

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

GEO Prep Academy of Greater Baton Rouge	WAU GEO Prep Academy	Enter Grade levels served <b>K-8</b>
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School System Leader Name Kevin Teasley, Superintendent		
<i>Kevin Teasley</i>	Date 9/29/2022	

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

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

**NEEDS ASSESSMENTS** ✓ ✓ ✓

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

- ☒ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessment scores
- ☐ State administrative data, such as unemployment claims
- ☒ Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19
- ☒ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student chronic absenteeism data
- ☒ Student instructional mode (virtual, hybrid, in-person)
- ☐ Student course enrollment data
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

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

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

**Demographics for GEO Prep Academy 2022-2023**

Grade	M	F	Asian	Black	White	Hispanic	Am. Indian	Multiracial	Unspecified	Total in Grade
KG	44	43	0	75	0	8	1	3	0	87
1 <sup>st</sup>	40	44	1	75	1	6	0	1	0	84
2 <sup>nd</sup>	47	40	0	80	0	7	0	0	0	87
3 <sup>rd</sup>	42	44	0	77	1	7	0	1	0	86
4 <sup>th</sup>	55	38	1	82	1	6	1	2	0	93
5 <sup>th</sup>	44	40	0	74	1	7	1	1	0	84
6 <sup>th</sup>	49	36	1	74	1	7	0	2	0	85
7 <sup>th</sup>	35	47	0	75	0	7	0	0	0	82
8 <sup>th</sup>	40	25	1	58	0	5	1	0	0	65
<b>TOTAL</b>	<b>396</b>	<b>357</b>	<b>4</b>	<b>670</b>	<b>5</b>	<b>60</b>	<b>4</b>	<b>10</b>	<b>0</b>	<b>753</b>
<b>Precents</b>			<1%	89%	<1%	8%	<1%	1%	0%	

GEO Prep Academy is comprised of 89% Black students, 8% Hispanics, and 1.4% are of two or more races and 1.4% of white, Asian, and American Indian combined. The K-8 school serves a population of approximately 765 students on two campuses. K-2 campus at the Platt Dr. location and a 3-8 campus on North Sherwood Forest Blvd. campus.

GEO prep Academy conducted a needs assessment of all data impacting the overall instructional program at

**Total Enrollment Data**

Year	2018-2019			2019-2020			2020-2021			2021-2022		
<b>Total Enrolled</b>	525			673			721			714		
<b>Ethnicity</b>	BLK	HSP	Other	BLK	HSP	Other	BLK	HSP	Other	BLK	HSP	Other
	476	19	30	623	27	23	661	41	19	653	44	17

**Chronic Absenteeism – Unexcused Absences exceeding 20 days**

Year	2018-2019	2019-2020	2020-2021	2021-2022
Total Students Chronically Absent	16/524		56/721	26/714
Percent	3%		8%	4%

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

**Mode of Learning**

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

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

**Student Outcome LEAP Data % Mastery and Above**

Academy	2017-2018	2018-2019	Mastery Change	2020-2021	2021-2022	Mastery Change
ELA	35	36	1	26	34	8
Math	34	24	-10	17	21	4
Science	11	11	0	8	12	4
Social Studies	15	14	-1	6	12	6

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

**GEO Prep Academy (Mastery and Above)**

**English Language Arts**

Grade Level	2021 % Mastery and Above	2022 % Mastery and Above	Percent of Increase of Students Mastery and Above
3 <sup>rd</sup>		30%	
4 <sup>th</sup>	36%	37%	1%
5 <sup>th</sup>	12%	35%	23%
6 <sup>th</sup>	19%	24%	5%
7 <sup>th</sup>	20%	40%	20%
8 <sup>th</sup>	28%	39%	11%

**Mathematics**

Grade Level	2021 % Mastery and Above	2022 % Mastery and Above	Percent of Increase of Students Mastery and Above
3 <sup>rd</sup>		26%	
4 <sup>th</sup>	28%	33%	5%
5 <sup>th</sup>	18%	27%	9%
6 <sup>th</sup>	5%	24%	19%
7 <sup>th</sup>	3%	9%	6%
8 <sup>th</sup>	4%	3%	1%

**GEO Prep Academy (Basic and Above)**

**English Language Arts**

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

**Mathematics**

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

**GEO Prep Academy Greater Baton Rouge Math NWEA Growth Chart from Fall 2021 to Fall 2022**

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

**GEO Prep Academy Greater Baton Rouge Reading NWEA Growth Chart from Fall 2021 to Fall 2022**

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

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

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

2022-2023 Key Investment: **Attendance**

**ESSER II**

**\$40,000**

**ESSER III**

**\$55,000**

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

**Goal for 2021-2022 School Year:**

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

**Attendance:**

In the 2021-2022 school year, GPA of GBR returned to an in-person modality. An Acceleration Team discussed weekly with district leadership the concerns related to attendance and academics. The primary focus was on academic re-engagement, acceleration, and attendance. A Truancy Liaison was hired to work with the school Principal, counselors and social workers in monitoring and tracking attendance data in PowerSchool, following up on teacher referrals, making parent contact calls, conducting home visits, hosting parent workshops, assessing specific school needs, and making connections with community supports as needed. The Truancy Liaison provided more contact with parents thereby reducing the number of students who habitually missed school on a regular basis.

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

**Goal for 2022-2023 School Year:**

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

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

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

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

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

**TIMELINE ATTENDANCE**

Activity	Date of Implementation	Support for Student Academic Growth
Review End of Year Attendance Data with a Focus on Chronic Absences- 20 or more	July – September 30, 2022	Analyze and Match Student growth and achievement Data to write a plan.
Hold Open House Meetings with Parents and Guardians of Students	August -September 30, 2022	Planned Activity to Re-engage parents of Grades 3-8 grade students
Identify Chronic Absent Students and meet with parents/Assign Acceleration Team Member	August – September 15, 2022	Individual Academic Plans for Grades 3-8.
Identify District and school Acceleration Team focused on attendance and student growth.	September 15, 2022	Acceleration teams will review data regularly related to individual student achievement.
Conduct NWEA and LEAP 360 Interim and post Results	September 15, 2022	Data cards color coded and posted to indicate academic levels
Assign Truancy Liaison to monitor parent and student engagement of 17 targeted students and schoolwide attendance	Beginning October 1, 2022, and ongoing throughout the year.	Focus on Attendance of 17 Targeted students and grades 4-8 and re-engagement of parents.
Hire School Resource Officer	October 15, 2022	Focus on Truancy, Discipline and Parent Notifications
Utilize Parent Square to Notify parents weekly of daily absences past 3.	October 15, 2022	Parents are notified with the intent of reducing absences and engaging parents.
Truancy Liaison will contact parents of 17 targeted students as well as new identified chronic cases.	October 15, 2022	Re-engage students And parents
Truancy Liaison will conduct weekly home visits of selected 17 chronic cases and new cases (random visits)	October 15, 2022 – May 15, 2023	Parent Visit Log
School Resource Officer will visit identify Families in Need of Services (as needed)	October 15, 2022 – May 15, 2023	FINS Recommendations On file
Monthly incentives provided for students	October 15, 2022 – May 15, 2023	Student awarded Certificate and medals
Hold School Building Level Meetings held for Truant 3-8 grade students once monthly or as recommended for attendance	October 15, 2022 – May 15, 2023	Review Attendance
Support Academy serving school suspensions and expulsions	August 8, 2022 – May, 2023	Reduce out of school suspensions. Students continue academic program



2022-2023 Key Investment: <b>Well-Being</b>	ESSER II	\$70,000	ESSER III	\$180,682
<p><b>Well Being:</b></p> <p>During the 2021-2022 the GEO Prep Academy will strengthen and deepen integration of social-emotional learning (SEL) practices within academic instruction in culturally responsive ways that acknowledges the social and emotional impacts of the pandemic.</p> <p>In the 2021-2022 SEL surveys were conducted to identify specific needs of students and families. School counselor, nurse, social worker, Principal, and support staff analyzed surveys data to identify families in need and planned a best course action to support those needs. From the survey it was found that 10% of the student population needed mental and behavioral supports to be addressed immediately.</p> <p>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.</p> <p>Additionally, 100% of our faculty (administration, classroom teachers and paraprofessionals) participated in monthly SEL professional development and support provided by the SEL facilitator. At the end of the year, the school based mental and emotional supports team of employees reviewed the status the mental and behavioral needs of the targeted group as well as the entire school. Based on individual students written plans and individual goals, we believe students will be on track to achieve their end of year social, emotional, and academic goals. Students were evaluated two times, Winter, and Spring.</p> <p>Results from the year showed more students in grades 6,7, and 8 were experiencing more adjustments to returning to school.</p> <p>During the 2022-2023 school year, GEO Prep Academy will strengthen and deepen integration of social-emotional learning (SEL) practices within academic instruction in 100% of grades k-8 in culturally responsive ways that acknowledges the social and emotional impacts of the pandemic.</p> <p>By the end of the 2022-2023, at least 75% of GEO Prep Academy 6-8 scholars who are chronically absent, or who have been identified as academically Strategic or Intensive students will participate and receive completion status in the Soft Skills Middle Online Program.</p> <p>Guidance Counselors and Teachers will administer the SAEBR (Social Emotional Behavior Risk Screener) to identify students who might be at risk for social-emotional, behavior and academic problems. The SAEBRS will be used as a universal screener.</p> <p>GEO Prep Academy of Greater Baton Rouge will continue to implement the I AM program in grades K-5 and the Soft Skills Program in grades 6-8. Guidance Counselors will assist middle school students in bridging the gap between what is being taught in the classroom and the demands of the workplace. Students will participate in an online class that connects teach them soft skills that will make hard skills. As they work together, their soft skills will The Soft Skills program was developed by the American Hospitality Academy that provides a focused curriculum that teaches the best 21<sup>st</sup> Century soft skills that are vital to success in any career. The Soft Skills program focuses on academics as well SEL.</p>				



Timeline Well Being -SEL

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

The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**.

- Narrative response includes a summary of the information referenced below: Identification of students who were chronically absent and truant in SY 2021-2022.
- Outcomes described for students who received attendance supports in SY 2020-2021
- Anticipated outcomes described for students who will receive attendance supports in SY 2022-2023
- Description of evidence-based attendance supports that will continue in SY 2022-2023 Description of data being used to make these decisions

**ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment**

**\$75,000**

**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: <b>Targeted Learning Support</b>	ESSER II	\$51,965	ESSER III	\$108,000
2022-2023 Key Investment: <b>Before and After School Programs</b>	ESSER II	\$331,804	ESSER III	\$79,955

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

Key Investments:

- Identification of students needing before and after school supports in SY 2022-2023
- Outcomes described for students who received before and after school supports in SY 2021-2022
- Anticipated outcomes described for students who will receive before and after school supports in SY 2022-2023 Description of before and after school supports that will continue in SY 2022-2023 Description of data being used to make these decision

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

Grade Level	Intervention Type	Number of Students Participated	Intervention Type and Number of Students Participating	Number of Students Participated
K-2	BURST	40	REAL Tutoring (2)	32
3-5	Literacy and Math Block Scheduling	65	REAL Tutoring (3)	26
6-7	45 Minutes with a Math Interventionist At least 2 to three times weekly	92	45 Minutes with an Interventionist At least 2 to three times weekly	92
Student's w/ Disabilities	45 Minutes with a Math Interventionist At least 2 to three times weekly	30	45 Minutes with an Interventionist At least 2 to three times weekly	30

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 4<sup>th</sup> – 8<sup>th</sup> grade who need intensive interventions because they have scored below Basic on 3 or more core content subjects of the LEAP Test.

Based on our data, these students need support in all core content areas; however, ELA and math will take priority. Our data also indicates that there are even larger learning gaps in math than in reading. Teachers will meet 90 minutes each week in Cluster meetings to review student test scores, homework results, progress reports to determine areas of additional support needed. Teachers will also work with NIET who give support in planning, scaffolding, and spiraling lessons in weekly and monthly job imbedded Professional Development aimed at providing good first teaching in all math and ELA classrooms. We have also contracted with FAV for tutoring during the school day and afterschool tutoring in Math and ELA to support more 1:1 remediation. After school tutoring supports begin in August 2022 and will continue until May 2023. Teachers reinforce the skills learned in the classroom using aligned tier one resources and materials. Zearn will be used to complement the Eureka Square curriculum being used in the mathematics classrooms. Zearn digital lesson platform was selected because it helps the struggling student math make sense by using pictures, visual models, and real examples. Lesson include daily fluency activities in which teachers can prioritize the skills and concepts your students need most and provide multiple opportunities for both guided and independent practice, aligned to what students would do in problem sets or practice worksheets in the Tier I Eureka Square curriculum. Stipends will be provided to teachers and tutors for before/after school tutoring at \$30/hour.

Activity	Implementation	Description
Partner with Canopy Online	August 2022- May 2023	Teachers build lesson compatible to the needs of grades 4-8 students in Math and ELA
Partner with Zearn	August 2022 – May 2023 After School Tutoring 5 days per week	Zearn supports the Eureka curriculum being used in our classrooms. Stipends will be provided to teachers and tutors for before/after school tutoring

2022-2023 Key Investment: <b>Summer Learning Programs</b>	ESSER II	\$68,892	ESSER III	\$0
2022-2023 Key Investment: <b>Extended Instructional Time</b>	ESSER II	\$0	ESSER III	\$0

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

**ESSER Funding was not used for this Key Investment.**

2022-2023 Key Investment: <b>Individual Student Plans for Success</b>	ESSER II	\$0	ESSER III	\$2,500.00
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[guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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

Student's Name	Spring 2021 Points Away from Mastery LEAP ELA	Spring 2022 Points Away from Mastery	Points moved closer to mastery or farther away	Spring 2023- Points Away from Mastery	Transitional High School Yes/No
Alar, Didi	English-Language Arts ( )	English-Language Arts (27)			
Brown, Xav	English-Language Arts ( )	English-Language Arts (41)			
Dav, Chr	English-Language Arts (47)	English-Language Arts (43)	4 points closer		
Erv, Chri	English-Language Arts (55)	English-Language Arts (43)	12 points closer		
Jam, Eri	English-Language Arts (26)	English-Language Arts (38)	12 points farther		
Jam, Kri,	English-Language Arts ( )	English-Language Arts (43)			
Jam, Tren	English-Language Arts (66)	English-Language Arts (52)			
Jon, Khei	English-Language Arts (29)	English-Language Arts (50)	31 points farther		
Squa, Cor	English-Language Arts ( )	English-Language Arts (55)			
Vasq, Grei	English-Language Arts ( )	English-Language Arts (71)			
Vea, Jhk	English-Language Arts (42)	English-Language Arts (76)	24 points farther		
You, Aki	English-Language Arts (47)	English-Language Arts (29)	18 points closer		
Brin, Kay	English-Language Arts (26)	English-Language Arts (58)	32 points farther		
Bru, Ant	English-Language Arts (62)	English-Language Arts (80)	18 points farther		
Pet, Eph	English-Language Arts (66)	English-Language Arts (71)	5 points farther		
Pit, Mak	English-Language Arts (19)	English-Language Arts (52)	33 points farther		
Poo, Kyr	English-Language Arts (66)	English-Language Arts (29)	37 points farther		

Vea, Ari	English-Language Arts (44)	English-Language Arts (55)	11 points farther		
Wil, Chr	English-Language Arts (42)	English-Language Arts (27)	15 points closer		
Thomas, Key	English-Language Arts (B) 16	English-Language Arts (27)	11 points farther		

These 8<sup>th</sup> grade students will be targeted for school improvement in 8<sup>th</sup> grade to ensure they are ready to transition to 9<sup>th</sup> grade in the Fall of 2023-2024. Not Tested means they were not tested on site. All 8<sup>th</sup> students will have Individual Academic Plans or IGP. Some students are presently taking high school courses for high school credit while they are still 8<sup>th</sup> graders.

Student's Name	Spring 2021 Points Away from Mastery LEAP Math	Spring 2022 Points Away from Mastery LEAP Math	Points moved closer to mastery or farther away	Spring 2023-Points Away from Mastery	Transitional High School Plan
	Math (53)	Math (58)	5 points farther away		
Alar, Didi		3 Basic			
Alb, Aid	32	53	21 farther away		
Bel, Jaz		53			
Bro, Uni	61	38	23 Closer		
Dav, Chr	46	48	2 points farther		
Erv, Chri	43	53	10 farther away		
Fiel, Jor	37	27	10 farther away		
Har, Tyl	37	53	16 farther away		
Jac, Jay	49	38	11 points Closer		
Jam, Eri	49	38	11 points Closer		
Jam, Tren	73	38	17 points Closer		
McC, Jor	37	53	16 farther away		
Ngu, Sam	73	41	32 points Closer		
Ocon, Kay	25	30	5 farther away		
Ric, Dor	37	30	7 points closer		
Wal, Yaq	45	48	farther away		
Wol, Kar	43	48	5 points farther away		
You, Aki	43	35	8 points Closer		
Brin, Kay	61	72	9 points farther away		
Bru, Ant	37	72	35 points farther away		
Kil, Jim	32	58	26 points farther away		
Harr, Dom	46	32	14 points closer		
Pet, Eph	61	48	13 points closer		
Pit, Mak	53	58	5points farther away		
Vea, Ari	57	35	12 points Closer		
Wil, Chr	53	48	5 points Closer		

These 8<sup>th</sup> grade students will be targeted for school improvement in 8<sup>th</sup> grade to ensure they are ready to transition to 9<sup>th</sup> grade in the Fall of 2023-2024.

Individual Academic Improvement Plans (IAIP) meetings will be held for all students and their parents who fail to score Basic and above in at least two core content areas. At the IAIP Parent Engagement Meetings, parents will be assisted in developing academic plans for their students. Parents will sign a Parent Compact to support the school in all activities toward achieving their mastery growth target and all other their child will participate to achieve mastery on LEAP 2025 in May. Refreshments will be served, and door prizes will be given to encourage attendance at the meetings. Of the 359 (4<sup>th</sup> through 8<sup>th</sup> grade) students, approximately 60% (215) of the students will receive a plan new plan or revise a previously written plan.

Of the 369 (4<sup>th</sup> through 8<sup>th</sup> grade) students, approximately 55% (202) of the students will receive a plan new plan or revise a previously written plan.

**Focus of the Meetings and Parent Engagement:**

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

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

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**. [Click or tap here to enter text.](#)

**RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment**

**\$58,950**

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

2022-2023 Key Investment: **School Improvement Best Practices** | **ESSER II** | **\$55,000** | **ESSER III** | **\$0**

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

**TAP Instructional Leadership Team 2021-2022**

The Instructional Leadership Team for 2021-2022 worked as a cohesive team of educators. The goal for the team was to work together to achieve exemplary school status in the spring of 2023 by instituting instructional strategies whereby 80% of scholars will score benchmark or better on DIBELS (K-3), all remaining students will make 1.5 years growth on the NWEA MAPS assessment and score Basic or above (3-8) on LEAP in all four core content areas. In addition, all students who have scored Basic or better, will score Mastery or above. The goal of the team was also to ensure that 80% of the staff rate as highly effective or effective/proficient (VAM) as compared to 57% the previous year.

**TAP Leadership Team Meeting 2021-2022**

Name	Position
Samantha Carter	Principal
Sandra Douglas	Chief Academic Officer
Shirlon Norman	Regional Deputy Academic Officer
Trayvon Duhe	Regional Executive Master Teacher/Supervisor of Mathematics
India Turner	Regional Director of English Language Arts
Michelle Whitehouse	Regional Director of Science and Social Studies
Tracy Mitchell	Site Facilitator, SPED
Clarissa Thierry	Supervisor of Special Education
Lydia Stevenson/Terry Pickett	Principal K-2
Byrian Collins	Associate Principal 6-8
Terry Pickett (Moved from Master to Principal)	Master Teacher
Raymond Williams	Mentor Teacher
	Mentor Teacher
Yolanda Green	Mentor Teacher
Dominique Armstrong	Mentor Teacher
Karen Dillon	Mentor Teacher
Crystal Snowden	Mentor Teacher
Brandi Fulton	Master Teacher
R. Pitcher	Master Teacher

The TAP clusters meet once weekly with a yearly goal that by May 2022, 80% of the scholars would meet or surpass their growth to mastery target as a result of teachers focusing on the major work of the main and supporting content of expressing mathematical reasoning and problem solving. Master and mentor teachers support Career Teachers by providing feedback on instructional strategies, lesson planning and modeling and observational feedback.



**TAP Mathematics Clusters and Collaborative Planning Teams 2021-2022**

**Grades 3-8 Cluster and Collaborative Planning Team - Math**

Teacher	Teacher Assistant		
S. Bentley	T. Fleming		
T. Eames	R. Thomas		
A. Debose	C. Romar		
C. Taylor	N. Scott		
C. McDonald	L. Johnson		
U. Kamui			
Aardvold	Mr. Ray		
D. Ware	Myles		
C. Wiggins			
S. Scoby	T. Fleming		
L. East	R. Thomas		
B. Fulton	C. Romar		
R. Pitcher	N. Scott		
	L. Johnson		

**Grades 3-8 Cluster and Collaborative Planning Team - Science and Social Studies**

Teacher	Teacher Assistants		
S. Bentley 3 <sup>rd</sup> S	R. Thomas		
T. Eames 3 <sup>rd</sup> S	A. Dedeaux		
B. Garnett S	K. Swayzer		
T. Fleming 3 <sup>rd</sup> SS			
P. Hudson 3 <sup>rd</sup> SS			
K. Pennington SS 6 <sup>th</sup> /7 <sup>th</sup>			
Malik 4 <sup>th</sup> S/SS	L. Johnson		
C. Hooper S/SS	A. Bonius		

**K-2 Cluster and Collaborative Planning Team**

Teacher	Teacher Assistant		Mentor/Master
K. Dillon- K	L. Bailey		H. Hutchinson - Master
D. Mark - K	B. Peters/L. Carter		
K. Ausbon - K	S. Griffin		
Holmes- 1	ESS		
Y. Armstrong 1 - ELA	R. Williams		

T. Henderson 1/ Math	L. Walker		
A. Shorts 2/Math	M. Mejia		
Floyd Sias 2/ELA	E. Jingles		
D. Banks 2/Math	J. Beaulieu		
J. Moore 2 /ELA	F. Harden		
S. Peters	J. Clark		

**TAP Instructional Leadership Team Meeting 2022-2023**

Name	Position
Samantha Carter	Principal
Sandra Douglas	Chief Academic Officer
Shirlon Norman	Regional Deputy Academic Officer
Trayvonnia Duhe	Regional Executive Master Teacher/Supervisor of Mathematics
India Turner	Regional Director of English Language Arts
Michelle Whitehouse	Regional Director of Science and Social Studies
Tracy Mitchell	Site Facilitator, SPED
Clarissa Thierry	Supervisor of Special Education
Hycinya Hutchinson	K-2 Associate Principal
Byrian Collins	Associate Principal
Terry Pickett	Associate Principal
Latrista Jackson	Master Teacher
Raymond Williams	Mentor Teacher
Jessica Dean Moore	Mentor Teacher
Yolanda Green	Master Teacher
Dominique Armstrong	Mentor Teacher
Karen Dillon	Mentor Teacher
Jennifer Gaines	Mentor Teacher
Ashley Debose	Mentor Teacher
Latoya Northern	Mentor Teacher
Desmond Banks	Mentor Teacher

**Clusters 2022-2023**

ELA		
Career Teacher	Teacher Assistants	Mentor /Master Teacher
P. Hudson 3 <sup>rd</sup>	L. Carter	K. Deloach, Master Teacher
A. Lewis 3 <sup>rd</sup>	A. Walker	D. Armstrong, Mentor Teacher
L. Johnson 4th	J. Daigle	L. Jackson, Mentor Teacher
M. Harris 4th	J. Savoy	R. Williams, Mentor Teacher
S. Smith ESS	W. Dukes	
J. Nettles -ESS	K. Ricard	
S. White _ESS		
C. Richardson 6th		
C. Dudley – 8th		

Math		
D. Myles 8th	L. Carter	L. Jackson
R. Seals – 4 <sup>th</sup> – 8th	A. Anderson	A. Debose EMT
L. East – 7th		
C. Wiggins 8th		
C. Romar		
S. Scoby		
J. Nettles		
B. Ambers		
A. Shelton 3rd		
Social Studies/Science		
A. Garnet	Teacher Assistants (N/A)	
B. Hooper		
Dedeaux		
N. Scott		
L. East		
R. Seals		

The following plan of action for weekly Cluster and Collaborative plan will continue in the 2022-2023 school year with a goal of scholars exceeding last year's growth.

The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

#### Professional Development:

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

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

#### Great Minds Professional Development

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

- 6th-8th **IQWST** Science Participants will take a deep dive into the IQWST curriculum. 6th-8th IQWST Science Participants will take a deep dive into the IQWST curriculum

### GEO PREP NEW HIRE COHORT 22-23 PD CALENDAR

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

A specific professional development calendar has been designed for all new hires in the district. The topics selected will ensure that professional staff receive training on all aspects of teaching and learning at GEO Prep Academy.

2022-2023 Key Investment: **Literacy Professional Development**

**ESSER II**

**\$0**

**ESSER III**

**\$0**

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

ESSER Funding was not used for this Key Investment.

## SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$0

ESSER III

\$0

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning <https://geoprep.org/parent-resources/>

COVID-19 Vaccination policies for staff and students <https://geoprep.org/parent-resources/>

Masking policies for staff and students <https://geoprep.org/parent-resources/>

Physical distancing, cohorts, or learning pods <https://geoprep.org/parent-resources/>

*If all information is in the main School Reopening Plan, please enter the same URL for each.*

2022-2023 School Safety Operations

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

School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by **assessing each school's safety posture** to create actionable next steps to consider.

Use the [guiding questions, examples, and resources](#) to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$100,000

*Double Click to enter each Funding Commitment amount*

**Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.**

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$ 75,000.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 58,950.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 50,000.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 100,000.00
<b>2022- 2023 Total Funding Commitment</b>	<b>\$ 283,950.00</b>

Please recheck your plan to ensure you followed the below directions.

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

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



LEA 2022 - 2023 ARAP Status

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

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

Date Click or tap to enter a date.