

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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Fiscal Contact (phone) 318-878-0433, ext 1101	
School System Leader Name Brett Raley	
School System Leader Signature	Date 06/28/2022

**NEEDS ASSESSMENTS**   

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>1</sup>, 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).

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

<sup>1</sup> [ARP ESSER Fact Sheet](#)

Key Investment: <b>Attendance</b>	ESSER II	\$0	ESSER III	\$ 60000
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**How will the LEA identify students who need to be re-engaged?**

DCS collects student attendance data in a student information system, JPAMS. This data captures students by: demographic (race), socio-economic status, and diverse learner status. TLC disaggregated this data by the above student groups, by school, and by grade-level to drill down to information that would help identify the individual students who need to be engaged.

Below is a summary of key findings:

- Overall, DCS student enrollment decreased from 845 in 2019-20 to 789 in 2020-21
- The following represents the students receiving instruction via face-to-face, hybrid and virtual modes for the following school years:
  - 19-20: All students received face-to-face instruction from the majority of the school year with 100% receiving virtual instruction after March 13, 2020
  - 20-21: 85% of the entire population received hybrid instruction (4 days face-to-face and 1 day virtual), with 15% receiving total virtual instruction.
    - The following represents the break-down by subgroups.
      - 8% Black
      - 7% White
      - <1% Other
      - <1% SPED
      - <1% 504
    - 244 students were quarantined with
      - 61% Black
      - 38% White
      - <1% 504
  - Approximately 25% of the students receiving virtual instruction (both during quarantine and/or by choice) consistently completed assignments.
  - 21-22: 100% of students receive face-to-face instruction, unless quarantined. Teachers report approximately 25% of the students receiving virtual instruction (both during quarantine and/or by choice) consistently completed assignments.

**# of Students Reported Truant**

Year	Totals	
2019	357	List of Students is available at the school.
2020	380	List of Students is available at the school.
2021	431	List of Students is available at the school.

**Percentage of Students Failing to Meet Mastery (\*List of students available at school.)**

Year	Totals	4 <sup>th</sup> Grade				8 <sup>th</sup> Grade			
		ELA	Math	Sci	Soc St	ELA	Math	Sci	Soc St
2019	357	85	83	94	95	54	66	72	67

**3<sup>rd</sup> Grade Students Scoring Below Mastery**

**# of Students (%)**

White	Black		SWD	504
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ELA	8 (47)	34 (82)		3 (100)	5 (100)
Math	14 (82)	38 (100)		3 (100)	5 (100)
Soc St	16 (94)	37 (97)		3 (100)	5 (100)
Science	17 (100)	37 (97)		3 (100)	5 (100)
4 <sup>th</sup> Grade Students Scoring Below Mastery # of Students (%)					
	White	Black	Hispanic	SWD	504
ELA	15 (93)	27 (93)	1 (100)	2 (67)	3 (100)
Math	14 (88)	29 (100)	1 (100)	3 (100)	3 (100)
Soc St	16 (100)	28 (96)	1 (100)	3 (100)	3 (100)
Science	15 (93)	29 (100)	1 (100)	3 (100)	3 (100)
5 <sup>th</sup> Grade Students Scoring Below Mastery # of Students (%)					
	White	Black		SWD	504
ELA	20 (67)	17 (74)		3 (60)	5 (100)
Math	26 (87)	20 (87)		5 (100)	5 (100)
Soc St	25 (83)	18(78)		4 (80)	5 (100)
Science	22 (73)	18 (78)		4 (80)	5 (100)
6 <sup>th</sup> Grade Students Scoring Below Mastery # of Students (%)					
	White	Black	Hispanic	SWD	504
ELA	20 (77)	28 (82)	1 (50)	4 (100)	6 (100)
Math	25 (96)	30 (88)	1 (50)	4 (100)	5 (83)
Soc St	25 (96)	32 (94)	1 (50)	4 (100)	6 (100)
Science	26 (100)	33 (97)	1 (50)	4 (100)	6 (100)
7 <sup>th</sup> Grade Students Scoring Below Mastery # of Students (%)					
	White	Black	Asian	SWD	504
ELA	16 (48)	21 (70)	0 (100)	7 (88)	9 (100)
Math	27 (82)	28 (93)	1 (0)	8 (100)	9 (100)
Soc St	22 (92)	26 (87)	0 (100)	8 (100)	9 (100)
Science	24 (73)	29 (97)	1 (0)	8 (100)	9 (100)
8 <sup>th</sup> Grade Students Scoring Below Mastery # of Students (%)					
	White	Black	Hispanic	SWD	504
ELA	20 (39)	00 (50)	3 (75)	3 (50)	5 (83)
Math	24 (70)	21 (95)	2 (50)	3 (50)	6 (100)
Soc St	19 (56)	19 (86)	4 (100)	4 (67)	5 (83)
Science	24 (71)	22 (100)	4 (100)	4 (67)	6 (100)

**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?**

The LDOE expected the district to collect and report student learning modalities. The student learning modalities data was provided to the school's Leadership Team. The school personnel use the student information system EDgear Webpams Data to identify, track, and monitor student attendance. A robocall automatically phones the home of every absent student. The DCS website under Parental Involvement has information Spanish about attending school and why it is important. The discipline coordinator will contact any students who are marked as absent for two days consecutively. The school personnel will communicate regularly about attendance updates with the FINS officers of the appropriate district.

#### **ATTENDANCE AND TARDINESS:**

Students absent more than ten (10) days will be referred for a decision on retention. Proper documentation must be submitted within five days of the student's return (tardy, early check out, and /or absence). Late to school are marked unexcused with the exception of documented doctor/dental visits. After the fifth unexcused absence and fifth unexcused tardy, or early checkout, a referral will be made to Truancy. Continued absences and unexcused tardies may result in a referral to juvenile or family court.

**ONLY THREE (5) PARENT NOTES WITH SINGLE DATES ONLY PER NOTE WILL BE ACCEPTED AS EXCUSES FOR ABSENCES FOR THE YEAR!**

Students who have excessive unexcused absences (3 or more) will be reported to the appropriate truancy officer. Parents should report any extenuating circumstances to the school and must provide DOCTORS' EXCUSES OR DOCUMENTATION WITHIN 2 DAYS OF ABSENCE. It will be the student's responsibility to get assignments that have been missed and to take any missed tests.

When a student misses school, their absence falls under four categories:

- **Exempted and Excused:** The student is allowed to make up the missed work and the absence is not counted against the attendance requirement. Examples are extended illness documented by a doctor or to celebrate religious holidays. There is no limit to these absences.
- **Non-Exempt and Excused:** The student is allowed to make up the missed work but the absence is counted against the attendance requirement. An example is personal or family illness documented by a parent's note. The number of non-exempt and excused absences is based on the number of school days offered. Schools are required to offer 177 days of school, which means a student can be absent for ten days. If more school days are offered, then the number of absences also increases.
- **Unexcused:** The student is not allowed to make up the missed work and the absence is counted against the attendance requirement. An example is skipping school.
- **Suspensions:** The student is allowed to make up the missed work but the absence is counted against the attendance requirement.

The DCS Discipline Coordinator will make regular contacts with parents of students identified as chronically absent. The school will utilize a variety of means including but not limited to phone calls, text messaging, social media platforms, face to face conference in-person or virtual, and home visits.

If the school personnel and CWA are unable to resolve the attendance issue the following procedures are implemented as follows:

1. Each School Sends Warning Letters out at 3<sup>rd</sup> unexcused absences and again for 5 unexcused absences. In response to the Warning Letters we request phone or face to face conferences to be conducted.

2. After 5 unexcused absences, the student is referred to the appropriate Truancy Office.

The Discipline Coordinator will closely monitor the attendance of all students that did not meet mastery on statewide assessments and that have historically been chronically absent. DCS will partner with Attendance Words to utilize research based strategies to decrease truancy in all students.

Key Investment: <b>Well-Being</b>	ESSER II	\$16800	ESSER III	\$ 23686
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**How will the LEA identify students who need mental and behavioral supports?**

DCS will administer a SSIS for all students with signed parental/guardian consent in grades K -12 within 6 weeks of school. The screening will be conducted 3 times per year-Fall September 2022, Winter January 2022 and Spring April 2023. Each school has a RTI that will meet to disaggregate the screener findings and develop a plan for support to address individual student needs.

Additional SPED Services:

In the school year of 2021 a significant number of students with disabilities received instruction on a virtual basis. As a result, their interaction with peers and teachers was limited. This lack of social interaction impacted their ability in some instances to interact inappropriately with others. Evidence used to identify the need for additional behavioral support was derived from teacher evidence documents, observations from school personnel, prior discipline history and counselor reports. Students needing additional support will be referred to the Richland Parish Hospital’s counselors that are housed on campus as a part of the School Based Health Clinic.

**(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 goal of utilizing the mental health screener and evidence based activities to identify students needing mental and behavioral supports, provide support to all students for overall well-being and reduce the total number of students needing mental and behavioral support.

All students will receive mental and behavioral support through the use of SEL at each school; but targeted interventions will be put in place based on the information obtained through the data disseminated from the use of the universal screener. The following will be utilized:

**SSIS SEL Screening and Monitoring Scales**

The SSIS SEL Screening and Progress Monitoring Scales are a criterion-referenced tool completed by teachers to quickly screen an entire class and provide guidance for selection SEL competence areas in need of improvement.

**SSIS SEL Rating Forms**

The SSIS Rating Forms are norm-referenced assessments of five major SEL competencies and are completed by teachers, parents, and students. The results are directly linked to the SSIS SEL CIP for intervention.

**SSIS SEL Classwide Intervention Program (CIP)**

The SSIS SEL CIP provides 23 Skill Units covering Self-Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making using a highly-effective instructional approach with all digital materials (PowerPoints, videos, etc.) to maximize engagement. Lessons will be taught by classroom teachers weekly with data progress monitoring being taken on students indicated as at risk by screeners.

SSIS SEL Edition Classwide Intervention Program (CIP)—Used by teachers, this program provides a comprehensive and engaging six-step (Tell, Show, Do, Practice, Monitor Progress, and Generalize) approach for teaching social-emotional skills. It consists of scripted weekly lesson plans for each of the 10 core social-emotional skills, along with accompanying Digital Lessons and video vignettes that can be used to engage a class when teaching the skills. In addition, it provides lesson plans for 13 advanced SEL skills.

We currently partner with the Richland Parish Hospital and have a School Based Health Center on campus. Through this partnership, we have 2 counselors serving our students, as well as a site based School Psychologist. We will review the previously mentioned screeners to ensure that appropriate support is provided.

Additionally, 100% of our faculty (administration, classroom teachers and paraprofessionals) will participate in Youth Mental Health First Aid. An on-campus trainer will be trained during the 22-23 school year and the remaining faculty will be trained annually.

Youth Mental Health First Aid is designed to teach adults that regularly interact with young people how to help those that are experiencing a mental health or addiction challenge or those that are in crisis. Those trained will be introduced to common mental health challenges for youth, review typical adolescent development and taught a 5-step actional plan for how to help young people in both crisis and non-crisis situations.

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

X Mental and Behavioral Health (virtual health coaches)

Other: Click or tap here to enter text.

Other: Click or tap here to enter text.

100% of our faculty (administration, classroom teachers and paraprofessionals) will participate in Youth Mental Health First Aid. An on-campus trainer will be trained during the 22-23 school year and the remaining faculty will be trained annually.

Youth Mental Health First Aid is designed to teach adults that regularly interact with young people how to help those that are experiencing a mental health or addiction challenge or those that are in crisis. Those trained will be introduced to common mental health challenges for youth, review typical adolescent development and taught a 5-step action plan for how to help young people in both crisis and non-crisis situations.

**ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment \$ 100486**

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

Key Investment: **Targeted Learning Support**

ESSER II

\$ 0

ESSER III

\$ 75000

**How will the LEA identify the disproportionate impact of COVID-19 on student groups<sup>2</sup>, 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 in grades 3-8 (ELA and Math) not scoring mastery on State Assessment (see chart below), having poor attendance and grades will be given an opportunity to be identified and will receive targeted instruction throughout the day, either from the classroom teacher or an interventionist. In grades 3-8, both math and ELA are blocked to ensure that the teacher not only has time to provide grade-level instruction but to also provide individualized instruction to students demonstrating difficulty with the Tier I curricula. Teachers will use the Accelerate materials and methodology to provide missing skills to students. Students will receive

Student data from 2020-2021 were analyzed and the following results were obtained:

3 <sup>rd</sup> Grade Students Scoring Below Mastery					
# of Students (%)					
	White	Black		SWD	504
ELA	8 (47)	34 (82)		3 (100)	5 (100)
Math	14 (82)	38 (100)		3 (100)	5 (100)
Soc St	16 (94)	37 (97)		3 (100)	5 (100)
Science	17 (100)	37 (97)		3 (100)	5 (100)
4 <sup>th</sup> Grade Students Scoring Below Mastery					
# of Students (%)					
	White	Black	Hispanic	SWD	504
ELA	15 (93)	27 (93)	1 (100)	2 (67)	3 (100)
Math	14 (88)	29 (100)	1 (100)	3 (100)	3 (100)
Soc St	16 (100)	28 (96)	1 (100)	3 (100)	3 (100)
Science	15 (93)	29 (100)	1 (100)	3 (100)	3 (100)
5 <sup>th</sup> Grade Students Scoring Below Mastery					
# of Students (%)					
	White	Black		SWD	504
ELA	20 (67)	17 (74)		3 (60)	5 (100)
Math	26 (87)	20 (87)		5 (100)	5 (100)
Soc St	25 (83)	18(78)		4 (80)	5 (100)
Science	22 (73)	18 (78)		4 (80)	5 (100)



6 <sup>th</sup> Grade Students Scoring Below Mastery					
# of Students (%)					
	White	Black	Hispanic	SWD	504
ELA	20 (77)	28 (82)	1 (50)	4 (100)	6 (100)
Math	25 (96)	30 (88)	1 (50)	4 (100)	5 (83)
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7 <sup>th</sup> Grade Students Scoring Below Mastery					
# of Students (%)					
	White	Black	Asian	SWD	504
ELA	16 (48)	21 (70)	0 (100)	7 (88)	9 (100)
Math	27 (82)	28 (93)	1 (0)	8 (100)	9 (100)
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8 <sup>th</sup> Grade Students Scoring Below Mastery					
# of Students (%)					
	White	Black	Hispanic	SWD	504
ELA	20 (39)	00 (50)	3 (75)	3 (50)	5 (83)
Math	24 (70)	21 (95)	2 (50)	3 (50)	6 (100)
Soc St	19 (56)	19 (86)	4 (100)	4 (67)	5 (83)
Science	24 (71)	22 (100)	4 (100)	4 (67)	6 (100)

**As DCS is a single site school, all funds will be utilized on campus.**

<sup>2</sup> ARP ESSER Fact Sheet

**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?**

Teachers and administrators will analyze LEAP 2025 test scores and growth to mastery student goals. Leap 360 diagnostic and interim assessment s(iReady, Edulastic, Guidebook Foundational Supports, IRLA, ZEARN Foundational Supports) will be administered to identify baseline data and will be used to monitor student progress and growth throughout the year. Students will be offered remediation during instructional intervention time provided in their daily schedules for all ELA, Math, EOC, and ACT beginning September 2021 - May of 2024.

Literacy Interventions - Interventions are being implemented during the regular school day for 30 minutes daily. Data trackers, IRLA and Tool Kit are being used along with progress monitoring of interventions once every three weeks.

Administering & using high-quality assessments - Teachers are using Edulastic for high quality assessments, assessments embedded within the guidebook curriculum, and teacher made tests aligned to LEAP 2025. Curriculum coaches will assist teachers in designing high quality aligned assessments.

ARC Take Home Kits & Grab and Go Packs - To address the learning loss due to Covid 19, parents are being issued the ARC kits and Go Packs to address learning loss due to COVID 19 for students not scoring mastery on the state assessments. The kits also aid in the school to home connection.

Additional paraprofessional and special education teachers will implement evidence- based programs and provide support to students during the school day. Teachers and RTI Team will analyze data and formulate a plan of action based on individual student needs.

All students will receive “in the moment” support from Tier I curricula as indicated by resource guidance. Targeted assistance will be provided those deemed as needing it (through resource guidance, anecdotal records, classroom assessment grades) using resource guidance and Accelerate materials.

As all students are being provided these evidence-based interventions, the disproportionate impact should be reduced.

**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)**

3 <sup>rd</sup> Grade Students Scoring Below Mastery					
# of Students (%)					
	White	Black		SWD	504
ELA	8 (47)	34 (82)		3 (100)	5 (100)
Math	14 (82)	38 (100)		3 (100)	5 (100)
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4 <sup>th</sup> Grade Students Scoring Below Mastery					
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<b># of Students (%)</b>					
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Science	24 (71)	22 (100)	4 (100)	4 (67)	6 (100)

Students not achieving Mastery or above will be provided expanded support in the following manner: Teachers and administrators will analyze LEAP 2025 test scores and growth to mastery student goals. Leap 360 diagnostic and interim assessment s(iReady, Edulastic, Guidebook Foundational Supports, IRLA, ZEARN Foundational Supports) will be administered to identify baseline data and will be used to monitor student progress and growth throughout the year. Students will be offered remediation during instructional intervention time provided in their daily schedules for all ELA, Math, EOC, and ACT beginning September 2021 - May of 2024.

Literacy Interventions - Interventions are being implemented during the regular school day for 30 minutes daily. Data trackers, IRLA and Tool Kit are being used along with progress monitoring of interventions once every three weeks.

Administering & using high-quality assessments - Teachers are using Edulastic for high quality assessments, assessments embedded within the guidebook curriculum, and teacher made tests aligned to LEAP 2025. Curriculum coaches will assist teachers in designing high quality aligned assessments.

ARC Take Home Kits & Grab and Go Packs - To address the learning loss due to Covid 19, parents are being issued the ARC kits and Go Packs to address learning loss due to COVID 19 for students not scoring mastery on the state

assessments. The kits also aid in the school to home connection.

Additional paraprofessional and special education teachers will implement evidence-based programs and provide support to students during the school day. Teachers and RTI Team will analyze data and formulate a plan of action based on individual student needs.

All students will receive “in the moment” support from Tier I curricula as indicated by resource guidance. Targeted assistance will be provided those deemed as needing it (through resource guidance, anecdotal records, classroom assessment grades) using resource guidance and Accelerate materials.

As all students are being provided these evidence-based interventions, the disproportionate impact should be reduced.

DCS will design and implement additional instructional strategies to move the students to grade-level proficiency by providing instruction using a high-quality curriculum in ELA, Math, Science and Social Studies (Tier 1) as indicated by the Louisiana Department of Education and at least one of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

Key Investment: <b>Before and After School Programs</b>	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)**

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?**

Key Investment: <b>Summer Learning Programs</b>	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)**

- 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?**

Key Investment: **Extended Instructional Time**

ESSER II

\$ 0

ESSER III

\$ 53610

**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: 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?**

Beginning with the 2022-2023 school year, DCS hopes to offer a balanced calendar with 9 weeks of instruction followed by 2 weeks of intercession (working around traditional holidays) and a 4 week intercession in the summer.

Strategies and interventions provided during the school year will continue during these intersessions using additional materials embedded in the current Tier 1 curricula.

Literacy Interventions - Interventions are being implemented during the regular school day for 30 minutes daily. Data trackers, IRLA and Tool Kit are being used along with progress monitoring of interventions once every three weeks.

Administering & using high-quality assessments - Teachers are using Edulastic for high quality assessments, assessments embedded within the guidebook curriculum, and teacher made tests aligned to LEAP 2025. Curriculum coaches will assist teachers in designing high quality aligned assessments.

ARC Take Home Kits & Grab and Go Packs - To address the learning loss due to Covid 19, parents are being issued the ARC kits and Go Packs to address learning loss due to COVID 19 for students not scoring mastery on the state assessments. The kits also aid in the school to home connection.

Additional paraprofessional and special education teachers will implement evidence-based programs and provide support to students during the school day. Teachers and RTI Team will analyze data and formulate a plan of action based on individual student needs.

All students will receive "in the moment" support from Tier I curricula as indicated by resource guidance. Targeted assistance will be provided those deemed as needing it (through resource guidance, anecdotal records, classroom assessment grades) using resource guidance and Accelerate materials.

As all students are being provided these evidence-based interventions, the disproportionate impact should be reduced.

DCS will design and implement additional instructional strategies to move the students to grade-level proficiency by providing instruction using a high-quality curriculum in ELA, Math, Science and Social Studies (Tier 1) as indicated by

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the Louisiana Department of Education and at least one of the following, which will be documented in the individual academic improvement plan:

- The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
- Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
- The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
- Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

Key Investment: <b>Individual Student Plans for Success</b>	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)*

X 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?**

<b>RECOVERY AND ACCELERATION</b>	<b>2021-2022 Total Funding Commitment</b>	<b>\$128610</b>
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**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

Key Investment: <b>School Improvement Best Practices</b>	ESSER II	\$ 32900	ESSER III	\$ 380092
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**Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)*

Instructional Leadership Teams (ILT)  
 X 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?**

	<b>3<sup>rd</sup> Grade Students Scoring Below Mastery</b>	
	<b># of Students (%)</b>	



	White	Black		SWD	504
ELA	8 (47)	34 (82)		3 (100)	5 (100)
Math	14 (82)	38 (100)		3 (100)	5 (100)
Soc St	16 (94)	37 (97)		3 (100)	5 (100)
Science	17 (100)	37 (97)		3 (100)	5 (100)
<b>4<sup>th</sup> Grade Students Scoring Below Mastery</b>					
<b># of Students (%)</b>					
	White	Black	Hispanic	SWD	504
ELA	15 (93)	27 (93)	1 (100)	2 (67)	3 (100)
Math	14 (88)	29 (100)	1 (100)	3 (100)	3 (100)
Soc St	16 (100)	28 (96)	1 (100)	3 (100)	3 (100)
Science	15 (93)	29 (100)	1 (100)	3 (100)	3 (100)
<b>5<sup>th</sup> Grade Students Scoring Below Mastery</b>					
<b># of Students (%)</b>					
	White	Black		SWD	504
ELA	20 (67)	17 (74)		3 (60)	5 (100)
Math	26 (87)	20 (87)		5 (100)	5 (100)
Soc St	25 (83)	18(78)		4 (80)	5 (100)
Science	22 (73)	18 (78)		4 (80)	5 (100)
<b>6<sup>th</sup> Grade Students Scoring Below Mastery</b>					
<b># of Students (%)</b>					
	White	Black	Hispanic	SWD	504
ELA	20 (77)	28 (82)	1 (50)	4 (100)	6 (100)
Math	25 (96)	30 (88)	1 (50)	4 (100)	5 (83)
Soc St	25 (96)	32 (94)	1 (50)	4 (100)	6 (100)
Science	26 (100)	33 (97)	1 (50)	4 (100)	6 (100)
<b>7<sup>th</sup> Grade Students Scoring Below Mastery</b>					
<b># of Students (%)</b>					
	White	Black	Asian	SWD	504
ELA	16 (48)	21 (70)	0 (100)	7 (88)	9 (100)
Math	27 (82)	28 (93)	1 (0)	8 (100)	9 (100)
Soc St	22 (92)	26 (87)	0 (100)	8 (100)	9 (100)
Science	24 (73)	29 (97)	1 (0)	8 (100)	9 (100)
<b>8<sup>th</sup> Grade Students Scoring Below Mastery</b>					
<b># of Students (%)</b>					
	White	Black	Hispanic	SWD	504
ELA	20 (39)	00 (50)	3 (75)	3 (50)	5 (83)
Math	24 (70)	21 (95)	2 (50)	3 (50)	6 (100)
Soc St	19 (56)	19 (86)	4 (100)	4 (67)	5 (83)
Science	24 (71)	22 (100)	4 (100)	4 (67)	6 (100)

DCS will partner with New Directions to provide training, including but not limited to on-site coaching , data analysis, and PLC facilitation. Scheduling has and will continue to allow teachers to meet collaboratively to effectively create action plans based on student data (assessment results, attendance, anecdotal records, etc). These plans and their outcomes will be individualized. These plans will be implemented by classroom teachers and monitored by administration and coaches. Students failing to achieve mastery on statewide assessments will be prioritized. Diagnostics and interims, as well as other relevant data will be used to progress monitor.

This coach will focus on Best Practices and will serve as coach for all Math, Science and Social Studies teachers. A second

coach (from American Reading Company will focus on strengthening the implementation of Guidebooks in grades 3-12 and increasing teachers' expertise in applying interventions within such curriculum.

### Teacher Collaboration Support

- **Professional Learning Communities-** Teachers will be provided a time to collaborate during weekly PLCs and grade level meetings. These periods will provide teachers an opportunity to review student goals/targets, unpack and dissect standards, analyze & compare data, develop individual academic improvement plans for each student, as well as plan for re-engagement and enrichment. Consultants and vendors will provide support and training for proper and effective implementation. Professional learning communities will be conducted a minimum of once per week throughout the school year.
- **Instructional Leadership Team (ILT)** -The Instructional Leadership Team meets weekly to discuss the plans/strategies of best practices to be developed and implemented during cluster meetings. In cluster meetings on Mondays, the strategy is modeled for teachers and practiced by teachers to implement during the week. ILT team do learning walks weekly to ensure the strategy is being implemented. Teachers are given feedback weekly and follow-up walkthroughs are completed. Literacy Coaches, Teachers and Paraprofessionals are analyzing student data trackers weekly to monitor the growth of all subgroups of students.
- **New Teacher Support-** New teachers will participate in the New Teacher Project provided by the LDOE to help with basic orientation needs, and most importantly - support guide, coach, and monitor new teachers in their role as effective classroom managers and instructors. Mentoring time is incorporated during school hours through PLCs, grade level meetings, individual meetings, observation periods, and a variety of meeting/communication methods (i.e. emails and virtual conferencing). Teacher substitutes may be procured if the mentor or mentee needs to take time during the day/week to conduct such activities.
- **The Writing Revolution-** K-12 teachers, School Administrators, and District Supervisors will participate in the grade level appropriate course to develop skills to provide high-quality, content-rich writing instruction. Teachers will complete the required courses and implement the strategies with the guidance of the school leadership teams and Literacy Coaches.
- **Content Coaches** – Coaches with partnered vendors will provide weekly support to teachers and will serve as part of the Instructional Leadership Team. Their role in the school's leadership team is to provide information, resources, and help develop skills in order for teachers to effectively improve the quality of early literacy instruction.



Key Investment: <b>Literacy Professional Development</b>	ESSER II	\$ 0	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Literacy Content Leaders <input checked="" type="checkbox"/> Literacy Coaches <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
Click or tap here to enter text.				
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2021-2022 Total Funding Commitment</b>			<b>\$ 412992</b>	

<b>EARLY CHILDHOOD EDUCATION</b> ✓				
Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> Ready Start Networks <input type="checkbox"/> Fund Pre-K seats <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
Click or tap here to enter text.				
Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0
<b>Which evidence-based activities will the LEA invest in using ESSER II &amp; III funds? (check all that apply)</b> <input type="checkbox"/> CLASS Certification <input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.				
Click or tap here to enter text.				
<b>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</b>				
Click or tap here to enter text.				
<b>EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment</b>			<b>\$ 0</b>	

**SCHOOL SAFETY & OPERATIONS** ✓

**Safe School Reopening**

ESSER II

\$ 421594

ESSER III

\$ 0

Provide the URL to the following LEA documents:

**School Reopening Plan for In-Person Learning** [https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1539884/Reopening\\_Plan\\_21-22\\_Updated\\_09\\_09\\_21.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1539884/Reopening_Plan_21-22_Updated_09_09_21.pdf)

**COVID-19 Vaccination policies for staff and students** DCS currently does not have a COVID-19 Vaccination Policy

**Mask wearing policies for staff and students** [https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1539884/Reopening\\_Plan\\_21-22\\_Updated\\_09\\_09\\_21.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1539884/Reopening_Plan_21-22_Updated_09_09_21.pdf)

**Physical distancing, cohorts, or learning pods** [https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1539884/Reopening\\_Plan\\_21-22\\_Updated\\_09\\_09\\_21.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1539884/Reopening_Plan_21-22_Updated_09_09_21.pdf)

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

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

- Provide vaccinations to educators, other staff, and students, if eligible
- Support universal and correct wearing of masks
- Physical distancing (e.g., including use of cohorts/learning pods)
- Handwashing and respiratory etiquette
- Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- Diagnostic and screening testing
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Continuity of Teaching & Learning**

ESSER II

\$


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

<input type="checkbox"/> Cost of home internet through LEA-managed wireless network <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text.	
<b>SCHOOL SAFETY &amp; OPERATIONS</b>	<b>2021-2022 Total Funding Commitment \$ 421594</b>

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