

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by September 30, 2021 in the *Achieve!* eGMS application.



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School System Leader Name Dujan Johnson, Superintendent	
School System Leader Signature	Date 9/30/2021

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:

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

\$66,378

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

According to our data compiled from reports in JCampus, 10% of our student body needed to be re-engaged. Of the 10% only 3% were students with an individual education plan. 40% of our total student body returned to face-to-face instruction and 60% remained in the virtual setting. There were not students who missed instructional time outside of being sick or having COVID symptoms. The same data source informed us that 100% of our students returned to face to face instruction for the 2021-2022 school year. Madison Preparatory Academy has an Attendance Clerk and a District Data Manager that can track student attendance and has the ability to pinpoint students needing to be engaged. On average less than 2% of MPA students are on the truancy weekly report and need to be reengaged. Students who do log in during the pandemic or fail to complete assignments are contacted by the school's administration team to re-engage them before they become truant.

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:

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

A priority of MPA is to re-engage students who have poor attendance through a variety of measures.

- School will contact the parents through an automated phone messaging system alerting them of student absenteeism.
- Laptop / Google Chromebooks issued to students to encourage student engagement at home.
- Teachers use Google Classroom to post all assignments, lessons, reminders and well as make up assignments to absent students so they do not fall behind.
- MPA uses Homework Help to assist students in online tutoring and test preparations.
<http://www.homeworkla.org/>
- MPA offers Stipend Pay for Certified Teachers for After School Tutoring
- MPA offers Summer Enrichment Courses. Staff will be implementing activities related to providing extended learning prospects . It will give students the opportunity to study concepts with greater depth, breadth and complexity, while also helping students to pursue their own areas of interest and strengths. Provide the highest quality teaching and learning environment..
- MPA offers Summer Make Up Credit Courses. Staff will be implementing activities related to students to accelerate progress toward making up credits lost through absence, failure and Covid. Provide the highest quality teaching and learning environment.
- MPA will have Transportation available for student summer Enrichment and Make Up Credit Course Programs..

- MPA has staff to track student attendance. Attendance Clerk, Parent Liaison and District Data Manager will continue to track attendance, increase parental contact, and examine the underlying reasons for student absences- family issues, chronic illness, disengagement in school, and other external factors.

Key Investment: **Well-Being**

ESSER II

\$0

ESSER III

\$273,604

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

Teachers, Paraprofessionals, SpEd Director, 504 Coordinators, Coaches Interventionist, Guidance Counselors and other students will report unusual activity if a student exhibits behaviors outside the norm. Students who may be dealing with depression due to consequences of having COVID or the loss of family members who may have succumbed to COVID or other illnesses. Students may exhibit mental health issues during this time. These said students may be referred to Guidance who will then refer the student to the mental health counselor on contract.

MPA has a contract with D'Adario Conway, Mental Health Consultant. An experienced mental health consultant with a demonstrated history of effective leadership, including Professional Development. That will offer mental health services & counseling to students and staff.

In addition MPA has a Contract with Dr. Gardy Valentine. He will provide a School Health Center. A collaboration of education, public health, and school health professionals to improve our children's health, development and well-being. School-based health centers allow students to get the healthcare and mental health support they need.

Our school-based health center will provide comprehensive health services and wellness education to our students in grades 9-12. Will support our students with COVID related issues such as student required quarantines, contact tracing, communication, consultation and Covid vaccine and compliance information. Will assist and address social and emotional needs of students as well as threat and Suicide Risk Assessments.

(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:

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

The primary evidence-based activities to support the wellbeing of students focuses on Social Emotional Learning. MPA has utilized ESSER funding to purchase licenses for the rethink Ed program in order to implement and administer a comprehensive research based curriculum and screener. Rethink Ed's evidence-based, technology-driven platform is designed to: provide aligned instructional and assessment tools, accelerate social and emotional learning, and enhance collaboration between educators and families. Additional full time staff has been hired:

- **Guidance Counselors** were added to provide support and services, individual therapy, referrals, intervention and support.
- **Mental health consultant D'Adario Conway** that will work with individuals and families to provide emotional and mental health support. Will assist with therapy interventions and lead therapy sessions for individuals, families, and staff.
- A **school based Health Center** to improve our children's health, development and well-being. School-based health centers allow students to get the healthcare and mental health support they need.
- **Nurses** will be added to offer additional support with Covid related duties such as screening, quarantine, contact tracing. Communication & consulting with other medical professionals, Administration and student families.
- **MPA** has also contracted with the Collaborative for Academic, Social, and Emotional Learning (CASEL) (ESSER funded) to provide professional development and coaching services. CASEL is a nationally recognized organization that supports schools and school districts in growing and developing SEL frameworks. The contracted services provided. The Framework for Systemic Social and Emotional Learning is an integrated framework for how educators, families, and communities can partner to support social and emotional learning (SEL).

(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: Mental Health Consultant for student emotional and mental health support .

✓ Other: School Based Health Center to provide and improve student's health, development and well being.

ATTENDANCE & WELL-BEING

2021-2022 Total Funding Commitment

\$339,982

Commitment: RECOVERY AND ACCELERATION ✓ ✓ ✓

Key Investment: Targeted Learning Support

ESSER II

\$224,545

ESSER III

\$527,668

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

² [ARP ESSER Fact Sheet](#)

☐ Other:

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic?

MPA is a single school LEA serving 546 students in grades 9th - 12th grade. In response to the change in instructional delivery caused by the impact of the global pandemic, MPA recognizes that all students were affected. The impact caused challenges through virtual instruction, a decline in social and emotional well-being, and overall impacted students' attendance and performance. MPA has closely monitored the students' academic, as well as social and emotional needs over the course of the academic school year. To address the needs, it was determined that allocated funds would be beneficial for all MPA students. The implemented support is inclusive of, but not limited to the following:

- Additional technology (laptops, desktop computers, VR headsets, 3D printers, etc)
- Materials to Support Tier I Curriculum Implementation.
- Additional Staff in the form of Instructional Interventionist and paraprofessionals.
- Salary/benefits for teachers to offer after school tutoring.
- Salary/benefits for teachers to offer Summer Enrichment Course Study for students during the summer.
- Salary/benefits for teachers to offer Make Up Credit Courses for students during the summer.
- Salary/benefits for bus drivers during the summer for Enrichment & Make up Credit Courses.
- Our District Board of Directors, Administration and Teaching Staff were tasked with identifying areas of concern and addressing those needs and plan and support all of our students affected by the Covid Pandemic.

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.

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

MPA will implement several activities to target learning support for students impacted by Covid-19 pandemic.

- MPA will offer high-dosage tutoring in both ELA and Math. ELA and Math tutoring will take place after school. High-quality/effective teachers will be sought out to provide the tutoring services in both ELA and Math to our students. The ESSER funds will be utilized to pay the teachers stipends for the implementation of the tutoring services. Students who failed will be offered targeted instruction around their ELA and Math academic needs using the Accelerate lessons provided by the state. The targeted Accelerate lessons will help to close the disproportionate gaps of our students by meeting their individual needs.
- MPA will use ESSER funds for Tier I curriculum and high-quality assessments that are valid and accurately assess students' academic progress and assist our educators in meeting our students' academic needs and providing differentiated instruction

- MPA will use Esser funds to offer summer courses for credit recovery and enrichments for students. The funds will be used for staff salary, benefits and Tier I curriculum.

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)

MPA will provide struggling students who must be identified early and receive intensive support to ensure growth and the ability to stay on track towards graduation. Staff will work with students on an individual academic improvement plan to provide expanded academic support to include one or more of the following:

- Accelerated Instruction with highly qualified teaching staff.
- Small Student Group Instruction with Consistent Teacher Trained in Specific Researched-Based Intervention Program.
- Targeted Instruction in the subject in which the student failed to perform mastery.
- Enroll in After School Tutoring, Summer Programs.
- Provide high quality aligned curriculum and instruction that is aligned with Louisiana State Standards.
- Support student needs in identified weakness.

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

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

\$6,203

ESSER III

\$54,532

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 Summer Make Up Credits.
- ☒ Other: Summer Enrichment Bridge

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

MPA will offer several summer learning programs on evidence-based activities. Students will have opportunities on several summer learning programs. The focus of these programs is to support students in reading foundational skills, Math, ELA, credit recovery and intervention for learning loss.

MPA summer learning program launched in the summer of 2021 and utilized high quality curriculum and assessments for core courses. We will continue these programs through the summer of 2024 using Esser funds. Teachers will provide learning opportunities to those students who failed core courses as well as enrichment opportunities for those who passed. Our summer teaching staff each being paid \$40 an hour. Staff will be implementing activities in a Summer Enrichment Summer Program related to providing extended learning prospects . It will give students the opportunity to study concepts with greater depth, breadth and complexity.

In our Summer Credit Recovery Program summer teaching staff each being paid \$40 an hour. Staff will be implementing activities related to students to accelerate progress toward make-up credits lost through absence, failure and Covid 19. Evidence Based Priority: Provide the highest quality teaching and learning environment.

Key Investment: Extended Instructional Time	ESSER II	\$	ESSER III	\$22,700
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Extended school day (if implementing before/ after school programs separate from the school day, please use that category)
- ☐ Extended school week
- ☐ Extended school year
- ☒ Other: After School Tutoring
- ☐ Other:

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

MPA will use Esser funds to purchase Tier I Curriculum for remediation and acceleration course lessons during our After School Tutoring that will take place starting in the 2021-2022 school year and continuing through the summer of 2024.

Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- ☐ Individual Graduation Plan (IGP)
- ☐ IGP Planning Partner
- ☐ Other:

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 \$835,648

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$0

ESSER
III

\$132,150

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: PD Stipends
- ☐ Other:

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?

- MPA has weekly Instructional team meetings. Discussion includes data, teacher support, and developing new learning instruction to address student and teacher needs on campus.
- MPA has monthly District Instructional meetings at the Central Office to discuss strategies to meet all student needs. Opportunities to collaborate with colleagues to assist Students.
- Plan activities that give students the opportunity to work and collaborate together to learn and grow from each other. Collaborative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well.
- Stipend Pay/Benefits and course fees for all teachers completing mentor training.
- Professional Development to develop a Professional Learning Community conducted by our Chief Academic Officer.

Professional learning communities analyze student work, reflect on practices, create assessments, units of study, and discuss next steps that need to be taken and addressed. The information is shared with Administration and The Chief Academic Officer and The Dean of Instruction.

Training, stipends and support will be prioritized. The goal is that we continue to train staff with ongoing professional development over the next three years to help teachers identify and efficiently address learning loss experienced during the ongoing Covid Pandemic.

MPA has an instructional leadership team that meets weekly. During these meeting ILT's discuss data, teacher support, and develop new learning to address student and teacher needs on campus. Professional learning communities meet at least twice a week on each campus for at least 45-60 minutes. Professional learning communities analyze student work, reflect on practices, create assessments, unpack units of study, and create next steps. PLC's are facilitated by the Curriculum Core teachers, Instructional Interventionist Coaches in ELA & Math and The Dean of Instruction. MPA has partnered with iTechLouisiana to train content leaders. Content leaders are trained to support teachers with best practices in ELA as well as implementing Guide books with high quality. The goal is to build teacher and leadership capacity through supporting teams about mindsets and building knowledge and skills needed to implement Springboard math and skills needed in My Perspectives in ELA. The ILT will receive support in strategic planning, crafting feedback, and planning effective feedback conversations. Amplify will provide

professional development around foundational skills curriculum in 9-12. Open Science Ed will provide professional development for 9-12 Science.

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:

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

Additional professional development in the area of foundational literacy skills will be provided to teachers in grades 9th to 12th to address the teacher capacity to support students who are still struggling in ELA . Training will focus on the five essential components of reading, as well as modeling of explicit instruction and acceleration. We will offer effective instructional programs and materials to emphasize the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Provide ample time for our students to learn, practice, and apply the skills they have been taught in reading. We will use Edgenuity, McGraw Hill, Read 180 and My Perspectives.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment

\$132,150

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:
☐ Other:

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

N/A We only service Students in 9th - 12th Grade.

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:

N/A We only service Students in 9th - 12th Grade

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

N/A We only service Students in 9th - 12th Grade

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

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening	ESSER II	\$164,515	ESSER III	\$163,163
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Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning	https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%202%20(1)-20220630115037-e343006.doc
COVID-19 Vaccination policies for staff and students	https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%202%20(1)-20220630115037-e343006.doc
Mask wearing policies for staff and students	https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%202%20(1)-20220630115037-e343006.doc
Physical distancing, cohorts, or learning pods	https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%202%20(1)-20220630115037-e343006.doc

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: Purchase of a new Bus to assist with social distancing
- ✓ Other: School Facility & Improvement HVAC cleaning & maintenance to reduce the risk of spreading airborne pathogens while meeting indoor air quality standards that support the health and performance of students and staff.

Continuity of Teaching & Learning

ESSER II

\$225,000

ESSER III

\$201,907

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: Communication from School to Students, Families, Staff & District
- ☐ Other:

SCHOOL SAFETY & OPERATIONS

2021-2022 Total Funding Commitment

\$754,585

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$0

ESSER III

\$0

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

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

Describe the LEAs plan for implementing evidence-based activities.

N/A

DATA INFRASTRUCTURE

2021-2022 Total Funding Commitment

\$0

