60 of 72 or 83% met their growth target
19 of 57 or 33% met their growth target
19 of 51 or 37% met their growth target

<sup>2</sup> [ARP ESSER Fact Sheet](#)

5 <sup>th</sup>	32 of 65 or 49% met their growth target	36 of 63 or 57% met their growth target
6 <sup>th</sup>	25 of 48 or 52% met their growth target	16 of 37 or 43% met their growth target
7 <sup>th</sup>	34 of 60 or 57% met their growth target	30 of 57 or 53% met their growth target
8 <sup>th</sup>	21 of 51 or 41% met their growth target	24 of 51 or 47% met their growth target

**Results from the Spring of 2021 English Lang Arts LEAP 2025 Test exhibited the following:**

44% of the students who took the 3<sup>rd</sup> Grade LEAP 2025 and are now in 4<sup>th</sup> grade scored below Basic.  
 25% of the students who took the 4<sup>th</sup> Grade LEAP 2025 and are now in 5<sup>th</sup> grade scored below Basic.  
 51% of the students who took the 5<sup>th</sup> Grade LEAP 2025 and are now in 6<sup>th</sup> grade scored below Basic.  
 47% of the students who took the 6<sup>th</sup> Grade LEAP 2025 and are now in 7<sup>th</sup> grade scored below Basic.  
 43% of the students who took the 7<sup>th</sup> Grade LEAP 2025 and are now in 8<sup>th</sup> grade scored below Basic.  
 41% of the students who took the 8<sup>th</sup> Grade LEAP 2025 and are now in 9<sup>th</sup> grade scored below Basic.

**Results from the Spring 2021 Mathematics LEAP 2025 Test exhibited the following:**

38% of the students who took the 3<sup>rd</sup> Grade LEAP 2025 and are now in 4<sup>th</sup> grade scored below Basic.  
 45% of the students who took the 4<sup>th</sup> Grade LEAP 2025 and are now in 5<sup>th</sup> grade scored below Basic.  
 57% of the students who took the 5<sup>th</sup> Grade LEAP 2025 and are now in 6<sup>th</sup> grade scored below Basic.  
 74% of the students who took the 6<sup>th</sup> Grade LEAP 2025 and are now in 7<sup>th</sup> grade scored below Basic.  
 76% of the students who took the 7<sup>th</sup> Grade LEAP 2025 and are now in 8<sup>th</sup> grade scored below Basic.  
 76% of the students who took the 8<sup>th</sup> Grade LEAP 2025 and are now in 9<sup>th</sup> grade scored below Basic

Social Studies and Science score exhibited the same pattern with a higher percentage of students scoring below Basic at all levels. The trend showing a more intense focus in grades 4-8 in all four core content areas. Additionally, students who scored below Basic in 3 or more areas will be deemed intensive and receive Tier II and Tier instruction, as well as be assigned an accelerated learning team with consistent reviews of their progress. The LEA will provide a full day of teaching and learning each day.

Students, who during the year test positive for COVID, will be able to continue to learn at home during their time of quarantine. The LEA will continue to work on analyzing student data throughout the school year by utilizing grant funds to purchase upgraded educational technology which will support traditional and special educational needs for both students and instructors. To support growth and learning and bridging the learning loss, our schools will fully utilize learning technology tools to provide alternative learning experiences and offer a more aggressive student centric approach to learning and learning recovery.

GPA of Greater Baton Rouge will use all funds in this category to improve outcomes for all students with high expectations.

- All students who scored below mastery in one or more subjects in grades 4-8 on the LEAP Spring 2021 Assessment will be a priority.
- All students in K-8 who did not meet their NWEA Growth Target in reading and math
- All Tier II and III K-2 students.
- All students receiving SPED/EL/504 services who scored below mastery on the LEAP Spring 2021.

**Results Expected:**

- All 666 students are expected to meet and exceed their NWEA Growth Target by 1 year and a half or more.
- 80% of all students will show mastery in the bi-weekly data analysis in TAP Clusters and weekly data meetings from in-class instruction.

- 50% or more of all 4-8 grade students who scored below mastery on the ELA LEAP test will score mastery as a result of Tier I, Tier II and Tier III instruction.
- 50% or more of all 4-8 grade students who scored below mastery on the LEAP test will score mastery as a result of Tier I, Tier II and Tier III instruction.
- 50% or more of all 4-8 grade students who scored below mastery on the Math LEAP test will score mastery as a result of Tier I, Tier II and Tier III instruction.
- 95% or more school attendance for the entire school.

**High Quality Tier I Curriculum**

August – May 2022

GPA of Greater Baton Rouge will purchase high quality tier I curriculum materials for all math, reading, and science classrooms.

**High Dose Tutoring (Before, After and During School)**

**(Retired Teachers, College Students, in-house staff)**

**Focus on ELA and Mathematics**

**Target Intensive Students K-8. (Grades 4-8 is the priority)**

September 15 – May 15, 2022

Frequency: At least three time per week

**School Acceleration Teams – Composed of 12 members for each student. (The principal is a part of the team.)**

**Acceleration Teams will meet weekly in data and Leadership Team meetings to review data and make recommendations.**

October 15 -May 15, 2022

**Saturday School – Mid February – April (4 weeks Before LEAP Testing)**

Weekly 4.5 hours school day on Saturday for grades 4-8. (Expectations for 50% of 348 students or 174 or more)

Extensions of weekly learning with emphasis on LEAP test prep

**Tier I content teaching** – Daily with 30 minutes of interventions for reading and math each

Career Teachers, Master Teachers

(Monitored by District Leadership Team and Principal). The team is led by the Chief Academic Officer, Deputy Academic Officer and Executive Master Teacher.

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
- Literacy Interventions and Extensions
- Individual Graduation Plans (IGP)
- 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.
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?**

School Requirements:



- High-quality Tier I core instruction is the foundation of the students' instruction.
- Ongoing assessments for mastery provide the basis for identification of intervention needs.
- Effective literacy instruction focused on each individual student's success.
- Students with unfinished learning and diverse learners (IEP and 504) are being provided additional instructional time to catch up.
- Teachers are providing both core instruction and acceleration in classrooms.
- The school is meeting the well-being needs of students supports academic achievement (SEL).
- There is equity in the provisions made for all students. Equity is at the forefront of all strategies.

**Evidence Based Practices:**

The LEA will screen all children within the first 30 school days to determine who will need extra support and focus of instruction using NWEA, DIBELS, Benchmark Assessments. The Assessments administered will provide specific prescriptions for students. The goal for each student is to achieve their MAPS growth target (NWEA) and to work to grade level. Additionally, the LEA will conduct the Beginning-of-the Year Assessments provided in the high-quality curriculum to determine the child's readiness for instruction with the specific curriculum. Teachers in grade K-3 will progress monitor a minimum of 3 times per year (Preferably every 3 to 4 weeks in K-3).

GPA of Greater Baton Rouge will monitor continuous diagnostic assessments and the use of the LDOE Pre K-3 Assessment Guidance 2021-2022 with If/Then statements.

The LEA will monitor and support the SBLC process for students who are not making progress.

Evidence Based Literacy Activities and Strategies in the Literacy Lesson guided by the Literacy Director and TAP Executive Master Teacher.

Before School: Students begin their day with a literacy connected assignment. Students can be seen reading in small groups, practicing their reading skills, or responding to a prompt.

**Evidence Based Practices:**

Beginning of each Lesson: Writing Task (Daily students respond to the Do Now in each class)

Whole Group Instruction – Tier I (High Quality Reading Curriculum at each level)

- Word Work – Teach sound, symbols, morphology before actual reading begins
- Vocabulary development – Introduce new vocabulary/Review Vocabulary

Introduce new words using a direct, Instruction) explicit routine (sound-symbol correspondence, heart words). Focus on 3-5 words at a time.

- Reading the Core Text (Tier I at all levels)

Teachers will utilize a variety of strategies including read aloud, close reading, partner, or choral reading, etc. Students and teacher will discuss the text and the teacher will probe for understanding by asking higher-order questions that promote thinking.

High dosage tutoring program for a subset of students in targeted grade levels, performance bands, and content areas. GEO Prep Academies of Greater Baton Rouge provides tutoring at all levels including tutoring for students enrolled in K-8 classes. While some students are involved in tutoring at least three to four times per week in reading and math, evidence shows from tutoring rosters that significant shares of students are 2 plus years below grade level, particularly in ELA and Math are not participants in the tutoring sessions offered. The key focus for the next four years is to provide high-dosage tutoring. High dosage tutoring (tutoring in small groups at frequent intervals) has been shown to have large positive effects on achievement (Fryer 2016).

Additional interventionist tutoring will be provided to students who scored below Mastery on the Spring 2021 Leap and salaries for staff to build tutoring within the school day and before and after school.

The overall instructional program is monitored by the school’s Leadership Team and the District Leadership Team. The school’s Leadership Team meets weekly to guide teacher development, review school data and plan for in-class field testing.

**How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in [Act 294](#) should be addressed)**

Our supports extended time for those students who failed to achieve a score Mastery on any part of the LEAP 2025. We will develop Individual Academic Plans for all students who do not meet promotion requirements with a score of Basic and above in at least two core content subjects. The student’s Individual Academic Plan as stated in the **Pupil Progression Plan** must address each core subject in which the student scored below “Basic” and must include at least two approved interventions options per core subject, including possible participation in summer school as an intervention if chosen by the student and parent and be signed by the parent/legal guardian, following discussion of the plan. The plan continues until the student achieves “Basic” in the core subjects that led to the development of the plan. The LEA will offer summer school as an option offered to all students with and Individual Academic Achievement Plan.

Approximately 50% of the students failed to achieve mastery in at least one core area of the LEAP 2025 test and will **(based on Act 294)** be given additional supports during the year to ensure the focus remains on mastery. We are using these grant funds to hire both ELA and Math Interventionist to provide pull out support for those students score below mastery NWEA program as well as state-wide assessments. In addition to teachers, we are adding more Instructional Assistants to provide more in-class support in almost all core content classrooms. Our Interventionists will do data desegregation and provide a list of students needing the most support to school leadership and classroom teachers. We are also providing more opportunities for before and after school tutoring for students and to encourage more teachers and Instructional Assistants to participate in this program, we are offering a higher stipend amount so students can be provided more 1:1 support during tutoring.

Students will be assessed on a regular basis to determine if these supports are achieving the results identified by the LEA. LEAP 360 interim Assessments will be administered at least two times to before the actual test is given in the Spring. Acceleration teams assigned to the student will analyze the results and make recommendations.

Key Investment: <b>Before and After School Programs</b>	ESSER II	\$ 160,000	ESSER III	\$ 3027
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Partner with organizations to provide before and/or after school programs
- Partner with vendors to specifically provide tutoring before and/or after school
- Develop and implement an LEA direct run before/ after school program, staffed by LEA educators
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?**

GPA of Greater Baton Rouge will provide strategic interventions to those students who scored Below Basic on one or two core content areas (ELA and Math) with After School Tutoring. We will specifically target our students in 4<sup>th</sup> – 8<sup>th</sup> grade who need intensive interventions because they have scored below Basic on 3 or more core content subjects of the LEAP Test.

Based on our data, these students need support in all core content areas; however, ELA and math will take priority. Our data also indicates that there are even larger learning gaps in math than in reading. Teachers will meet 90 minutes each week in Cluster meetings to review student test scores, homework results, progress reports to determine areas of additional support needed. Teachers will also work with NIET who give support in planning, scaffolding, and spiraling lessons in weekly and monthly job imbedded Professional Development aimed at providing good first teaching in all math and ELA classrooms. We have also contracted with FAV for tutoring during the school day and afterschool tutoring in Math and ELA to support more 1:1 remediation. Extended day programs will begin second semester to reinforce the skills learned in the classroom using aligned tier one resources and materials. Zearn will be used to compliment the Eureka curriculum being used in our classrooms. Stipends will be provided to teachers and tutors for before/after school tutoring at \$40/hour.

In our primary grades(K-3<sup>rd</sup>) we will use tutors to teach Real-Time. Tutors will work with no more than 3 students in their group to provide remedial support for students in K-3 who scored intensive on the DIBELS assessment. Teachers will use Zearn online modeled lessons for professional growth as a way identifying and remedying gaps in learning.

Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$ 22,000	ESSER III	\$ 108,000
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Vendor-provided summer learning programs
- Partner with organizations to provide summer learning programs
- Partner with vendors to specifically provide tutoring during summer programming
- Develop LEA direct-run summer learning program, staffed by LEA educators
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?**

GPA of Greater Baton Rouge summer instruction is an extension of our regular schooling. We provide not only academic learning, but social and emotional learning through art projects and physical fitness. It is a 4-week summer learning program designed to mitigate the learning loss, especially in math and ELA, but to also provide a safe place for learning. Students in K-8 will participate in innovative learning activities designed to address noted academic gaps. All activities will align to core area themes in a project-based learning environment and incorporate engaging, fun activities in art and physical education the tie to core subject areas. Our summer school is completely free for all students and our funds have been budged for the following:

- Encourage summer school attendance with positive rewards to student.
- Staff will establish a positive site climate that is warm and welcoming. We will have welcome stations that focus on social and emotional learning (i.e. team games, art projects, letter writing)
- Stipends will be paid to at a higher level to teachers and TAs to support learning in classes with a maximum of 10 students.
- Contract with Canopy to supplement additional learning in Math and ELA for student who tested below Basic on LEAP and provide 1:1 remediation.

- All transportation to and from summer school.
- All summer school supplies will be provided to each student for academic and enrichment activities.
- Field trips will be provided for designated learning areas at no cost to students.

Key Investment: **Extended Instructional Time**

ESSER II

\$ 160,000

ESSER III

\$ 0

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Extended school day (if implementing before/ after school programs separate from the school day, please use that category)
- Extended school week
- Extended school year
- Other: Before and After school Tutoring
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

Studies have shown that extended school day can provide more time for core academic instruction, as well as a safe place for students that have parents that work past regular school hours. GPA of Greater Baton Rouge will begin second semester of the 2022 school year with extended instructional day. We will focus the remainder of the year on academic assessments of each student. Academic screeners will be used to diagnose the academic strengths and weaknesses of each student (NWEA, DIBELS, LEAP 360). Using a Response to Intervention model, GPA of Greater Baton Rouge will provide interventions during the extended school day and before and after school programs focused providing additional learning time for students. Stipends will be paid for before and after school tutors at \$40/hour. These tutors will work on the school campus with students on specific deficit areas that have been identified from ongoing assessments. High quality Tier I materials will be used to support the student's regular classroom instruction. GPA of Greater Baton Rouge will hire certified retired teachers, college students and in-house teachers to provide tutoring before, during and after school. Our tutoring staff provides students with an exceptional learning experience. Our skilled tutors are experienced teachers and subject matter experts with extensive experience in their academic field. All sessions are personalized for each student based on their lesson request. Students will join their tutor in an engaging face-to-face direct instruction.

**High quality Amplify's BURST** instructional materials will be purchased to work with K-3 students who have similar needs. BURST focuses on delivering content in a short amount of time or learning burst.

**ZEARN** will be purchased to connect to the TIER I math content in Eureka providing daily diagnostics. ZEARN assesses their understanding and automatically launches a Boost, with support and scaffolding from prior grades or units, the moment that the students need it.

**Exact Path** will be purchased to ensure students in grades K-8 work toward Mastery daily. NWEA diagnostic assessment results help to create a unique learning environment for students in Exact Path. The path starts with assessment. When students complete their assessment, results within each subject domain instantaneously and automatically define which discrete skills students are ready to learn first supporting both accelerated students who are ahead of grade level and at the same time remediating those who may have struggled grasping content. The focus will be on moving students to Mastery. Students work at their own pace. If a student is unsuccessful following a first Mastery Quiz attempt, the educator is immediately notified that the student is struggling via the homepage and learning path visualizations. A before and after school coordinator will be hired and paid from ESSER funds.

	ESSER II	\$ 0	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds?</b> <i>(check all that apply)</i>				
<input type="checkbox"/> Individual Graduation Plan (IGP) <input type="checkbox"/> IGP Planning Partner <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?</b>				
N/A				
<b>RECOVERY AND ACCELERATION</b>			<b>2021-2022 Total Funding Commitment</b>	
			\$ 831,027	

<b>Commitment: PROFESSIONAL LEARNING &amp; DEVELOPMENT</b> ✓ ✓ ✓				
<b>Key Investment: School Improvement Best Practices</b>	ESSER II	\$ 50,000	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds?</b> <i>(check all that apply)</i>				
<input type="checkbox"/> Instructional Leadership Teams (ILT) <input checked="" type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?</b>				
<p>Under Covid-19 conditions and CDC guidelines, educators faced health risks associated with teaching during a pandemic, newly restrictive school environments, extensive teacher responsibilities, and a lack of face-to face teacher collaboration. As a result, the GBR of Great Baton Rouge has had difficulty recruiting and retaining certified, qualified teachers. Efforts have been made to develop our educator workforce to include teachers who are certified, qualified, and capable of addressing the unique needs of at-risk student populations. GBR of Greater Baton Rouge will enlist the help of effective classroom teachers who seek teacher leader roles and are willing to serve as mentors for their colleagues and lead cluster meetings every week. Mentors will support pre-service teachers and teachers pursuing alternate certifications.</p> <p>Our goal is to strengthen the educator pipeline through key initiatives:</p> <ul style="list-style-type: none"> <li>• Providing new teacher supports to increase retention.</li> <li>• Expanding pre-educator pathways to build a cadre of aspiring teachers.</li> </ul>				

- Increasing the number of content leaders who are educators with the knowledge, skills, and concrete resources to provide high-quality, content-rich, and curriculum-specific professional development to new and current teachers.

The instruction at GEO Academy of Greater Baton Rouge is led by cadre of Master and Mentor Teacher who led TAP Cluster meetings each week. The master and mentor teachers are responsible for providing job embedded teacher collaboration or clusters. Funds are used to support salary and benefits for master and mentor teachers TAP stipends awarded to teachers for attainment of student growth to mastery.

Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$ \$50,000	ESSER III	\$ 0
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Literacy Content Leaders
- Literacy Coaches
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

GPA of Greater Baton Rouge will strengthen implementation of externally vetted, rigorous, and culturally relevant curriculum through developing or intensifying instructional systems and educator content expertise ensuring that GBR of Greater Baton Rouge is focused on high quality curriculum and instruction. Our emphasis is on providing high quality curriculum along with the training and supports teachers need to implement the specific curriculum aligned to specific standards. GRB of Greater Baton Rouge cultivates an environment where teachers work together at minimum 90 minutes weekly to review and reflect on curriculum alignment or cluster meetings. This year with an increased focus on standards matched to LEAP testing, we will use Guidebooks as a focus of instruction. This will require additional curriculum training for teachers as well as focused instruction on “**unfinished learning**”. A Literacy Coach will lead the professional development of instruction by providing support to all literacy teachers.

Funds in this category will be used to support the following:

- Salary/benefits for literacy coach
- Contracting with LDOE approved vendor for additional Literacy Coaches
- Additional staff in the form of teachers or reading interventionists to implement literacy interventions and extensions.

<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2021-2022 Total Funding Commitment</b>	<b>\$ \$100,000</b>
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**EARLY CHILDHOOD EDUCATION** ✓

Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Ready Start Networks
- Fund Pre-K seats
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

N/A

**Early Childhood Program Enhancement**

**ESSER II**

**\$ 0**

**ESSER III**

**\$ 0**

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- CLASS Certification
- Professional Development from High-Quality Instructional Materials Vendor Guide
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

N/A

**Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?**

N/A

**EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment \$ 0**

**SCHOOL SAFETY & OPERATIONS** ✓

**Safe School Reopening**

**ESSER II**

**\$ 230,000**

**ESSER III**

**\$ 0**

**Provide the URL to the following LEA documents:**

**School Reopening Plan for In-Person Learning**

<https://secureservercdn.net/198.71.233.230/s8l.e65.myftpupload.com/wp-content/uploads/2021/09/Baton-Rouge-Reopening-Plan-2021-2022.pdf>

**COVID-19 Vaccination policies for staff and students**

<https://secureservercdn.net/198.71.233.230/s8l.e65.myftpupload.com/wp-content/uploads/2021/09/Baton-Rouge-Reopening-Plan-2021-2022.pdf>

**Mask wearing policies for staff and students**

<https://seureservercdn.net/198.71.233.230/s8l.e65.myftpupload.com/wp-content/uploads/2021/09/Baton-Rouge-Reopening-Plan-2021-2022.pdf>

**Physical distancing, cohorts, or learning pods**

<https://seureservercdn.net/198.71.233.230/s8l.e65.myftpupload.com/wp-content/uploads/2021/09/Baton-Rouge-Reopening-Plan-2021-2022.pdf>

*If all information is in the main School Reopening Plan, please enter the same URL for each.*

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Provide vaccinations to educators, other staff, and students, if eligible
- Support universal and correct wearing of masks
- Physical distancing (e.g., including use of cohorts/learning pods)
- Handwashing and respiratory etiquette
- Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- Diagnostic and screening testing
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Continuity of Teaching & Learning**

**ESSER II**

**\$ 80,000**

**ESSER III**

**\$ 0**

**Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Staff Training/Professional Development to support remote learning or safe reopening
- Educational technology (computers/ laptops)
- Educational technology (software/ programs)
- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- Cost of home internet subscription
- Cost of home internet through LEA-managed wireless network
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**SCHOOL SAFETY & OPERATIONS**

**2021-2022 Total Funding Commitment**

**\$ 310,000**

**DATA INFRASTRUCTURE** ✓

**Data Infrastructure**

**ESSER II**

**\$ 0**

**ESSER III**

**\$ 0**



**Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)**

- Early warning system to track student progression
- Data security/cybersecurity
- Data storage
- Staff upskilling in data literacy/science/analysis
- Statistical programs or analytics software
- Enterprise data warehouse
- Data dashboards or other activities to improve public transparency
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Describe the LEAs plan for implementing evidence-based activities.**

N/A

<b>DATA INFRASTRUCTURE</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$ 0</b>
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