

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.**

GEO Prep Mid-City of Greater Baton Rouge	WZ8 GEO Prep Mid-City of Greater Baton Rouge	Enter Grade levels served K – 8 th Grade
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School System Leader Name Kevin Teasley, Superintendent		
Kevin Teasley	Date 9/29/2022	

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 4th – 8th 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.

GEO Prep Mid City (Demographics as of 9/29/2022)

Grade	M	F	Asian	Black	White	Hispanic	Am. Indian	Multiracial	Unspecified	Total in Grade
KG	33	35	0	65	0	0	0	1	2	68
1 st	45	35	0	80	0	0	0	0	0	80
2 nd	32	40	0	71	0	0	0	1	0	72
3 rd	38	43	0	77	0	0	0	3	1	81
4 th	42	38	0	79	0	0	0	1	0	80
5 th	38	34	0	70	0	0	1	0	1	72
6 th	34	33	0	60	0	0	1	0	6	67
7 th	28	43	0	67	0	0	1	0	3	71
8 th	33	39	0	62	0	0	0	0	10	72
TOTAL	323	340	0	631	0	0	3	6	23	663
Precents			0%	96%	0%	0%	<1%	1%	3%	

Mid-City is comprised of 96% Black students. Students that did not specify their race is 3% and 1% are of two or more races. American Indian/Alaskan Native make up less than 1%. Since the end of the 2019 school year GEO Prep Mid-City has been in Urgent Intervention. Although increasing the school performance score by 2 points, the school remained a school in Urgent Intervention because of the overall rating of D and because of specific groups (Black, Disadvantaged and Students with Disabilities). This year the school hopes the new data will move them to a “C” moving them from Urgent Intervention.

Total Enrollment Data

Year	2018-2019			2019-2020			2020-2021			2021-2022		
Total Enrollment	681			717			677			675		
Ethnicity	BLK	HSP	Other	BLK	HSP	Other	BLK	HSP	Other	BLK	HSP	Other
	673		8	702		15	661		16	661		14

Chronic Absenteeism – Unexcused Absences exceeding 20 days

Year	2018-2019	2019-2020	2020-2021	2021-2022
Total Students Chronically Absent	8/681		92/677	82/675
Percent	1%		14%	12%

The Truancy procedures put in place during the 2021-2022 school year showed a little more than 50% reduction in the number of students who were chronically absent more than 20 days. These 26 students as well as others will be targeted for chronic absences in 2022-2023.

Mode of Learning

Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total	In-Person	Hybrid	Hybrid	In-Person	In-Person

Both in-person and virtual were modes of instruction offered in 2020-2021. In 2021-2022, students returned to full in person attendance. In 2022-2023, students will continue in-person learning.

Mid-City DIBELS K-3 Composite Scores 2022

Grade	BOY	MOY	EOY
KG	26%	66%	76%
1 st	26%	74%	89%
2 nd	29%	50%	75%
3 rd	40%	46%	55%

(Letter Names, Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Fluency, Reading Comprehension (2nd and 3rd Grade). Third graders showed the least amount of growth and will be in the target group of 4th graders. A total of 59/83 third grade students were either red or yellow in reading comprehension based (MAZE) on DIBELS end of year results.

Student Outcome LEAP Data % Mastery and Above

Subject Area	2017-2018	2018-2019	Mastery Change	2020-2021	2021-2022	Mastery Change
ELA	16	23	7	26	36	10
Math	11	15	4	8	15	7
Science	9	9	0	5	7	2
Social Studies	5	9	4	5	7	2

Data from the 2021-2022 school year showed marked improvements in all core content subjects.

GEO Prep Mid-City (Mastery and Above)

English Language Arts

Grade Level	2021 % Mastery and Above	2022 % Mastery and Above	Percent of Increase of Students Mastery and Above
3 rd	25	30	+5
4 th	29	37	+8
5 th	31	35	+4
6 th	14	24	+10
7 th	35	40	+5
8 th	19	39	+10

Mathematics

Grade Level	2021 % Mastery and above	2022 % Mastery and Above	Percent of Increase of Students Mastery and Above
3 rd	11	26	+15
4 th	15	33	+18
5 th	6	27	+21
6 th	1	24	+23
7 th	9	9	0
8 th	0	3	3

GEO Prep Mid City (Basic and Above)

English Language Arts

Grade Level	2021 % Basic and Above	2022 % Basic and Above	Percent of Increase of Students Basic and Above
3 rd	56	60	4%
4 th	66	70	4%
5 th	69	76	7%
6 th	56	73	17%
7 th	63	70	7%
8 th	45	64	19%

Mathematics

Grade Level	2021 % Above Basic	2022 % Above Basic	Percent of Increase of Students Above Basic
3 rd	36	66	30%
4 th	45	46	1%
5 th	32	41	9%
6 th	37	52	25%
7 th	36	53	17%
8 th	15	24	9%

The goal from the 2021-2022 was to increase the number of students scoring mastery and above on the LEAP 2025 tests in grades 3-8. As a result of students receiving interventions in mathematics and English Language Arts for 45 minutes at least twice per week, all grade levels tested increased the number of students scoring Basic and above on the LEAP 2025 English Language Arts and Mathematics tests.

GEO Prep Mid City Math NWEA Growth Chart from Fall 2021 to Fall 2022

Grade Level	Number of Students with Growth Information	Mean RIT Score Fall 2021	Mean RIT Score Fall 2022	Growth
KG	*	*	*	*
1 st	51	133.6	154.2	20.6
2 nd	49	154.6	170.7	16.1
3 rd	50	169.6	179.0	9.4
4 th	54	177.9	193.2	15.3
5 th	40	189.3	196.4	7.1
6 th	29	197.0	200.2	3.2
7 th	49	200.3	209.7	9.4
8 th	47	202.6	210.6	8

Growth at all grade levels. Less than 10 points in grades 5-8.

GEO Prep Mid City Reading NWEA Growth Chart from Fall 2021 to Fall 2022

Grade Level	Number of Students with Growth Information	Mean RIT Score Fall 2021	Mean RIT Score Fall 2022	Growth
KG	*	*	*	*
1 st	50	131.9	149.8	17.9
2 nd	44	151.5	165.8	14.3
3 rd	52	166.3	177.6	11.3
4 th	50	177.9	190.1	12.2
5 th	41	187.1	195.7	8.6
6 th	34	191.8	198.1	6.3
7 th	49	201.8	206.6	4.7
8 th	26	196.9	199.3	2.4

A review of NWEA Maps data has shown positive growth at all levels in both reading and math. However, in both reading and mathematics, grade level growth at grades 5, 6, 7, and 8 was 10 points or less. Grades 5-8 will be identified as target grade levels for daily intervention

2022-2023 Key Investment: Attendance	ESSER II	\$26,000	ESSER III	\$64,000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Goal for 2021-2022 School Year:

To increase the targeted group attendance to 95% or greater by the end of the first semester. We will track and monitor daily attendance in PowerSchool and ensure teachers are collecting attendance daily. Parent Square, an online communication tool will be used to notify parents of students who have missed school consistently.

Attendance:

In the 2021-2022 school year, GEO Prep Mid-City returned to an in-person modality. An Acceleration Team discussed weekly with district leadership the concerns related to attendance and academics. The primary focus was on academic re-engagement, acceleration, and attendance. A Truancy Liaison was hired to work with the school Principal, 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 provided more contact with parents thereby reducing the number of students who habitually missed school on a regular basis.

A full-time Behavior Specialist provided support for students serving out of school suspensions and/or were expelled from school. The Behavior Specialist supervised and counseled students as they completed their schoolwork by asynchronous learning. Every student was provided a Chromebook and assignments by the student's regular teacher. Students' parent signed them in and signed out daily and received information regarding the student's behavior and completion of tasks. Special Education students received services by the SPED provider while they are assigned to the Discipline Center.

Goal for 2022-2023 School Year:

To decrease the number of chronically absent students (20 or more Unexcused absences) in the targeted group who in the previous missed over 20 unexcused days (82) by 50% (41) or greater by the end of the school year as evidenced by attendance records from PowerSchool. Student attendance will be tracked and monitored by the Truancy Specialist and School Resource Officer. Parent Square, an online communication tool will be used to notify parents of students who have missed school consistently.

For the 2022-2023 school year, GEO Prep Mid-City of Greater Baton Rouge will continue to focus on reducing the number of days students are missing from in-person instruction. The district will collect and report student absences and track data from PowerSchool for all consecutive absences of more than three days as well as any students meeting the 5, 10, 15, 20 unexcused days markers. School personnel will communicate regularly about attendance updates with the Region Team Truancy Officer.

When a student has been absent from school for ten (10) or more unexcused days, the student will be referred for a decision on retention. An Early Warning notification will be sent to parents after the fifth unexcused absence and a referral will be made to Truancy for a home visit. Students who are identified as having supervision issues related to their absences and unexcused tardies may be referred to FINS (Families in Need) Program.

A Region School Resource Officer will be hired for the North Sherwood area after October 30, 2022, to identify students who have been identified as having irregular attendance that is impacting their performance.

The Discipline Center has been named as Support Academy offering support to all students who enter. The role of the center this year will be more focused on recovery and acceleration.

Timeline Attendance

Activity	Date of Implementation	Support for Student Academic Growth
Review End of Year Attendance Data with a Focus on Chronic Absences- 20 or more	July – September 30, 2022	Analyze and Match Student growth and achievement Data to write a plan.
Hold Open House Meetings with Parents and Guardians of Students	August -September 30, 2022	Planned Activity to Re-engage parents of Grades 3-8 grade students
Identify Chronic Absent Students and meet with parents/Assign Acceleration Team Member	August – September 15, 2022	Individual Academic Plans for Grades 3-8.
Identify District and school Acceleration Team focused on attendance and student growth.	September 15, 2022	Acceleration teams will review data regularly related to individual student achievement.
Conduct NWEA and LEAP 360 Interim and post Results	September 15, 2022	Data cards color coded and posted to indicate academic levels
Assign Truancy Liaison to monitor parent and student engagement of 17 targeted students and schoolwide attendance	Beginning October 1, 2022, and ongoing throughout the year.	Focus on Attendance of 17 Targeted students and grades 4-8 and re-engagement of parents.
Hire School Resource Officer	October 15, 2022	Focus on Truancy, Discipline and Parent Notifications

Utilize Parent Square to Notify parents weekly of daily absences past 3.	October 15, 2022	Parents are notified with the intent of reducing absences and engaging parents.
Truancy Liaison will contact parents of 17 targeted students as well as new identified chronic cases.	October 15, 2022	Re-engage students And parents
Truancy Liaison will conduct weekly home visits of selected 17 chronic cases and new cases (random visits)	October 15, 2022 – May 15, 2023	Parent Visit Log
School Resource Officer will visit identify Families in Need of Services (as needed)	October 15, 2022 – May 15, 2023	FINS Recommendations On file
Monthly incentives provided for students	October 15, 2022 – May 15, 2023	Student awarded Certificate and medals
Hold School Building Level Meetings held for Truant 3-8 grade students once monthly or as recommended for attendance	October 15, 2022 – May 15, 2023	Review Attendance
Support Academy serving school suspensions and expulsions	August 8, 2022 – May, 2023	Reduce out of school suspensions. Students continue academic program

2022-2023 Key Investment: Well-Being	ESSER II	\$34,000	ESSER III	\$115,500
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Well Being:

During the 2021-2022 the GEO Prep Mid City will 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.

In the 2021-2022 SEL surveys were conducted to identify specific needs of students and families. School counselor, nurse, social worker, Principal, and support staff analyzed surveys data to identify families in need and planned a best course action to support those needs. From the survey it was found that 10% of the student population needed mental and behavioral supports to be addressed immediately.

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) participated in monthly SEL professional development and support provided by the SEL facilitator. At the end of the year, the school based mental and emotional supports team of employees reviewed the status the mental and behavioral needs of the targeted group as well as the entire school. Based on individual students written plans and individual goals, we believe students will be on track to achieve their end of year social, emotional, and academic goals. Students were evaluated two times, Winter, and Spring. Results from the year showed more students in grades 6,7, and 8 were experiencing more adjustments to returning to school.

During the 2022-2023 school year, GEO Prep Mid-City will strengthen and deepen integration of social-emotional learning (SEL) practices within academic instruction in 100% of grades k-8 in culturally responsive ways that acknowledges the social and emotional impacts of the pandemic. By the end of the 2022-2023, at least 75% of GEO Prep Mid-City 6-8 scholars who are chronically absent, or who have been identified as academically Strategic or Intensive students will participate and receive completion status in the Soft Skills Middle Online Program.

Guidance Counselors and Teachers will administer the SAEBR (Social Emotional Behavior Risk Screener) to identify students who might be at risk for social-emotional, behavior and academic problems. The SAEBRs will be used as a universal screener.

GEO Prep Mid-City of Greater Baton Rouge will continue to implement the I AM program in grades K-5 and the Soft Skills Program in **grades 6-8**. Guidance Counselors will assist middle school students in bridging the gap between what is being taught in the classroom and the demands of the workplace. Students will participate in an online class that connects teach them soft skills that will make hard skills. As they work together, their soft skills will The Soft Skills program was developed by the American Hospitality Academy that provides a focused curriculum that teaches the best 21st Century soft skills that are vital to success in any career. The Soft Skills program focuses on academics as well SEL.

Timeline Well Being -SEL

Conduct SEL Student Screener	September 2022 - Ongoing	Results analyzed
Analyze Survey Data and teacher anecdotal data to identify Students in need of Behavior Supports (17 attendance and 15 chronic behavior) 32 total	September 30, 2022 - Ongoing	Students assigned to Counselors
Implement I AM Teacher Program	August 29, 2022 - May, 2023	Human Resources/CAO
I AM Professional Development	October 15, 2022	I AM Teacher
Conduct I AM Classes	October 15, 2022 – May 15, 2023	I AM Teacher
Conduct Teacher Professional Development with SEL	October 1, 2022 – May 15, 2023 - Monthly	Dr. Fontenot – Sign-in Sheets and Agenda
Review Behavior and Emotional Supports of chronically absent and chronically tardy student	January, 2023	Mental and Behavioral Support team

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**.

- 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

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$239,500

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

\$284,884

ESSER III

\$202,143

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

GEO Prep Mid-City (Mastery and Above)

English Language Arts

Grade Level	2021 % Mastery and Above	2022 % Mastery and Above	Percent of Increase of Students Mastery and Above
3 rd	25	30	+5
4 th	29	37	+8
5 th	31	35	+4
6 th	14	24	+10
7 th	35	40	+5
8 th	19	39	+10

Mathematics

Grade Level	2021 % Mastery and above	2022 % Mastery and Above	Percent of Increase of Students Mastery and Above
3 rd	11	26	+15
4 th	15	33	+18
5 th	6	27	+21
6 th	1	24	+23
7 th	9	9	0
8 th	0	3	3

GEO Prep Mid-City (Basic and Above)

Grade Level	2021 % Basic and Above	2022 % Basic and Above	Percent of Increase of Students Basic and Above
3 rd	56	54	-2%
4 th	75	68	-7%
5 th	49	84	35%
6 th	53	71	18%
7 th	57	70	13%
8 th	59	76	17%

Mathematics

Grade Level	2021 % Above Basic	2022 % Above Basic	Percent of Increase of Students Above Basic
3 rd	60	66	6
4 th	35	64	29
5 th	44	71	27
6 th	26	56	30
7 th	25	39	14
8 th	24	39	15

GEO Prep Mid City Greater Baton Rouge Math NWEA Growth Chart from Fall 2021 to Fall 2022

Grade Level	Number of Students with Growth Information	Mean RIT Score Fall 2021	Mean RIT Score Fall 2022	Growth
KG	*	*	*	*
1 st	51	135.7	164.4	29
2 nd	63	159.3	175.7	16
3 rd	64	168.6	185.5	17
4 th	68	178.7	192.5	14
5 th	61	194.2	203.7	10
6 th	50	202.6	209.6	7
7 th	30	202.8	211.5	9
8 th	25	206.1	214.7	9

GEO Prep Mid City Greater Baton Rouge Reading NWEA Growth Chart from Fall 2021 to Fall 2022

Grade Level	Number of Students with Growth Information	Mean RIT Score Fall 2021	Mean RIT Score Fall 2022	Growth
KG	*	*	*	*
1 st	51	133.2	158.6	23.5
2 nd	62	154.7	171.2	19.8
3 rd	65	163.6	177.4	16.9
4 th	67	180.6	186.4	12.7
5 th	57	192.6	195.5	9.7
6 th	47	200.3	202.6	7.5
7 th	36	202.7	205.2	6.2
8 th	29	203.3	209.0	5.6

During the **2021-2022** school year, GEO Prep Mid City of Greater Baton Rouge provided targeted support to all grade levels. See tables below:

Grade Level	Criteria	Intervention Type & Number of Students Participating	Intervention Type & Number of Students Participating	Intervention Type & Number of Students Participating	Intervention Type & Number of Students Participating	Intervention Type and Number of Students Participating
K-2	Strategic and Intensive DIBELS/Below level Reading and Math 113 students	Before School 40 students	BURST 72 students	REAL Tutoring (2) 41 students	After School Tutoring 58 students	Saturday School 89 students
3-5	Weekly Assessment Monitoring /Exit /End of Module	Before School 30 students	Literacy and Math Block Scheduling 68 students	REAL Tutoring (3) 39 students	After School Tutoring 30 students	Saturday School 114 students
6-7	Students Scoring Below Mastery on the LEAP in Reading and Math/NWEA 91 students	Before School 31students	45 Minutes with a Math Interventionist At least 2 to three times weekly 118 students	45 Minutes with an ELA Interventionist At least 2 to three times weekly 118 students	After School Tutoring 25 students	Saturday School 54 students
8		Before School 10 students			After School Tutoring 13 students	Saturday School 17 students

Fridays were recreational and enrichment field trip days. All interventions supported the growth in LEAP and NWEA. (See data tables)

During the **2022-2023** school year, GEO Prep Mid City Baton Rouge will provide targeted support to the following grade levels. See tables below:

Grade Level	Criteria	Intervention Type and Number of Students Participating	Intervention Type and Number of Students Participating	Intervention Type and Number of Students Participating	Intervention Type and Number of Students Participating	Intervention Type and Number of Students Participating
K-2	Strategic and Intensive DIBELS/Below	Before School	BURST	REAL Tutoring (2)	After School Tutoring	Saturday School

	level Reading and Math 88 students	44 students	64 students	27 students	73 students	75 students
3-5	Weekly Assessment Monitoring /Exit /End of Module	Before School 39 students	Literacy and Math Block Scheduling 90 students	REAL Tutoring (3) 23 students	After School Tutoring 98 students	Saturday School 75 students
6-7	Students Scoring Below Mastery on the LEAP in Reading and Math/NWEA 66 students	Before School 25 students	45 Minutes with a Math Interventionist At least 2 to three times weekly 120 students	45 Minutes with an Interventionist At least 2 to three times weekly 120 students	After School Tutoring 43 students	Saturday School 50 students

School Year 2021-2022

The goal was to identify the most at-risk students based on end of year LEAP data and prepare a plan for re-engagement. Pursuant to Act 294, students who have not met LEAP requirements toward mastery in grades 6 and 7 were given intervention priority to receive targeted 45 minutes of instruction in both mathematics and English Language Arts in which the student failed to achieve mastery. As a requirement of Act 294, we will organize Acceleration Teams for each student who fails to meet the requirements of LEAP 2025. The school was monitored to ensure that students received their intervention time each week.

Because of the number of students targeted for in school support in grades K-8 in the 2021-2022 school year, in school tutors were hired to build tutoring into the school day. The principal provided a manageable schedule to ensure that students were not pulled from their core teaching.

An Acceleration Team was formed for students who met the criteria for an Individual Academic Improvement Plan and focused their attention on following up with students in their intervention classes.

The data from LEAP 2025 and NWEA showed marked improvement at all grade levels in reading and mathematics. The Literacy Block Scheduling with targeted 30 minutes before reading supported improved performance on the end of year assessments at the K-2 levels.

Third Grade students who were provided the Literacy Block along with REAL tutoring also improved their reading performance.

Results:

End of Year data showed that all interventions including after school impacted the SPS (School Performance Score) growth of GEO Mid City by one letter grade, from a grade of D to C. Teachers also recognized that students who participated in after school tutoring were more likely to have homework completed and were able to participate more effectively in the lesson.

Early Literacy Grades 2-3

Students in grades 2 and 3 participating at GEO Prep Mid City received 2.5 month of Real Time tutoring. Pre and post test data were analyzed for 108 students who had scores for both tests. During this period, second grade students achieved an average of 5.34 month of growth and third graders averaged 5.68 average months of growth.

School Year 2022-2023

K-2 ELA and Math Goals

- To achieve exemplary school status, in the spring of 2023, 80% of GEO Prep Mid City K-2 scholars: will score benchmark or better on DIBELS (K-3) and the remaining 20% of students will move up at least one achievement level.
- To achieve exemplary school status in the Spring of 2022-2023, 80% of all GEO Prep Mid City K-2 scholars will score benchmark or better on DIBELS (K-3) and the remaining 20% of students will move up at least one achievement level.
- To achieve exemplary school status in the Spring of 2022-2023, 80%all GEO Prep Mid City K-2 scholars will make one and a half (1.5) years growth on NWEA in **reading**.
- To achieve exemplary school status in the Spring of 2022-2023, 80% all GEO Prep Mid City scholars will make one and a half (1.5) years growth on NWEA in **mathematics**.

3-8 Core Content Goals:

- To achieve exemplary school status in the Spring of 2022-2023, 80%all GEO Prep Mid City scholars will make one and a half (1.5) years growth on NWEA in **Reading**.
- To achieve exemplary school status in the Spring of 2022-2023, 80% all GEO Prep Mid City scholars will make one and a half (1.5) years growth on NWEA in **mathematics**.
- To achieve exemplary school status in the Spring of 2022-2023, 45% of all GEO Prep Mid City proficient scholars will score Mastery and above in **English Language Arts** on the LEAP 2025 test.
- To achieve exemplary school status in the Spring of 2022-2023, 45% of all GEO Prep Mid City proficient scholars will score Mastery and above in **Mathematics** on the LEAP 2025 test.
- To achieve exemplary school status in the Spring of 2022-2023, 45% of all GEO Prep Mid City proficient scholars will score Mastery and above in **Science** on the LEAP 2025 test.
- To achieve exemplary school status in the Spring of 2022-2023, 45% of all GEO Prep Mid City proficient scholars will score Mastery and above in **Social Studies** on the LEAP 2025 test.

Understanding the effects of unfinished learning, GEO Prep Mid City will continue the focus on acceleration. Students, who during the school year test positive for COVID, will follow District Protocols that will ensure as fewer in-person instruction days lost as possible. 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 school will fully utilize learning technology tools to provide alternative learning experiences and offer a more aggressive student centric approach to learning and learning recovery. Diagnostic tests will be given to identify our most at risk third graders and LEAP 360 interims will be given to grades 3-8 to diagnose and progress monitor along the way.

Beginning with the first week in August of the 2022-2023, Content leaders in ELA will provide monthly Core Knowledge (CKLA) pacing guides for English Language Arts teachers in grades **K-2** that focuses on grade-level curriculum coverage from August 2022 through May 2023. The pacing guide is designed to keep teachers on track to complete all Core Knowledge modules with emphasis on the Louisiana Content Standards for English Language Arts at the K-2 level. Teachers are provided additional assistance on pacing challenges and key practices that assist students with reading complex text and understanding ideas. Students will be evaluated for fitness to the next module using the End-of Module Task and aligned assessments.

Beginning with the first week in August of the 2022-2023, Content leaders in ELA will provide monthly Wit and Wisdom pacing guides for English Language Arts teachers in grades **3-8** that focuses on grade-level curriculum coverage from August 2022 through May 2023. The pacing guide is designed to keep teachers and students on track to complete all Wit and Wisdom modules with emphasis on the Louisiana Content Standards for English Language Arts. Teachers are provided additional assistance on pacing challenges and key practices that assist students with reading complex text and understanding ideas. Students will be evaluated for fitness to the next module using the End-of Module Task and Verisimilar LEAP Practice assessments.

K-2 Literacy intervention with BURST will continue for all students who scored Intensive on the DIBELS Next assessment in the Fall assessment with regular progress monitoring. By the end of August, teachers of students in Grades 3 and 4 will use the LIFT screener to conduct diagnostic assessment is designed to support teachers in identifying gaps in foundational skills knowledge for students in grades 3 and up.

The screener will be used with all students in grades 3-4 student who did not make adequate progress toward reaching their Growth Target in reading. Identify any gaps in foundational skills and provide students with explicit instruction focused specifically on those gaps.

Teachers will provide ongoing, systematic, and explicit instruction in foundational skills (focused on advanced spelling patterns, morphology, and grammar not taught in grades K-2).

Strong emphasis will be placed on writing in that results show the addition of a writing coach/consultant saw strong improvement in writing in English LEAP scores.

Special needs teachers will design lessons for students focused on acceleration rather remediation by focusing on specific content goals related to their grade-level as opposed to remediating at below level instruction.

High Quality Tier I Curriculum

August – May 2023

GEO MID CITY of Greater Baton Rouge will purchase high quality tier I curriculum materials for all math, reading, and science and social studies classrooms. Including:

- Wit and Wisdom
- CKLA
- DIBELS
- Amplify Science
- Learn Zillion (GuideBooks)
- iReady
- Eureka Math (Eureka Square)
- Zearn
- Document Based Questions in Social Studies

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 3- 8 is the priority)

September 15 – May 15, 2023

Frequency: At least three time per week

School Acceleration Teams – Composed of 10 to 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, 2023

Saturday School – Mid February – April (4 weeks Before LEAP Testing), 2023

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

GEO Prep Mid City will update and/or develop Individual Academic Improvement Plans for all students who did 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.

In grades 3-8, the overall LEAP 2025 Mastery for GEO Prep Mid City was 14%. The remaining 86% did not achieve Mastery on LEAP 2025 test and will be given additional supports during the year to ensure the focus remains on mastery (Act 294). We use grant funds to hire both ELA and Math Interventionist to provide pull out support for those students who scored below mastery on NWEA assessment as well as on LEAP state-wide assessments. Additionally, teachers and teacher assistants will provide more in-class support in core content classrooms.

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.

Activity	Implementation	Description
High Dosage Tutoring – Hire Staff ELA and Math Interventionist	September 15, 2022 – May 15, 2023 3 to 4 times per week	Before and After School – Online and in Person Focused on grades 4-8 in achieving mastery
Tier II and Tier III Instruction for grades 4- 8 Intensive LEAP students and NWEA Third graders performing below grade level in reading and math.	September 2022 – May 2023	Smaller groups focused on the acquisition of specific skills during the school day
Tier I Content Groups	September 2022 – May,2023	30 -45 minutes daily Career Teachers, Master and Mentor Teachers provide both core content and acceleration
Tier I Curriculum in ELA, Math and Science and Document Based Instruction in Social Studies	August 2022 – May 2023 Career Teachers, Master, and Mentor Teachers	Classroom Instruction – Career Teachers

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$320,000	ESSER III	\$115,485
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The following Targeted Programs were provided for during the 2021-2022 school year.

Grade Level	Intervention Type	Number of Students Participated	Intervention Type and Number of Students Participating	Number of Students Participated
K-2	BURST	72	REAL Tutoring (2)	41
3-5	Literacy and Math Block Scheduling	68	REAL Tutoring (3)	39
6-7	45 Minutes with a Math Interventionist At least 2 to three times weekly	118	45 Minutes with an ELA Interventionist At least 2 to three times weekly	118
Students with Disabilities	Included in all data at their grade level.			

GEO MID CITY 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 4th – 8th 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. After school tutoring supports begin in August 2022 and will continue until May 2023. Teachers reinforce the skills learned in the classroom using aligned tier one resources and materials. Zearn will be used to complement the Eureka Square curriculum being used in the mathematics classrooms. Zearn digital lesson platform was selected because it helps the struggling student math make sense by using pictures, visual models, and real examples. Lesson include daily fluency activities in which teachers can prioritize the skills and concepts your students need most and provide multiple opportunities for both guided and independent practice, aligned to what students would do in problem sets or practice worksheets in the Tier I Eureka Square curriculum. Stipends will be provided to teachers and tutors for before/after school tutoring at \$30/hour.

Activity	Implementation	Description
Partner with Canopy Online	August 2022- May 2023	Teachers build lesson compatible to the needs of grades 4-8 students in Math and ELA
Hire Tutors and Train Tutors	August 2022 – October 15, 2022	

Partner with Zearn	August 2022 – May 2023 After School Tutoring 5 days per week	Zearn supports the Eureka curriculum being used in our classrooms. Stipends will be provided to teachers and tutors for before/after school tutoring
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2022-2023 Key Investment: **Summer Learning Programs**

ESSER II

\$0

ESSER III

\$0

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

2021-2022 -Summer Learning

Last year approximately 180 students participated in summer learning in grades K-8. In 2022-2023, Summer Learning will occur beginning in June and 210 are expected to attend. Students who end the year scoring below level in reading and or below level mathematics will be recommended to participate in the summer learning program. The goal of summer learning is to focus specifically on accelerated learning. Students worked on specific skills target to develop their thinking and problem-solving strategies as well as take ownership of their own growth to mastery progress. These students were provided additional time and opportunities to enhance their skills and prepare for the coming year. Classes focused on acceleration with coursework in ELA, math, science, and social studies. K-2 classes focused on the foundational reading skills, vocabulary, and comprehension. Grade 3-8 (rising grade instruction) focused on reading in the content areas and targeted instruction related to LEAP. High quality tier 1 materials were used to connect the **unfinished learning** with new content learning. The goal will continue to be to provide additional opportunities for students to catch-up critical skills they may have missed while preparing them for new content.

2022-2023 – Summer Learning

In the 2022-2023 school year, GEO Mid City of Greater Baton Rouge summer instruction will continue to be an extension of our K-8 regular programs. We will 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. Our summer school is completely free for all students and our funds have been budged for the following:

- 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.

Activity	Implementation	Description
Hire higher level teaching staff with focus on content teaching and LEAP Remediation with paid stipends – to work with grades 4-8 (Acceleration Team participation)	May, 2023	Strengthen the instructional support and delivery to students based on specific needs.
Summer School for Grades 4-8 with emphasis on LEAP Skills	June 2023	A full month of extended instruction in the summer to support attainment of mastery.
Contract with Canopy online to supplement classroom summer learning	November 30, 2021	Provide a tool students can work with or without a teacher. Follow up with online reports weekly.

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

N/A

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$40,000	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Individual Student Plans are created for students at the end of 8th grade and in high school. Of the students entering 8th Grade at Mid-City in 2022-2023, the following students have been placed on a watch list as students possibly needing Individual Student Planning having not achieved Mastery or 2 or more subjects before entering their 8th Grade Year. The following students if unable to achieve Mastery in two or more core content courses by the end of 8th grade will possibly be recommended for Transitional 9th Grade classes with an Individual Improvement Plan (IGP).

Student's Name	Spring 2021 Points Away from Mastery LEAP ELA	Spring 2022 Points Away from Mastery	Points moved closer to mastery or farther away	Spring 2023- Points Away from Mastery	Transitional High School Yes/No
Anthony, T.	English-Language Arts (42)	English-Language Arts (80)	38 points farther		
Augustus, J.	English-Language Arts (-)	English-Language Arts (100)			
Baker, Lak	English-Language Arts (34)	English-Language Arts (31)	3 points closer		
Banks, Jy	English-Language Arts (42)	English-Language Arts (B) 9	33 points closer		
(Brown, Cai	English-Language Arts (66)	English-Language Arts (43)	23 points closer		
Brown, Da	English-Language Arts (B) 22	English-Language Arts (71)	49 points farther	Dropped	
Collins, Kel	English-Language Arts (47)	English-Language Arts (71)	24 points farther		
Green, Ma	English-Language Arts (44)	English-Language Arts (33)	11 points closer		
Holmes, Jam	English-Language Arts (49)	English-Language Arts (29)	20 points closer		
Hawkins, Aka	English-Language Arts (44)	Not Tested		Dropped	
Jack, Den	English-Language Arts (Not Tested)	English-Language Arts (52)			
Kelly, Kay	English-Language Arts (Not Tested)	English-Language Arts (71)			
Matthews, Ami	English-Language Arts (B) 21	English-Language Arts (27)	6 points farther		
Murray, Tre	English-Language Arts (-)	English-Language Arts (86)			
Perkins, Hai	English-Language Arts (34)	English-Language Arts (-)			
Posey, Tre	English-Language Arts (34)	English-Language Arts (92)	58 points farther		
Rogers, Allen	English-Language Arts (42)	English-Language Arts (31)	11 points closer	Dropped	
Rogers, Gae	English-Language Arts (58)	English-Language Arts (100)	42 points farther	Dropped	
Scott, Cha	English-Language Arts (27)	English-Language Arts (31)	4 points farther		
Thomas, Key	English-Language Arts (B) 16	English-Language Arts (27)	11 points farther		
Wilson Leo	English-Language Arts (B) 7	English-Language Arts (29)	22 points farther		
Edwards, G	English-Language Arts (40)	English-Language Arts (33)	7 points closer		
Simmons, Renzah	English-Language Arts (38)	English-Language Arts (-)		Dropped	
Smith, Edward	English-Language Arts (32)	English-Language Arts (-)		Dropped	
Toston, Travis	English-Language Arts (-)	English-Language Arts (58)			
Thompson, Ty	English-Language Arts (26)	English-Language Arts			
Vannorman, Trev	English-Language Arts (47)	English-Language Arts (B) 10	37 points closer		
Washington, Nil	English-Language Arts (32)	English-Language Arts			
Williams, Mar	English-Language Arts (36)	English-Language Arts (B) 22	14 points closer		
Bessie, Cad	English-Language Arts (38)	English-Language Arts (-)		Dropped	

Drake, Ken	English-Language Arts (82)	English-Language Arts (-)			
Myles, Al	English-Language Arts (36)	English-Language Arts (B) 22	14 points closer		
Nealond, Zy	English-Language Arts (36)	English-Language Arts (M)	Mastery		
Toussaint, Cai	English-Language Arts (31)	English-Language Arts (B) 25	6 points closer		
Williams, Sha	English-Language Arts (36)	English-Language Arts (B) 25	11 points closer		

These 8th grade students will be targeted for school improvement in 8th grade to ensure they are ready to transition to 9th grade in the Fall of 2023-2024. Not Tested means they were not tested on site.

Student's Name	Spring 2021 Points Away from Mastery LEAP Math	Spring 2022 Points Away from Mastery LEAP Math	Points moved closer to mastery or farther away	Spring 2023-Points Away from Mastery	Transitional High School Plan
Anthony, T.	Math (53)	Math (58)	5 points farther away		
Augustus, J.	Math (-)	Math (48)			
Baker, Lak	Math (46)	Math (48)	points farther away		
Banks, Jy	Math (46)	Math (B) 11	Basic		
Brown, Cai	Math (49)	Math (B) 25	Basic		
Brown, Da	Math (40)	Math (41)	1 point farther away		
Collins, Kel	Math (27)	Math (32)	5 points farther away		
Green, Ma	Math (37)	Math (44)	7 points farther away		
Holmes, Jam	Math (61)	Math (44)	17 points closer		
Hawkins, Aka	Math (67)	Math (-)		Dropped	
Jones, R.	No Data	Math (27)			
Kelly, Kay	No Data	Math (41)			
Matthews, Ami	Math (53)	Math (44)	9 points closer		
Murray, Tre	No Data	Math (44)			
Perkins, Hai	Math (82)	Math No Data		Dropped	
Posey, Tre	Math (40)	Math (38)	2 points closer		
Rogers, Allen	Math (53)	Math (B) 21	32 points closer	Dropped	
Rogers, Gae	Math (53)	Math (53)	No Change	Dropped	
Scott, Cha	Math (40)	Math (48)	8 points farther away		
Thomas, Key	Math (40)	Math (44)	4 points farther away		
Wilson Leo	Math (B) 19	Math (B) 5	14 points closer		
Edwards, G	Math (40)	Math (30)	10 points closer		
Simmons, Renzah	Math (67)	Math (-)	Not Tested	Dropped	
Smith, Edward	Math (49)	Math	Not Tested		
Toston, Travis	Math Not Tested	Math (58)			
Thompson, Ty	Math (73)	Math Not Tested	Not Tested		
Vannorman, Trev	Math (30)	Math (B) 25	5 points closer		
Washington, Nil	Math (67)	Math (53)	14 points closer		
Williams, Mar	Math (46)	Math (44)	2 points closer		
Bessie, Cad	Math (32)	Math	Not Tested	Dropped	
Drake, Ken	Math (53)	Math	Not Tested		
Myles, Al	Math (49)	Math (27)	22 points closer		
Nealond, Zy	Math (46)	Math (30)	16 points closer		
Toussaint, Cai	Math (32)	Math (B) 19	13 points closer		
Williams, Sha	Math (49)	Math (B) 25	24 points closer		

Individual Academic Improvement Plans (IAIP) meetings will be held for all students and their parents who fail to score Basic and above in at least two core content areas. At the IAIP Parent Engagement Meetings, parents will be assisted in developing academic plans for their students. Parents will sign a Parent Compact to support the school in all activities toward achieving their mastery growth target and all other their child will participate to achieve mastery on LEAP 2025 in May. Refreshments will be served, and door prizes will be

given to encourage attendance at the meetings. Of the 359 (4th through 8th grade) students, approximately 60% (215) of the students will receive a plan new plan or revise a previously written plan.

Focus of the Meetings and Parent Engagement:

- Develops and delivers information to parents and families on the factors that influence students' academic success
- Creates collaborative partnerships with external organizations/agencies to support student, parent/family and staff education and engagement initiatives by providing the best involvement opportunities, needed services, supports, and resources
- Provides technical assistance, trainings, materials, and professional development opportunities for parents

The SEL Facilitator will provide a workshop and training for parents on SEL strategies that will provide emotional support during the school year.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**. The following activities listed in this plan will be

Click or tap here to enter text.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$962,512

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: **School Improvement Best Practices** **ESSER II** **\$5,275** **ESSER III** **\$125,000**

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

N/A

2022-2023 Key Investment: **Literacy Professional Development** **ESSER II** **\$0** **ESSER III** **\$55,000**

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

A K-2 Literacy Coach will be hired or contracted to support the school's overall literacy program in K-2 Literacy. In-school literacy support staff will be used to tutor using Canopy (Real-time Access to Early Literacy) online program.

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.

Professional Development: Professional development is an ongoing process at GEO Prep Mid City.

Date	Topic	Grade Level	Description	Presenter
July 14, 2021	NIET TAP Instructional Rubric and Evaluation	K-8	Teachers gain a deeper understanding of the NIET Teacher Instructional Rubric from an evaluator's perspective	NIET
July 15, 2021	CKLA	K-2	ELA Professional Development. Participants will take a deep dive into the CKLA curriculum. This session will enhance and elevate program knowledge related to Planning & Practice, Data-Driven Instructional Planning, Small Group Instruction & Remediation, and Writing.	CKLA Consultants
July 15, 2021	Learn Zillion	3-8	ELA Professional Development. In this workshop, participants will dive into the purpose, design, and structure of Guidebooks.	Learn Zillion Consultants
July 16, 2021	Learn Zillion	3-8	ELA Participants engage in unit planning with the Learn Zillion Curriculum focused on internalizing the text and the units with the 3-8 Guidebooks Curriculum	Master Teachers
July 19, 2021	ELA Accelerated Learning	K-8	Participants identify the skills Critical to student mastery of essential ELA standards and deconstruct those skills to scaffold and segment accelerated learning in logical order.	NIET Consultants
July 22, 2021	DIBELS 8 th Training	K-3 ELA	This deep dive session provided a foundation on the scope and purpose of DIBELS as well as training on administration and scoring procedures for each of the DIBELS 8 th measures.	Amplify
July 26, 2021	Differential Instruction/RTI Process	K-8	Participants learn the process of identifying students in need of Fine motor and Sensory processing skills.	SPED Staff

The **Instructional Leadership Team** meets weekly to plan and provide guidance in the teaching and learning on the school campus. The regularly conducts observations and provides feedback to further enhance teacher and student learning resulting in higher student achievement.

Educators Participating in School Improvement Best Practices and Professional Development on the Instructional Leadership Team for 2021-2022

Name	Position
Christina Kelly	Principal
Sandra Douglas	Chief Academic Officer
Shirlon Norman	Regional Deputy Academic Officer
Trayvonnia Duhe	Regional Executive Master Teacher/Supervisor of Mathematics
India Turner	Regional Director of English Language Arts
Michelle Whitehouse	Regional Director of Science and Social Studies
Tracy Mitchell	Site Facilitator, SPED
Clarissa Thierry	Director of Special Education
Elisha Pridgen	Associate Principal K-2
Kamilah Hamilton	Associate Principal 3-5
Kylon Wishom	Associate Principal 6-8
Erin Davis	Mentor Teacher
Karen Hamilton	Master Teacher
Lauren Nobles	Master Teacher
Brittany Faulk	Master Teacher
Shannon Wellington	Mentor Teacher
Rimmanuel Young	Mentor Teacher
Chyra Scott	Master Teacher
Charon Holmes	Mentor Teacher

TAP Clusters and Collaborative Planning Teams 2021-2022

NIET (TAP) Cluster meetings occur weekly for all instructional staff. Teachers and Teacher Assistants meet for 90 minutes of professional development using the Five (5) Steps of Effective Instruction. New learning is identified and practiced with emphasis on making connections to how instructional practices will impact student learning and achievement. Teachers analyze student work, develop success criteria based on standards, unpack standards, model and practice new learning in development and apply and evaluate. Participants use 12 Indicators and descriptors from the TAP instructional rubric to deepen teachers understanding of the Teaching and Learning Standards. They discuss and practice a modeled strategy that will further enhance teaching and learning resulting in higher student achievement. Guiding questions and Critical Attributes are used to plan and guide teacher and students' thinking.

Teachers meet an additional 90 minutes to plan effective lessons with tiered instruction and are provided follow-up and coaching throughout the week. Lessons plans are annotated, and areas of student difficulty are identified and analyzed.

Cluster and Collaborative Planning for 2021-2022

Grades K-2 Teachers	Level	Teacher Assistants	Level
E. Broussard		Christopher	
E. Davis		Lewis	
A. Elzy		R. Charles	
S. Thanni		V. Russell	
K. Anderson		Y. McCant	
R. Bates		K. Gray	
M. Collins		Y. Mack	
S. Barfield	Kindergarten – 2 nd Grade	Williams	Kindergarten – 2 nd Grade
E. Douglas			
M. Bates		C. Mumphrey	
K. Turner		J. Hives	
E. Pridgen	Associate Principal		
C. Kelly	Principal		

Grades 3-5 Teachers	Level	Teacher Assistants	Level
T. Jackson	3 rd Grade	A.Britten	Gr. 3
T. Olinde	3 rd Grade	A.Magee	Gr. 3
R. Young	4 th Grade	C.Perkins	Gr. 4
T. Thompson	5 th Grade	T. Wakefield	Gr. 5
V. Williams	3 rd – 5 th Grades	E. Perkins	Gr. 3-5
K. Rowe (SPED)	3 rd – 5 th Grades	P. Johnson	Gr. 3-5

Grades 6-8 Teachers	Level	Teacher Assistants	Level
E. Wilson	6 th Grade Math	C. Adams	6 th Grade
S. King	7 th Grade Math		
B. Glasper	8 th Grade		
S. Atkins	6 th – 8 th Grade		
L. Robins (Sped)	6 th – 8 th Grade	K.Dotson	6 th – 8 th Grade
D. Fox	6 th – 8 th Grade		

VAM results from the 2021-2022 school year show the following:

Number of VAM Teachers	Highly Effective	Effective Proficient	Effective Emerging	Ineffective
16	6 or 38%	3 or 19%	5 or 31%	2 or 12%

57% of the VAM teachers were Effective Proficient or Highly Effective. Only 12% were identified as ineffective.

TAP Instructional Leadership Team 2022-2023

The Instructional Leadership Team for 2022-2023 will work as a cohesive team of educators with 16 members returning from the previous year (84%) serving from the previous year and adding four new members for a total of 20. The goal for the team was to work together to achieve exemplary school status in the spring of 2023 by instituting instructional strategies whereby 80% of scholars will score benchmark or better on DIBELS (K-3), all remaining students will make 1.5 years growth on the NWEA MAPS assessment and score Basic or above (3-8) on LEAP in all four core content areas. In addition, all students who have scored Basic or better, will score Mastery or above. The goal of the team is also to ensure that 80% of the staff rate as highly effective or effective proficient (VAM) as compared to 57% the previous year.

Name	Position
Christina Kelly	Principal
Sandra Douglas	Chief Academic Officer
Shirlon Norman	Regional Deputy Academic Officer
Trayvonnia Duhe	Regional Executive Master Teacher/Supervisor of Mathematics
India Turner	Regional Director of English Language Arts
Michelle Whitehouse	Regional Director of Science and Social Studies
Tracy Mitchell	Site Facilitator, SPED
Clarissa Thierry	Supervisor of Special Education
Elisha Pridgen	Associate Principal K-2
Kamilah Hamilton	Associate Principal 3-5
Charisma Lewis	Associate Principal 6-8
Monique Collins	Mentor Teacher
Kimberly Anderson	Mentor Teacher
Brittany Faulk	Master Teacher
Micciah Bates	Mentor Teacher
Shannon Wellington	Mentor Teacher
Rimmanuel Young	Mentor Teacher
Chyra Scott	Master Teacher
Whitney St. Cyr	Master Teacher
Charon Holmes	Master Teacher

TAP Clusters and Collaborative Planning Teams 2022-2023

Grades K-2 Teachers	Level	Teacher Assistants	Level
K. Anderson		C.Jenkins	Kindergarten
W. Crockett		A.Taylor	Kindergarten
A. Elzy		L. Washington	Kindergarten
Y. Vessel		K. Gray	1 st grade
Q. Queen		S. Thornton	1 st grade
R. Charles		T. Gray	1 st grade
M. Collins		Y. Mack	1 st grade
S. Barfield		E. Williams (deceased)	K-2 ESS
S. Onyiorah		J. Hives	K-2 Resource
M. Bates		C. Mumphrey	2 nd Grade
K. Turner		V. Russell	2 nd Grade
R. Bates		G. Prioleau	2 nd Grade
C. Holmes			K-2 Master Teacher
E. Pridgen	Associate Principal		
C. Kelly	Principal		
Grades 3-5 Teachers	Level	Teacher Assistants	Level
T. Jackson	3 rd Grade	A.Britten	3 rd Grade
T. Olinde	3 rd Grade	A.Magee	3 rd Grade
R. Young	4 th Grade	C.Perkins	4 th Grade
T. Thompson	5 th Grade	T. Wakefield	5 th Grade
V. Williams	3 rd – 5 th Grade	E. Perkins	3 rd – 5 th Grade
K. Rowe (SPED)	3 rd – 5 th Grade	P. Johnson	3 rd – 5 th Grade
Grades 6-8 Teachers	Level	Teacher Assistants	Level
E. Wilson	6 th Grade Math	C. Adams	6 th Grade
S. King	7 th Grade Math		
B. Glasper	8 th Grade		
S. Atkins	6 th – 8 th Grade		
L. Robins (Sped)	6 th – 8 th Grade	K.Dotson	6 th – 8 th Grade

Literacy Professional Development 2022-2023

The goal of the literacy training is to prepare the instructional staff with strategies and methodology that will improve the outcomes for

Date	Topic	Grade Level	Description	Presenter
July 15, 2022	TAP Rubric Overview	K-8 Teachers and Assistants	New Teachers gain an understanding of the NIET Teaching Standards and TAP Rubric to discover how the interconnected and holistic the rubric is.	Trayvonnia Duhe, Region Executive Master Teacher Shirlon Norman, Deputy Academic Officer
July 25, 2022	ELA Writing – The Writing Revolution	2 nd -8 th Teachers and Assistants		Leslie Young - Consultant
July 25, 2022	DIBELS 8th	K-1 Teachers and Assistants	Teachers develop their skills in the administration of DIBELS as well develop skills in understanding the DIBELS reports	Amplify
July 26, 2022	ELA- Deep Dive into CKLA	K-1 Teachers and Assistants	Participants take a Deep Dive into the CKLA Curriculum. The session was designed to enhance and elevate program knowledge related to planning, practice, small group instruction, remediation, and writing.	Yolanda Armstrong Karen Dillon Hycinya Hutchinson
July 26-28, 2022	Standards Aligned Instruction	2 nd -8 th Teachers and Assistants	Participants engage in developing standards aligned instruction through the lens of Wit and Wisdom. Participants will engage in module unpacking that will deepen their knowledge and skills for lesson implementation.	Content Leaders India Turner, Brittany Faulk, Ernestine Baskins, Raymond Williams
July 28, 2022	Social Studies	K-1 Teachers and Assistants	Participants take a deep dive into the Social Studies Weekly Curriculum.	Amy Bourgue, Social Studies Weekly
August 1, 2022	Data Driven Instruction	K-2 Teachers/Assi stants	Participants explore how data drives the overall instructional process.	Onsite Training
October 22 - January, 23	Keys to Literacy- Requirement for Act 108	K-3	Research-based teaching practices to improve literacy in grades K-2	Onsite Training

all GEO Prep Mid City students as well as provide high quality teaching environments that foster learning. As a result of having a well-trained staff with ongoing support throughout the school year, LEAP scores in ELA from the 2021-2022 school year showed improvements in Basic and above Basic at every tested level (See Basic and Above p.5). RIT Growth from Reading also improved at every grade level except kindergarten when compared Fall 2021 to Fall 2022. Kindergarten students had no previous Fall data.

The GEO Prep Mid-City will utilize the NIET teacher content knowledge **Look for Tools** in each core content area. Using a walkthrough form as well as an environmental checklist, District Leaders and the School Leadership Teams will provide feedback to teachers on a regular basis. Teachers will be trained in lesson annotations and attend weekly Cluster meetings in which they receive supports in matching their objectives to the content being taught in their daily lessons.

GEO Prep Mid City of Greater Baton Rouge will implement the NIET Acceleration Series to support their efforts in training their educators with planning for accelerating learning. The Content Leaders (NIET trained) will assist classroom strategies with incorporating core instruction, small group instruction, and individual instruction in accelerating learning at each level.

- Great Minds Professional Development
- NIET
- Blue Engine (Special Education/Inclusion)
- Canopy -GEO REAL Tutoring Program

Teachers' evaluation data from TAP in the SKR (Skills, Knowledge, and Responsibilities) reports will be converted to a Compass rating at the end of the year.

SEL Training for Teachers

- **TAP Rubric Overview:** New teachers will gain a deeper understanding of the NIET Teacher Evaluation Rubric from an evaluator's perspective and discover how the rubric is inter-connected and holistic.
- Power Up: Transitioning to **Eureka Math²** | Grades K – 5 (Great Minds Consultant) Power Up: Transitioning to **Eureka Math²** | Grades 6–8 (Great Minds Consultant)
- K-1st ELA: Participants will take a deep dive into the **CKLA** curriculum. This session will enhance and elevate program knowledge related to Planning & Practice, Data-Driven Instructional Planning, Small Group Instruction & Remediation, and Writing.
- 2nd-8th ELA: Participants will engage in developing standards-aligned instruction through the lens of **Wit and Wisdom**. Participants will engage in module unpacking that will deepen their knowledge and skill for lesson implementation.
- 6th-8th **IQWST** Science Participants will take a deep dive into the IQWST curriculum.
- 6th-8th **IQWST** Science Participants will take a deep dive into the IQWST curriculum.

GEO PREP NEW HIRE COHORT 22-23 PD CALENDAR

DATE / TIME	PROFESSIONAL DEVELOPMENT TOPIC	FACILITATOR	LOCATION	FORMAT
8/12	Entering grades and comments into PowerSchool	Model Video	Google Classroom	Online
9/7 4:00 p.m.	New Hire Meet/Greet	Samantha Carter	TBA	In-Person
9/30	Culture Classroom Management	Discipline Teams	Google Classroom	Online
10/27	Effective Creation and implementation of a five-step agenda	Master Teacher Model Video	Google Classroom	Online
11/17	TAP Rubric Review	Samantha Carter	GEO Sherwood	In-Person
12/9	TAP Self-Reflection and scoring	Samantha Carter	Google Classroom	Synchronous
12/16	Mid-year Survey	Samantha Carter	Google Classroom	Online
1/6 TBA	Social Emotional Learning	Carter/Dr. Fontenot	TBA	In-Person
2/9	Analyzing Student Data	Samantha Carter	Google Classroom	Online
3/17	LEAP Tips	Model Video	Google Classroom	Online
5/11 4:00 p.m.	Closing out the school year	Samantha Carter	TBA	In-Person
5/18	End of year survey is due	Samantha Carter	Google Classroom	Asynchronous

A specific professional development calendar has been designed for all new hires in the district. The topics selected will ensure that professional staff receive training on all aspects of teaching and learning at GEO Prep Mid City. To achieve the desired academic goals by the end of the 2022-2023 school year, at least 80% of all Mid City VAM teachers will be Effective Proficient or Highly Effective.

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$185,275

SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$0	ESSER III	\$0
Provide the URL to the following LEA documents.				
School Reopening Plan for In-Person Learning https://geoprepmc.org/parent-resources/ COVID-19 Vaccination policies for staff and students https://geoprepmc.org/parent-resources/ Masking policies for staff and students https://geoprepmc.org/parent-resources/ Physical distancing, cohorts, or learning pods https://geoprepmc.org/parent-resources/ <i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
2022-2023 School Safety Operations	ESSER II or III budgeting for this section is not required as a part of this plan.			
School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by assessing each school's safety posture to create actionable next steps to consider.				
Use the guiding questions, examples, and resources to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.				
N/A				
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment			\$0	

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	\$ 239,500.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 962,512.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 185,275.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ -
2022- 2023 Total Funding Commitment	\$ 1,387,287.00

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 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

LEA 2022 - 2023 ARAP Status

- ☐ ARAP Approved
- ☐ ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
- ☐ ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments

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

Date Click or tap to enter a date.

Commitment: RECOVERY AND ACCELERATION ✓✓✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

All areas outlined in [Act 294](#) should be addressed.

2022-2023 Key Investment: **Targeted Learning Support**

ESSER II

\$0

ESSER III

\$0

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

Early Literacy Grades 2-3

Students in grades 2 and 3 participating at GEO Prep Mid City received 2.5 month of Real Time tutoring. Pre and post test data were analyzed for 108 students who had scores for both tests. During this period, second grade students achieved an average of 5.34 month of growth and third graders averaged 5.68 average months of growth.

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**.

Click or tap here to enter text.

LEA 2022 - 2023 ARAP Status

