

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

LEA Name D'Arbonne Woods Charter School	LEA Code 341001	Enter Grade levels served K-12
Planning Contact (name) Heath Murry		
Planning Contact (title) Executive Director		
Planning Contact (email) hmurry@darbonnewoods.com		
Planning Contact (phone) 318-368-8051 X 6016		
Fiscal Contact (name) Janice Coleman		
Fiscal Contact (title) Business Manager		
Fiscal Contact (email) jcoleman@darbonnewoods.com		
Fiscal Contact (phone) 318-368-8051 X 6017		
School System Leader Name Heath Murry		
School System Leader Signature	Date 12/9/2022	

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 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).

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.

Commitment: ATTENDANCE & WELL-BEING ✓ ✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$0

ESSER III

\$0

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

N/A DWCS utilizes General Fund as the funding for the Well-Being Supports Criteria.

2022-2023 Key Investment: **Well-Being**

ESSER II

\$0

ESSER III

\$0

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

N/A DWCS utilizes General Fund as the funding for the Well-Being Supports Criteria.

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**.

N/A DWCS utilizes General Fund as the funding for the Well-Being Supports Criteria.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$0

Commitment: RECOVERY AND ACCELERATION ✓✓✓

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

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

All areas outlined in [Act 294](#) should be addressed.

2022-2023 Key Investment: **Targeted Learning Support**

ESSER II

\$0

ESSER III

\$47,444

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

In-school tutoring is conducted daily for students in grades 3-8 who scored below Mastery in ELA/Math. Grades K-8 administrators, teachers, and paraprofessionals have been trained by LDOE approved intensive and multisensory reading intervention program that integrates phonological awareness, phonics, spelling, fluency, vocabulary comprehension and handwriting. Administrators, teachers, and paraprofessionals have also been trained in the multi-sensory Math Curriculum TouchMath. Grades K-6 use LDOE Tier 1 curriculum Eureka for math along with supplemental resources such as Zearn, Khan Academy, and Edulastic to help reach diverse learners. Our school recently invested in the LDOE Tier 1 Science curriculum, Amilfy. This is what predominantly drives our teachers' pedagogy in grades 3-7 for Science. Grades K-8 use STAR as a formative assessment to monitor on-going progress for math and ELA. All students are tested every 9 nine weeks. Students in grades 3-8 also use LEAP 360 to check progress and understanding. These resources and tools will be used to address learning gaps.

- Approximately 35 - 3rd graders scored below mastery on one or more statewide assessments
- Approximately 40 - 4th graders scored below mastery on one or more statewide assessments
- Approximately 40 - 5th graders scored below mastery on one or more statewide assessments
- Approximately 50 - 6th graders scored below mastery on one or more statewide assessments
- Approximately 30 - 7th graders scored below mastery on one or more statewide assessments
- Approximately 50 - 8th graders scored below mastery on one or more statewide assessments

Progress points grew from 96.9 in 2020-2021 to 100.8 in 2021-2022 for grades k-8, by our calculation. All students will receive support through the implementation of evidence-based activities. Progress monitoring will be conducted throughout the year using these evidence-based activities. In addition, STAR and LEAP 360 will be used to ensure the mastery of standards.

For literacy, in grades K-4, Acadience and Dibels 8 are used for BOY, MOY, and EOY with progress monitoring taking place as needed.

2022-2023 Key Investment: **Before and After School Programs**

ESSER II

\$0

ESSER III

\$0

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

N/A DWCS does not operate a before and after school program at this time.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$0
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>N/A DWCS will utilize General Fund as a funding source for any/all Summer Learning Programs.</p>				
2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$0
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>N/A DWCS does not provide Extended Instructional Time.</p>				
2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$20,250	ESSER III	\$0
<p>Use the guiding questions, examples, and resources to provide a narrative response for this key investment.</p> <p>3 seniors are receiving remediation for LEAP 2025 for retesting in the Winter window. Schools PLP is the platform being used to remediate. Students who failed the LEAP 2025 exams during the Spring and/or Summer testing will retest the failed assessment during the winter testing window. Seniors who have not passed the required LEAP 2025 assessments will be provided time in their daily schedule of classes for remediation and test prep learning material to prepare for retesting during the winter and spring testing windows. A career coach will be provided to meet with seniors on a weekly basis to provide coaching in the college/career readiness area. The coach will provide assistance with FAFSA requirements, host FAFSA parent night, help with college applications and career exploration. She will also help coordinate college field trips for both University and Jumpstart seniors.</p>				
<p>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.</p> <p>N/A</p>				
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment			\$67,694	

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓✓✓

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

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

N/A DWCS will use funding from the General Fund to implement School Improvement Best Practices as it sees the need

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.

N/A DWCS will utilize Title IIA as the funding source for Literacy Professional Development.

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.

N/A

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$0
---	------------

SCHOOL SAFETY & OPERATIONS ✓

2022-2023 Safe School Reopening

ESSER II

\$46,864

ESSER III

\$1,791,222

Provide the URL to the following LEA documents.

School Reopening Plan for In-Person Learning www.darbonnewoods.com, under the "Health" hyperlink

COVID-19 Vaccination policies for staff and students N/A

Masking policies for staff and students N/A

Physical distancing, cohorts, or learning pods N/A

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 the 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.

Supplies such as furniture to allow for distancing, masks, gloves, etc. A fleet of 15 buses so that DWCS students will not be with students from other schools as we have contracted transportation with Union Parish School District since 2018.

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

\$1,838,086

Double Click to enter each Funding Commitment amount

**Budgets in eGMS should be revised to reflect key investments funding commitments cap
2023 Academic Recovery and Acceleration Plan.**

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment

SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment

2022- 2023 Total Funding Commitment

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 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).

If a key investment is not applicable, please indicate "N/A."

LEA 2022 - 2023 ARAP Status

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