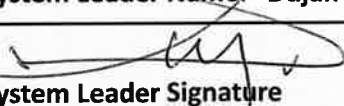


2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with federal and state requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and Louisiana Comeback Commitments. **LEAs must submit their plans in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name: Community School for Apprenticeship Learning	LEA Code 343	Enter Grade levels served 9th-12th
Planning Contact Name: Alisia Welsh		
Planning Contact Title: Principal		
Planning Contact Email: awelsh@madisonpreponline.org		
Planning Contact Phone Number: (225) 636-5685		
Fiscal Contact Name: Jonvia Metevia		
Fiscal Contact Title: Business Manager / CFO		
Fiscal Contact Email: jmetevia@csalonline.org		
Fiscal Contact Phone Number: (225) 448-5393		
School System Leader Name: Dujan Johnson, Superintendent		
School System Leader Signature 	Date 1/9/2023	

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

NEEDS ASSESSMENTS ✓ ✓ ✓

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

- ✓ Student demographic data, such as 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

LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:

- ✓ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
- ✓ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
- ✓ Evidence-based activities identified for the 20% of ESSER III reservation requirements adhere to Section 8101(21)(A) of the ESEA.
- ✓ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
- ✓ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
- ✓ Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

Commitment: ATTENDANCE & WELL-BEING ✓

2022-2023 Key Investment: Attendance

ESSER II

\$0

ESSER III

\$92,783

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 during the 2021-22 school year. 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 2022-2023 school year. Madison Preparatory Academy has an Attendance Clerk and a District Data Manager that tracks student attendance and has the ability to pinpoint students that need to be engaged and identified to address absenteeism and truancy including suspension and expulsion . On average less than 1% 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. Madison Prep Academy provides a welcoming and engaging School Facility with our parental involvement to increase student achievement and attendance. Madison Prep Academy will contact the parents / guardians through an automated phone messaging system alerting them of the student absenteeism. MPA offers Summer Enrichment Courses and Summer Makeup Credit Courses that will be implementing activities related to providing extended learning prospects and to accelerate progress toward making up credits through absence, failure and covid. Provide the highest quality teaching and learning environment. During the 2020-2021 SY education changed dramatically due to the Covid 19 Pandemic. Our students and staff were all in a virtual learning environment. To assist all students during the 2020-2021 SY chromebooks were issued to all students. Once we addressed school technology access for all students and staff we were able to ensure continuation of a rigorous and rich learning environment for our students. We were able to prioritize live student, teacher and peer interaction.

We have a strong commitment to ongoing development and improvement of the student support program; therefore, if a student is not-engaged, we are taking active steps to ensure participation during live remote instruction for all students by daily attendance and early identification of students needing additional layers of support or intervention. Ensuring interventions are implemented with fidelity and within established timelines. Properly documenting connections, support, and interventions to ensure students receive the support they need to succeed. Things were taken into consideration during 2020-2021 SY if a student was not engaged daily calls were made. We do understand that during that time students may have been displaced families may have lost their homes and jobs. If a student fell behind or did not earn course credits we established once we returned to in person learning we offered before, after and summer camps, tutoring to ensure all of our students were able to recover unfinished learning during the Pandemic.

For 2022-2023 SY Out Attendance Clerk will ensure the following refined strategies to support the reduction of truancy:

1. Inform district personnel and parents/legal guardians that attendance is a legal responsibility and governed by the Louisiana Compulsory School Attendance Law. District personnel will be in-serviced on the Compulsory School attendance Law with the attendance policy. Parental attendance meetings and Truancy conferences will include a review of the Compulsory School Attendance Law, parental responsibility and penalties for noncompliance. Calls, letters and emails will be forwarded to parents referencing the Compulsory school Attendance Law.
2. Pull weekly attendance data from the JCampus system and intervene early with students displaying unexcused absences.

3. School level meetings with students and teachers regarding attendance/truancy are ongoing.
4. JCampus/ SIS Data for Chronic Absenteeism and Truancy- Average Daily Attendance rate for all school (Comparison Analysis)
5. Work with the District Data Manager Continue to utilize Truancy Data and Chronic Absenteeism Reports from the LDOE

In 2022-2023 attendance procedures were shared with school leaders and district support staff. These standard operating procedures provide a protocol to address truancy and absenteeism. The law recognizes the importance of education and places a duty on the parents/legal guardians to ensure that their child is attending school on a regular basis. This protocol allows for the standardization of tracking, notification and identification of students who are truant and need assistance to resolve or eliminate barriers to regular attendance. Data will be utilized to determine the effectiveness and goals for upcoming semesters and school year. The implementation of these strategies and strategic progress monitoring at the district level are aimed to provide the interventions and supports needed to students and families in order to better impact teaching and learning outcomes through a reduction in chronic absenteeism and truancy.

2022-2023 Key Investment: Well-Being

ESSER II

\$120,036

ESSER III

\$510,266

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 that will offer mental health services and counseling to our entire student body of 577 students and 75 staff members. In addition MPA has a School Health Center with Dr. Gardy Valentine. He will offer a collaboration of education, public health professionals to improve our students' health, development and well being. We will support our students with Covid related issues such as student required quarantines, communication, consultation and vaccine information.

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 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.

WELL BEING:

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, contract tracing. Communication & consulting with other medical professionals, Administration and student families.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$ \$723,085

Commitment: RECOVERY AND ACCELERATION ✓ ✓

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

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

All areas outlined in Act 294 should be addressed.

2022-2023 Key Investment: Targeted Learning Support

ESSER II \$296,943

ESSER III \$824,582

MPA is a single school LEA serving 577 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. 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. 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. The spring 2021 LEAP 2025 data was utilized to identify the students who would need targeted learning support. As a result of the COVID -19 pandemic, MPA had approximately 200 disengaged students during the SY 20-21 and the 200 students currently receiving support were most impacted.

As a result, Teachers, Specialists, Interventionists and Coordinators are strategically placed in our school to reduce class size, enhance and accelerate learning and provide targeted instruction to students disproportionately impacted by the pandemic. A tutoring program designed to provide all students with extra time to connect unfinished learning to new

learning. Educators will utilize beginning of year data (LEAP 2025) to select scholars who have not mastered prerequisite skills/standards connected to the current learning. Targeted students showed significant deficits in the 21-22 school year. Scholars will be invited to 3 –30 minute sessions Monday-Wednesday to engage in intense tutoring on the unmastered skill/standard with a formative assessment at the end the third session to assess understanding. In addition, students who are not on track to attain mastery during the 2022-2023 school session and or who do not score mastery on any statewide assessment during the 2022-2023 will also be prioritized to attend.

Due to the Pandemic MPA will provide students with tailored learning acceleration opportunities, Provide teachers and staff with high-quality and ongoing professional development and coaching, Implement high-quality and effective tutoring and will prioritize the social, emotional, and academic needs of all students. As a result of the Pandemic Teachers, Specialists, Interventionists and Coordinators were strategically placed in our school to reduce class size, enhance and accelerate learning and provide targeted instruction to students disproportionately impacted by the pandemic. Once we were back with in person instruction we provided a tutoring program designed to provide all students with extra time to connect unfinished learning to new learning. Educators will utilize beginning of year data (LEAP 2025) to select scholars who have not mastered prerequisite skills/standards connected to the current learning. Targeted students showed significant deficits in the 21-22 school year. Students will be invited to 3 –30 minute sessions Monday-Thursday to engage in intense tutoring on the unmastered skill/standard with a formative assessment at the end the third session to assess understanding. In addition, students who are not on track to attain mastery during the 2022-2023 school session and or who do not score mastery on any statewide assessment during the 2022-2023 will also be prioritized to attend.

Additional data used to understand and evaluate the effectiveness of the evidence-based learning activities in 2021-2022 include the following:

- Number of lessons completed each week
- Average score per activity
- Average score per student
- Students scoring 75% or higher on the 1st attempt
- Performance by each region in the district
- High School students to learn: Credit recovery after school and during the summer
- LEAP 2025 remediation during the summer
- Summer Enrichments Courses with staff implementing and providing extended learning. It will give students the opportunity to student concepts with greater depth and complexity while also helping students to pursue their own areas of interests and strengths. Focus areas in Science, Math, ELA and Literacy.
- Staff will provide the highest quality teaching and learning environment
- Increased use of Tier 1 material
- Progress Monitoring: classroom observations and walkthroughs; review of annotated lesson plans and classroom support plan
- District leadership (Chief Academic Officer, Executive School Directors, Curriculum and Instruction leaders, Teaching and Learning Specialists, and Department of Exceptional Children staff) will collaborate with school leaders to support the planning process and monitor implementation/progress.

2022-2023 Key Investment: Before and After School Programs

ESSER II

\$0

ESSER III

\$5,720

To identify students needing before and after school support for SY 2021/22 and 2022/23: Efforts will prioritize students that were below Mastery on any statewide assessments and the greatest identified needs will be offered. After school tutoring will be offered to at-risk students and we will offer it to all students in grades 9th - 12th grade at MPA.

The before/after school tutoring initiative will continue all year. Effective Tutoring is a priority and can improve student achievement. To effectively address and prevent unfinished learning, to ensure the implementation of strategies to address student learning loss and unfinished learning. .

Tutoring teacher(s) will plan the sessions using Accelerate, high-quality instructional materials/resources, maintain the necessary documentation, and monitor progress. Tutoring teacher(s) will monitor progress by communicating goals of the tutoring program to the teacher of record and parents and using the selected criteria to measure the success of the tutoring program. Tutoring teacher(s) will administer pre/post assessments to identify growth.

Student progress will be monitored through observations, surveys and aligned assessments with data collected once completion of the course and/or end of school year. In addition MPA will Progress Monitoring: classroom observations and walkthroughs; review of annotated lesson plans and classroom support plans. We will collaborate with school leaders to support the planning process and monitor implementation/progress.

The anticipated and measurable outcome for all students taking EOC, ACT and LEAP 2025 courses is for a majority of our students (60% or more) will perform at Mastery or higher at the end of the year. Monthly assessment reviews will be performed. Our goal is that by the end of the SY 2022-2023 school year, at least a 5% growth towards Mastery. Our objective in measuring our student success is setting goals, data collection and evaluation, skill based assessments.

Transportation will be provided for all students drivers pay and benefits will be funded through our general fund budget. Esser funds will be used for teacher stipend pay & benefits for teachers to tutor before/after school.

2022-2023 Key Investment: Summer Learning Programs

ESSER II

\$23,056

ESSER III

60,250

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. Students who have been impacted by COVID-19 will be identified based on demographic data as well as attendance and failure to reach mastery. From June 1 —July 29, 2022, students who failed to meet growth to mastery targets on statewide assessment in the 2019-2020 and 2020-21 school years as reported by LDOE's Growth to Mastery Summary Report will participate in Credit Recovery Summer Program four days each week for up to 4 hours each day. For all students to achieve the benchmark for excellence in student thinking and academic standards.. Effective MPA teachers will instruct students in English language arts, Science, Social Studies and mathematics using Tier I curricula provided by LDOE. Summer Enrichments Courses with staff implementing and providing extended learning will allow students a way to advance in their studies academically. It will give students the opportunity to student concepts with greater depth and complexity while also helping students to pursue their own areas of interests and strengths. Focus areas in Science, Math, ELA and Literacy.

High school summer remediation students complete a eight-week program utilizing iXL remediation courses and practice assessments. In June & July 2022, 100 students participated in the summer LEAP 2025, EOC assessment window to retake previously failed assessments.

The number of students eligible for 2023 ESY Summer Program is yet to be determined based on data collected during the academic school year.

For our student ACT Plan we fund through our EEF Budget an ACT Boot Camp, Certified Staff Stipend pay & benefits. For 2023-2023 SY we have purchased Shmoop online course licenses for test prep that will help students prepare for Pre-Act, & ACT. The online courses package is available for 12 months and if we find it productive for our students we may renew for 2023-2024 SY.

- Timeline: June 1 -July 29, 2022, Summer 2022-23 Frequency—4 days/week; up to 4 hours/day
- MPA Teachers will provide instruction and will be paid with Esser funds.
- Measurable Outcome—increase academic achievement in ELA and math as evidenced by LEAP 2025/EOC
- Progress Monitoring—IXL (standards based), analyzed by Lead Teacher and appropriate staff
- Tier One Curriculum will be purchased with Esser Funds.

2022-2023 Key Investment: Extended Instructional Time

ESSER II

\$0

ESSER III

\$0

We will use Title I Funds for Extended Instructional Time to provide engaging learning experiences. Adapt instruction to individual and small group needs. Maximize student Help students allocate study time efficiently.

2022-2023 Key Investment: Individual Student Plans for Success

ESSER II

\$0

ESSER III

\$0

For the 2022-2023 school year will participate in IGP meetings conducted by the high school counseling staff members. In addition, the school counseling staff members will confer individually with students to develop and review their IGP. As a result, of this evidence-based practice, student schedules for the school year 2022-2023 will adequately address individual learning needs. Effectiveness will be measured by all students entering ninth grade with approved IGP and on-track class courses as reviewed by the high school counseling team. Guidance Counselors Salary and Benefits are funded with our General Fund Budget.

RECOVERY & ACCELERATION COMMITMENT:

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. It will take place after school. High-quality/effective teachers will be sought out to provide the tutoring services 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. MPA will offer Summer Enrichment and Makeup Credit Courses. Bus transportation will be available to all students during the summer. 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. To avoid a permanent impact and any gaps from the pandemic MPA is focused on recovery and acceleration for all our students.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$1,210,551

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$97,117
---	----------	-----	-----------	----------

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 for educational growth. Collaborative learning has been shown to boost confidence and self esteem in our students.

Professional Learning Community planning and professional development after school hours and summer to address learning loss; interventions; Tier 1 curriculum and other applicable needs as a result of the COVID 19 pandemic. Content focus PD.

- Instructional Leadership Teams
- Stipend
 - Develop a PLC PD Community including District leadership (Chief Academic Officer, Executive School Directors, Curriculum and Instruction leaders, Teaching and Learning Specialists, and Department of Exceptional Children staff) will collaborate with school leaders to support the planning process and monitor implementation/progres
 - Provide Teacher Stipend pay to attend Professional Development Activities, Educational Conferences and Mentor Trainings.
 - Measurable Outcomes: Increased participation in identified professional development among teachers and school leaders and Increased completion rates of interim assessments.
 - Progress Monitoring: Quarterly review of professional development attendance, application of professional development, content during ILT and classroom instruction (Agendas, Classroom Support Plans), and assessment participation reports.
 - Collaboration Structures (ILT/PLC) in the following sequence: 1. District Staff (monthly through District ILTs): Curriculum and Instruction, Teaching and Learning, Assessment/Accountability, and Executive Directors of School. 2. School Leadership (monthly through District PLCs, weekly through ILTs): Principals, Assistant Principals, Instructional Coordinators, lead content teachers/literacy coaches. 3. Classroom (weekly through PLCs): teachers of students identified as being disproportionately impacted by COVID-19. 4.The Educated Approach: On-Site coaching visits to support implementation of the Best Practices (ILT/PLC).
 - MPA has 45 Staff and 5 School Administration that participates in Professional Development.
 - Effective implementation of the LDOE'S School Improvement Best Practices: Instructional Leadership Team Support, Teacher Collaboration Support, Teaching Standard Support, Principal Standard Support and Career Pipeline Support

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$0
---	----------	-----	-----------	-----

We will use Title II Funds for Literacy Professional Development. We will use our General Fund for staff and administration to attend The National Charter School Conference in June 2023.

PROOONAL LEARNING & DEVELOPMENT COMMITMENT:

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 and discussed with the Superintendent, School Administration, 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.

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 iTeachLouisiana 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.

MPA will have various contracted services to address the social and emotional needs of students, staff and parents. Contracted services are noted as a result of the impact of COVID-19: Provide Mental Health First Aid to Students and School Staff.

Narrative statement clearly summarizing all approval criteria elements:

- MPA identifies evidence-based activities which aligns with the needs assessment
- MPA prioritizes students who failed to achieve mastery on any statewide assessments during the 2020-2021 and 2021-2022 school years.
- MPA provides the frequency and timeline of the evidence-based activities.
- MPA identifies who will provide supports and services for the evidence-based activities indicated
- MPA describes measurable outcomes and progress monitoring for evidence-based activities.
- MPA identifies who will provide supports and services for the evidence-based activities indicated
- Provide Support during implementation
- Encourage Collaborative Participation

Based upon our LEAP 2025 data from 2021 2022 and continuing to the 2022 2023 school year, ELA and Math teachers will be provided with professional development based upon the areas of weakness.

The following Professional Development has been planned for the 2022-2023 school year:

- National Charter School Conference
- The Educated Approach Consultant
- ASCD

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

\$97,117

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$54,943

ESSER III

\$0

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%2020\(1\)-20220630115037-e343006.doc](https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%2020(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%2020\(1\)-20220630115037-e343006.doc](https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%2020(1)-20220630115037-e343006.doc)

Masking policies for staff and students

[https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%2020\(1\)-20220630115037-e343006.doc](https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%2020(1)-20220630115037-e343006.doc)

Physical distancing, cohorts, or learning pods

[https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%2020\(1\)-20220630115037-e343006.doc](https://egmsp.doe.louisiana.gov/LDEGMSWeb/UploadFiles/2021/94270/Achieve//AcadRecPln/343-Reopening%20Plan%2020(1)-20220630115037-e343006.doc)

2022-2023 School Safety Operations

ESSER II or III budgeting for this section is not required as a part of this plan.

SCHOOL SAFETY OPERATIONS:

Madison Prep Academy will use the funds to purchase Sanitizing Health Materials & Supplies to sanitize the school sanctioned by the Department of Health Services for improvements to enable operation of the schools. This will allow us to maintain a safe and healthy learning and work environment for our students, staff and parents. To maintain additional housekeeping, cleaning, janitorial services to provide a safe and clean campus. To thoroughly sanitize all school buildings & facilities that will provide access to a safe, healthy and inclusive learning environment.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical. Ventilation and Air Conditioning (HVAC) Assessment for Indoor Air Quality. This School facility repair and improvement will enable operation of our school to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school. Which will include cleaning the system, air vents and replacing air filters to prevent the spread of COVID-19. These repairs and maintenance will benefit 577 students and 75 staff members.

Preliminary evidence indicates that reports of bullying, self harm, suicide, potential school shootings are the most common of threats received. Our school plan and action is that we will address every form of any threat. The assessment will be a component of a comprehensive approach maintaining a safe school both physical and psychological for our entire student body

and staff. We have an open door policy for our students to feel safe to talk with each other and to staff members. To have and maintain mutual trust and respect among our students and staff.

At MPA will talk to our students about safety protocols and take part in drills that are in place to help put their fears aside. We have ongoing dialogue and relationships with our student's families, community members and community organizations, City Government and Law enforcement to monitor every threat or rumor to keep our students safe.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$411,989
--	------------------

ATTENDANCE & WELL BEING 2022-2023 Total Funding Commitment	\$723,085
---	------------------

RECOVERY & ACCELERATION 2022-2023 Total Funding Commitment	\$1,210,551
---	--------------------

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$97,118
---	-----------------

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$411,989
--	------------------

2022-2023 Total Funding Commitment	\$2,442,743
---	--------------------

LEA 2022 - 2023 ARAP Status

<input type="checkbox"/>	ARAP Approved
<input type="checkbox"/>	ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
<input type="checkbox"/>	ARAP not approved : LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments
Reviewer Initials	Click or tap here to enter text.
Date	Click or tap to enter a date.

