

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.



| | |
|---|-----------------|
| LEA Name D'Arbonne Woods Charter School | LEA Code 341001 |
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| School System Leader Name Heath Murry | |
| School System Leader Signature | Date 10/5/2021 |

NEEDS ASSESSMENTS ✓✓✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

Criteria Checklist

- ☒ The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
- ☒ Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
- ☐ The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
- ☒ The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

¹ [ARP ESSER Fact Sheet](#)

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|---|----------|-----|-----------|-------------|
| Commitment: ATTENDANCE & WELL-BEING ✓✓ | | | | |
| Key Investment: Attendance | ESSER II | \$0 | ESSER III | \$ 0 |
| How will the LEA identify students who need to be re-engaged? | | | | |
| Click or tap here to enter text. | | | | |
| Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) | | | | |
| <input type="checkbox"/> Re-engagement supports <input type="checkbox"/> Drop-out early warning systems <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. | | | | |
| How will the LEA seek to re-engage students with poor attendance? | | | | |
| No ESSER funds were used to address this section of the ARAP. | | | | |
| Key Investment: Well-Being | ESSER II | \$0 | ESSER III | \$ 0 |
| How will the LEA identify students who need mental and behavioral supports? | | | | |
| No ESSER funds were used to address this section of the ARAP. | | | | |
| (For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) | | | | |
| <input type="checkbox"/> Mental and Behavioral Health <input type="checkbox"/> Character Building <input type="checkbox"/> Trauma-informed care <input type="checkbox"/> Full Service Community Schools <input type="checkbox"/> Adoption/ integration of SEL curriculum <input type="checkbox"/> Professional development for staff <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. | | | | |
| (For Students) Describe the LEAs plan for implementing evidence-based activities. | | | | |
| No ESSER funds were used to address this section of the ARAP. | | | | |
| (For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) | | | | |
| <input type="checkbox"/> Mental and Behavioral Health (virtual health coaches) <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> Other: Click or tap here to enter text. | | | | |
| ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment | | | | \$ 0 |

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

Key Investment: **Targeted Learning Support**

ESSER II

\$ 0

ESSER III

\$ 350,000

How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

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

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? (Please describe the formula or decision-making rubric to allocate funds across schools).

Based on the findings from the LEAP 2025, attendance, instructional mode, and demographic Covid-19 had a greater impact on the younger students. Approximately, 75 3rd grade, 75 4th grade, 75 5th grade, and 75 6th grade students were impacted the most. Students in grades 7th and 8th who fail to achieve mastery on any statewide assessment during the 2020-2021 school term and are working to identify students that may not be on track for mastery during the 2021-2022 school term will receive priority seating in the before and after school tutoring. As a result, the LEA will use the funds to hire additional paraprofessionals to conduct small group intervention, giving priority to the greatest need(s). We are a one-school district, so allocation across schools is not applicable. The LEA has worked to identify the students that failed to achieve mastery on any statewide assessment during the 2020-2021 school term and is working to identify students that may not be on track for mastery during the 2021-2022 school term. These students will have priority in receiving the identified intervention as well as for tutoring services.

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.

² [ARP ESSER Fact Sheet](#)

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

By comparing the most recent student outcome data, such as assessments data with past data, we can determine which areas and which students (by student, grade, subject, etc.) were most affected by the pandemic. The LEA has identified the students in grades four through eight who failed to achieve mastery on any statewide assessment during the 2020-2021 school year and is tracking the student performance during the 2021-2022 school year to determine which students will need additional support. The LEA will hire additional paraprofessionals to support students in grades (fill in), and high dose tutoring will be provided. The LEA will prioritize students in grades 7-8 to ensure they receive tutoring based on their deficit before and or after school. The LEA will advertise and hire these paraprofessionals upon budget approval. The goal is to have the intervention support in place beginning in January, 2022 and continue throughout the school term. The paraprofessionals will report to the Supervisor of Intervention Services to incorporate strategies/interventions to help recover what was lost. The Supervisor of Intervention Services will daily monitor the services provided, student progress, and implementation of the intervention.

In 2018-19, 62% of our K-8 students scored Mastery and above in ELA and 53% of those students scored Mastery and above in Math. In 2020-21, however, those percentages dropped to 49% and 48% respectively. Based on the implementation of the high-dosage tutoring in ELA and math, it is expected that the student scores return to the pre-COVID average.

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)

We will utilize paraprofessionals in grades 3-6 in ELA and Math. Paraprofessionals will be trained in Touch Math and Project Read for multi-sensory learning. Students who scored at Approaching Basic or below will receive 30-60 minutes of RTI three days per week. Students who score Basic will receive 30-60 minutes of RTI two days per week. This RTI schedule will be monitored by the Intervention Supervisor and SBLC Committee throughout the 2022-23 school year. Progress will also be monitored using data from LEAP 360 and Renaissance Learning. All students 4th-8th who did not score mastery or above will be added to the SBLC agenda for progress tracking. Those students will be offered Leap 2025 tutoring after school 2 days per week for two hours. Groupings will be made on these students in grades 4th-8th for in school response to intervention. The groupings will be of 6 students or less during RTI time. The highly effective teacher of record will plan the intervention for during school, and will be the person of instruction for after school. Courses in 4th-8th grade are blocked for 2 hours of Math and 2 hours of ELA, 30 minutes of these blocks are set aside for small group instruction by the teacher of record to provide intervention to those who have not met the benchmark of master on the LEAP 2025 test.

Key Investment: **Before and After School Programs**

ESSER II

\$ 0

ESSER III

\$ 0

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

- ☐ Partner with organizations to provide before and/or after school programs
- ☐ Partner with vendors to specifically provide tutoring before and/or after school
- ☐ Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- ☐ Other: 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?

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|---|----------|------|-------------------|--------------------------------------|
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| Key Investment: Summer Learning Programs | ESSER II | \$ 0 | ESSER III | \$ 0 |
| Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Vendor-provided summer learning programs <input type="checkbox"/> Partner with organizations to provide summer learning programs <input type="checkbox"/> Partner with vendors to specifically provide tutoring during summer programming <input type="checkbox"/> Develop LEA direct-run summer learning program, staffed by LEA educators <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> 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? | | | | |
| Click or tap here to enter text. | | | | |
| Key Investment: Extended Instructional Time | ESSER II | \$ 0 | ESSER III | \$ 0 |
| Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Extended school day (if implementing before/ after school programs separate from the school day, please use that category) <input type="checkbox"/> Extended school week <input type="checkbox"/> Extended school year <input type="checkbox"/> Other: <input type="checkbox"/> 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? | | | | |
| Click or tap here to enter text. | | | | |
| Key Investment: Individual Student Plans for Success | ESSER II | \$ 0 | ESSER III | \$0 Click or tap here to enter text. |
| Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply) <input type="checkbox"/> Individual Graduation Plan (IGP) <input type="checkbox"/> IGP Planning Partner <input type="checkbox"/> Other: Click or tap here to enter text. <input type="checkbox"/> 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? | | | | |
| No ESSER funds were used to address this section of the ARAP. | | | | |
| RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment | | | \$ 350,000 | |

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|--|----------|------|-----------|------|
| Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓✓✓ | | | | |
| Key Investment: School Improvement Best Practices | ESSER II | \$ 0 | ESSER III | \$ 0 |
| Which evidence-based activities will the LEA invest in using ESSER II & III funds? <i>(check all that apply)</i> <input type="checkbox"/> Instructional Leadership Teams (ILT) <input type="checkbox"/> Teacher Collaboration (Common Planning/PLC/ Cluster) <input type="checkbox"/> Other: Research-based PD <input type="checkbox"/> 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? | | | | |
| All Professional Development will be paid for with other funding sources. | | | | |
| Key Investment: Literacy Professional Development | ESSER II | \$ 0 | ESSER III | \$ 0 |
| Which evidence-based activities will the LEA invest in using ESSER II & III funds? <i>(check all that apply)</i> <input type="checkbox"/> Literacy Content Leaders <input type="checkbox"/> Literacy Coaches <input type="checkbox"/> Other: We are in the process of selecting an evidence-based supplemental literacy program for next year. <input type="checkbox"/> 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? | | | | |
| All Professional Development will be paid for with other funding sources. | | | | |
| PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment | | | \$ 0 | |

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|---|----------|------|-----------|------|
| EARLY CHILDHOOD EDUCATION ✓ | | | | |
| Early Childhood Program Expansion | ESSER II | \$ 0 | ESSER III | \$ 0 |
| Which evidence-based activities will the LEA invest in using ESSER II & III funds? <i>(check all that apply)</i> <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. | | | | |

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

Click or tap here to enter text.

Early Childhood Program Enhancement

ESSER II

\$ 0

ESSER III

\$ 0

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

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

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?

Click or tap here to enter text.

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

SCHOOL SAFETY & OPERATIONS ✓

Safe School Reopening

ESSER II

\$ 50,000

ESSER III

\$ 0

Provide the URL to the following LEA documents:

| | |
|--|---|
| School Reopening Plan for In-Person Learning | https://darbonnewoods.com/plan-for-returning-to-school/ |
| COVID-19 Vaccination policies for staff and students | https://darbonnewoods.com/plan-for-returning-to-school/ |
| Mask wearing policies for staff and students | https://darbonnewoods.com/plan-for-returning-to-school/ |
| Physical distancing, cohorts, or learning pods | https://darbonnewoods.com/plan-for-returning-to-school/ |

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

\$ 250,000

ESSER III

\$ 0

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

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

SCHOOL SAFETY & OPERATIONS

2021-2022 Total Funding Commitment

\$ 300,000

DATA INFRASTRUCTURE ✓

Data Infrastructure

ESSER II

\$ 0

ESSER III

\$ 10,000

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

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

Describe the LEAs plan for implementing evidence-based activities.

Our plan is to use these funds to enhance our cybersecurity and implement a data integrating system that will be user-friendly for parents in sharing pertinent information.

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|---------------------|------------------------------------|-----------|
| DATA INFRASTRUCTURE | 2021-2022 Total Funding Commitment | \$ 10,000 |
|---------------------|------------------------------------|-----------|