

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 Kevin Teasley	
School System Leader Signature	Date 10/19/2021

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: 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

\$120,000

ESSER III

\$85,000

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 in order to identify the disproportionate impact of COVID-19 pandemic on student groups and individual students in the school.

Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status was reviewed:

	Asian	Black	Caucasian	Hispanic	Am Indian	Multi-race	Pacific Islander	Unclassified	Total	B	G
Sherwood	5	651	4	42	2	8	0	2	714	381	333

Student absenteeism data:

The leadership team reviewed student attendance data:

2020-2021: - 107 students in grades 4-8 were chronically absent from virtual instruction having missed 15 or more days.

2019-2020: 104 students in grades 4-8 were chronically absent from virtual instruction having missed 15 or more days
23 students were chronically absent for both years.

Of the 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 Prep Academy. 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 review of student outcome data results revealed the lack of in person teaching due to Covid affected growth school-wide and created even wider gaps in grades 4-8.

Math

K	50 of 59 or 85% met their growth target
1 ST	68 of 75 or 91% met their growth target
2 nd	59 of 78 or 76% met their growth target
3 rd	35 of 61 or 57% met their growth target
4 th	34 of 66 or 52% met their growth target
5 th	32 of 65 or 49% met their growth target
6 th	25 of 48 or 52% met their growth target
7 th	34 of 60 or 57% met their growth target
8 th	21 of 51 or 41% met their growth target

Reading

36 of 59 or 61% met their growth target
45 of 72 or 63% met their growth target
60 of 72 or 83% met their growth target
19 of 57 or 33% met their growth target
19 of 51 or 37% met their growth target
36 of 63 or 57% met their growth target
16 of 37 or 43% met their growth target
30 of 57 or 53% met their growth target
24 of 51 or 47% met their growth target

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

44% of the students who took the 3rd Grade LEAP 2025 and are now in 4th grade scored below Basic.

25% of the students who took the 4th Grade LEAP 2025 and are now in 5th grade scored below Basic.

51% of the students who took the 5th Grade LEAP 2025 and are now in 6th grade scored below Basic.

47% of the students who took the 6th Grade LEAP 2025 and are now in 7th grade scored below Basic.

43% of the students who took the 7th Grade LEAP 2025 and are now in 8th grade scored below Basic.

41% of the students who took the 8th Grade LEAP 2025 and are now in 9th grade scored below Basic.

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

38% of the students who took the 3rd Grade LEAP 2025 and are now in 4th grade scored below Basic.
 45% of the students who took the 4th Grade LEAP 2025 and are now in 5th grade scored below Basic.
 57% of the students who took the 5th Grade LEAP 2025 and are now in 6th grade scored below Basic.
 74% of the students who took the 6th Grade LEAP 2025 and are now in 7th grade scored below Basic.
 76% of the students who took the 7th Grade LEAP 2025 and are now in 8th grade scored below Basic.
 76% of the students who took the 8th Grade LEAP 2025 and are now in 9th grade scored below Basic.
 Because GPA of GBR goal is for all students to achieve mastery on the LEAP 2025, students in grades 4-8

A summary of the data showed approximately 146 students in grades 4-8 who took the LEAP scored below basic in at least 3 core 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.

Below Mastery:

ELA	Below Mastery %	Math	Below Mastery %
4th	64%	4th	72%
5th	88%	5th	82%
6th	81%	6th	95%
7th	80%	7th	97%
8th	72%	8th	96%

Social Studies and Science scores exhibited the same pattern with a higher percentage of students scoring below Mastery at all levels. Social Studies scores showed 100% of 6th graders scored below mastery. The trend showing a more intense focus in grades 4-8 in all four core content areas. Additionally, students who scored below Basic in 3 or more areas will be deemed intensive and receive Tier II and Tier instruction, as well as be assigned an accelerated learning team with consistent reviews of their progress.

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 4-8 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 4-8 and re-engagement of parents.
Utilize Parent Square to Notify parents weekly of daily absences past 3.	October 15, 2021	Parents are notified with the intent of reducing absences and engaging parents.

School NWEA, LEAP and weekly assessment test results will be reported demographically. The current school population of 714 is: 91% African American, 5% Hispanic, 1% multi-racial and less than 1% Caucasian, unclassified and American Indian each to monitor how specific groups are performing.

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, GPA of GBR modality for learning was a hybrid model. For the 2021-2022 school year, GPA of GBR will return to a full in person modality. An acceleration team will discuss weekly with district leadership the concerns related to attendance. GPA of GBR 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 elementary students must be in attendance a minimum of 60,120 minutes or 167 six-hour days per school year. A student is expected to be in attendance each day of school. A student is in attendance when they are physically present at the school site or under the supervision of authorized personnel for at least 50% of the day. After a student has been absent for ten days, the student shall be referred for review by the School Building Level Committee (SBLC) to determine need for referral for section 504 services if the student has not been previously identified. Truancy Liaisons will follow the attendance policy from the school's Pupil Progression Plan by ensuring that School Building Level Committee meetings are held when a student has missed 10 days.

The 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 4-8 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	\$ 85,000
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How will the LEA identify students who need mental and behavioral supports?

GPA of Greater Baton Rouge goal for this year is to strengthen and deepen integration of social-emotional learning (SEL) practices within academic instruction in culturally responsive ways that acknowledges the social and emotional impacts of the pandemic. GPA of GBR established a district level goal of addressing the social and emotional needs of students returning to school in person with special emphasis on the targeted population of grades 4-8.

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

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

Additionally, from these survey results, the school hired additional staff to support the students SEL needs (social worker, behavior specialist, truancy officers, and other interventionists) and implemented the “I Am” program to identify, support and advocate for students’ emotional, mental, and physical well-being. Their duties include counseling students, connecting at-risk youth with helpful resources, and conducting home visits to provide additional support. The results showed approximately 10% of families felt they needed additional support services.

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

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> By greeting each student you build a personal connection	September 1, 2021 – May 15, 2022	Re-engage Students
<u>Partner Activities:</u> This gives students time to work together 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. 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>Have a Calm-Down Corner:</u> For grades K-5 th , this is a special place in the classroom for students to take a break when they are angry or upset.	September 1, 2021 – May 15, 2022	Students given an opportunity to calm themselves to avoid suspensions.
For 4 th – 8 th grade we use <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	Peer Mediation led by Counselors and Dean of Students

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 \$ 290,000

Commitment: **RECOVERY AND ACCELERATION** ✓ ✓ ✓

Key Investment: **Targeted Learning Support**

ESSER II

\$ 160,000

ESSER III

\$ 218,000

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. The LEA will continue to work on analyzing student data throughout the school year by utilizing grant funds to purchase upgraded educational technology which will support traditional and special educational needs for both students and instructors. To support growth and learning and bridging the learning loss, our schools will fully utilize learning technology tools to provide alternative learning experiences and offer a more aggressive student centric approach to learning and learning recovery.

GPA of Greater Baton Rouge will use all funds in this category to improve outcomes for all students with targeted students in grades 4-8 who did not show mastery on the LEAP tests.

Student Outcomes:

By the end of the 2021-2022 school year

- 80% of students who scored below mastery in one or more core content areas in grades 4-8 on the LEAP Spring 2021 tests and after receiving instructional support and interventions, will demonstrate mastery in at least two core content areas as measured by the LEAP Spring 2022 test.

² [ARP ESSER Fact Sheet](#)

- 80% of students in grades 4-8 who did not meet their NWEA Growth Target in reading and math and who scored below Basic on at least three areas of the LEAP test, after receiving instructional support and interventions, will demonstrate 1.5 years of Growth on the Spring NWEA MAPS Assessment.
- 80% of students receiving SPED/EL/504 services after receiving instructional support and interventions will demonstrate 1.5 years of Growth on the Spring NWEA MAPS Assessment and mastery on at least two content areas of the Spring LEAP test.
- 80% of all K-8 students will demonstrate mastery on the bi-weekly teacher made LEAP like assessments as evidenced by rubrics in TAP Cluster and weekly data meetings from in-class tier 1 instruction.
- 95% or more school attendance for the entire school.

High Quality Tier I Curriculum

August – May 2022

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

High Dose Tutoring (Before, After and During School)

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

Focus on ELA and Mathematics

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

September 15 – May 15, 2022

Frequency: At least three time per week

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

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

October 15 -May 15, 2022

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

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

Extensions of weekly learning with emphasis on LEAP test prep

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

Career Teachers, Master Teachers

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

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

- ☒ High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
- ☒ Literacy Interventions and Extensions
- ☐ Individual Graduation Plans (IGP)
- ☒ Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- ☐ Other: Click or tap here to enter text.

☐ Other: Click or tap here to enter text.

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

School Requirements:

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

High Dose Tutoring (Before, After and During School)

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

Focus on ELA and Mathematics

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

September 15 – May 15, 2022

Frequency: At least three time per week

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

Evidence Based Practices:

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

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

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

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

Evidence Based Practices:

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

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

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

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

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

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

GEO Prep Academies of Greater Baton Rouge provides tutoring at all levels including tutoring for students enrolled in K-8 classes. Students in grades 4-8 will be given special attention in online tutoring at least three to four times per week in reading and math, 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.

In grades 6-8, approximately 95% of the students failed to achieve mastery in at least one core area of the LEAP 2025 test and will (**based on Act 294**) be given additional supports during the year to ensure the focus remains on mastery. We are using these grant funds to hire both ELA and Math Interventionist to provide pull out support for those students 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	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	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 NWEA Spring Assessment LEAP Spring Results
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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	\$ 160,000	ESSER III	\$ 3027
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

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

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

GPA of Greater Baton Rouge will provide strategic interventions to those students who scored Below Basic on one or two core content areas (ELA and Math) with After School Tutoring. We will specifically target our students in 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. Extended day programs will begin second semester to reinforce the skills learned in the classroom using aligned tier one resources and materials. Zearn will be used to compliment the Eureka curriculum being used in our classrooms. Stipends will be provided to teachers and tutors for before/after school tutoring at \$40/hour.

Activity	Implementation	
Partner with Canopy Online	January 2022 – May 2022	Teachers build lesson compatible to the needs of grades 4-8 students in Math and ELA
Partner with Zearn	August 2021 – May 2022 Extended Day 5 days per week	compliment the Eureka curriculum being used in our classrooms. Stipends will be provided to teachers and tutors for before/after school tutoring

NIET Support	August 2021 – May 2022	Planning and Implementing the Curriculum with Fidelity – EEPASS Data
Exact Path Online	September 2021 – May 2021 Daily in small group	Students work at their own pace toward mastery in grades 4-8 in ELA and Math

By the end of the 2021-2022 school year

- 80% of students who scored below mastery in one or more core content areas in grades 4-8 on the LEAP Spring 2021 tests and after receiving instructional support and interventions, will demonstrate mastery in at least two core content areas as measured by the LEAP Spring 2022 test.
- 80% of students in grades 4-8 who did not meet their NWEA Growth Target in reading and math and who scored below Basic on at least three areas of the LEAP test, after receiving instructional support and interventions, will demonstrate 1.5 years of Growth on the Spring NWEA MAPS Assessment.
- 80% of students receiving SPED/EL/504 services after receiving instructional support and interventions will demonstrate 1.5 years of Growth on the Spring NWEA MAPS Assessment and mastery on at least two content areas of the Spring LEAP test.
- 80% of all K-8 students will demonstrate mastery on the bi-weekly teacher made LEAP like assessments as evidenced by rubrics in TAP Cluster and weekly data meetings from in-class tier 1 instruction.
- 95% or more school attendance for the entire school.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 22,000

ESSER III

\$ 108,000

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

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

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

GPA of Greater Baton Rouge summer instruction is an extension of our regular schooling. We provide not only academic learning, but social and emotional learning through art projects and physical fitness. It is a 4-week summer learning program designed to mitigate the learning loss, especially in math and ELA, but to also provide a safe place for learning. Our summer school is completely free for all students and our funds have been budgeted 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 4-8 (Acceleration Team participation)	August 30, 2021	Strengthen the instructional support and delivery to students based on specific needs.
Summer School for Grades 4-8 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

By the end of the 2021-2022 school year

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- 80% of all K-8 students will demonstrate mastery on the bi-weekly teacher made LEAP like assessments as evidenced by rubrics in TAP Cluster and weekly data meetings from in-class tier 1 instruction.

- 95% or more school attendance for the entire school.

Key Investment: **Extended Instructional Time**

ESSER II

\$ 160,000

ESSER III

\$ 0

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

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

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

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

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

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

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

Timeline of Activities

Hire high quality professional staff	January 6-30, 2022	Roster of Highly Qualified Staff
Academic Screeners Hired	January 30, 2022	Roster of Screeners
Contact Parents	First week of February 2022	Parent Sign up Log and Signed Parent Compact
Teachers Assign students based on priority of need	First week of February	Extended Day Roster 4-8 grade
Conduct Weekly Checkpoints of LEAP like assessments.	Weekly	Weekly test results showing growth or no growth

By the end of the 2021-2022 school year

- 80% of students who scored below mastery in one or more core content areas in grades 4-8 on the LEAP Spring 2021 tests and after receiving instructional support and interventions, will demonstrate mastery in at least two core content areas as measured by the LEAP Spring 2022 test.
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- 80% of students receiving SPED/EL/504 services after receiving instructional support and interventions will demonstrate 1.5 years of Growth on the Spring NWEA MAPS Assessment and mastery on at least two content areas of the Spring LEAP test.
- 80% of all K-8 students will demonstrate mastery on the bi-weekly teacher made LEAP like assessments as evidenced by rubrics in TAP Cluster and weekly data meetings from in-class tier 1 instruction.
- 95% or more school attendance for the entire school.

	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: 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

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 831,027
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Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: **School Improvement Best Practices**

ESSER II

\$ 50,000

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?

Teacher Collaboration (Common Planning/PLC/ Clusters)

GPA of GBR places high emphasis teacher collaboration. In order to meet the needs of the targeted group, weekly planning and preparation between teams must take place. The acceleration teams meet weekly to discuss student progress and evaluate student growth and achievement from weekly assessments. GBR of Greater Baton Rouge will enlist the help of effective classroom teachers who seek teacher leader roles and are willing to serve as mentors for their colleagues and lead cluster meetings every week. Mentors will support pre-service teachers and teachers pursuing alternate certifications. The goal is to increase the number of effective classroom teachers who seek teacher leader roles and are willing to serve as mentors for their colleagues and lead cluster meetings every week as well prepare classroom teachers to use effective strategies for at risk 4th-8th grade students with achieving mastery.

Activity	Time of Implementation	Results
Solicit effective classroom teachers who seek teacher leader roles and are willing to serve as mentors for their colleagues and lead cluster meetings every week.	September 2021-May, 2022	Mentors will support pre-service teachers and teachers pursuing alternate certifications. Roster of teacher mentors.
Classroom Teacher Data Meeting Grades 4-8	Weekly -September 2021 – May 2022 45 minutes	Review weekly assessments and plan for remediation
Train classroom teachers with effective strategies -Teacher TAP Cluster Meetings	Weekly -September 2021 – May 2022 90 minutes	Professional Development, Content Field Testing of Strategies, and Examining Student Work – Focused on the teacher development and student achievement. Implementing Tier I Curriculum Materials
Teacher content planning meetings	Weekly -September 2021 – May 2022	Reviewing lesson strategies for the week before teaching. Identifying anticipated difficulties of students in mastering the content.
	Weekly -September 2021 – May 2022	Teachers are presented with strategies that work for high risk 4-8 students

Master and Mento Teachers lead TAP Clusters

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- 80% of all K-8 students will demonstrate mastery on the bi-weekly teacher made LEAP like assessments as evidenced by rubrics in TAP Cluster and weekly data meetings from in-class tier 1 instruction.
- 95% or more school attendance for the entire school.

Key Investment: **Literacy Professional Development**

ESSER II

\$ \$50,000

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?

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

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

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

By the end of the 2021-2022 school year

- 80% of students who scored below mastery in one or more core content areas in grades 4-8 on the LEAP Spring 2021 tests and after receiving instructional support and interventions, will demonstrate mastery in at least two core content areas as measured by the LEAP Spring 2022 test.
- 80% of students in grades 4-8 who did not meet their NWEA Growth Target in reading and math and who scored below Basic on at least three areas of the LEAP test, after receiving instructional support and interventions, will demonstrate 1.5 years of Growth on the Spring NWEA MAPS Assessment.
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- 95% or more school attendance for the entire school.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ \$100,000
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EARLY CHILDHOOD EDUCATION ✓

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

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

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


N/A

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

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

N/A	
Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?	
N/A	
EARLY CHILDHOOD EDUCATION	2021-2022 Total Funding Commitment \$ 0

SCHOOL SAFETY & OPERATIONS 				
Safe School Reopening	ESSER II	\$ 230,000	ESSER III	\$ 0
Provide the URL to the following LEA documents:				
School Reopening Plan for In-Person Learning	https://secureservercdn.net/198.71.233.230/s8l.e65.myftpupload.com/wp-content/uploads/2021/09/Baton-Rouge-Reopening-Plan-2021-2022.pdf			
COVID-19 Vaccination policies for staff and students	https://secureservercdn.net/198.71.233.230/s8l.e65.myftpupload.com/wp-content/uploads/2021/09/Baton-Rouge-Reopening-Plan-2021-2022.pdf			
Mask wearing policies for staff and students	https://secureservercdn.net/198.71.233.230/s8l.e65.myftpupload.com/wp-content/uploads/2021/09/Baton-Rouge-Reopening-Plan-2021-2022.pdf			
Physical distancing, cohorts, or learning pods	https://secureservercdn.net/198.71.233.230/s8l.e65.myftpupload.com/wp-content/uploads/2021/09/Baton-Rouge-Reopening-Plan-2021-2022.pdf			
If all information is in the main School Reopening Plan, please enter the same URL for each. <i>you met the criterion for this area.</i>				
Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)				
<input type="checkbox"/> Provide vaccinations to educators, other staff, and students, if eligible <input checked="" type="checkbox"/> Support universal and correct wearing of masks <input checked="" type="checkbox"/> Physical distancing (e.g., including use of cohorts/learning pods) <input checked="" type="checkbox"/> Handwashing and respiratory etiquette <input checked="" type="checkbox"/> Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems <input type="checkbox"/> Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments <input type="checkbox"/> Diagnostic and screening testing <input type="checkbox"/> Other: Click or tap here to enter text.				

☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning

ESSER II

\$ 80,000

ESSER III

\$ 0

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

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

SCHOOL SAFETY & OPERATIONS

2021-2022 Total Funding Commitment

\$ 310,000

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$ 0

ESSER III

\$ 0

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

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

Describe the LEAs plan for implementing evidence-based activities.

N/A

DATA INFRASTRUCTURE

2021-2022 Total Funding Commitment

\$ 0

