

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[Suwannee - 0061]**

**Purpose**

Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students’ social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

**Directions**

Districts shall submit its ARP ESSER application to the Office of Grants Management via ShareFile **on or before November 12, 2021**. ShareFile access has been established for the ARP ESSER Lump Sum program for each LEA. The complete application shall include:

* LEA ARP ESSER Plan, Application and Assurances utilizing this template;
* DOE 100A Project Application Form; and
* DOE 101 Budget Narrative Form.

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in Appendix A. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any agency regulation or rule. No later than 60 days from receipt of its DOE 200, Project Award Notice, each LEA shall email its updated final plan to [recoveryplan@fldoe.org](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

**Activity 1.1 – Summer and Extended Day Reading Program $56,336**

In response to learning loss, and as a response to Covid-19, the SCSD plans to meet the academic needs of students with an opportunity to accelerate learning in the summer and after school. The program was previously funded under ESSER II – Academic Acceleration funding.

July 2022- June 2023 (Y3) will be funded through ARP allowing for two weeks of summer intervention time and an extra hour of reading intervention each day after school with priority given for students in grade 4 that score L1 on 3rd grade FSA. Additional students/grade levels will be served if funding is available.

2023-2024 (Y4) will be funded through the K12 Reading Allocation once grant funds are no longer available.

**Activity 1.2 – Credit Recovery/Acceleration Opportunities – Summer School $80,000**

In response to learning loss, and as a response to Covid-19, the SCSD plans to meet the academic needs of students with an opportunity to accelerate learning in the summer and after school.

Course acceleration opportunities will be provided during Summer 2023 for grades 6-12, as needed.

**Activity 1.3 – Secondary Academic Coaches (2 years) $637,000**

In response to learning loss, and as a response to Covid-19, the SCSD plans to meet the academic needs of students by employing secondary academic coaches to support reading interventions and monitoring acceleration in grades 6-12. (Academic Coaches are already in place in grades PK-5.)

2021-2022 funded through ESSER II – Academic Acceleration

2022-2023 approximate funding for four coaches $316,000

2023-2024 approximate funding for four coaches $321,000

Upon evaluation of student data and identification of need, an alternate funding source will be identified to sustain these positions beyond the terms of ARP – if data supports the activity and need.

**Activity 1.4 – Math Intervention/Support – High Quality Instructional Materials $1,100,000**

In response to learning loss and in response to Covid-19, the district will meet the academic needs of students through providing teachers and students with high quality, standards-based instructional materials. Suwannee County School District utilizes the Canvas LMS and has promoted teacher created lessons/materials in support of state standards as the primary source of instructional materials.

For 2022, SCSD will be purchasing BEST Standards aligned materials to supplement classroom instruction.

6000 students x $183.33 per student (approximately)

“To truly address math learning loss so students can succeed, schools will need the backing and creativity of senior administrators and policymakers—especially when it comes to testing and accountability policy, as well as the procurement of instructional materials.”

<https://www.educationnext.org/addressing-significant-learning-loss-in-mathematics-during-covid-19-and-beyond/>

*\*ELA materials approved in ESSER II – Advanced Lump Sum*

**Activity 1.5 – Parental Support/Communication – Parent Liaison/Phones $320,000**

In response to learning loss and in response to Covid-19, the district will meet the academic needs of students through providing communication support for parents, teachers, and school/district departments.

The district will contract with a parent liaison to provide communication and support to parents. This position was originally funded in the Non-Enrollment Assistance funding. This extension of services will allow for the parent liaison to continue to assist parents with their difficulties returning their students to face-to-face instruction.

Additionally, the District will be upgrading telephone communication to enable faculty/staff/departments to respond to parents in need of communication that may not have digital means of communication. Not every family in Suwannee County can communicate by email, the phone system has become increasingly important.

Communication with parents/stakeholders is essential in combatting learning loss. The current phone system is unable to support the needs of our growing district. The additional telephone supports will also assist with other safety issues by keeping teachers in communication with office staff as needed.

<https://www.edutopia.org/article/teacher-parent-communication-strategies-start-year-right>

**Activity 1.6 – Reading Endorsement Supplement – Reading Endorsed Staff $150,000**

Supplement to teachers upon addition of Reading Endorsement (1046/E) to their certificate. Available to teachers PK-12 in which reading instruction and/or intervention is part of their teaching assignment. Also available for administrators – to allow for administration to model and assist teachers in steps needed to provide better reading instruction.

**Activity 1.7 – Quality Substitute Teachers - $125,000**

In response to learning loss and in response to Covid-19, the district will meet the academic needs of students through providing students maximized in-person instructional time with a quality substitute teacher in the event that the classroom teacher is ill. This will aid in preventing additional learning loss.

Substitute Teachers to ensure that educational opportunities are not lost in the absence of the classroom teacher. Substitutes are necessary to make sure that additional learning time is not jeopardized. Allows classrooms to continue without interruption in the event that the teacher is not able to be present related to illness.

<https://ess.com/blog/7-reasons-why-substitute-teachers-are-so-important/>

**Activity 1.8 – Progress Monitoring $42,000**

In response to learning loss and in response to Covid-19, the district will meet the academic needs of students through monitoring the effectiveness of instructional interventions. This funding will pay for pieces of Renaissance software (Y2) for progress monitoring, as needed, in grades PK-12. This program is utilized mostly with vulnerable populations and high school students.

Accelerated Reader – reading program utilized by teachers

STAR Assessment and Accelerated Reader

*\*Previously funded under ESSER II – Academic Acceleration*

**Activity 1.9 – Access to Monitoring and Support Programs $1,394,000**

In response to learning loss and in response to Covid-19, the district will meet the academic needs of students through providing students maximized in-person instructional time with access to interactive digital curriculum and the district provided learning management system. One of the reasons that SCSD was able to pivot quickly and keep students learning in the midst of the pandemic was the current 1:1 technology program. It is necessary that the 1:1 initiative be kept current to keep students utilizing the digital curriculum now and ready to access the curriculum if needed in the event of another disruption of face-to-face instruction. Students must have individual access to intervention programs and progress monitoring to respond to lost learning.

Being prepared for an incident requiring full time technological instruction also allows for individualized and personalized instruction during the normal face-to-face class-time. From a sanitization standpoint, it is also important that students not need to share computers. Students having their own devices will lessen opportunity for virus transmission. <https://edtechmagazine.com/k12/article/2020/09/how-technology-can-help-schools-address-learning-loss-perfcon>

This activity can be broken into student and teacher devices over 2 years. Maintaining that teacher devices are also current and ready to be deployed from home at any time, if needed. Teachers need to reliably access intervention programs and data. <https://edtechmagazine.com/k12/article/2020/09/how-technology-can-help-schools-address-learning-loss-perfcon>

**Activity 1.10 – MTSS Coordinator – Student Interventions Monitoring $72,000**

MTSS Coordinators serve as data experts and relationship builders at all schools. Both work with teachers to identify the best interventions to utilize with struggling students and how to follow the data and document progress. The Suwannee County School District employs MTSS Coordinators whose main goal is to help teachers understand the MTSS process. This is job embedded professional development that assists teachers with real time, real student issues. An additional MTSS Coordinator was added in 2021-2022 with funds from ESSER 2.0 – Academic Acceleration. This activity maintains that position for the 2022-2023 school year.

*\*Previously approved in ESSER II – Academic Acceleration*

**Activity 2** (**A**) **Any activity authorized by the Elementary and Secondary Education Act of 1965.**

No planned activities.

**Activity 2** (B) **Any activity authorized by the Individuals with Disabilities Education Act.**

No planned activities.

**Activity 2** (C) **Any activity authorized by the Adult Education and Family Literacy Act.**

No planned activities.

**Activity 2** (D) **Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.**

No planned activities.

**Activity 2** (E) **Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.**

No planned activities.

**Activity 2** (F) **Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

No planned activities.

**Activity 2** (G) **Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.**

**Activity 2.1 Principal/Admin Development – Improved Leadership in Crisis $86,000**

The International Center for Leadership in Education supports schools needing high performing teams that lead to remarkable student achievement.  At the training, the ICLE will collaborate with SCSD leadership to develop vision and support our instructional teams with tools that lead to change in practice. Together, we will facilitate an improved plan for re-entry and beyond to create a sustainable future-focused vision built on future-ready students. 40 School/District Administrators will work together to debrief 2021-22 and plan for 2022-2023 and beyond.

**Activity 2** (H) **Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.**

No planned activities.

**Activity 2** (I) **Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**

**Activity 2.2 – Cleaning and Sanitization – District-wide $1,000,000**

In response to Covid-19 and prevention of future learning loss and prevention of transmission of virus, the SCSD proposed to spend the following on sanitation supplies, salaries/benefits, and contracted sanitization district-wide for the 2022-2023 and the 2023-2024 school years.

* Sanitation Supplies $250,000
* Sanitizer Salaries/Benefits $500,000 ($250,000 per year)
* Contracted Sanitization $250,000 ($125,000 per year)

This sanitization will contribute to employee and student safety in classrooms, school bus, and department/offices.

*\*Previously approved in ESSER II – Advanced Lump Sum*

**Activity 2** **(J**) **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State,**

**and local requirements.**

No planned activities

**Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**

**Activity 2.3 Data Safety/Cyber Insurance/Wireless Infrastructure $417,900**

In response to Covid-19 and to safely provide digital access for teachers, students, and staff. The District will utilize these fund to provide hardware, software, and connectivity in a safe environment.

* Data Free’d Wireless – previously funded in ESSER $ 27,900
* Vology Firepower – previously funded in ESSER $ 65,000
* Cyber Insurance – previously funded in ESSER lump sum $ 50,000
* Wireless Infrastructure $275,000

*\*Previously funded in ESSER II – Academic Acceleration*

**Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.**

No planned activities.

**Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

No planned activities.

**Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**

**(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**

**(ii) implementing evidence-based activities to meet the comprehensive needs of students;**

**(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**

**(iv) tracking student attendance and improving student engagement in distance education.**

No planned activities.

**Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

**Activity 2.4 Improvements to Support Student Health Needs $ 940,000**

The District will make improvements to fire alarms/intercom systems, and covered play areas to support student health needs. These improvements/repairs are necessary to support social distancing and reduce the risk to virus transmission and exposure to environmental health hazards.

* Fire Alarms $365,000
* Intercom Systems (part of fire alarms) $585,000

*\*Similar activities previously approved in ESSER II – Advanced Lump Sum.*

**Activity 2(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**

**Activity 2.5 Upgrade and Repair Projects to Mitigate Air Quality $4,863,000**

The District will make improvements to improve indoor air quality in school facilities including:

* HVAC /Chiller/AC Upgrades and Repairs $2,703,000
* Ceiling and Roof Repairs (leaks, water intrusion) $1,700,000
* Flooring (mold/mildew/asbestos) $ 367,000
* Window and Door Replacement $ 105,000

*\*Similar activities previously approved in ESSER II – Advanced Lump Sum.*

**Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

**Activity 2.6 School Health Professionals – Public Health Support $396,020**

In response to Covid-19 and to safely provide health and screening services to students and staff of SCSD, the District will employ six school nurses, formerly funded in ESSER. Per CDC Guidance, “As K-12 schools resume in-person learning, school administrators must be prepared to respond quickly when someone with COVID-19 has been in the school or at a school event.” SCSD’s school nurses and health team are the first line of defense and support for students and staff in our schools. These funds will be used to provide salaries, benefits, training (nurses and other staff), and health/screening equipment.

* School Nurses 6 nurses – salary/benefits (22/23) Y2 $350,000
* HIPPA Training FY 21/22 $ 25,000
* Screening Equipment $ 36,020

*\*Previously approved CARES/ESSER funding.*

**Activity 2.7 Strengthening Group Health Insurance - Health Claims $900,000**

In response to Covid-19 and to safely provide opportunities for employee wellness, the SCSD will allocate these funds for the reimbursement of Covid insurance claims. This was previously funded in ESSER for Y1.

* Y2 $300,000
* Y3 $600,000

*\*Previously approved in ESSER II – Advanced Lump Sum.*

**Activity 2.8 Strengthening Group Health Insurance – Employee Wellness $1,050,000**

In response to Covid-19 and to safely provide opportunities for employee wellness, the SCSD will implement a Health Clinic for Students/Staff. Based on CDC guidance 11/5/21, “students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.” Rural locations often require a full day absence for a teacher or staff member to get appropriate, local medical care. By having a district-operated health clinic, the SCSD will cut down on the number of absences from faculty/staff, reducing lost instructional time for students.

**Activity 2.9 Strengthening Group Health – Increase Contribution $2,700,000**

In response to Covid-19 and to safely provide opportunities for employee wellness and affordable health care, the SCSD will increasethe board’s contribution to health insurance for each employee. This will assist in the maintaining of operation of services, and assist in stabilizing the workforce. Competitive contribution to health insurance is something that has caused the SCSD to lose employees in the past. Increasing health insurance contribution also encourages more employees to participate in group health insurance.

* 21/22 Y1 $ 700,000
* 22/23 Y2 $1,300,000
* 23/24 Y3 $ 700,000

**Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

**Activity 2.10 Disaster Relief Payments $480,000**

In an effort to maintain the operation of service and stabilize the workforce. SCSD will utilize these funds for disaster relief payments to staff to compensate for the additional efforts necessary during this unprecedented pandemic.

A**ctivity 2.11 Project Specialist – Maintain Operations $ 140,000**

The SCSD will hire a project specialist to manage the CARES, ESSER, and ARP funds associated with the relief funds being provided by the state and federal governments. (2021-22 and 2022-23)

**Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.**

**Activity 2.12 Indirect Cost $33,066**

The SCSD will take reasonable and necessary administrative costs. Although the SCSD negotiated rate is 3.62% restricted and 15.18% unrestricted, the District will not exceed the 5% cap for this project as published in the grant application packet.

**Part II: Ensuring Effectiveness of Interventions**

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.** **In your response, please include a description of interventions and strategies that are aligned to the LEA’s data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.**

Suwannee County School District will ensure that the interventions implemented will respond to the academic, social, emotional, and mental health needs of our most vulnerable populations (low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students) by targeting and prioritizing subgroup participation in all intervention programs offered.

School administrators will work with district administration through the previously established District Data Team to examine student data. Evaluation of learning loss experienced (compared to prior growth), program/intervention participation, and response to interventions – measured by District adopted progress monitoring programs and disaggregated by subgroups, including those listed above and other populations that are identified as overly-impacted compared to the general population of students. The District will measure the effectiveness of interventions based on documented results.

Student progress and achievement data in Suwannee County is examined in two ways. The achievement gap data is followed by subgroup, but because many of the subgroups are still behind the state average, the District continues to monitor the progress of subgroup as compared to the state in proficiency. The data tables below show how subgroups are tiered for priority support. Reading Interventions are prescribed and monitored following the FDOE approved SCSD Reading Plan. Math Interventions are prescribed and monitored according to the SCSD Math Intervention Plan that is part of the SCSD 2021 Spring Education Plan and Assurances.

Basic Interventions for all SCSD students needing to recover lost opportunity for learning include, but are not limited to:

**Extra Time Opportunities K-5**

* 21st CCLC - There is the option of participating in the 21st Century Community Learning Centers program at each of our elementary schools. This program is open to any student that wishes to attend. In the event that the program fills additional resources will be allocated from other Federal Grants to expand the number of students able to participate in the supplemental instruction/enrichment activities.
* Reading Camp Pilot - The K-5 schools are implementing a pilot program utilizing an extra hour of instruction in reading, similar to the program model followed by the lowest 300 elementary schools. We opted to initiate this model for 2020-2021 school year to reach our students that would have attended Summer Reading Camp last summer.
* Odysseyware - This online program was purchased with GEER funds and have been made available for all K-5 students to work on missed information from 2019-2020 and to support current year’s instruction. The program is available to students in the traditional and hybrid programs.
* iReady Instruction – The online program is available to all students in grades K-8. The instructional pathway is set based on the needs that students demonstrate on an adaptive diagnostic assessment. Students can work on their iReady pathway at school or at home.
* Edgenuity – All students in grades 6-12 have access to online curriculum that supports their traditional classroom instruction. This digital safety net was put into place for fall of 2020 for ALL students to help with extended lost time due to quarantine or illness.
* Edgenuity Tutoring – As a new part of our Edgenuity offering this year, we purchased online tutoring for all students in grades 6-12. Students enrolled in any Edgenuity course have access to certified online professionals to answer their questions after hours.
* 6-12 Tutoring – The District will be implementing a plan to expand tutoring opportunities for ALL students through different modalities. There is a plan to expand face-to-face tutoring before, during, and after school.

**Reading/ELA Intervention Information**

Our ELA targeted outreach is based upon the approved SCSD K12 Reading Plan. The Director of Curriculum and Instruction and the District Coordinator of K12 Reading have been working with schools to make sure that all students are being monitored and are receiving their tiered interventions. The supports in place include:

* Academic Coaches - intervention for striving readers in K-12, providing targeted interventions to improve academic outcomes through explicit, small group instruction.
* Afterschool Reading Tutoring program - additional hour of reading instruction focusing on systematic, explicit, multisensory phonics instruction to bolster decoding and encoding fluency. Teachers received training in evidence-based instructional practices for reading intervention.
* Explicit Foundational Skills instruction utilizing evidence-based practices from:
  + Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
    - Teach students academic language skills, including use of inferential and narrative language, and vocabulary knowledge.
    - Develop awareness of the segments of sounds in speech and how they link to letters.
    - Teach students to decode words, analyze word parts, and write and recognize words.
    - Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
* Explicit Comprehension Strategy Instruction –
  + Recommendations from Improving Reading Comprehension in Kindergarten Through 3rd Grade:
    - Teach students how to use reading comprehension strategies.
    - Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.
    - Guide students through focused, high-quality discussion on the meaning of text.
    - Select texts purposefully to support comprehension development.
    - Establish an engaging and motivating context in which to teach reading comprehension.
    - Reciprocal Teaching, Socratic Seminar, Collins Writes/Quick Writes, Graphic Organizers

SCSD K12 Reading Plan

<https://digitalbell-bucket.s3.amazonaws.com/6C69AA15-5056-907D-8D6F-5DF0F0DF383A.pdf>

**Academics – ELA– SCSD Data**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELA (Suwannee)** | **Percent L3+** | | | **Points GAP** | | | **Compared w/ State Average** | | |
|  | **2014-15** | **2018-19** | **2020-21** | **2014-15** | **2018-19** | **2020-21** | **2014-16** | **2018-20** | **2020-21** |
| White | 50 | 55 | 51 |  |  |  | -14 | -12 | -12 |
| African American | 23 | 27 | 24 | 27 | 28 | 27 | -10 | -11 | -10 |
| Hispanic | 32 | 43 | 37 | 18 | 12 | 14 | -17 | -9 | -11 |
| Multiracial | 49 | 46 | 39 | 1 | 9 | 12 | -9 | -15 | -18 |
| Economically Disadvantaged | 34 | 41 | 36 | 23 | 18 | 17 | -7 | -4 | -5 |
| Non-Economically Disadvantaged | 57 | 59 | 53 | -12 | -10 | -12 |
| Students w/ Disabilities | 10 | 16 | 14 | 37 | 37 | 34 | -9 | -6 | -6 |
| Students w/out Disabilities | 47 | 53 | 48 | -10 | -7 | -9 |
| English Lang Learners | 13 | 24 | 15 | 32 | 26 | 31 | -13 | -7 | -10 |
| Non- English Lang Learners | 45 | 48 | 46 | -11 | -12 | -10 |

**Math Intervention Information**

With the creation of the new SCSD Math Intervention Plan, included as part of the 2021 Spring Education Plan and Assurances, the Director of Curriculum and the Coordinator of K12 Mathematics have been working with schools, principals, and teachers to implement a more documented and deliberate attempt at mathematics intervention. The details regarding the math plan can be found at the link below.

SCSD K2 Math Plan

<https://drive.google.com/drive/folders/179sVymErlNj3vcn2Dllx8PhCOlZdl87T?usp=sharing>

**Academics – Math – SCSD Data**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Math (Suwannee)** | **Percent L3+** | | | **Points GAP** | | | **Compared w/ State Average** | | |
|  | **2014-15** | **2018-19** | **2020-21** | **2014-15** | **2018-19** | **2020-21** | **2014-16** | **2018-20** | **2020-21** |
| White | 50 | 56 | 52 |  |  |  | -14 | -13 | -9 |
| African American | 23 | 26 | 20 | 27 | 30 | 32 | -11 | -14 | -7 |
| Hispanic | 43 | 44 | 37 | 7 | 12 | 15 | -6 | -11 | -6 |
| Multiracial | 50 | 40 | 39 | 8 | 16 | 13 | -5 | -29 | -13 |
| Economically Disadvantaged | 39 | 43 | 36 | 15 | 14 | 17 | -4 | -6 | 0 |
| Non-Economically Disadvantaged | 54 | 57 | 53 | -13 | -13 | -7 |
| Students w/ Disabilities | 15 | 21 | 17 | 33 | 32 | 31 | -9 | -8 | -5 |
| Students w/out Disabilities | 48 | 53 | 48 | -8 | -9 | -3 |
| English Lang Learners | 31 | 30 | 23 | 15 | 20 | 22 | -4 | -12 | -5 |
| Non- English Lang Learners | 46 | 50 | 45 | -9 | -11 | -5 |

**Other Academic Activities – Focusing on Learning Loss**

Science opportunities take place as part of our 21st CCLC Learning Centers afterschool program in grades K-5. Grades 6-12 have seen increases in science scores in the past two years. The 6-12 programs have been supported by Title IV activities and funding, such as Hands-On Science and Math grades K-5 by creating Outdoor Math Spaces on the playgrounds at each elementary school.

Social Studies has taken a dropin proficiency overall for Suwannee County, however it is still an area that has been closing in on state averages in comparison. Grades 6-12 social studies is supported through programs and activities funding through Title IV.

The 21st Century program is working to reduce the academic impact of lost instructional time. The use of iXL Math and Reading helps students to Zap the Gap in grade level proficiency. There are 594 students enrolled in the program in grades K-5.

**Academics – Science – SCSD Data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Science (Suwannee)** | **Percent L3+** | | | **Points GAP** | | | **Compared w/ State Average** | | |
|  | **2014-15** | **2018-19** | **2020-21** | **2014-15** | **2018-19** | **2020-21** | **2014-16** | **2018-20** | **2020-21** |
| White | 60 | 62 | 60 |  |  |  | -8 | -7 | -5 |
| African American | 26 | 28 | 27 | 34 | 34 | 33 | -10 | -9 | -4 |
| Hispanic | 35 | 45 | 46 | 25 | 17 | 14 | -15 | -6 | 0 |
| Multiracial | 56 | 35 | 8 | 4 | 27 | 3 | -5 | -27 | -49 |
| Economically disadvantaged | 44 | 44 | 43 | 17 | 19 | 20 | 0 | -1 | 3 |
| Non-Economically Disadvantaged | 61 | 63 | 63 | -10 | -6 | -1 |
| Students w/ Disabilities | 22 | 18 | 20 | 33 | 39 | 37 | -3 | -7 | -2 |
| Students w/out Disabilities | 55 | 57 | 57 | -4 | -3 | 2 |
| English Lang Learners | 4 | 11 | 19 | 50 | 44 | 36 | -18 | -18 | -2 |
| Non- English Lang Learners | 54 | 55 | 55 | -5 | -5 | 0 |

**Academics - Social Studies Data - SCSD**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Social Studies (Suwannee)** | **Percent L3+** | | | **Points GAP** | | | **Compared w/ State Average** | | |
|  | **2014-15** | **2018-19** | **2020-21** | **2014-15** | **2018-19** | **2020-21** | **2014-16** | **2018-20** | **2020-21** |
| White | 61 | 73 | 75 |  |  |  | -15 | -7 | -1 |
| African American | 35 | 50 | 43 | 26 | 23 | 32 | -14 | -6 | -4 |
| Hispanic | 48 | 60 | 57 | 13 | 13 | 18 | -12 | -7 | -2 |
| Multiracial | 71 | 46 | 56 | 10 | 27 | 19 | 1 | -29 | -13 |
| Economically disadvantaged | 50 | 60 | 54 | 15 | 12 | 24 | -5 | -2 | 1 |
| Non-Economically Disadvantaged | 65 | 72 | 78 | -13 | -8 | 3 |
| Students w/ Disabilities | 25 | 38 | 31 | 36 | 32 | 40 | -10 | -3 | -3 |
| Students w/out Disabilities | 61 | 70 | 71 | -8 | -4 | 3 |
| English Lang Learners | 22 | 28 | 23 | 36 | 40 | 46 | -9 | -11 | -9 |
| Non- English Lang Learners | 58 | 68 | 69 | -11 | -6 | 2 |

**Additional Subgroup Specific Interventions Available**

**Low-Income Families (Homeless and Foster Care) *– Priority is given for all available programming.***

SCSD is hiring paras and teachers to provide homework help, parent resources, and access to the Internet through extended hours at the District Resource Center. This is a joint effort for students experiencing homelessness and migratory children. It is primarily being funded by TIPC and TIXPA with the possibility of additional assistance from TIPA through the TIPA Parent Liaisons.

**Students of Color - *Priority is given for all available programming.***

SCSD is hiring paras and teachers to provide homework help, parent resources, and access to the Internet through extended hours at the District Resource Center. This is a joint effort for students experiencing homelessness and migratory children. It is primarily being funded by TIPC and TIXPA with the possibility of additional assistance from TIPA through the TIPA Parent Liaisons.

**English Language Learners/Migratory Students - *Priority is given for all available programming.***

SCSD has hired a part-time resource teacher to work with both English learners and migratory students and their teachers. The resource teacher travels to schools to work with teachers to demonstrate strategies for working with students learning English and students with interrupted learning. Additionally, the resource teacher works directly with students in small groups on decoding skills, vocabulary, and other areas of need. This part-time resource teacher is funded by Title III, Part A & TIPC.

**Students with Disabilities - *Priority is given for all available programming.***

In addition to the supports/interventions above, the district provides before and after school tutoring, skill specific instruction using research-based curriculum by Support Facilitators in small groups, using the EWS and MTSS to identify students in need of intensive mental health support mental health counselors.

**Academic Progress Monitoring**

Suwannee County School District participates in a robust schedule of progress monitoring. The full schedule of assessment in SCSD has been board approved as part of the 2021-2022 Uniform Assessment Calendar. This section describes the district-level assessments that take place.

| **Assessment** | **Students to Be Tested** | **District Window** | **Mode** | **Testing Time** | **Results Expected** |
| --- | --- | --- | --- | --- | --- |
| I-Ready ELA and Math Diagnostic | Kindergarten, Grade 1, Grade 2, Grade 3 | Aug.16 -Sept. 10, Nov. 29-Jan. 7, April 11-May 20 | CBT | 120 minutes each; total 360 minutes | Immediately following test completion |
| I-Ready ELA and Math Diagnostic | Grade 4-8 (ELA)  Grades 4-7 (MA) | Aug.16 -Sept. 10, Nov. 29-Jan. 7, March 7-April 1 | CBT | 120 minutes each; total 360 minutes | Immediately following test completion |
| Write Score | Grades K-2 | Jan. 31-Feb. 4 | Paper | 60 minutes | 2-4 weeks |
| Write Score | Grade 3 | Nov. 15-19, Jan. 31-Feb. 4 | Paper | 120 minutes; total 240 minutes | 2-4 weeks |
| Write Score | Grades 4-6 | Sept. 13-17, Nov. 15-19, Jan. 31-Feb. 4, | Paper | 120 minutes each; total 360 minutes | 2-4 weeks |
| Write Score | Grades 7-10 | Sept. 13-17, Nov. 15-19, Jan. 31-Feb. 4 | CBT | 120 minutes each; total 360 minutes | 2-4 weeks |
| Science Diagnostic | Grade 5, Grade 8 | Aug. 16-Sept. 3, Jan. 10-31 | CBT | 50 minutes; total 100 minutes | Immediately following test completion |
| STAR Reading (ELA) | Grades 9-10 | Aug. 16-Sept. 10, Nov. 29-Dec. 10 | CBT | 20 minutes each; total 40 minutes | Immediately following test completion |
| APM (Adaptive Progress Monitoring) ELA | Grade 9, Grade 10 | Aug. 23-Sept. 10, Nov. 29-Dec. 10, Feb. 14-28 | CBT | 60 minutes each; total 180 minutes | Immediately following test completion |
| STAR Math | Students enrolled in Algebra One (grade 8) and Geometry (grade 9) | Aug. 16-Sept. 10, Nov. 29-Dec. 10 | CBT | 20 minutes each; total 40 minutes | Immediately following test completion |
| USH Diagnostic | Students enrolled in USH (grade 11) | Aug. 23-Sept. 17, Feb. 22-March 11 | CBT | 50 minutes; total 100 minutes | Immediately following test completion |
| Biology Diagnostic | Students enrolled in Biology (grade 10) | Aug. 23-Sept. 17, Feb. 22-March 11 | CBT | 50 minutes; total 100 minutes | Immediately following test completion |
| Civics Diagnostic | Grade 7 | Aug. 23-Sept. 17, Feb. 22-March 11 | CBT | 50 minutes; total 100 minutes | Immediately following test completion |
| PSAT 8/9 | Grade 8, Grade 9 | October 13 | Paper | 165 minutes | January 2021 |

**Social, Emotional, and Mental Health Support**

The SCSD has continued to elevate the level of interaction and targeted assistance for students in need of social, emotional, and mental health support. The District employs a full-time mental health coordinator who collaborates with the Director of Student Services, the Director of School Safety, and the Director of School Choice to ensure that students are receiving the best possible placement and services related to their individual needs and situations.

**Threat Assessment Data – Breakdown by Subgroup**

For the 2021-2022 school year, effective 11/15/2021, the SCSD has performed 113 threat assessments on students with a wide-range of enrollment status, from home education/virtual school to full-time enrolled students. The following is the subgroup data to date:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Threat Assessment on File** | **Total** | **Percentage** |
| **White** | 68 | 6524 | 1.0% |
| **Black** | 10 | 1288 | 0.8% |
| **Hispanic** | 15 | 1502 | 1.0% |
| **SWD** | 20 | 1265 | 1.6% |

All students receive the 5 hours of mental health instruction as required by the State Board of Education. The SCSD has contracted services with outside counseling services to work with students in need.

One creative way that the SCSD will work on the social, emotional and mental health needs of all students is by having eSports teams at 3 of our secondary schools. The teams will increase student engagement in their schools by providing an extra-curricular program for students who often not participating in other types of activities. Title IV will purchase the technology items necessary and pay supplements to esports coaches. This is just one example of an out-of-the-box approach to being proactive with students’ mental health needs.

**Part III LEA Plan for Safe Return of In-Person Instruction**

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

**Part IV: Assurances**

**The district must agree to ALL of the assurances by checking the corresponding boxes.**

**Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

**Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

**Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

**Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.

**Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

**Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| --- |
| **Name and title of person responsible for completion and submission** |
| Janene Fitzpatrick, Assistant Superintendent of Instruction |
| **Contact information: email, phone number** |
| [janene.fitzpatrick@suwannee.k12.fl.us](mailto:janene.fitzpatrick@suwannee.k12.fl.us) 386-647-4647 |
| **Superintendent signature (or authorized representative)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Ted L. Roush, Superintendent Date* |