

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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NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, 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).

¹ [ARP ESSER Fact Sheet](#)

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

Key Investment: **Attendance**

ESSER II

\$0

ESSER III

\$0

How will the LEA identify students who need to be re-engaged?

The LEA District leaders and principal met in late summer to review and analyze progress and gaps in all data sets to identify the disproportionate impact of COVID-19 pandemic on student groups and individual students in the school.

Student chronic absenteeism data:

The leadership team reviewed student attendance data for the year 2020-2021. 36 students were chronically absent from virtual instruction having missed 15 or more days. 2019-2020 data showed that 22 students missed fifteen or more days. Of the 282 students enrolled in last school year, 46 or 6% missed six or more unexcused days of school year. Of the 46 students, only 27 or 58% of those students are presently enrolled at GEO Next Generation. Of the 10 students with six or more unexcused absences in the 2019-2020 school year, only one student was identified in data for both school years.

A summary of the data showed approximately 56 students in grades 9-12 who took the LEAP scored below basic in at least math and ELA content areas and were identified as "intensive". These students will be the targeted group for re-engagement. Additionally, below mastery data showed the overall impact virtual learning had on students.

Science score exhibited the same pattern with a higher percentage of students scoring below Mastery at all levels. Additionally, students who scored below Basic in math and ELA will be deemed intensive and receive Tier II and Tier III instruction, as well as be assigned an accelerated learning team with consistent reviews of their progress.

Although all students will return to school in-person teaching for the 2021-2022 school year, students who may be suspended and assigned to the Discipline Center will receive their instruction virtually.

Timeline and Plan of Activities to Engage Students

Activity	Date of Implementation	
Review End of Year Data	August	Analyze the effects of Covid on Student growth and achievement
Hold Open House Meetings with Parents and Guardians of Students	August 2021	Planned Activity to Re-engage parents of 9-12 grade students
Share Plan of Reentry	August 2021	Planned Activity to share Covid and Academic requirements for return to in person teaching.
Identify Chronic Absent Students and meet with parents	August 30, 2021	Meeting Agenda and Roster
Identify District and school Acceleration Team focused on attendance and student growth.	September 15, 2021	Acceleration teams will review data regularly related to individual student achievement.
Conduct NWEA and LEAP 360 Interim and post Results	September 30, 2021	Data cards color coded and posted to indicate academic levels

Hire Truancy Liaison to monitor parent and student engagement of 17 targeted students and schoolwide attendance	Beginning October 1, 2021, and ongoing throughout the year.	Focus on Attendance of 17 Targeted students and grades 9-12 and re-engagement of parents.
Utilize Parent Square to Notify parents weekly of daily absences past 3.	October 15, 2021	

School test results will be reported demographically. The current school population of 282 is: 93% African American, 2% unclassified and 2% multi-racial and less than 2% 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?

For the 2020-2021, GEO Next Generation modality for learning was a hybrid model. For the 2021-2022 school year, we will return to a full in person modality. An acceleration team will discuss weekly with district leadership the concerns related to attendance. Our primary focus is on academic re-engagement and attendance.

A Truancy Liaison will be hired 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 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 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.

Our goal is 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.

Activity	Implementation Time	
Hire Truancy Liaison to re-engage attendance	September 30, 2021	Person must be familiar With Child Welfare Policies
Truancy Liaison will contact parents of 17 targeted students as well as new identified chronic cases.	October 15, 2021	Re-engage students And parents
Truancy Liaison will conduct weekly home visits of selected 17 chronic cases and new cases (random visits)	October 15, 2021 – May 15, 2022	Parent Visit Log
Truancy Liaison will visit identify Families in Need of Services (as needed)	September 30, 2021 – May, 2022	FINS Recommendations On file
Monthly incentives provided for students	September 30, 2021 – May 2022 (Monthly – PBIS)	Student awarded Certificate and medals
School Building Level Meetings held for Truant 9-12 grade students as needed or recommended for attendance	October 15, 2021 – May 15, 2022	Review Attendance
Discipline Center serving school suspensions and expulsions	September, 2021 – May, 2022	Continue academic program
Engage governmental officials such as District Attorneys, Sheriffs, Juvenile Judges to coordinate efforts	September 2021 – May 2022	Dropout Prevention Prevent Suspensions and Expulsions
Conduct Parent Square Training for School Staff	September 15, 2021 Ongoing as needed	Adam Pearish
Conduct Parent Square Training for Parents	November 30, 2021	Rita Miller

Key Investment: **Well-Being**

ESSER II

\$0

ESSER III

\$ 0

How will the LEA identify students who need mental and behavioral supports?

GEO Next Generation's 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. We established a district level goal of addressing the social and emotional needs of students returning to school in person.

Within the first six weeks of school, 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, GEO Next Generation 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.

At the end of the semester, the school based, and mental supports team of employees will review 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 will be evaluated two times, Winter and Spring.

Timeline of Activities

Conduct SEL Family Surveys	September 30, 2021	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, 2021 - Ongoing	Students assigned to Counselors
Hire I AM Teacher	August 30, 2021	Human Resources/CAO
Train teachers on I AM	October 1, 2021	I AM Teacher
Conduct I AM Classes	October 15, 2021 – May 15, 2022	I AM Teacher
Conduct Teacher Professional Development with SEL	October 1, 2021 – May 15, 2022 - Monthly	Dr. Fontenot – Sign-in Sheets and Agenda
Review Behavior and Emotional Supports	January, 2022	Mental and Behavioral Support team

Based on this plan all students are expected to achieve their individual 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.

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

Activity	Time of Implementation	
<u>Start each day with a warm greeting:</u> When students arrive to each class period, teachers will greet each student to help build a personal connection	September 1, 2021 – May 15, 2022	Re-engage Students
<u>Partner Activities:</u> This gives students time to work together during class period which builds community in the classroom	September 1, 2021 – May 15, 2022	Build Collaboration and sharing
<u>Reflective writing:</u> Students have free time to write in a journal about their day during ELA classes. If needed, teachers provide some creative writing prompts. These journals are reviewed and graded as a part of Literacy program.	September 1, 2021 – May 15, 2022	Allow students to Express feeling and Get used to sharing feelings in written text.
<u>Peer Mediation.</u> 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.	September 1, 2021 – May 15, 2022	

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 meet 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.

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$ 0

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support **ESSER II** **\$ 24,686** **ESSER III** **\$ 90,000**

How will the LEA identify the disproportionate impact of COVID-19 on student groups², 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).

Students, who during the year test positive for COVID, will be able to continue to learn at home during their time of quarantine. GEO Next Generation 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.

GEO Next Generation will use all funds in this category to improve outcomes for all students with high expectations.

- All students who scored below mastery in math and ELA on the LEAP Spring 2021 Assessment will be a priority.
- All students who did not meet their NWEA Growth Target in math and ELA and who scored below Basic on at least three areas of the LEAP tests.
- All Tier II and III students

² [ARP ESSER Fact Sheet](#)

- All students receiving SPED/EL/504 services who scored below mastery on the LEAP Spring 2021.

Results Expected:

- All 282 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 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 students who scored below mastery on the Science LEAP test will score mastery as a result of Tier I, Tier II and Tier III instruction.
- 50% or more of all 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

GEO Next Generation will purchase high quality tier I curriculum materials for all math and ELA teachers.

High Dose Tutoring (After and During School)

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

Focus on ELA and Mathematics

Target Intensive Students 9-12 Grade

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 282 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:

Students with unfinished learning and diverse learners (IEP and 504) are being provided additional instructional time to catch up

High Dose Tutoring (After and During School)

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

Focus on ELA and Mathematics

Target Intensive Students 9-12

September 15 – May 15, 2022

Frequency: At least three time per week

- Teachers are providing both core instruction and acceleration in classrooms.

Evidence Based Practices:

GEO Next Generation will monitor continuous diagnostic assessments and the use of the LDOE 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.

Evidence Based Practices:

Beginning of each Lesson: Writing Task

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.

GEO Next Generation provides tutoring at all levels. Students in 11-12 grade will be given special attention in online tutoring at least three to four times per week in core subject areas for graduation, evidence shows from tutoring rosters that significant group (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 goal of tutoring is to move all students to mastery.

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 for 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 62% of the students failed to achieve mastery in at CORE subject areas 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 who scored below mastery on NWEA assessment as well as state-wide assessments. Additional teachers and teacher assistants to provide more in-class support in core grades 4-8 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	
High Dosage Tutoring – Hire Staff ELA and Math Interventionist	September 15, 2021 – May 15, 2022 3 to 4 times per week	After School – Online and in Person Focused on grades 9-12 in achieving mastery
Tier II and Tier III Instruction for grades 9-12 Intensive LEAP students	September 2021 – May 2022	Smaller groups focused on the acquisition of specific skills during the school day
Tier I Content Groups	September 2021 – May 2022 – 30 minutes daily Career Teachers, Master and Mentor Teachers	Teachers provide both core content and acceleration
Tier I Curriculum in ELA, Math and Science	August 2021 – May 2022 Career Teachers, Master and Mentor Teachers	Classroom Instruction – Career Teachers
Saturday School	February 19- April 9, 2022 4.5 hours each Saturday before LEAP testing	LEAP Prep Assessments with iReady

By the end of the school 2021-2022 school year 50% or 73 of the 146 intensive students will achieve mastery on at least two core areas of the LEAP 2025 test and improve their NWEA Growth Score by a year and a half growth.

Key Investment: **Before and After School Programs**

ESSER II

\$ 0

ESSER III

\$ 0

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?

N/A

Key Investment: **Summer Learning Programs**

ESSER II

\$ 22,000

ESSER III

\$ 0

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?

GEO Next Generation summer instruction is an extension of our regular schooling. We provide not only academic learning, but social and emotional learning. 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	Dates	
Hire higher level teaching staff with focus on content teaching and LEAP Remediation with paid stipends – to work with grades 9-11(Acceleration Team participation)	August 30, 2021	Strengthen the instructional support and delivery to students based on specific needs.
Summer School for Grades 9-11 with emphasis on LEAP Skills	February 2022 – April 2022	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.
Conduct Summer NWEA Testing	June 2022 – First Day of Summer School	Identify students beginning of summer growth target.
Summer Social Emotional Learning Lessons Weekly	June 2022 Weekly	Strengthen the behavior and emotional needs of students in summer.
Academic Enrichment Activities	June 2022	Additional support activities to keep students on task.
Conduct at least 1 field trip as an attendance incentive for Summer School	June 2022 End of Summer	Attendance and motivational incentive
Conduct NWEA Post Testing	June 2022 – End of Summer Instruction	Review Student Growth Targets and Reward student growth and attendance

Key Investment: Extended Instructional Time	ESSER II	\$ 0	ESSER III	\$ 0
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Extended school day <i>(if implementing before/ after school programs separate from the school day, please use that category)</i> <input type="checkbox"/> Extended school week <input type="checkbox"/> Extended school year <input checked="" type="checkbox"/> Other: Before and After school Tutoring <input type="checkbox"/> 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				
Key Investment: Individual Student Plans for Success	ESSER II	\$ 0	ESSER III	\$ 0

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

- ☒ Individual Graduation Plan (IGP)
☐ IGP Planning Partner
☐ Other: Baton Rouge Community College Enrollment
☐ 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?

N/A

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment \$ \$136,000

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

Key Investment: School Improvement Best Practices

ESSER II

\$ 0

**ESSER
III**

\$ 0

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

- ☒ Instructional Leadership Teams (ILT)
☒ Teacher Collaboration (Common Planning/PLC/ Cluster)
☐ 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 the disproportionate impact of COVID-19 on subgroups of students?

N/A

Key Investment: Literacy Professional Development

ESSER II

\$ 0

**ESSER
III**

\$ 0

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?

N/A

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment

0

EARLY CHILDHOOD EDUCATION ✓

Early Childhood Program Expansion

ESSER II

\$ 0

ESSER III

\$ 0

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

\$ 10,000

ESSER III

\$ 0

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning

<https://secureservercdn.net/198.71.233.83/gzk.c7f.myftpupload.com/wpcontent/uploads/2021/12/GBR-Reopening-Plan-2021-2022-UPDATE.pdf>

COVID-19 Vaccination policies for staff and students

<https://secureservercdn.net/198.71.233.83/gzk.c7f.myftpupload.com/wpcontent/uploads/2021/12/GBR-Reopening-Plan-2021-2022-UPDATE.pdf>

Mask wearing policies for staff and students

<https://secureservercdn.net/198.71.233.83/gzk.c7f.myftpupload.com/wpcontent/uploads/2021/12/GBR-Reopening-Plan-2021-2022-UPDATE.pdf>

Physical distancing, cohorts, or learning pods

<https://secureservercdn.net/198.71.233.83/gzk.c7f.myftpupload.com/wpcontent/uploads/2021/12/GBR-Reopening-Plan-2021-2022-UPDATE.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

\$ 0

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

82,000

DATA INFRASTRUCTURE ✓				
Data Infrastructure	ESSER II	\$ 0	ESSER III	\$ 0
<p>Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p> <input type="checkbox"/> Early warning system to track student progression <input type="checkbox"/> Data security/cybersecurity <input type="checkbox"/> Data storage <input type="checkbox"/> Staff upskilling in data literacy/science/analysis <input type="checkbox"/> Statistical programs or analytics software <input type="checkbox"/> Enterprise data warehouse <input type="checkbox"/> Data dashboards or other activities to improve public transparency <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. </p>				
<p>Describe the LEAs plan for implementing evidence-based activities.</p>				
N/A				
DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment			\$ 0	