

Delta Charter School
Academic Recovery and Acceleration Plan
2022-2023

Needs Assessment:

Delta Charter School will use the following information to help identify the disproportionate impact of COVID-19 on student learning.

1. Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status

- Student demographic information is included in plan

2. Student outcome data, such as assessments

- Star Reading and Star Math will be administered to all students in grades K-8 at the beginning of the 2022-2023 school year to determine students' areas of unfinished learning. Unfinished learning will be addressed through Freckle adaptive path assignments as well as small group instruction during subject specific RTI in grades K-5 and through Read 180 and Eureka intervention resources for students in grades 6-8. High school students who need the additional support will also have access to Read 180. A math RTI class (math essentials) will be made available to students in grades 9-12 who need additional supports in math. Intervention materials from the Savvas (Pearson) math curriculum as well as online supplemental materials will be used in this course.
- Encase assessments will be administered to all students in grades 1-9 for Math, grades 1-10 for ELA, grades 3-9 for science and grades 3-8 and US History for social studies. Data from these assessments will be used to monitor student progress, effectiveness of programs used on student learning. These assessments will be administered at the beginning of the school year, mid-year and at the end of the school year.
- Data professional development days will be incorporated into our school calendar for the 2022-2023 school year. These days will provide teachers with an opportunity to review student data from multiple sources (Spring 2022 LEAP 2025 assessments, Encase benchmark tests, Star Reading and Star Math assessments, Read 180 components) to help plan and create scope and sequence charts for the courses that they teach as well as to help drive their instruction. These official data professional development days will be held 3 times a year (beginning, middle and before LEAP is administered in the spring).
- Collaborative planning/PLCs will be implemented twice a month for teachers in grades 6-12 during their lunch period. This time will be used for teachers to continue to work on disaggregating student data and curriculum scope and sequences as well as discuss discipline, PBIS, and other topics.
- Elementary PLCs (grade level and specific content) are held monthly during teachers' planning periods.
- DIBELS will be administered to students in grades K-5 three times a year.

- A Heggerty sounds and checklist is done in grades K-2 three times a year. Students in need of intervention are tested every 3 to 4 weeks.
- Reading intervention will be provided to students in grades K-3 four times a week, 30 minutes a day.
- The Mastery Prep program will be purchased to be used with students in grades 9-12. Teachers will incorporate this program and its adaptive paths into their daily curriculum in ELA, Math and Science classes as bell ringers and/or exit tickets to ensure that students have exposure to the ACT testing format and content. An ACT bootcamp through Mastery Prep will be held for students in grades 11 and 12.
- We will also administer the ACT Plan assessment to students in grades 9 and 10 in order to help students become accustomed to the ACT format early as well as provide us with data that will be used to guide teacher instruction.
- Summary reports of student scores for Star Reading and Star Math, Freckle (Grades K-5) Read 180 (Grades 6-8 and HS) and Encase assessments are included in this plan.
- An example of a Freckle summary report and daily student activity log is included in plan
- Progress monitoring schedule is included in plan
- Reviewed state provided statewide monitoring forms

3. Student enrollment and attendance data

- LEA will hire an individual who will serve as an attendance clerk. She will be responsible for contacting parents of students who are absent each day. She will keep up with student attendance records and ensure that the LEA's attendance policy is followed. The attendance clerk will be responsible for obtaining documentation from parents on why their child was absent. Attendance recovery will be held at the end of every nine-week grading period.
- The guidance counselor will assess student enrollment and attempt to obtain documentation from parents of students who withdraw from school.
- An example report of a daily attendance log is included in plan.
- An example of a withdrawal form is included in plan.
- LEA attendance policy and procedure is included in plan.

4. Student chronic absenteeism data

- LEA will hire an individual who will serve as an attendance clerk. She will be responsible for contacting parents of students who are absent each day. She will keep up with student attendance records and ensure that the LEA's attendance policy is followed. Attendance recovery will be held at the end of every nine-week grading period.
- LEA attendance policy and procedure is included in plan

5. Community and parental input

- Contact with Concordia Parish Library Coordinator to provide additional books for classroom libraries through the use of the Book Mobile. Books will be rotated on a monthly basis.
- Community members and parents are a part of our Literacy task force.
- Parents are also members of our pupil progression plan team as well as our wellness committee.
- Parent nights are scheduled for the Fall and Spring.
- Nine-week honor roll assemblies will be held for grades K-12.
- A parent informational table will be set up at all school-wide assemblies, including, but not limited to nine-week honor roll assemblies, holiday themed programs, etc. Information provided will include state testing information, homework help resources, learning tips, a questions and concern box, an interpreter services poster, resources to help with literacy and math curriculum supports.

Attendance and Well-being:

Attendance:

Student Attendance and Learning Modality Information:

The following information about student attendance includes data on student absences including those with chronic absences as well as those who are considered to be truant.

Delta Charter School uses Webpams as their student information system. Webpams captures data about student enrollment, attendance, lunch, and other pertinent information. Administrative staff reviewed attendance data for school years 2019-2020, 2020-2021, and 2022-2023 to determine the information that would be beneficial in helping them identify students who need to be re-engaged. Below is a summary of the findings:

- Student enrollment numbers were as follows:
 - August 2019: 469 students
 - August 2020: 476 students----approximately 52 students were virtual learners
 - August 2021: 456 students----no students were virtual learners
 - August 2022: 487 students----no students were virtual learners
 - May 2020: 463
 - May 2021: 452

****Please note that our enrollment is controlled by the court and DOJ as the result of pending litigation.****

- Chronic absences (3 or more unexcused) broken down by ethnicity:
 - 2019-2020
 - African American: 99 or 21%
 - Hispanic: 1 or <1%
 - Caucasian: 224 or 48%
 - 2020-2021
 - African American: 130 or 29%
 - Hispanic: 2 or <1%
 - Caucasian: 196 or 43%
 - 2021-2022
 - African American: 30 or 7%
 - Hispanic 7 or 2%
 - Caucasian: 44 or 10%
 - 2022-2023 (August 2022 through September 22, 2022)

- African American: 9 or 1.8%
 - Hispanic: 0 or 0%
 - Caucasian: 14 or 2.9%
- Virtual student attendance broken down by ethnicity:
 - 2020-2021
 - Total: 67 or 14% of our total population
 - African American: 52 or 78%
 - Hispanic: 2 or 3%
 - Caucasian: 13 or 19%
 - 2021-2022
 - No virtual students
 - 2022-2023
 - No virtual students
- Students with exceptionalities who were virtual in 2020-2021:
 - 14 or 21% of our total number of virtual students
- All students received in-person instruction for the 2021-2022 school year and are receiving in-person instruction for the 2022-2023 school year
- Quarantined students, both as the result of a positive test for them or because they were a close contact, are as follows:
 - 2019-2020: No quarantined students
 - 2020-2021: Between August 2020 to May 2021, quarantined students were as follows:
 - African American: 63
 - Hispanic: 0
 - Caucasian: 110
 - 2021-2022: Between August 2021 to December 2021, quarantined students are as follows:
 - African American: 21
 - Hispanic: 0
 - Caucasian: 64
 - 2022-2023: Between August 2022 to September 2022, quarantined students are as follows:
 - African American: 12
 - Hispanic: 0
 - Caucasian: 17

- Students who missed the most in-person instruction
 - 2019-2020: All enrolled students missed in-person instruction from March 2020 through May 2020
 - 2020-2021: Based on the number of students who were virtual, African American students missed the most in-person instruction as the result of being virtual students, however, Caucasian students missed the most in-person instruction as the result of having to quarantine.
 - 2021-2022: All students attend school in-person, however, we had some students who had to quarantine at some point during the school year. There were 48 African American students, 3 Hispanic students and 155 Caucasian students who had to quarantine, therefore, Caucasian students missed the most in-person instruction during the 2022-2023 school year.
 - 2022-2023: All students attend school in-person, however, we have had some students who have had to quarantine since school started this year. There have been 12 African American, 0 Hispanic and 17 Caucasian students who have had to quarantine at some point since school started in August. This data shows that Caucasian students have missed the most in-person instruction so far this school year.
 - Using this combined data, we will be able to identify the students who need to be re-engaged.
 - For the 2020-2021 school year we were able to use this combined data to identify the students who did not consistently participate in remote instruction when offered during school building closures or individual quarantine determinations.

*****Please note: There are specific student list that are in our documentation binder located on campus.*****

Student Failures:

Through our student information system, Webpams, we were able to identify students who failed one or more subjects. This information is as follows:

- 2019-2020
 - Total enrollment as of May 2020: 463
 - African American: 15/463 or 3%
 - Hispanic: 0/463 or 0%
 - Caucasian: 7/463 or 2%
 - All students were distance learners from mid-March 2020 through May 2020. Students completed work virtually or by picking up packets.

- Summer school was offered to students who failed ELA or Math or a high school elective if they were not already taking two courses. 13/22 or 59% of students who failed were offered summer school.
- 2020-2021
 - Total enrollment as of May 2021: 452
 - African American: 40/452 or 9%
 - Hispanic: 1/452 or 0%
 - Caucasian: 19/452 or 4%
 - Students with failures who were virtual students: 34/452 or 8%
 - African American: 24/452 or 5%
 - Hispanic: 1/452 or 0%
 - Caucasian: 9/452 or 2%
 - Summer school was offered to students who failed ELA or Math or a high school LEAP 2025 assessment. 19/60 or 32% of students who failed were offered summer school.
 - All students in grades K-8 were offered the opportunity to attend our summer learning program.
- 2021-2022
 - Total enrollment as of May 2022: 462
 - African American: 8 or 1.73%
 - Hispanic: 7 or 1.5%
 - Caucasian: 0 or 0%
 - Students in grades 9-12 who had an F in ELA and/or Math at the end of the first nine weeks were offered after-school tutoring.
 - All students are attending in-person learning this school year.
 - Supplemental learning based on student needs is also being incorporated into student's schedules and through after-school tutoring.

Needs Assessment Data Sources Breakdown:

Using the data provided from the assessments listed in our needs assessment, we were able to identify those students who need to be re-engaged. Students were identified by their score on Star Early Literacy, Star Reading and Star Math. Those students who scored at the intervention or urgent intervention level are as follows:

Star Early Literacy:

Grade	Non-minority	Minority
K	3/15 or 20%	5/11 or 45%
1	6/17 or 35%	7/20 or 35%

2	6/18 or 33%	8/22 or 36%
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Special education students are included in these numbers.

These students attended pull-out intervention 4 days a week.

***Students in grades K-2 receive 30 minutes of RTI instruction daily and 30 minutes of reading foundation support in a small group setting daily.

Star Reading:

Grade	Non-minority	Minority
3	12/19 or 63%	10/14 or 71%
4	9/18 or 50%	10/19 or 53%
5	11/20 or 55%	8/12 or 66%
6	12/24 or 50%	7/15 or 47%
7	14/26 or 54%	10/20 or 50%
8	16/21 or 76%	17/22 or 77%

Special education students are included in these numbers.

Students in grades 3-5 receive 30 minutes of RTI instruction daily.

Students in grades 6-8 receive 1 hour of RTI instruction daily.

Star Math:

Grade	Non-minority	Minority
1	1/17 or 6%	3/20 or 15%
2	7/18 or 39%	17/22 or 77%
3	6/19 or 32%	4/14 or 29%
4	5/18 or 28%	7/19 or 37%
5	6/20 or 30%	7/12 or 58%
6	6/24 or 25%	7/15 or 47%
7	9/26 or 35%	9/20 or 45%
8	6/9 or 67% (12 non-minority students take Algebra I)	11/14 or 79% (8 minority students take Algebra I)

Special education students are included in these numbers.

Students in grades 3-5 receive 30 minutes of RTI instruction daily.

Students in grades 6-8 receive 1 hour of RTI instruction 2 to 3 times a week.

Strategies used to improve student attendance:

For the 2020-2021 school year our student learning modality was as follows:

- Traditional: 409 or 86%
- Virtual: 67 or 14%

Virtual students were encouraged to participate in live instruction via Google Meet daily. Teachers uploaded work to Google Classroom daily and had designated office hours to meet with students or parents about questions or concerns.

For the 2021-2022 school year our student learning modality was as follows:

- Traditional: 456 or 100%

For the 2022-2023 school year our student learning modality is as follows:

- Traditional: 487 or 100%

Delta Charter School employed an individual who will act as an attendance clerk. Her primary responsibilities will be to contact parents of students who are absent and tardy each day, track student tardies and school attendance, disaggregate the data by ethnicity and special populations to be presented at monthly PBIS meetings, conduct after-school detention, hold attendance recovery at the end of each nine-week grading period and implement restorative practices such as growth mindset and social emotional learning lessons.

Subgroup: After reviewing the data, it was determined that Caucasian students had the highest absentee rate due to chronic absences (3 or more days) as well as days missed due to quarantine. The attendance clerk will monitor the attendance rate of these identified students by running attendance reports on a daily basis and will review the attendance data summary at the end of each nine weeks. Attendance recovery sessions will be held at the end of each nine-week grading period.

Timeline: The attendance clerk will monitor attendance on a daily basis by running daily attendance summaries using our student information system, WebPams. Parents of those who are absent will be called daily. Formal notices will be sent to parents when students miss 3 days, 5 days, and 10 days. This daily contact with parents concerning those students who are considered at-risk due to chronic absences and/or quarantine will help to improve parental involvement in re-engaging students.

Measurable Outcome: Based on the monitoring procedures by our attendance clerk that we have put into place, the attendance rate of Caucasian students will continually decrease over the course of the first semester.

Plan for Students with Chronic Absences or on Quarantine:

When a student is absent or on quarantine, they are able to access their classwork through their Google classroom. Accessing this information will allow them to stay on track with their classmates. If a student is unable to connect to his/her Google classroom while absent or on quarantine or chooses not to complete their assignments during that time, they will be given the opportunity to complete it once they return to school. Teachers work with students to help them get caught with any missing assignments. If a student is chronically absent or on an extended quarantine and are not completing his/her work, the teacher uses our schoolwide communication system (School Status) to notify parents. Teachers also communicate with students via email or Google meet sessions if needed.

Well-Being:

How will the LEA identify students who need mental and behavioral supports?

Delta Charter School will administer a screener to all students in grades K-12 (approximately 487 students) within the first few weeks of school. The school wellness committee will disaggregate the data by student groups (ethnicity, socio-economic status, exceptionalities, grade-level) to identify at-risk students. Based on information obtained by reviewing chronic absences, learning modality and success rate of students, we estimate that the approximate number of students who may need mental and behavioral support is 15%.

Describe the LEAs plan for implementing evidence-based activities.

Delta Charter School extended our school wellness committee to include not only physical health but mental health as well. Faculty and staff participated in a PBIS professional development presented by the schoolwide PBIS team at the beginning of the school year. (Behavior matrix is included in plan) Delta Charter School purchased Project Wayfinder (see synopsis in plan) to strengthen students' social and emotional learning skills. Students in grades K-5 will complete one SEL lesson weekly and students in grades 6-12 will complete three lessons weekly and a waypoint SEL questionnaire weekly. At the end of the first nine-week grading period, the school wellness committee will meet to review students' progress based on documentation provided from teacher observation for grades K-5 and through the student weekly questionnaire report for students in grades 6-12. The PBIS committee will meet every other month and review discipline data. (Description of SEL program and an example of a student questionnaire are included in plan). Once the screener is administered, the data will be reviewed to determine which students need mental and behavioral supports. This support and/or these services will be provided to these identified students monthly by a licensed professional counselor that we will contract with.

SEL lessons will be administered through the use of a computer via teacher led whole group lessons through the Wayfinder program. Elementary students are assessed through fun, interactive lessons and teacher observation. Students in grades 6-12 students take weekly Waypoint self-assessments. Our measurable goal is to decrease the number of students who are identified as needing mental and/or

behavioral support and/or services by May 2023. This goal will be monitored through progress monitoring.

Timeline:

Attendance clerk hired: August 2022

PBIS professional development: August 2022

Attendance monitored: Daily by attendance clerk
Each nine weeks by attendance clerk

SRSS-IE set up and administered: By October 2022

School wellness committee meetings: Held once every nine-week grading period during the 2022-2023 school year

Wayfinder program purchased: August 2022

Wayfinder implementation: Students in grades K-5 receive instruction one a week.
Students in grades 6-12 receive instruction 3 days a week.
Data is reviewed by the teacher frequently and the wellness committee once every nine-week grading period.

Tier 1, Tier 2 and Tier 3 students: Regular education elective teachers and paraprofessionals will provide support to students identified as needing mental or behavioral supports (Tier 1, Tier 2) on a weekly basis through the implementation of the Wayfinder program.

Tier 3 students: Those students identified as being Tier 3 for mental and behavioral supports will be provided to them on a monthly basis. We will contract with a licensed behavioral counselor to meet with students who are determined to need social and emotional support.

Progress monitoring: Students on Tier 3 supports will be monitored at progress report and report card time. Tier 1 and Tier 2 students will be progress monitored at midterm.

Measurable outcome:

After completing the implementation of the Project Wayfinder program, progress monitoring and other supports, our goal is that any students qualifying for Tier 3 interventions will be in Tier 1 interventions by the end of the 2022-2023 school year.

Student Data:

Students provided evidence-based well-being supports during the 2021-2022 school year: All students in grades K-11 were given the opportunity to complete lessons/assignments through the online Second Step program. This program was implemented into their elective classes throughout the school year. Students were provided support once a week. Students who needed additional support (Tier 3) were allowed to meet with the behavior interventionist.

2022-2023: All students in grades K-11 will be provided with the opportunity to complete online lessons that address their social and emotional needs. These lessons will be provided through Project Wayfinder. Students in grades K-5 will be provided these supports once a week and students in grades 6-12 will be provided these supports up to three times a week. Students in grades 6-12 will also take an assessment at the end of each week. Students who need additional support (Tier 3) will be offered the opportunity meet with a licensed professional counselor (contracted employee) once a month.

Students in grades K-12 will be administered a social and emotional screener by October of the school year. This screener will allow the wellness committee to use the data to determine which students need additional supports as well as help guide their instruction for the social and emotional lessons and small groups.

How many students were provided evidence based well-being (mental and behavioral) supports during the 21-22 SY?

The Second Step program was purchased for use during the 21-22 school year. Second Step provided lesson plans for grades K-11 (approximately 400 students) for implementation a minimum of one day each week.

All students in grades K-11 will take part in SEL lessons provided through the Wayfinder program. Wayfinder's research-backed Core Skills go beyond typical SEL competencies to incorporate meaning-making, critical thinking, and future-ready skills in order to connect classroom learning to the real world. They align with CASEL's evidence-based SEL framework. Wayfinder's focus is on 6 core skills that are CASEL aligned: Self -Awareness, Adaptability/Self-Management, Empathy/Relationship Skills, Collaboration/Social Awareness, Agency/Responsible Decision Making and Purpose.

Effectiveness will be judged by a decrease in behavior referrals

A full-time attendance clerk is in place for the 2022-2023 school year. The attendance clerk conducts student outreach daily for any student marked absent. The attendance clerk also sends letters after a specified number of absences and schedules conferences with administrators. Absentee information will also be provided to SBLC.

A licensed professional counselor has been contracted to desegregate student data from the Student Resilience Survey that will be given at the beginning of the school year and follow weekly data collected from Wayfinder surveys. The counselor will provide services based on student needs.

Positive Behavior supports have been implemented and are being tracked by the PBIS Committee, examples include: Positive Office Referrals, All-Star Student Rewards.

A school health and wellness committee meets bimonthly to discuss student and faculty needs and supports.

Recovery and Acceleration:

Targeted Learning Support:

We chose to review and use LEAP 2025 scores because that is the instrument that the LDOE uses to assess student mastery. We chose to use Star Reading, Star Math and Encase benchmark assessments to help drive all tiers of instruction because there is a high correlation between students scoring at benchmark on these assessments and mastery performance on LEAP 2025. We chose Star Early Literacy because it helps ensure that students in grades K-2 have the foundational skills they need to be successful on the Star Reading and Star Math assessments. Students in grades K-5 will continue to use the Freckly program during their daily RTI time, however, students in grades 6-8 will now use READ 180 for their daily reading intervention and Eureka intervention material for math intervention (up to 3 days a week). READ 180 will also be implemented into the daily lessons in the high school English classes. Students in high school who need support in math will be placed in a math essentials class that will meet daily.

Timeline:

Renaissance assessments (Star Reading and Star Math) have been administered at Delta Charter since 2017

Pre-test: See schedule below

Accelerated learning committee: Meetings once a month

2022-2023 Assessment Schedule: Located in binder

Measurable Outcome: Based on the implementation of Star Reading, Star Math, Freckle and Accelerate all students will move toward performing at benchmark.

LEAP 2025 breakdowns:

Growth toward mastery data (mastery and advance score data):

Grade	Subject	LEAP Spring 2021	LEAP Spring 2022
3 rd	ELA	25%	31%
4 th	ELA	37%	24%
5 th	ELA	10%	31%
6 th	ELA	20%	24%
7 th	ELA	40%	31%
8 th	ELA	39%	26%

Grade	Subject	LEAP Spring 2021	LEAP Spring 2022
3 rd	Math	25%	31%
4 th	Math	26%	19%
5 th	Math	16%	14%
6 th	Math	5%	15%
7 th	Math	0%	5%
8 th	Math	4%	0%

Growth toward mastery data (basic and below data):

Grade	Subject	LEAP Spring 2021	LEAP Spring 2022
3 rd	ELA	75%	69%
4 th	ELA	62%	76%
5 th	ELA	90%	69%
6 th	ELA	80%	76%
7 th	ELA	60%	69%
8 th	ELA	61%	74%

Grade	Subject	LEAP Spring 2021	LEAP Spring 2022
3 rd	Math	73%	69%
4 th	Math	75%	80%
5 th	Math	86%	85%
6 th	Math	96%	85%
7 th	Math	92%	96%
8 th	Math	96%	100%

Measurable Outcome: Based on the implementation of Star Reading, Star Math, Freckle , READ 180, and Eureka intervention tools, all students will move toward performing at benchmark, students will make yearly progress toward performing at Mastery by their 8th grade year.

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

After taking Star Reading and Star Math assessments, students are placed on an adaptive learning path that is designed to support them in areas of unfinished learning. Teachers will attend professional development to disaggregate LEAP 2025 data and identify student areas of need in order to help students achieve mastery. Based on student specific unfinished learning deficits, teachers in grades K-5 can assign work on Freckle directed paths to frontload unfinished learning before new lessons are taught in the classroom. For students in grades 6-12, a READ 180 benchmark assessment will be administered, and students will complete assigned activities or participate in small groups according to their areas of weakness. A progress monitoring schedule (included in plan) has been developed to ensure student progress toward the goal is being made.

Support for Fourth through Eighth Grade:

Spring 2022 LEAP 2025 test scores were reviewed and used to identify students who failed to achieve mastery. Supports that were/will be provided to these students include:

- Placement in a classroom with a certified teacher for core subjects
- Access to a Tier 1 curriculum in core subjects
- Summer learning taught by a certified teacher in core subjects
- After-school tutoring
- Daily accelerate lessons determined by regularly administered formative assessments
- Daily individualized lessons based on student needs provided by Freckle adaptive path
- Daily individualized lessons based on student needs through online lessons as well as small group instruction provided by the READ 180 program
- Teachers use the directed path to assign lessons for frontloading or accelerate lessons
- Eureka intervention instruction
- Assigned online and individualized lessons for high school students who need extra support in math

Classroom teachers will provide support to students in grades four through eight who failed to achieve mastery on the statewide assessments.

Accelerated Grade Level Team Responsibilities:

In addition to the information listed above, Delta Charter School will establish an accelerated grade level team to meet with parents of students not achieving mastery on the ELA and Math Spring 2022 LEAP 2025 assessment. During this meeting, the committee will identify supports that will be offered to the student in order to help them with their goal of achieving mastery on the state assessments. Supports offered will be as follows:

- Placement in a classroom with a certified teacher for core subjects
- Access to a Tier 1 curriculum in core subjects
- Summer learning taught by a certified teacher in core subjects
- After-school tutoring
- Daily accelerate lessons determined by regularly administered formative assessments
- Daily individualized lessons based on student needs provided by Freckle adaptive path
- Daily individualized lessons based on student needs through online lessons as well as small group instruction provided by the READ 180 program
- Teachers use the directed path to assign lessons for frontloading or accelerate lessons
- Eureka intervention instruction
- Assigned online and individualized lessons for high school students who need extra support in math

Before and After School Programs:

One of the supports that will be offered to students in grades four through eight who have not achieved mastery on their ELA and Math statewide assessments and who had a grade of F in these subjects at the end of the first nine-week grading period will be offered after-school tutoring. These students were identified using the failure data from our needs assessment, which was obtained through our student information system, WebPams. High quality and research-based curriculum will be used by teachers during the after-school tutoring sessions. After-school tutoring will be offered one day per week (one for ELA and one for Math) for an hour each session for approximately twenty weeks. Teachers will provide instruction to students in after-school tutoring programs. Through our partnership with the Masons, we are able to offer after-school reading instruction for students who show characteristics of dyslexia. (letter and application is included in plan)

Timeline:

1st report card: October 2022

Progress monitoring: Each 4.5 week period progress report from November 2022 through May 2023
Each 9 week period report card from November 2022 through May 2023

After-school tutoring: One day per week (one for ELA and one for Math) for an hour each session for approximately 20 weeks.

Measurable outcome:

Due to the implementation of after-school tutoring and progress monitoring, 60% of students participating in after-school tutoring will achieve passing scores in the subjects that they were failing at the end of the first-nine week grading period.

Prioritization was given to students in grades four through eight who met the criteria for after-school tutoring. These students were guaranteed a seat in the after-school tutoring program.

Summer Learning Programs:

Another support that will be offered to students in grades four through eight who have not achieved mastery on their ELA and Math statewide assessments will be the opportunity to participate in a summer learning program. This program will use high quality and research-based curriculum to help students with their goal of achieving mastery on the LEAP 2025 assessment. The summer learning program will include not only activities to meet students' academic needs, but also their social and emotional needs as well. Students will also be provided with an opportunity to participate in field trips and activities that will address the humanities, arts and career exploration.

Timeline:

LEAP scores: Spring 2022 scores will be used

Progress monitoring: Star assessments will be administered during the summer
Pre-test and post-test assessments

Summer learning program: 4 days a week for 4 hours each day for 4 weeks (June 2023)

Measurable outcome:

Due to the implementation of our summer learning program and progress monitoring, all students will progress toward scoring benchmark for Star Reading and Star Math as well toward scoring Mastery on the LEAP 2025 assessment by the end of their eighth-grade year.

Prioritization was given to students in grades four through eight who failed to achieve mastery on the LEAP 2025 assessments. These students were guaranteed a seat in the summer learning program and transportation will be provided to these students.

Extended Instructional Time:

Delta Charter School has always had extended school hours (7:30 a.m. to 3:30 p.m.) to ensure that students are able to receive as many instructional minutes as possible. Only responses using ESSER II and ESSER III funds are required.

Individual Student Plans for Success:

Students in grades 9-12 will be administered a practice ACT assessment offered through Mastery Prep (a program purchased by Delta Charter School) in order to help teachers identify students' area of need. This program will allow students to complete adaptive practice based on their area of need. Teachers will incorporate material provided through the Mastery Prep program into their classroom instruction for students in grades 9-12. Students will be given the opportunity to attend an ACT boot camp. Dual enrollment courses are offered through LSUA, ULM and CLTCC for students who meet the required qualifications. Delta Charter School will offer CTE courses such as EMR, customer service, agriscience I and II, computer science and forensic science (LSU partnership for these two courses) as well as other courses that qualify as one of the nine required courses for students who are pursuing a Jumpstart pathway. 8th grade LEAP 2025 scores were also used to identify and give priority to those 9th grade students who failed to achieve mastery in ELA and Math.

Timeline:

Purchase Mastery Prep: September 2022

ACT pre-assessment given: October 2022

ACT workshop/bootcamp provided by Mastery Prep: October or November 2022

ACT national exam: Students can take these exams by signing up for nationally scheduled testing dates

Measurable Outcome:

Based on the implementation of the Mastery Prep program, 50% of students' scores on the ACT will increase by at least 2 points by May 2023. Also, based on high school Spring 2022 LEAP 2021 assessments (English I and Algebra I or Geometry), 50% of 9th grade students will improve their score on their way to achieving mastery on the state assessment.

Professional Learning and Development:

School Improvement Best Practices:

Delta Charter School will offer professional development opportunities to its teachers and staff throughout the 2022-2023 school year. After disaggregating the Spring 2022 LEAP 2025, end-of-year benchmark and beginning of year benchmark assessment data, areas of need were identified. Professional development will be provided by the following vendors on the following topics:

- Instructure: Mastery Connect test banks (August 2022-teacher led, will schedule vendor training later in year)
- Renaissance: Freckle and Star Reading/Star Math as needed (Beginner, K-2 focus and advanced session August 2022)
- Eureka: Middle school math training (Throughout the year)
- SafeSchools: online training on bullying, harassment, dating violence, child abuse, etc. (August 2022)
- Schoolwide PD on PBIS (August 2022)
- Disaggregating test data (September 2022, January 2023, April 2023 and ongoing)
- Other PD as needed (As needed)
- APEL: literacy foundations training (October 2021 and ongoing---completed October 2022)
- Special education/504 training: August 2022 (Director led)
- Kahoot training: August 2022 (Teacher led)
- Math constructed PD: August 2022 (Teacher led)
- Work plans and small group instruction PD: August 2022 (Teacher led)

Administrators will monitor the implementation of techniques/topics learned at professional development meetings by conducting teacher observations (both walk-through and formal). Teachers will monitor student's growth toward mastery through progress monitoring data, benchmark assessment data and nine-week grades. Priority will be given to students falling below benchmark or those who have a final grade of F in ELA or Math on any of their report cards during the 2022-2023 school year.

Teacher breakdowns for Professional Development:

ILTs: All teachers with a master's degree in any field in education was offered the opportunity to be a part of our schoolwide instructional leadership team. Six teachers chose to be on our schoolwide team. This leadership team helps drive professional development topics as well as helps to complete our needs assessment.

Other PD: All teachers have access to the professional development offered at Delta Charter School. Some PD sessions are divided into specific grade level or content area topics that are only applicable to specific teachers and only the teachers who those apply to are invited to attend the sessions.

Survey: A survey was sent out to teachers at the end of the school year. This survey asked for recommendations on professional development topics as well as which programs were working and which were not. Teachers were also asked to provide the names of any additional programs that they would like to see implemented during the 2022-2023 school year.

Literacy Professional Development:

Delta Charter School has developed a literacy team consisting of grade K-12 ELA teachers, an administrator, a special education teacher, reading interventionist and a community representative. This team will meet bimonthly to review data and plan according to the areas of needs identified. Professional development will be provided through:

- APEL: literacy foundations training (Science of Reading) (October 2021 and ongoing--- completed October 2022)
- Plain Talk: Science of Reading and promoting literature (February 2023)
- Louisiana Reading Association (March 2023)
- LAECA conference (November 2022)

Administrators will monitor the implementation of techniques/topics learned at professional development meetings by conducting teacher observations (both walk-through and formal). Teachers will monitor student's growth toward mastery through progress monitoring data, benchmark assessment data and nine-week grades. Priority will be given to students falling below benchmark or those who have a final grade of F in ELA or Math on any of their report cards during the 2022-2023 school year.

Early Childhood Education:

Early childhood program expansion:

Delta Charter School does not currently have a Headstart or Pre-K program. Only responses using ESSER II and ESSER III funds are required.

Early childhood program enhancement:

Delta Charter School does not currently have a Headstart or Pre-K program. Only responses using ESSER II and ESSER III funds are required.

School Safety & Operations:

Safe School Reopening:

Delta Charter School will provide a safe learning environment for students and employees to return to in-person learning during the 2022-2023 school year. The bathrooms were renovated over the summer to help create a safer and more sanitary area. Handwashing stations were placed in the bathrooms, as well as automatic toilets and sinks. Masks are not required to be worn by students or staff, however, they are allowed to do so if they would like to. A full-time resource officer was hired in order to help with ensuring that our campus is a safe environment for our employees, students and parents. The PBIS team developed matrixes for each area of the school (classroom, hallway, cafeteria, bathroom) with location specific best practices. The following information can be found on our website at www.deltacs.org:

- School reopening plan for in-person learning
- Covid-19 vaccination policies for staff and students
- Mask wearing policies for staff and students
- Physical distancing, cohorts, or learning pods

Delta Charter School also used ESSER II funds to purchase new exterior doors and windows as well as new interior doors to ensure that good quality air is coming in to the school.

Continuity of Teaching and Learning:

Delta Charter School provides Chromebooks to all students in grades K-12. Mobile hotspots are available to students who need access to the internet in order to complete their assignments if virtual learning becomes mandated at any time during the school year. Teachers and students will use Google Classroom to assign and submit work. Professional development on how to use Google Classroom was provided last year and is available to any teacher who may need additional training. Online programs such as Freckle, Star Reading/Star Math, Star Early Literacy, READ 180 and Mastery Prep have been purchased to help students identify areas of need and accelerate their learning.

Data Infrastructure:

Delta Charter School used ESSER I Formula funds to purchase a Cisco Meraki Firewall to ensure that our network remains safe as students are taking their school issued Chromebooks off campus to their homes and bringing them back on campus. Cisco Amp was also purchased to provide remote security to school issued devices when they are not on our network. Additional access points are being purchased to ensure that our Internet service is available over our entire campus. ESSER II funds will be used to purchase Aristotle K12 which is a program that allows teachers to monitor student activity on their assigned Chromebook.