

**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.**

<b>LEA Name</b> Delhi Charter School	<b>LEA Code</b> 336001	<b>Enter Grade levels served</b>  K-12
<b>Planning Contact (name)</b> Nikki Roark		
<b>Planning Contact (title)</b> Teacher Director		
<b>Planning Contact (email)</b> Nikki.Roark@delhicharterschool.org		
<b>Planning Contact (phone)</b> 8		
<b>Fiscal Contact (name)</b> Mary Corley		
<b>Fiscal Contact (title)</b> General Manager		
<b>Fiscal Contact (email)</b> Mary.Corley@delhicharterschool.org		
<b>Fiscal Contact (phone)</b> 318-878-0433, ext 1101		
<b>School System Leader Name</b> Brett Raley		
<b>School System Leader Signature</b>	<b>Date</b> 2/16/2022	

**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.

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

2022-2023 Key Investment: <b>Attendance</b>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$60000</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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:

# 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.

Count of Students (K-12) by October 1 Enrollment by Student Groups<sup>1</sup>

Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2019	849	6	351	32	446	659	2	71
2020	788	4	351	30	390	650	2	66
2021	705	20	169	19	458	405	0	39

Count of Students (PK-12) by October 1 Enrollment by Grade Bands

Year	PK	K	1	2	3	4	5	6	7	8	T9	9	10	11	12
2019	0	60	67	63	62	63	67	71	66	68	0	65	62	66	69
2020	0	57	48	58	55	50	62	70	70	69	0	70	62	55	62
2021	0	56	53	54	54	53	57	59	51	49	0	66	46	53	54

Attendance Rates (K-12) by Student Groups

Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2019	96	98	98	96	97	97		98
2020	96	97	97	97	97	97		97
2021	97	98	96	97	97	97		97

Percent of Students who Are Chronically Absent (K-12) by Student Groups

Year	All	Asian	Black	Hispanic	White	ED	EL	SWD
2019	3.2	0	1.4	3.8	3.9	2.6	0	2.4
2020	19.3		19.3	26.5	19	21.3		23.9
2021	4.9		9.6	6.2	3.3	7.6		4.5

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.

2022-2023 Key Investment: <b>Well-Being</b>	<b>ESSER II</b>	<b>\$16800</b>	<b>ESSER III</b>	<b>\$23686</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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.

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**.

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 quick **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 Class wide 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 Class wide 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.

<b>ATTENDANCE &amp; WELL-BEING 2022-2023 Total Funding Commitment</b>	<b>\$100486</b>
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**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>	<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$75000</b>
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

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.

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.

Data Classification Comparison 2020-2021 with 2021-2022 percentages

3 <sup>rd</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
Leap 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	0	2	+2	0	0	---	0	0	---	0	4	+4
Mastery	29	39	+10	8	20	+12	6	14	+8	6	14	+8
Basic	24	24	---	33	42	+11	16	2	+4	35	37	+2
Approaching Basic	25	14	-11	39	22	-17	45	34	-11	33	33	0
Unsatisfactory	22	20	-2	20	16	-4	33	32	-1	29	12	-17
4 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
Leap 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	0	2	+2	0	0	0	0	0	0	0	0	0
Mastery	6	24	+18	4	4	0	2	7	+5	4	9	+5
Basic	27	39	+12	12	33	+21	12	17	+5	20	35	+15
Approaching Basic	39	22	-17	37	43	+6	22	43	+21	37	35	-2
Unsatisfactory	22	13	-9	47	20	-27	63	33	-30	39	20	-19
5 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
Advanced	5	0	-5	0	0	0	0	0	0	2	2	0
Mastery	25	25	0	10	17	+7	15	6	-9	19	21	+2
Basic	31	42	+11	29	38	+9	25	17	-8	22	21	-1
Approaching Basic	20	29	+9	39	35	-4	25	35	+10	27	31	+4
Unsatisfactory	19	4	-15	22	10	-12	34	42	+8	31	25	-6
6 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
Advanced	1	4	+3	1	4	+3	3	0	-3	0	2	+2
Mastery	22	36	+14	12	27	+15	7	13	+6	7	18	+9
Basic	41	32	-9	29	34	+5	31	21	-10	37	23	-14
Approaching Basic	25	20	-5	46	25	-21	22	36	+14	29	25	-4
Unsatisfactory	10	9	-1	12	11	-1	37	30	-7	26	32	+6
7 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
LEAP 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	12	9	-3	10	0	-10	4	2	-2	1	0	-1
Mastery	31	39	+8	13	13	0	19	8	-8	13	11	-2
Basic	42	30	-12	33	27	-6	22	22	0	27	27	0
Approaching Basic	10	16	+6	39	45	+6	27	27	0	34	39	+5



8 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
LEAP 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	14	6	-8	0	0	0	6	5	-1	3	2	-1
Mastery	33	39	+6	23	21	-2	27	15	-12	23	18	-7
Basic	35	36	+1	20	26	+6	27	21	-6	27	26	-1
Approaching Basic	15	15	0	30	35	+5	21	24	+3	39	48	+9
	ALGEBRA I			GEOMETRY			ENGLISH I			ENGLISH II		
LEAP 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	0	2	+2	2	2	0	2	10	+8	8	3	-5
Mastery	15	24	+9	13	20	+7	27	23	-4	21	40	+19
Basic	15	27	+12	19	32	+13	31	29	-2	18	19	+1
Approaching Basic	17	37	+20	48	41	-7	24	26	+2	18	6	-12
	US HISTORY			BIOLOGY								
LEAP 2025	2021	2022		2021	2022							
Advanced	2	0	-2	3	3	0						
Mastery	8	17	+9	8	21	+13						
Basic	20	33	+13	28	37	+9						
Approaching Basic	23	14	-9	22	16	-6						
2022-2023 Key Investment: <b>Before and After School Programs</b>							ESSER II	\$0			ESSER III	\$0
Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.												
<b>Click or tap here to enter text.</b>												
2022-2023 Key Investment: <b>Summer Learning Programs</b>							ESSER II	\$0			ESSER III	\$0
Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.												
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2022-2023 Key Investment: <b>Extended Instructional Time</b>							ESSER II	\$0			ESSER III	\$53610
Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response for this key investment.												
<p>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 &amp; 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. 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</p>												

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.

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

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

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**.

<b>RECOVERY AND ACCELERATION</b>	<b>2022-2023 Total Funding Commitment</b>	<b>\$128610</b>
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**Commitment: PROFESSIONAL LEARNING & DEVELOPMENT** ✓ ✓ ✓

<b>ESSER II</b>	<b>\$0</b>	<b>ESSER III</b>	<b>\$380092</b>
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**2022-2023 Key Investment: School Improvement Best Practices**

3 <sup>rd</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
	2021	2022		2021	2022		2021	2022		2021	2022	
Leap 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	0	2	+2	0	0	---	0	0	---	0	4	+4
Mastery	29	39	+10	8	20	+12	6	14	+8	6	14	+8
Basic	24	24	---	33	42	+11	16	2	+4	35	37	+2
Approaching Basic	25	14	-11	39	22	-17	45	34	-11	33	33	0
Unsatisfactory	22	20	-2	20	16	-4	33	32	-1	29	12	-17
4 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
Leap 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	0	2	+2	0	0	0	0	0	0	0	0	0
Mastery	6	24	+18	4	4	0	2	7	+5	4	9	+5
Basic	27	39	+12	12	33	+21	12	17	+5	20	35	+15
Approaching Basic	39	22	-17	37	43	+6	22	43	+21	37	35	-2
Unsatisfactory	22	13	-9	47	20	-27	63	33	-30	39	20	-19
5 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
Advanced	5	0	-5	0	0	0	0	0	0	2	2	0
Mastery	25	25	0	10	17	+7	15	6	-9	19	21	+2
Basic	31	42	+11	29	38	+9	25	17	-8	22	21	-1
Approaching Basic	20	29	+9	39	35	-4	25	35	+10	27	31	+4
Unsatisfactory	19	4	-15	22	10	-12	34	42	+8	31	25	-6
6 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
Advanced	1	4	+3	1	4	+3	3	0	-3	0	2	+2
Mastery	22	36	+14	12	27	+15	7	13	+6	7	18	+9
Basic	41	32	-9	29	34	+5	31	21	-10	37	23	-14
Approaching Basic	25	20	-5	46	25	-21	22	36	+14	29	25	-4
Unsatisfactory	10	9	-1	12	11	-1	37	30	-7	26	32	+6
7 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
LEAP 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	12	9	-3	10	0	-10	4	2	-2	1	0	-1
Mastery	31	39	+8	13	13	0	19	8	-8	13	11	-2
Basic	42	30	-12	33	27	-6	22	22	0	27	27	0
Approaching Basic	10	16	+6	39	45	+6	27	27	0	34	39	+5
8 <sup>th</sup> Grade	ELA			MATH			SOCIAL STUDIES			SCIENCE		
LEAP 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	14	6	-8	0	0	0	6	5	-1	3	2	-1
Mastery	33	39	+6	23	21	-2	27	15	-12	23	18	-7
Basic	35	36	+1	20	26	+6	27	21	-6	27	26	-1
Approaching Basic	15	15	0	30	35	+5	21	24	+3	39	48	+9

	ALGEBRA I			GEOMETRY			ENGLISH I			ENGLISH II		
LEAP 2025	2021	2022		2021	2022		2021	2022		2021	2022	
Advanced	0	2	+2	2	2	0	2	10	+8	8	3	-5
Mastery	15	24	+9	13	20	+7	27	23	-4	21	40	+19
Basic	15	27	+12	19	32	+13	31	29	-2	18	19	+1
Approaching Basic	17	37	+20	48	41	-7	24	26	+2	18	6	-12
	US HISTORY			BIOLOGY								
LEAP 2025	2021	2022		2021	2022							
Advanced	2	0	-2	3	3	0						
Mastery	8	17	+9	8	21	+13						
Basic	20	33	+13	28	37	+9						
Approaching Basic	23	14	-9	22	16	-6						

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

	White	Black	Hispanic	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	Hispanic	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)

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.

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

ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

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.

Click or tap here to enter text.

**PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment**

\$0

SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$421594	ESSER III	\$0
Provide the URL to the following LEA documents.				
School Reopening Plan for In-Person Learning <a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2093/DCS/2606449/22-23_Reopening_Plan.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2093/DCS/2606449/22-23_Reopening_Plan.pdf</a>  COVID-19 Vaccination policies for staff and students <a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2093/DCS/2606449/22-23_Reopening_Plan.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2093/DCS/2606449/22-23_Reopening_Plan.pdf</a>  Masking policies for staff and students <a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2093/DCS/2606449/22-23_Reopening_Plan.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2093/DCS/2606449/22-23_Reopening_Plan.pdf</a>  Physical distancing, cohorts, or learning pods <a href="https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2093/DCS/2606449/22-23_Reopening_Plan.pdf">https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/2093/DCS/2606449/22-23_Reopening_Plan.pdf</a>  <i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i>				
2022-2023 School Safety Operations	<i>ESSER II or III budgeting for this section is not required as a part of this plan.</i>			
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 <b>assessing each school’s safety posture</b> to create actionable next steps to consider.				
Use the <a href="#">guiding questions, examples, and resources</a> to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.  <b>Click or tap here to enter text.</b>				
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment			\$0	



*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.**

<b>ATTENDANCE &amp; WELL-BEING 2022-2023 Total Funding Commitment</b>	\$ -
<b>RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment</b>	\$ -
<b>PROFESSIONAL LEARNING &amp; DEVELOPMENT 2022-2023 Total Funding Commitment</b>	\$ -
<b>SCHOOL SAFETY &amp; OPERATIONS 2022-2023 Total Funding Commitment</b>	\$ -
<b>2022- 2023 Total Funding Commitment</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 Initials **Click or tap here to enter text.**

Date Click or tap to enter a date.