

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**Pinellas County Schools 520**

**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).

**Total Allocation for Activity 1: $79,356,322**

**Item 1:** Provide funding for Voluntary Prekindergarten (VPK) materials and supplies for 40 new VPK classrooms. These materials and supplies will provide a variety of resources in support of classroom instruction, student interventions, and differentiated instruction. ($650,000)

**Item 2:** Provide funding for salary for 38 Pre-K teachers, 38 Child Development Associates (CDA’s) and 15 Varying Exceptionalities teachers to staff a free, full-day VPK program at 26 schools. The 26 schools will be prioritized based on the Title I Rank and Serve list and will serve schools with the highest percentage of free and reduced lunch students. The district has committed to full-day prekindergarten programs to ensure all students are kindergarten ready. ($3,364,368)

**Item 3:** Provide funding for salary for Pre-K teachers and CDA’s and printing/supplies for the Rising Kindergarten Kickoff to Kindergarten Summer Program. This project will provide programming for children in the summer before entering kindergarten. The Rising Kindergarten Kickoff to Kindergarten program will offer 6 weeks of summer learning for Summer 2022 and Summer 2023. Nemours BrightStart! Level 1 intervention will be provided. The project will place a strategic focus on incoming kindergarten students, including targeted intervention for students with the most significant needs. ($1,604,396)

**Item 4:** Provide funding for stipends for teachers and printing/supplies for the Rising K School Year Program. This program will provide before/after school programming using Nemours BrightStart! Level 2. Schools will identify kindergarten students with the most significant needs to participate in before/after school intervention groups for school years 2021-22 and 2022-23. ($691,638)

**Item 5:** Provide funding for instructional materials and supplies for kindergarten classrooms. Instructional materials will include books for students, learning materials, and manipulatives for kindergarten classrooms to support standards-based instruction. Teachers will use these instructional materials in core instruction, small group-guided practice and independent reading. ($50,000)

**Item 6:** Provide funding for salaries for 17.5 teachers (12.5 elementary and 5 middle) that were added to schools after the 2021-22 ten-day count. These teaching units were added due to a larger-than-anticipated number of students returning to school. The units will provide continuous instruction and allow for the least interruption for students. It will also allow for class size to be met and social distancing to be maintained to the greatest extent. ($1,483,174)

**Item 7:** Provide funding for salaries for nine full-time Graduation Enhancement Program (GEP) high school teachers. These teachers will provide educational alternative support for high school students for course and credit recovery at district high schools. ($762,776)

**Item 8:** Provide funding for additional summer duty for GEP high school teachers to contact families and work with students at risk of not graduating. ($7,108)

**Item 9:** Provide funding for Marco Learning AP Grading Support for all AP Core Content teachers. This program will provide students with detailed, actionable, and personalized feedback related to FRQ responses from an objective reader. The use of this program will help to accelerate student writing growth, better equip teachers with data and increase teacher capacity and effectiveness. ($415,956)

**Item 10:** Provide funding for additional duty and training supplies/materials for grades 9-12 teachers to facilitate planning and updating curriculum resources aligned to the new Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and to create content to train teachers. Teachers will also create district cycle assessments aligned with the new standards. ($80,000)

**Item 11:** Provide funding for stipends for 10 teachers (5 English Language Arts (ELA) and 5 Math) to provide live virtual support for the Extended Learning Program. Students who engage in the Applerouth digital platform will be able to attend live lesson support to improve skills to achieve concordant scores for graduation in Math and ELA. ($5,490)

**Item 12:** Provide funding for Student Data Systems Discovery Contract with Fearless Solutions, LLC for student performance data system and PCS digital transformation. Fearless will partner with PCS to review current systems and make recommendations to modernize the PCS student data ecosystem into a unified, single access platform developed from user feedback and based upon industry B.E.S.T. practices. The Discovery phase will employ techniques founded upon human-centered design principles and will deliver a plan for modernization. To properly understand and support students to reduce COVID-19 learning loss and ensure systems are prepared if the need to move to virtual arises, PCS needs the automated capability. ($300,047)

**Item 13:** Provide funding for extended day salaries for teachers at seven targeted schools in the PCTA agreement (Low 300). Extended day will be used to recover learning loss for students during the three school years of 2021-22, 2022-23, and 2023-24. ($5,100,000)

**Item 14:** Provide funding for stipends for teachers to provide math tutoring beyond the school day for one hour per day. Tutoring will be for 3rd, 4th, and 5th grade students from January 4, 2021, through April 30, 2022. Last year’s trend data showed growth for students when teachers opened their classrooms to allow students to have extra time and support using DreamBox and small group tutoring. The goal is to reduce the negative trend in math scores due to COVID-19. ($2,548,789)

**Item 15:** Provide funding for Gimkit membership for all 4th and 5th grade teachers to present highly engaging academic study sets for science content review in preparation for state assessments. Gimkit will be used during school hours, during extended learning, as well as virtually to review science concepts and vocabulary in a highly engaging format. Teachers can focus on under-performing standards as well as standards review from previous grades. ($125,000)

**Item 16:** Provide funding for salary for 11 full-time teacher tutor positions (1 per high school) to support closing math learning gaps for students in Algebra 1 classes. Students in Algebra 1 in 2021-22 have had a year and a quarter of potential mathematics learning loss from being online in middle school. Algebra proficiency and learning gains data is below 40% in each of these schools. ($1,910,194)

**Item 17:** Provide funding for K-12 math textbook adoption. In order to fully support students with the implementation of the new Florida B.E.S.T. Standards, these materials will allow for a full adoption at all grade levels, including materials to mitigate learning loss in mathematics as a result of COVID-19. A full adoption of the math textbooks will provide teachers and students with a consistent transition to the new standards. ($6,757,495)

**Item 18:** Provide funding for instructional materials to provide all math teachers with a B.E.S.T. Instructional Guide for Mathematics (B1G-M) to support understanding and implementation of the new standards. The standards booklets are a critical resource to support and deepen teacher understanding and implementation of the standards. The B1G-M includes a deep analysis of the information related to each specific course. ($10,800)

**Item 19:** Provide funding for licenses for nine high schools for FEV Tutor for 2 years. FEV Tutor provides students with virtual algebra tutoring for students in Algebra 1. Students will have access to the online tutors during the school day as well as after school and weekends for algebra homework help/tutoring. Students in Algebra 1 in 2021-22 have had a year and a quarter of potential mathematics learning loss from being online in middle school. Algebra proficiency and learning gains data is below 40% in each of these schools. ($1,109,160)

**Item 20:** Provide funding for three-year subscription to IXL Math to provide mathematics supplemental instruction, formative data, and extended learning day opportunities for students in Algebra I and Geometry. The three-year subscription (2021-22, 2022-23, 2023-24) will reduce overall costs to the district and allow for consistent implementation of mathematics instruction and interventions for high school students who need support in Algebra 1 and Geometry courses. Provide funding for subscription to Math IXL for the 2024-25 school year for all middle and high school students to extend the learning day. This program will assist in the recovery of learning loss in mathematics due to COVID-19 and support success in mathematics performance, including Algebra 1 and Geometry ($369,475)

**Item 21:** Provide funding for instructional materials (Star books for kindergarten classrooms). Based on the research of Elizabeth Sulzby, Star book reading provides young children the opportunity to develop emergent print concepts and recreate texts using storybook language. Teachers at 77 schools will receive 48 Star books to support children during Star book reading. Star book reading accelerates the guided reading process and reduces the impact of COVID-19. ($121,992)

**Item 22:** Provide funding for instructional materials (books) for grades 3-5 teachers. Teachers will receive multiple titles of books listed on the grade-level B.E.S.T. Standards booklists. These texts will be used throughout the school year to support students as they meet grade-level benchmarks. Texts have been selected to provide students with background knowledge in topics covered by other content areas. This will help students to build the vocabulary and schema that will help them be successful in their academic endeavors. State guidelines call for districts to include at least 33% of texts from the booklists. This plan will exceed the recommended 33%. The goal is for Pinellas students to be better positioned to tackle the complexities of the state assessments. ($1,760,680)

**Item 23:** Provide funding for subscription to NewsBank, an organized, searchable bank of newspapers from 200 countries dating from the late 1600s to present day. The texts are digital primary sources which are organized into Core 4: Black Life in America, Access World News, America’s Historical Newspapers/Timeline, ResearchRocket. Using this resource, the B.E.S.T. Standards K-12 ELA requirements of comparing texts across time periods, researching, and rhetoric will be met as well as the social studies and science standards alignment for use of primary documents. This resource will be accessible by all K-12 teachers and students. ($115,560)

**Item 24:** Provide funding to purchase reading resources from the Florida Joint Center for Citizenship in print form to be used as a class set for all district civics teachers. These reading resources were developed to give students an additional, explicit understanding of each benchmark that is assessed on the End of Course (EOC) Assessment. They will be used during instruction, as remediation, and for review. This resource is intended to provide students with additional support as civics scores in 7th grade dropped as a result of COVID-19. ($29,474)

**Item 25:** Provide funding for salaries for an Administrator on Special Assignment, instructional staff developer, and psychologist for the Equity Department for the 2nd year. Due to COVID-19, students have experienced learning loss and increased levels of trauma. The Equity Department is tasked with overseeing, training, and supporting schools around equity, restorative practices, cultural relevance and leading with social justice. The Equity Department will assist teachers and administrators in supporting the academic, social-emotional and behavioral needs of students and help accelerate learning at all levels. ($2,191,926)

**Item 26:** Provide funding for salaries for Family & Community Liaisons to increase work status from part-time to full-time positions. Many of our district schools have large numbers of mentors/volunteers. Additionally, several schools have over 100 Take Stock In Children (TSIC) scholarship recipients. It is important to ensure that these students are matched with mentors. Family and Community Liaisons will ensure that students struggling with the return to school due to COVID-19 are provided mentors so that these students have a caring adult to provide direction and support during these difficult times. ($73,459)

**Item 27:** Provide funding to purchase 90 laptops (30 laptops per year for three years) for Family and Community Liaisons. These laptops will be secured by the Office of Strategic Partnerships and distributed to liaisons when requested. The laptops are needed to host virtual mentoring sessions, volunteer trainings, co-facilitate virtual tutoring, family engagement meetings and community partnership collaborations. As a result of COVID-19, the need for virtual meetings and mentoring sessions has increased. ($74,250)

**Item 28:** Provide funding for contract with Naviance Super Users. Naviance Super Users will assist the district to identify weaknesses in Naviance implementation and refine those areas including updating scope and sequence, identifying professional development, and assisting peers. Successful districtwide implementation will ensure all students have access to postsecondary options according to their needs to increase overall mental health. During COVID-19, there was a decline in postsecondary enrollment and FAFSA completion for our students. Naviance will aid in helping students identify options and necessary next steps. ($5,383)

**Item 29:** Provide funding for student field trips aligned to course standards for enrichment and to deepen understanding of state standards. These funds will be used to fund transportation (district buses and/or commercial transportation, field trip admission fees and classroom substitutes when needed. Students were not able to take field trips for over 18 months due to COVID-19 which limited cultural, social-emotional, and academic experiences. ($1,389,475)

**Item 30:** Provide funding for transportation for Summer Bridge to ensure students have access to summer learning loss activities. Students unable to receive transportation from their families will be provided transportation to and from Summer Bridge sites. Eliminating transportation as a barrier for students to participate in Summer Bridge ensures that students with learning loss receive the additional academic support needed to accelerate learning. ($2,200,000)

**Item 31:** Provide funding for contract with Dreambox, K-5 Math Digital Resource, to provide elementary students with additional practice and support in K-5 mathematics for school years 2022-23, 2023-24 and 2024-25. With the use of this program, students can extend the learning day using their computer to improve fluency in mathematics. Dreambox access will provide additional opportunities for students to recover learning loss due to COVID-19. ($1,800,000)

**Item 32:** Provide funding for the purchase of K-12 science instructional materials. These materials will support the new B.E.S.T. Standards and the science adoption process in the 2023-24 school year. New instructional materials will assist students to engage with the new standards. As the state conducts the 2023-24 science adoption process, this will allow for full and immediate implementation of the new benchmarks. ($5,000,000)

**Item 33:** Provide funding for the purchase of K-12 social studies instructional materials. These materials will support the new B.E.S.T. Standards and the social studies adoption process in the 2022-23 school year. New instructional materials will assist students to engage with the new civics, Holocaust, and character education standards. As the state conducts the 2022-23 social studies adoption process, this will allow for full and immediate implementation of the new benchmarks. ($5,000,000)

**Item 34:** Provide funding for eighty percent (80%) Reading Recovery teacher salaries to implement Reading Recovery programs at targeted elementary schools. Schools will fund the additional 20% of teacher salaries through school funds. These positions support the district strategic goal of decreasing the percentage of Level 1 students as measured by MAP in grade 1 at targeted schools. Additionally, these positions support the Bridging the Gap plan of implementing strategies based on close monitoring of students with personalized learning plans and ensuring evidence-based interventions are in place. ($3,000,001)

**Item 35:** Provide funding for contracted services with Literacy Community Partners to focus on providing literacy support for students through extended learning after school, on weekends, and in the summer. Literacy partners with a history of successful literacy implementation practices will work with students who the school district has not had success connecting with through traditional extended learning programs. This plan helps to expand the reach of extended learning support for students who have experienced learning loss due to COVID-19. ($350,000)

**Item 36:** Provide funding for salary for K-2 Reading and ELA Specialist to extend this position for the 2024-25 school year. This position will provide support to targeted high-need schools to assist teachers in developing curriculum, preparing and using curriculum materials, and understanding techniques that stimulate and motivate students. The focused support provided by this position is designed to assist teachers with accelerating learning for students who suffered learning loss due to COVID-19. ($130,000)

**Item 37:** Provide funding for $50 per day incentive for substitutes to extend through December 17, 2021. Due to COVID-19, the need for substitute teachers has increased. It has been challenging to recruit and retain substitutes to meet current needs. The district implemented an additional $50 per day incentive for substitutes to fill teacher absences. This funding will allow the incentive to be extended an additional 20 days. ($968,850)

**Item 38:** Provide funding for instructional materials and supplies for Summer Bridge program. Funds will be used to purchase academic materials for summer extended learning programs for 2021-22, 2022-23, and 2023-24. The materials and supplies will support student learning and engagement to accelerate learning and mitigate learning loss as a result of COVID-19. ($1,050,000)

**Item 39:** Provide funding for stipends for PreK-12 Performing Arts/Music tutoring and mentoring. Music instructors will provide small group instruction to address learning loss, but not all students have access to private teachers for that instruction. Providing instructions for private lessons and small group instruction is essential for rebuilding programs and supporting learning loss as many students participating in virtual learning during the start of the pandemic are performing below grade-level expectations. Provide funding for salaries to expand elective sections in high schools to allow students to experience enrichment opportunities during the school day they missed during the pandemic. ($321,885)

**Item 40:** Provide funding for curriculum materials for PreK-12 Performing Arts. Class sets of common performing arts textbooks and method books will be provided for students. Unlike other subject areas that are under district adoption, performing arts students currently must purchase their own textbooks to participate. The economic impact of COVID-19 on family budgets has created additional financial gaps. The financial requirements associated with these courses create an access issue to student participation. ($400,000)

**Item 41:** Provide funding for salaries for two data analysts to support student and system data tracking and evaluation support. These positions will provide dedicated personnel for progress monitoring, metrics and evaluation support, data reporting, disaggregation and dashboarding for district and school teams. These positions support student acceleration and continuous improvement. ($460,000)

**Item 42:** Provide funding for the purchase of additional instruments for PreK-12 Performing Arts programs for band and orchestra. Due to abnormal take home processes during COVID-19 and a need to eliminate sharing instruments, instrument inventories must be replenished and expanded to meet student needs. The NFHS Aerosol study research suggests the elimination of student sharing of band and orchestra instruments. With a large percentage of PCS music students using school-owned instruments, there is a need to expand inventory to support new B.E.S.T. practices. ($250,000)

**Item 43:** Provide funding to purchase sets of scientific calculators for 25 schools for student use. Calculators will now be allowed in Grade 6 for the new B.E.S.T. Standards. These additional calculators will ensure that all schools have enough in their classrooms for testing. Calculators will assist students in the computations aligned with the new standards. Students will practice and become accustomed to the calculators throughout the school year in preparation for use on the state assessment. ($37,500)

**Item 44:** Provide fund for the purchase of instructional materials and supplies for the mental health triage teams. These will be utilized to support schools’ expansion of Tier 1 and Tier 2 Social-Emotional Learning (SEL) and mental health interventions. Schools will have the materials and trainings needed to implement the interventions. Students are returning to school with a variety of mental health needs due to COVID-19. Prior to screening for individual needs, the team must ensure all students are receiving core SEL. ($80,000)

**Item 45:** Provide funding for salaries for six intervention teachers (3 at Azalea MS and 3 at John Hopkins MS). These teachers will provide interventions to struggling students. The focused support provided by these positions is designed to accelerate learning for students who suffered learning loss due to COVID-19. ($508,512)

**Item 46:** Provide funding for STEM/STEAM instructional materials. Funds will be used to purchase Lego Education BioQMotion (Elementary), Lego Education Middle School Plus and Makeblock mBot Coding Kits (Elementary and Middle School) for the STEM/STEAM elementary and middle school programs. These kit bundles will assist teachers with magnet-theme integration and increase desirability of program offerings at the four elementary and four middle school STEM magnet programs. ($25,000)

**Item 47:** Provide funds for classroom library books at Woodlawn ES. These funds will purchase culturally relevant and diverse classroom library collections for each Woodlawn ES classroom. Students will be able to see themselves in the books they read and to read about people unlike themselves. New books will help to engage students in reading. As a result of COVID-19, there is a need to reduce learning loss and improve ELA performance and student achievement. ($12,000)

**Item 48:** Provide funds for instructional materials and supplies for theme integration. These funds will provide theme integration materials and supplies for Mildred Helms ES, Kings Highway ES, Bay Point ES, Woodlawn ES and Largo MS. Materials and supplies to include posters, signage and other resources will ensure theme integration is evident in all classrooms, common areas, and campus wide. Due to COVID-19, there is a need to reengage students that withdrew from programs at these schools. ($200,000)

**Item 49:** Provide funds for instructional materials to support Boys Study-Lego Education. LEGO Education’s Story Tales Sets with Storage Kit will be purchased. One kit per school will be provided for kindergarten use. The kit integrates literacy into various STEM challenges to better engage boys in literacy and provides lesson plans for teachers to combine and incorporate literacy into the STEM challenges. Due to COVID-19, there is a need to narrow learning loss and reduce gender literacy gaps. ($1,485)

**Item 50:** Provide funding for College of William and Mary consultant. This gifted curriculum consultant for ELA will work with district staff to design William and Mary ELA units for grades 1-8 to align to B.E.S.T. Standards. The consultant will assist with writing district pacing guides and will provide professional development for teachers to facilitate implementation. This will facilitate implementation of the standards for all grade levels at one time. The plan is to write curriculum/pacing guides in school year 2021-22 and implement in school year 2022-Working with the College of William and Mary, the district will be able to more quickly choose and align supplemental gifted curriculum for ELA in district Centers for Gifted Studies. This will strengthen program and increase student growth. During COVID-19, there was a gap in performance of gifted students on Florida Standards Assessment (FSA) and their peers across the state. ($40,000)

**Item 51:** Provide funding for Early Literacy supplies, materials and supports. These supplies and materials will provide support for the Pinellas Early Literacy Initiative, Reading Recovery and other early literacy efforts to close literacy gaps among PreK-2 students. Due to COVID-19, students experienced learning loss. Additional support for literacy initiatives will help to mitigate learning loss and close learning gaps for students. ($450,000)

**Item 52:** Provide funding for subscriptions to Renzulli Learning for 2024-25. Renzulli Learning supports accelerated learning for students. Due to COVID-19, students experienced learning loss. Additional resources will help to mitigate learning loss and close learning gaps for students. ($85,000)

**Item 53:** Provide funding for contract with National Postsecondary Strategy Institute (NPSI) to support student counseling and college and career readiness. The district was selected to participate in the NPSI nest and will receive direct support in enhancing systems and supports that directly impact schools, students and families. This contract directly provides for building and enhancing the district school counseling systems and supports related to accelerating learning, successful rigorous course progressions, graduation and postsecondary exploration, application and enrollment. Enrollment in postsecondary education has been impacted due to COVID-19. ($25,000)

**Item 54:** Provide funding for additional duty for 69 Algebra 1 and Algebra 1A teachers at all high schools to receive an additional hour of planning time each week. Teachers will be provided with on-site professional development (PD) working with district Math 9-12 instructional staff developers to grow their algebra content knowledge and pedagogical skills. Additionally, each teacher who participates will be provided with an ALGEBRA Teacher Toolkit with algebra manipulatives and other supplies for engaging students in the algebra standards. Due to COVID-19, students in Algebra 1 this year have had a year and a quarter of potential mathematics learning loss from being online in middle school. Algebra proficiency and learning gains are below 40%. (Additional duty-$273,575; Supplies-$96,000)

**Item 55:** Provide funding for salaries for 46 ELA teachers and two instructional staff developers for Year 2 of Project 23. This project provides additional ELA academic support and interventions for students in grades K-3 to promote accelerated learning and mitigate learning loss as result of COVID-19. ($4,200,000)

**Item 56:** Provide funding for two instructional staff developers for ELA. These instructional staff developers will be coaching teachers in the B.E.S.T. practices for reading to bring every student up to grade level and beyond. ($170,000)

**Item 57:** Provide funding to purchase curriculum for ELA K-2 as part of instructional materials adoption. PCS has partnered with Public Consulting Group to create a customized curriculum for all K-2 students. These instructional materials align with the new B.E.S.T Standards and will be the core instructional materials for all students in grades K-2 for the next five year. They will be used to increase student literacy proficiency. Students across PCS may have experienced learning loss as a result of the pandemic. These materials will serve as the primary curriculum to improve literacy rates. (($3,918,440)

**Item 58:** Provide funding to purchase subscriptions for Generation Genius for the 2024-25 school year. These subscriptions will provide students and classrooms with digital supports in grades K-8. ($278,127)

**Item 59:** Provide funding for instructional materials, B.E.S.T Standards Booklets for ELA grades 3-5. All grades 3-5 teachers will receive a standards booklet. The standards booklets are a critical resource to support and deepen teacher understanding and implementation of the B.E.S.T Standards. Addressing the challenges of COVID-19 requires teachers to be ready to engage all students on a fast track to grade level. This requires teachers to have a deep understanding of the standards and benchmarks, making grade-level content the top priority. The standards booklets are a necessary resource to help teachers deeply understand content knowledge and skills. ($5,400)

**Item 60:** Provide funding for STEM expansion to include contracted services ($500,000), furniture ($1,000,000), technology ($500,000) and instructional materials and supplies ($750,000). The STEM program will be expanded in middle and high schools to provide engineering exploration pathways for students. Due to COVID-19, there is a need to provide students with engaging school programs to accelerate learning and mitigate learning loss. ($2,750,000)

**Item 61:** Provide funding for contracted services for AVID tutors to provide tutoring services for 6000+ AVID elective students during Spring 2022, Fall 2022, Spring 2023 and Fall 2023. This funding will provide for 3,000 tutor hours per semester. There has been an increase in the number of AVID elective students and a decrease in success in accelerated courses. COVID-19 has caused a great deal of turnover in AVID teachers and has exacerbated gaps in performance for underserved students. With 50% AVID coordinators and elective teachers new to their role, it is critical to provide the additional support for AVID tutorials. ($195,062)

**Item 62:** Provide funding for Students Targeted at Risk (STAR) teachers and assistants for three years. Many STAR students make such great progress in this model that they can “catch up” and have more than one year of learning gains. ($10,243,462)

**Item 63:** Provide funds for reimbursement to charter school for addressing learning loss activities.Activities mayincludeevidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and interventions to respond to students’ social, emotional, and academic needs to address the disproportionate impact of COVID-19 on underrepresented student subgroups. ($3,581,680)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e., copy of invoices, bank statements, payroll time sheets, etc.

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

**Total Allocation for Activity 2 (A): $15,412,534**

**Item 1:** Provide funding for contracted services for magnet school training. A Leading Successful Magnet Schools workshop will be provided for all Magnet administrators and coordinators to examine exemplar practices in model magnet schools throughout the country. Teacher leaders, school administrators and magnet support personnel will be introduced to several tools for planning next steps to becoming strong programs. Schools will be provided with tools to strategically implement Standards of Excellence to strengthen programs and create attractive and desirable programs to regain lost students. ($7,000)

**Item 2:** Provide funding for contract for Kagan Win-Win Training Boys Study Schools to address learning loss. Kagan is an evidence-based instructional approach with a track record of addressing learning loss challenges. Kagan Win-Win Discipline training will be provided for Woodlawn ES staff to provide consistent language and structures throughout the school. This training will allow participants to identify the four types of disruptive behavior, recognize the seven positions from which they spring, and what to do in the moment of disruption. This workshop will be the foundation for later efforts with Ron Clark and the Leader in Me programs. ($32,450)

**Item 3:** Provide funding for contract with Barbara Blackburn/BC Group Rigor training. This training will be provided for DAP and Boys Study schools during a 3-day workshop on different aspects of rigor. Sessions will include motivation, Rigor: What is it and What does it Look Like in the Classroom, Rigorous Instruction, Rigorous Assessments and Rigorous Differentiation. This training will provide teachers with practical, easy to implement strategies to focus on rigor, motivation, instruction, assessment, differentiative and leadership. This will assist with mitigating learning loss and reducing subgroup achievement gaps. ($24,000)

**Item 4:** Provide funding for a professional library for each of the Boys Study Schools. The library will consist of 16 books that cover biological differences, teaching with the brain in mind, movement, engaging boys in literacy, the Writing Revolution, rigor, social-emotional, student engagement strategies and lesson plans. The professional library will provide a resource for teachers to support elimination of the gender literacy gap. ($5,631)

**Item 5:** Participants will learn and practice different cooperative structures that will build student engagement and reduce behavior incidents. The Kagan training or DAP and Boys Study Schools will be held for 100 teachers per day for 2 days of training. Teachers will learn to boost student achievement through practical, classroom proven structures and to incorporate the new B.E.S.T Standards content training. Due to COVID-19, there is an increased need to create safe environments for learning and to build a sense of safety and belonging in the classroom and school. ($41,800)

**Item 6:** Provide funding for contract with Focus 5 and WholeHearted Education to provide arts integration training to teachers at Lakewood ES, Sandy Lane ES, and other interested schools. This training will provide teachers an opportunity to learn to teach lessons using arts integration and to provide students with choices in how they show teachers what they know. Learning loss due to COVID-19 has necessitated the need for innovative and engaging teaching techniques. Creating enhanced academic supports for students will support acceleration and academic growth in all grade levels and content areas. ($30,000)

**Item 7:** Provide funding for contract with International Institute for Restorative Practices (IIRP) Train the Trainer. IIRP will train the district cadre of Restorative Practices trainers who will then train staff throughout the district. Due to COVID-19, many students have experienced learning loss, lack of sense of belonging, and conditions that are not conducive for positive educational experiences. ($72,000)

**Item 8:** Provide funding for additional duty for Equity instructional staff developers. Equity staff developers will work extended hours during the summer to provide professional development training for teachers. The Equity Department is working to ensure the academic, social-emotional, and behavioral needs of all students are identified and met. ($71,082)

**Item 9:** Provide funding for contracts with local artists/educators in the arts to work with art teachers to bolster student instruction, increase engagement, and provide curriculum support. Assisting teachers through mentoring, tutoring and skills demonstration will help students improve proficiency. Artists/educators will visit Title 1 and Transformation Zone schools to work alongside art teachers on a rotation schedule. The main purpose is to provide instructional support and increase student engagement after experiencing learning losses due to COVID-19. The goal is to create more opportunities for student growth, acceleration, and to help prepare secondary students for college and careers by learning from those already in the field. ($121,814)

**Item 10:** Provide funding for travel expenses for K-12 ELA and Math District Implementation Teams. These teams will be comprised of principals, teachers, specialists, executive directors and teacher leaders. The teams will attend B.E.S.T. Standards Professional Development by the FLDOE during the 2021-22 and 2022-23 school years. ($30,000)

**Item 11:** Provide funding for stipends for teachers to attend district professional development activities beyond the school day and during the summer for school years 2023-24 and 2024-25. Professional development activities include training in B.E.S.T. Standards, student engagement, and closing achievement gaps. Due to COVID-19, there is a need to provide teachers with relevant and informative professional development to help them meet the needs of students, mitigate learning loss, and increase student engagement. ($3,229,500)

**Item 12:** Provide funding for a contract with Parent Teacher Home Visits Inc. This training will be provided to teachers in Transformation Zone schools to facilitate training of Parent Teacher Home Visit Project. There will be three Hybrid training sessions, and the contract includes training materials. The training and materials will prepare teachers to conduct virtual and face-to-face home visits. The Parent Teacher Home Visit Project is key to effective parent/family engagement and building effective home/school relationships. ($16,500)

**Item 13:** Provide funding for stipends for K-2 teachers to attend 9 hours of training beyond the school day on B.E.S.T. Standards during the 2021-22 school year. Teachers who attend the training will receive multiple sets of 6 packs of books designed for small group instruction. Teachers will unpack the texts in relation to the foundational strand, reading strand with a focus on prose, poetry and informational texts. Teachers will learn to use data generated by ELAC to match texts to the standards and student needs. This plan places a strategic focus on K-2 teachers and instruction, where acceleration occurs more rapidly, by ensuring teachers have a clear understanding of the new K-2 ELA standards, knowledge of the science of reading and evidence-based practices, as well as a plan and recourses for meeting the needs of students not meeting benchmarks in the early grades, reducing the impact of COVID-19. ($1,882,669)

**Item 14:** Provide funding for salary for Senior Professional Development Coordinator. This position oversees the planning, scheduling and facilitation of all professional development coming from the District Equity Department. This includes Equity and Excellence, Restorative Practices, Culturally Relevant Teaching and the Brain, Equity Champion continuing education, MTSS, book studies and all other trainings offered by this division. Due to COVID-19, many students have experienced learning loss, lack of sense of belonging, and conditions not conducive for a positive educational experience. The Equity Department works to ensure the academic, social-emotional and behavioral needs of all students are identified and met. ($347,565)

**Item 15:** Provide funds for registration and travel expenses to attend conferences and professional development for Equity Department instructional staff developers. Attending conferences and professional development opportunities is necessary for our instructional staff developers to increase their knowledge and stay up to date with Equity in Education. Due to COVID-19, many students have experienced learning loss, lack of sense of belonging, and conditions not conducive for a positive educational experience. The Equity Department works to ensure the academic, social-emotional, and behavioral needs of all students are identified and met. ($65,000)

**Item 16:** Provide funding for salary for five MTSS instructional staff developers to support five struggling middle schools. These positions will provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and B.E.S.T. practices to improve student achievement. They will assist with facilitating the implementation of the problem- solving process with the school-based team and all school staff to ensure that students receive appropriate interventions as needed. ($1,379,964)

**Item 17:** Provide funding for stipends for teachers to attend training beyond the school day and during the summer. These stipends will cover trainings for multiple curriculum areas including Digital Learning, K-12 ELA, K-12 Math, ESE, Early Childhood, Gifted, Advanced Studies and AVID. These stipends will be used for teacher training in response to the pandemic. This includes training in supporting students who have experienced learning loss, training in B.E.S.T. Standards to bring teachers up to date on training they missed out on due to the pandemic, including training in technology and training in instructional strategies that support accelerated learning. ($5,597,800)

**Item 18:** Provide funding for salary for instructional staff developer to coordinate the implementation of new instructional materials in grades K-5 in accordance with new B.E.S.T. Standards. This position is for the 2021-22 and 2022-23 school years. The customized curriculum requires a project manager to work closely with PCG who is partnering with PCS on the curriculum. The instructional staff developer will serve as the project manager. The state of Florida is implementing new B.E.S.T. Standard and the state plan for COVID-19 relief calls for districts to ensure teachers and students are prepared for the implementation of the standards. These funds are part of a larger project to ensure all teachers receive materials, training and implementation resources for the standards. ($191,127)

**Item 19:**  Provide funding for additional duty to facilitate training for 9-12 ELA for B.E.S.T standards. ($47,388)

**Item 20:** Provide funding for stipends for 10 experienced community liaisons to train and support schools who have new or do not have a liaison. The liaison position solicits community members to mentor students. Students especially need mentoring to keep them on track after the unusual school experience of COVID-19. ($5,382)

**Item 21:** Provide funding for additional duty to community liaisons for schools with exceptionally high numbers of Take Stock In Children students. Some liaisons are only part-time, this funding would allow the liaisons to have extra hours to ensure every student is served. ($213,863)

**Item 22:** Provide funding for salary for instructional staff developer for Charter School Department. This position will help support charter school families and provide dedicated support to charter schools to assist with mitigating learning loss and accelerating learning as a result of COVID-19. This position will assist with the increased workload in the Charter School office with guiding parents, monitoring compliance with state statutes and guiding parents in the transition back to public charter schools, if they chooseand provide funds for reimbursement to charter schools for PD activities, including personnel, conferences, in person and virtual training, travel, consultants and stipends for teachers/staff to attend trainings. ($1,746,726)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e. Copy of invoices, bank statements, payroll time sheets, etc.

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

**Total Allocation for Activity 2 (B): $991,383**

**Item 1:** Funding will be provided to purchase an interpreter handbook as well as backdrops for recording teacher lessons at three hub schools. These materials and trainings will support the interpreting services required for students who are deaf/hard of hearing (DHOH) to meet their diverse needs and implement their Individualized Education Programs (IEPs). The supplies will also allow the interpreters to have what is needed for recorded lessons for students who remain virtual. ($600)

**Item 2:** Provide funding for the purchase of the Braille Press Association Webinar for four braille transcribers, Accessibyte annual license, and voucher for Creative Cloud apps. The trainings and licenses are needed to support services for students that are blind or visually impaired to meet their diverse needs and ensure implement of their IEPs. ($1,675)

**Item 3:** Provide funding to purchase renewal of the Career Assessment Center Supplies Scope Account, print cartridges, and work-readiness supplies including USB drives, binders, and the HS team ZOOM renewal. These supplies will be used in helping advance students work-readiness upon graduation from Pinellas County Schools. ($3,072)

**Item 4:** Provide funding for registration and travel costs for the Florida Educators of Students who are Deaf and Hard of Hearing Education Conference. This training will support the interpreting services required for students who are deaf/hard of hearing to meet their diverse needs and implement their IEPs. Trainings will have a direct impact on DHOH population impacted during virtual instruction to combat training loss. ($775)

**Item 5:** Provide funding for additional duty for an ESE transfer team, a hospital homebound coordinator whose purpose is to pull data, and a professional development writing team. These positions will be needed to maintain proper compliance for ESE/hospital homebound students as well as assure correct placement for students coming in from and out of district. ($9,655)

**Item 6:** Provide funding for DHOH students’ online resources, expanded skills curriculum, the Virtua CASTLE program, and the Bilingual Grammar Curriculum. These funds will be used to contract with a speaker for the districtwide training in February. The training and curriculum will support the interpreting services required for students who are DHOH, to meet their diverse needs and for implementation of their IEPs. ($9,650)

**Item 7:** Provide funding to purchase orbit readers, white canes, and office supplies. The items are needed to support the necessary services for students that are blind or visually impaired to meet their diverse needs and implement their IEPs. ($4,898)

**Item 8:** Provide funding for materials and supplies necessary to provide students who are hard of hearing with the equipment they need to access their curriculum. These materials along with technology repair, supplies, accessories, and hearing assistive technology will ensure that students have been appropriately assessed and have the accessories needed to participate fully in their learning. ($54,603)

**Item 9:** Provide funding for registration for professional development trainings. Many ESE students who returned to in-person school are demonstrating a need for direct instruction on functional communication. ESE staff providing support to the schools need additional professional development (PD) to help meet the needs of students with Individualized Education Programs (IEPs). Registration will cover nine board-certified behavior analysts to attend three continuing education PD trainings. The PD will equip the behavior analysts to provide in-depth training to staff and parents to ensure consistent implementation and improved functional communication in all settings. ($1,815)

**Item 10:** Provide funding for professional development licenses and instructional materials to be purchased to help meet the needs of students with IEPs. Teachers will have access to LessonPix licenses for Pre-K to extended transition students, comprehensive literacy study books, and emergent readers curriculum. LessonPix is an online tool for implementing visual strategies to help visual learners and children with ASD. The licenses and materials will help improve knowledge of literacy instruction for teachers, improve student performance, and accelerate learning to combat learning loss during COVID-19. ($5,595 licenses; $750 instructional materials)

**Item 11:** Provide funding for teacher resource materials. Due to COVID-19, students with disabilities have shown a decrease in performance on assessments of reading. The Sourcebook has step-by-step reading interventions that teachers can use that are targeted and intentional. Teachers in K-12 will be provided with a copy of the Sourcebook and a guide of assessments and research articles to use in their classrooms. ($29,250)

**Item 12:** Provide funding for registration and travel for two ESE specialists to attend the state-level training for IEPs. The training will address the changes in legislation and expectations for schools to provide services to support the impact of COVID-19 on student learning. The specialists will share the training information and materials with the school teams. ($1,520)

**Item 13:** Provide funding for Battelle Developmental Inventory Screening Kit. The kit includes the screening test item book, test record forms, presentation cards, stimulus book, BDI-2 manipulatives, and the carrying case. The kits will be used to meet the Pre-KAT requirement measurement tools, meet the new state requirements for the Child Outcomes Summary (COS) process, and provide an updated assessment system that will help guide instruction to combat learning loss. ($35,000)

**Item 14:** Provide funding for instructional materials and supplies to support students with enhanced transition services to help them overcome the impact of COVID-19 quarantines and to accelerate learning. The materials and supplies for the transition services will be used in assisting advanced students to be work-ready upon graduation from Pinellas County Schools. Some of the supplies include resource placemats, Pathways Resource Guide, assessment flyers, and training materials. ($1,900)

**Item 15:** Provide funding for contracted services with Marie Ireland. The 3.5-day training will focus on Considerations of the Impact of Poverty upon language assessment validity for Speech Language Pathologists This training will support the necessary growth of our SLPs in the area of assessment and ensuring the measures we are using are valid. The training also provides better support for targeted assessment practices that will ensure equity in practices and improved therapy through better data derived by assessments. ($10,000)

**Item 16:** Provide funding for contracted services and supplies for training in sensory supports for ESE students in self-contained settings district wide. This will also include training for parents. The supplies purchased will be provided directly to teachers to provide to students. Students who will be returning from virtual learning have increased dysregulation. The training for the teachers and parents in use of sensory input using various sensory strategies and materials will very much help students with the information needed to help regulate. ($5,775)

**Item 17:** Provide funding for registration and travel for the Visions Conference in Orlando, mileage, hotel, and staff for the conference. Professional development will be used to help advance student work readiness upon graduation from Pinellas County Schools. ($4,400)

**Item 18**: Provide funding for printing costs for ESE High School to print Resource Placement, 50 HS Diploma and Transition Pathways Resource Guides, 100 Career Assessment flyers, 200 Brochures for On-the-Job Training and Work Readiness Programs, 100 Brochures for Supported Employment Services from Job Coaches, Training materials, as needed and Binders. These print materials will be used in helping to advance students’ work readiness upon graduation from Pinellas County Schools. To accelerate and overcome the impact of COVID-19 quarantines, students need to be provided with enhanced transition services. ($1,900)

**Item 19:** Provide funding for sensory Supports for all ESE, ASD, MMI and EBD units districtwide. ($3,000)

**Item 20:** Provide funding to access online curriculum writing training and curriculum writing training to serve gifted students. ($4,400)

**Item 21****:** Provide funding for purchase of equipment and supplies. This purchase will include Earmolds material for audiology, office supplies, hearing assistive technology repairs, and calibration of all audiometers in the district. Will also be used for hearing assistive accessories and FM systems for students. These items will ensure that students have been appropriately assessed and have accessories needed to participate fully in their learning. Due to COVID-19, students have experienced virtual instruction for longer periods of time. Equipment and assessments need to be updated and repaired to ensure students have what is needed to access their instruction to close potential learning gaps. ($71,600)

**Item 22:** Funding to purchase 540 copies of Teaching Reading Sourcebook for all ESE teachers k-12 as well as copy handout for practicing new skills and provide guide of assessment and research articles to complement the book. ($29,250)

**Item 23:** Funding to provide updated gifted screening, assessment, and evaluation for gifted students.($500,300)

**Item 24:** Provide funds for reimbursement to charter schools to service ESE students. ($200,000)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e. copy of invoices, bank statements, payroll time sheets, etc.

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

No activities

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

No 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 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.**

**Total Allocation for Activities 2 (F): ($7,482,983)**

**Item 1:** Provide funding for Cambio Group coaching for administrators and teachers at specific Transformation Zone schools. The objective of Cambio will be to assist these high-need schools in developing processes that lead to increased time spent in the classroom and a reduction of the use of exclusionary practices. Oversight of this activity will be provided by the Equity Department to ensure that academic, social-emotional and behavioral needs of students are identified and met. ($75,000)

**Item 2:** Provide funding for salary for Transformation Zone Reading/Language Arts specialist. This position was funded under CARES I and will continue with this funding for an additional two years. The Transformation Zone Reading/Language Arts specialist supports schools in the Transformation Zone by mentoring teachers, providing professional development and helping schools use data to drive instruction. The Transformation Zone supports the district’s most critical schools. ($240,542)

**Item 3:** Provide funds for in-county mileage for 15 coaches who support the Pinellas Early Literacy Project at Transformation Zone schools. The Early Literacy Project is focused on the early literacy achievement of students in VPK through 2nd grade at targeted elementary and community feeder preschools. Coaches provide support for VPK-2nd grade teachers to ensure that teachers have a clear understanding of early literacy, including the science of reading and resources to support students not meeting grade-level standards. ($13,800)

**Item 4:** Provide funding for contracted services for Restorative Practices trainers. This cadre of trainers is certified in Restorative Practices and will provide training for district teachers. Restorative Practices is a way to create community between all stakeholders on campus that results in a reduction in exclusionary practices. ($300,000)

**Item 5:** Provide funding for stipends for teachers to attend training in Restorative Practices, Equity and Excellence, and MTSS beyond the school day and on weekends. This training is designed to support the district mission to bridge the gap between theory and practice for educators through creation of an inclusive classroom culture. Due to COVID-19, many students have experienced learning loss, lack of sense of belonging and conditions that are not conducive for a positive educational experience. ($2,250,488)

**Item 6:** Provide funding for teacher resource materials and books for professional development trainings and book studies on Equity. Topics will include equity, restorative practices, cultural relevance and leading with social justice. These resource materials will assist teachers and administrators in supporting the academic, social-emotional and behavioral needs of students. ($60,000)

**Item 7**: Provide funding for in-county travel for Equity staff developers. Nine Equity staff developers serve 130 schools in the district. Staff developers observe classrooms and provide support to teachers and administrators in supporting the academic, social-emotional and behavioral needs of students. ($40,000)

**Item 8:** Provide funding for the purchase of district licenses for ByrdSeed TV (gifted programming). These licenses will provide for teacher access lessons for use with students and PD access for Gifted Department staff. ByrdSeed TV is a resource for K-12 gifted and talented pedagogy and support. During COVID-19, there was a gap in performance of gifted students on FSA and their peers across the state. To address this gap, the use of this resource will assist with growing teachers’ capacity with differentiating for gifted and talented students in pull-out gifted classrooms and in gifted clusters. ($12,000)

**Item 9:** Provide funding for iPads to replace current out-of-date models for required COS and GOLD student testing in PreK ESE. ($49,000)

**Item 10:** Provide funding for DP4, DIAL, and BDI3 Evaluation Tools and protocols for new required COS assessment for child outcome measuring for ESE. The use of the updated assessments will provide greater tools for guiding instruction to combat learning loss. ($35,000)

**Item 11:** Provide funding for additional duty for ESE Access teachers to develop and record live lessons for students on virtual instruction. Students who are currently registered for Pinellas Virtual need access to recorded teaching, in addition to live lessons, for better continuity of instruction. ($16,148)

**Item 12:** Provide funding for additional duty and professional development resources (books) for culturally relevant teaching practices. AVID Staff Developers will provide training beyond the school day and during the summer. COVID-19 has caused turnover in teaching staff and exacerbated gaps in performance for underserved students. This training will accelerate teachers’ understanding of implicit bias and to adjust instruction to diminish and/or eliminate the impact of bias on student learning. ($203,800)

**Item 13:** Provide funding for a contract with AVID Center to deliver AVID Path to Schoolwide Culturally Relevant Teaching: Transforming Educators strand in June 2022 and June 2023. COVID-19 has caused turnover in teaching staff and exacerbated gaps in performance for underserved students. This training will accelerate teachers’ understanding of implicit bias and to adjust instruction to diminish and/or eliminate the impact of bias on student learning. ($1,000,000)

**Item 14:** Provide funding for ThinkCerca licenses and a Premium PD package to support writing skills for Black students. Students will engage in a digital platform that provides writing instruction in an extended learning environment. This activity supports the district Bridging the Gap goal for Black student achievement. ($93,000)

**Item 15:** Provide funding for salary for Human Resources instructional staff developer for Equity. This position will work with and provide equity training for new and existing employees of the district to ensure the academic, social-emotional and behavioral needs of students are met. Due to COVID-19, many students have experienced learning loss, lack of sense of belonging, and conditions that are not conducive for a positive educational experience. ($215,801)

**Item 16:** Provide funding for salaries for two instructional staff developers to continue equity work in schools throughout the district. Due to COVID-19, many students have experienced learning loss, lack of sense of belonging, and conditions that are not conducive for a positive educational experience. The Equity Department works to ensure the academic, social-emotional and behavioral needs of every student are known and met. ($428,550)

**Item 17:** Provide funding for contracted services with an outside vendor to conduct professional development and provide an audit of district practices. Contracted professional development trainers will facilitate equity-based trainings throughout the district and identify areas of improvement within schools and offices. This information will inform district staff developers to plan and implement future trainings to meet improvement needs. ($100,000)

**Item 18:** Provide funding for computer hardware and other technology equipment for Equity instructional staff developers. The supplies will allow the instructional staff developers to be more efficient in creating training materials, facilitating in-person training of school-based staff, conducting virtual training, and supporting teachers and administrators in creating an equitable environment. The supplies will include laptops, printers, monitors, keyboards, mice, HDMI cords, dongles, and computer memory upgrades. Due to COVID-19, many students have experienced learning loss, lack of sense of belonging, and conditions that are not conducive for a positive educational experience. ($72,454)

**Item 19:** Provide funding for stipends for teachers to receive 12 hours of International Institute of Restorative Practices training, equity training and intensive MTSS training. ($2,277,400)

**Item 20:** Provide funding for salary for Secretary IV for District Equity Department. This position will be responsible for payroll, purchasing, and file maintenance as well as scheduling and reporting trainings in PLN for Restorative Practices. This position supports the work of the Equity Department to ensure the academic, social-emotional, and behavioral needs of all students. ($208,000)

**Item 21:** Provide funding for salary for Director of Early Childhood for 2021-22. Many Voluntary Pre-Kindergarten (VPK) students were not able to have a full Pre-K experience during the pandemic and missed out on critical learning experiences. However, within the last year, the VPK program has expanded from 1,500 to 2,300. The Director of Early Childhood position is necessary to ensure the implementation of a program that aligns with the district's strategic goals, mitigates learning losses, and provides positive learning outcomes. The position will coordinate the large-scale expansion of the VPK program in the district. It will be for the remainder of the 2021-22 school year and will transition to operating dollars in the 2022-23 school year. ($91,977)

**Item 22:** Provide funding for salary for Data Analyst for attendance. During COVID-19, enrollment and attendance trends decreased. Therefore, the district’s goal is to increase enrollment to pre-COVID-19 levels (or more). The Data Analyst will support enrollment/re-enrollment strategies and analyze data for actionable next steps at the district and school levels. This position will directly support the data needs of the schools and district teams to help increase attendance and enrollment. Some duties will consist of data reporting, disaggregation, and dashboarding so the district and school teams can focus on strategies that help school enrollment, attendance, and engagement. ($268,116)

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

No activities

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

No activities

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

**Total Allocation for 2 (I): ($1,995,328)**

**Item 1:** Provide funding to purchase supplies to sanitize and clean all school facilities and buses. The supplies will be used to successfully maintain enhanced district mitigation practices for COVID-19 regarding cleaning and disinfecting all district buildings, schools, and buses. The cleaning and disinfecting processes will comply with the District’s Fall 2021 Guiding Practices and Protocols. The supplies include microfiber surface cleaning systems, mop pads, cleaning mop buckets, telescopic mop handles and frames, washing machines for washing and sterilizing plant operations microfiber towels. ($203,000)

**Item 2:** Provide funding to purchase floor fans to dry carpets in areas where body fluids must be cleaned by a wet carpet cleaning method. The floor fans will ensure the carpets are not ruined while complying with the District’s Fall 2021 Guiding Practices and Protocols. ($67,000)

**Item 3:** Provide funding to purchase Kaivac cleaning machines to provide school buildings and buses with a simple approach to cleaner and safer floors. The devices are 60 times more effective at removing soil and contaminants than standard mopping, offering faster and more sanitized areas. ($400,000)

**Item 4:** Provide funding to purchase carpet extractors/vacs/pressure hoses and in FY 2022-23 continue the same process and purchase restocking supplies ($226,000)

**Item 5:** Provide funding to purchase handheld sprayers, backpack sprayers, and batteries for the sprayers. Plant operators will use the sprayers to clean and disinfect the walls and surrounding areas in district buildings, school buildings, and buses. In FY 2022-23 and FY 2023-24, the district will continue this cleaning and disinfecting process and reorder restocking supplies ($65,000)

**Item 6:** Provide funds for reimbursement to charter schools to clean and sanitize facilities. ($1,034,328)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e., copy of invoices, bank statements, payroll time sheets, etc.

**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.**

**Total Allocation for Activity 2 (J): ($509,632)**

**Item 1:** Provide funds for overtime pay for plant operations costs accrued for COVID-19 flu vaccine clinics held on 10/16/2021. School-based operations staff were on site to open gates and buildings, ensure adequate restroom facilities and supplies and to assist with any issues/concerns. ($1,114)

**Item 2:** Provide funds for the addition of six teaching units to assist with the increased enrollment in virtual school due to COVID-19. These units will continue instruction and allow for the least interruption of students while maintaining class size and social distancing to the greatest extent possible. ($508,518)

**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.**

**Total Allocation for Activity 2 (K): $18,299,494**

**Item 1:** Provide funding for the purchase of 500 RecordX Document Cameras to refresh aging devices in schools. These devices are a secondary teaching tool used with the interactive projector or Smart Board. Teachers use these devices to share text, present content through printed documents and model problem-solving processes. The devices are a key factor in assisting teachers in delivering same content to both face to face and online activities as a result of COVID-19. ($130,000)

**Item 2:** Provide funding to purchase 200 ScreenBeam devices to connect wirelessly with any type of display, such as a large TV monitor or interactive projector. This gives the presenter the ability to move about the room during instruction creating more engaging lessons. Students may be given a code that enables them to share their screens with the classroom display. These devices will support content delivery and engagement in learning. ($130,000)

**Item 3:** Provide funding for the purchase of staff and student laptops and computers to support accelerating students to close learning gaps. This purchase ensures that students and staff members have the technology needed to support classroom and extended learning platforms and to ensure students and staff can access and keep continuity of instruction (e.g., student or staff absence/quarantine). These purchases ensure all classrooms have grade-level appropriate technology to support accelerated learning or access to digital platforms, resources and instructional delivery. ($11,789,779)

**Item 4:** Provide funding for the purchase of other technology/hardware needs (headphones, printers, connectors, digital readers, iPads, styluses, charging stations) to support accelerating learning and closing the learning gaps. These purchases ensure all classrooms have grade-level appropriate technology to support accelerated learning or access to digital platforms, resources and instructional delivery. ($921,090)

**Item 5:** Provide funding for contracted services support to write RFP, provide technical support in RFP review process and provide ongoing expertise with the process to modernize over 40 databases/platforms that contain student data that do not currently systematically integrate. Currently, data lives in multiple data warehouses that do not automatically integrate. The funds will provide technical expertise and support, vendor selection and onboarding/contract and implementation for PCS data ecosystem modernization. ($600,000)

**Item 6:** Provide funding for district platform licenses to support online and virtual learning opportunities for students, families, and staff. Due to COVID-19, many professional development and student/family learning sessions are hosted and streamed virtually. District level licenses are needed for platforms such as Zoom, JotForm, Canvas. ($75,000)

**Item 7:** Provide funding for the purchase of interactive projectors, SMART Boards and SMART flat screen TVs. These funds will provide interactive projects in middle and high schools, SMART Boards with interactive projectors for elementary schools, or SMART flat screen TVs where needed. These devices are a primary teaching tool for presentation of content as well as interactive activities to increase engagement in learning. Teachers will use these devices to share text, present content through the online textbook applications, NearPod, Lumio or websites. For in-classroom instruction, these devices support content deliver and engagement in learning. When faced with a simultaneous instruction model, these devices allow the teacher to present the same material to online students and in class students. ($2,027,000)

**Item 8:** Provide funding for the purchase for educational technology for students who are served by our district that aids in regular and substantive interaction between students and their classrooms teachers. Specifically, this allocation will be used to purchase one-year licenses of Accelerated Reader by Renaissance. This product will allow students to receive feedback on the texts reading while also helping to measure learning loss and restore reading proficiency. ($27,598)

**Item 9:** Provide funding for stipends for personnel to check and repair devices for PCS Connects one-to-one student device initiative. ($645,900)

**Item 10:** Provide funding for reimbursement to charter schools for the purchase of educational technology (including hardware, software, and connectivity) to aid 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. ($1,800,000)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e., Copy of invoices, bank statements, payroll time sheets, etc.

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

**Total Allocation for 2 (L): $9,892,352**

**Item 1:** Provide a Health Prevention Clerk to manage the Youth Mental Health First Aid and oversee the management of training, stipends, and materials for student services. ($172,000)

**Item 2**: Provide funding for the Franklin Covey Leader in Me K-12 whole-school improvement model. Leader in Me Core will establish a sustainable social-emotional learning culture that meets the needs of the whole person. Leader in Me offers a schoolwide experience for staff, students, and parents so schools can realize greater success with student achievement, family involvement, improved attendance, student engagement, staff satisfaction and a supportive school environment. ($1,050,000)

**Item 3:** Provide funding for the Inner Explorer program, a series of daily 5-10-minute, audio-guided mindfulness practices. The program focuses on key areas of development, bringing mindfulness to education and helping students prepare for learning. Inner Explorer cultivates all core competencies of Social Emotional Learning. ($42,000)

**Item 4:** Provide funding to contract with The Boys & Girls Clubs to implement evidenced-informed strategies to prevent health problems associated with key youth risk-taking behaviors. A trauma-informed approach will be utilized that recognizes the widespread impact of trauma and responds with fully-integrated trauma-informed staff practice, policies, and procedures. ($831,600)

**Item 5**: Provide funding to contract with the Arts Conservatory for Teens (ACT) to provide creative and cultural educational opportunities for youth and teens. Professional training in the arts will provide a focus on building character through essential academic and behavioral development training to ameliorate the adverse effects of COVID-19 and leverages resources to contribute to improving the behavior and self-esteem of youth in the program. Family engagement activities to address mental health concerns with effective recovery practices will be hosted. ($137,500)

**Item 6:** Provide funding for a UCONN gifted ELA Consultant and sets of children’s books to facilitate social-emotional learning for gifted learners in all elementary school gifted classrooms. The UCONN consultant will assist with the choice of culturally relevant children’s books and create lessons for teachers to ensure appropriate social-emotional learning lessons for gifted students. ($10,000 consultant, $63,180 books)

**Item 7:** Provide funding forsalaries for a Triage Team consisting of five school counselors, two psychologists, and three social workers. The Triage Team will identify Tier 1, Tier 2 and Tier 3 needs primarily related to trauma from COVID-19 and isolation associated with COVID-19. ($834,427)

**Item 8:** Provide funding for Youth Mental Health First Aid (YMHFA) training and supplies. These funds will provide stipends for trainers, stipends for teachers to attend training, and digital seat and digital materials for use during the training. The training and supplies are needed to comply with FL Statute 1012.584 Continuing Education and In-service training for youth mental health awareness and assistance. Due to COVID-19, many students and staff members have experienced isolation, loss and grief. Training individuals in YMHFA will help staff to identity those in need and triage until the appropriate interventions can occur. ($1,482,125)

**Item 9:** Provide funding for Naviance College and Career platform to increase students’ exposure to postsecondary planning and options. This will increase student awareness and confidence in their postsecondary path ultimately helping them to feel better about themselves. Choosing a pathway that best suits everyone will likely increase overall mental health. Naviance will be utilized in classrooms for grades 6-12. School counselors will conduct grade level specific lessons to assist students in self-exploration, career interest and postsecondary options. During COVID-19, there was a significant decrease in enrollment in postsecondary institutions. The use of Naviance will assist us to identify these students and provide opportunities. ($1,498,014)

**Item 10:** Provide materials and supplies to support protocols used to evaluate and determine causes for impairment in learning and social-emotional functioning within the educational setting. These materials and supplies will assist social workers to determine strengths and deficits when completing evaluation and determination for services. ($25,000)

**Item 11:** Provide funding for Franklin Covey Seven Habits of Highly Effective Families. Our district goal is to have every school with trained personnel to work with the families in their schools to facilitate partnerships between families and schools to give strategies for every student to succeed. (543,824)

**Item 12:** Provide funding for student Peer to Peer tutoring program. Students in high school will receive compensation for tutoring other students. Peer to peer tutoring is proven to be effective to re-teach and assist in understanding of classroom curriculum. Students working in the program will have a demonstrated understanding of subject matter and the ability to assist other students. ($539,718)

**Item 13:** Provide funding for seven counselors to service students with mental health needs and assessments. ($1,583,243)

**Item 14:** Provide funding for one Exceptional Education counselor to provide counseling services at an ESE center. ($205,413)

**Item 15:** Provide funds for reimbursement to charter schools for mental health services and supports. ($1,000,000)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e., copy of invoices, bank statements, payroll time sheets, etc.

**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.**

**Total Allocation for 2 (M): 18,297,500**

**Item 1:** Provide funding for salaries for personnel to staff district Summer Bridge program for school years 2021-22, 2022-23, 2023-24. Summer Bridge provides extended year support for K-12 students, providing academic experiences to help close learning gaps for students. Due to COVID-19, there is an increased need to provide additional summer support for students who have experienced learning loss due to possible lack of instruction during the pandemic. ($17,797,500)

The personnel to be funded include:

|  |
| --- |
| * Teachers |
| * ESE Teachers |
| * Nurses |
| * Bi-lingual asst. |
| * Support staff * Teen Interns |
| * Administrative Team |

**Item 2:** Provide funds for reimbursement to charter schools to provide transportation for students for supplemental afterschool and summer programs. ($500,000)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e., Copy of invoices, bank statements, payroll time sheets, etc.

**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 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.**

**Total Allocation for 2 (O): $2,476,328**

**Item 1:** The district will conduct school facility repairs and improvements to enable the operation of schools, to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Some activities will include purchasing water bottle filling stations ($400,000) to comply with the District’s Fall 2021 Guiding Practices and Protocols to provide students and staff with safe drinking water. In FY 2022-23, the district will purchase replacement filters for the water bottle filling stations ($44,000). The filters will help reduce lead, particles, and chlorine and help ensure continued safe drinking water for students and staff. ($444,000)

**Item 2:** Provide funds for reimbursement to charter schools for repair and improve operation of schools to reduce risk of virus transmission and exposure to environment health hazards. ($2,004,338)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e., copy of invoices, bank statements, payroll time sheets, etc.

**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.**

**Total Allocation for 2 (P): $9,002,226**

**Item 1:** Provide fundingfor the inspection, maintenance, repair, and upgrade of the indoor air quality of school facilities, included but not limited to mechanical and nonmechanical heating, ventilation, and air condition systems. Specifically, this allocation will be used for the replacement of Merv Dual 9A, Merv 11 and Merv 13 HVAC filters as needed. By changing these filters, we will be able to maintain enhanced mitigation practices for COVID-19 regarding air filtration, cleaning and disinfecting within all district buildings. This will ensure all schools comply with the Districts Fall 2021 Guiding Practices and Protocols. ($1,500,000)

**Item 2:** Provide funding to evaluate, inventory and replace air side equipment to include air handlers and fresh air makeup at multiple facilities. New side air equipment will assist in enhancing the air exchange rate to bring fresh air into classrooms. The evaluation and replacement of all air side HVAC equipment systems will modernize the equipment and bring the distribution of air throughout the facilities to current standards. ($7,502,226)

**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.**

**Total Allocation for 2 (Q): $4,925,719**

**Item 1:** Provide funding for the purchase of Instrument Bell Covers. Bell covers of various sizes will be purchased for schools for Band courses. Bell covers limit the airborne transmission of COVID-19. Bell covers were listed as a strong recommendation in both PCS and national health guidelines for music playing. ($26,490)

**Item 2:** Provide funding to develop strategies and implement public health protocols to align with state law for the reopening and operation of school facilities to maintain the health and safety of our students. Specifically, this allocation will used for temporary nursing services to provide full-time nurses to schools. This agreement with the nursing agency will allow all schools to have a full-time nurse assigned on an as needed basis to cover vacancies for the duration of the 2021-22 school year. Nurses will be available on all school campuses to assess the student and staff wellness while also assisting with helping control the spread of COVID-19. ($2,250,000)

**Item 3:** Provide funding to develop strategies and implement public health protocols to align with state law for the reopening and operation of school facilities to maintain the health and safety of our students. Specifically, this allocation will be used for the purchasing of cloth face masks with 3-ply ear loop in sizes child, medium, and large. These face masks will be available as needed for students and staff. This face covering will be for protection for staff and students against COVID-19. ($51,960)

**Item 4:** Provide funding to develop strategies and implement public health protocols to align with state law for the reopening and operation of school facilities to maintain the health and safety of our students. Specifically, this allocation will used for the hiring of a clerk specialist II position. The position will handle calls and emails from employees with regards to COVID-19 and will serve as a member of the district’s COVID-19 team. Because of ongoing concerns, the district COVID-19 team has seen an increase in calls and emails. This hiring will help with the increased caseload. ($97,269)

**Item 5:** Provide funding for contract for COVID-19 testing at no expense to employees. ($2,000,000)

**Item 6:** Provide funds for reimbursement to charter schools for developing and implementing public health protocols for the reopening operation of school facilities to effectively maintain the health and safety of students, teachers, and other staff. ($500,000)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e., copy of invoices, bank statements, payroll time sheets, etc.

**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.**

**Total Allocation for Activity 2 (R): $11,547,511**

**Item 1:** Provide funding for performance bonuses for administrators and teachers at three schools (Kings Highway ES, High Point ES, and Lakewood ES). These schools have increased their school grade by one or two letters. The teachers and administrators are eligible for performance pay. Due to COVID-19 students needed extra interventions to make up for learning loss. These schools were able to help students navigate the learning loss and make considerable learning gains. ($289,578)

**Item 2:** Provide funding for Communication Systems/Audio Visual Modernization for students, families and staff learning. The Pinellas County Schools Conference Hall and meeting areas will be updated with technology to allow for seamless, efficient and interactive virtual meetings, professional development and learning sessions for students, families and staff to extend the learning day and provide access to programming for accelerated student outcomes. The modernized system will replace outdated equipment and will reduce and maximize virtual streaming equipment. As a rapid response to COVID-19 a system was installed as a workaround to facilitate virtual sessions. A more permanent and industry standard resolution is needed to invest in more integrated and modernized ways of work to maximize time and development of students and staff. ($300,000)

**Item 3:** Provide funding for the review and modernization of District Cyber Security practices and systems. Funding will be used to integrate all systems to protect against internal and external attacks on digital/electronic systems. As a result of COVID-19, the district has expanded the use of digital/electronic systems. An enhanced review and support of cyber security is vital to preparedness and ensuring the district continues to guard against any internal or external disturbance of district systems. ($800,000)

**Item 4:** Provide funding for upgrading Student Reservation System and Interactive Mapping. Modernization of the Student Reservation System and Interactive Mapping is necessary to ensure students and parents have an integrated, user-friendly and enhanced system to enroll in Pinellas County Schools. This project will provide parents the ability to see, review and learn all programming options available so they can make an informed choice for their student’s school. Support regaining lost students and student enrollment through system modernization will provide high levels of family and student engagement and seamless integration processes for enrollment. ($600,000)

**Item 5:** Provide funds for contracted services for Student Data System Modernization Project to support the RFP process and provide implementation support. This contractual support will assist the district to write the RFP, provide technical support in the RFP process, and provide ongoing expertise with the process to modernize over 40 databases/platforms that contain student data. These databases/platforms do not currently systematically integrate as the data resides in multiple data warehouses that do not automatically integrate. This project supports accelerated learning by providing actionable data for progress monitoring and intervention tracking to support real-time adjustments to instruction. ($600,000)

**Item 6:** Provide funding for the implementation of the Student Data System Modernization project. These funds will be used to modernize the over 40 databases/platforms that contain student data that do not currently systematically integrate. Modernization and integration of the student data systems and the PCS digital ecosystem will ensure actionable data is available to students, teachers, and leaders to support real-time progress monitoring and intervention tracking to support student accelerated learning. ($6,600,000)

**Item 7:** Provide funding for contracted services to review and modernize school and district website practices, protocols and contracts to ensure ease of use and compliance with ADA standards and practice. With an increased number of systems going digital/electronic, enhanced review and support of district and school websites are vital to preparedness and alignment with all academic digital platforms and programs. ($259,000)

**Item 8:** Provide funding for two Kitchen A La Carts for Lakewood Elementary magnet program. These carts will enable the school to offer a nutritional lab/culinary aspect to their Health and Wellness Program. Engaging program offerings will assist with regaining and attracting students that were lost due to COVID-19. ($23,906)

**Item 9:** Provide funding for furniture to replace Montessori furniture for one classroom at Gulfport ES. These funds will help equip the classroom with updated furniture to create a more attractive and functional setting for students to support successful program implementation. A more appealing classroom will help to attract and regain lost students to the program due to COVID-19. ($3,000)

**Item 10:** Provide funding for RM-Consultant for District Engagement Team to provide training and support for the continuation of the District Family Engagement team. Collaborative work includes standards, core values, strategies and key performance indicators. Work will include updating the District Family Engagement Policy. The training adds value to our district direction as it relates to research and B.E.S.T. practices. It also connects the district to other districts who are doing similar work. Train the Trainer model will support sustainability as new employees are hired. All materials will be archived in the Office of Strategic Partnerships. ($15,750)

**Item 11:** Provide funding for the purchase of a Pace Media Server. A media server is a computer appliance or an application software that stores digital media and makes it available over a network. This server will allow storage of all virtual and streamed professional development and extended learning sessions for students, families, and staff. The Pace Media Server will allow the Communication Department to increase productivity in output and support effective communication with stakeholders by increasing the content creator’s efficiency in locating content in an organized digital library with searchable functions. With ongoing and rapid changes due to updates with COVID-19, the demand for virtual streaming sessions and cataloging of digital resources has increased. ($65,500)

**Item 12:** Provide funding to purchase Closed Captioning Equipment and Software. Closed captioning software is essential for video content creators. One of the greatest benefits of captioning is improving indexing for SEO purposes. Captions enable you to reach a broader audience and remove language barriers. Closed caption tracks ensure that your content is accessible for individuals with hearing impairments and provide privacy when listening to podcasts or watching viral video clips. In rapid response to COVID-19, the current use of a subscription-free, no cost YouTube caption feature and Sign Language Interpreter has not been inclusive for all stakeholder engagement needs during meetings, such as Board meetings and districtwide messaging. There is a need to utilize digital avenues of communication to be more inclusive of stakeholder language and hearing needs. ($65,500)

**Item 13:** Provide funding for contracted services for communication systems support. Technical support will be provided for large scale district virtual sessions or when multiple sessions are delivered on the same date and time. With the increased number of professional development and student/family learning sessions being hosted and streamed virtually, additional technical support is needed when large scale or multiple events are hosted. ($70,000)

**Item 14:** Provide funding for technical equipment, sound baffling and furnishings for District Podcasting Room. These funds will be used to modernize the podcast room and the quality of production and bring podcasting for the district up to industry standards. The current podcast production studio is mobile. The addition of a podcast room will provide the district with a designated location to engage stakeholders via podcast for student/family extended learning and staff professional development. ($40,000)

**Item 15:** Provide funding for salary for Cyber Security Director. This position will oversee Cyber Security for the district and will supports systems improvements for the district. The addition of extensive and comprehensive online learning during the pandemic revealed a gap in the district security system that needs to be addressed and maintained. ($312,057)

**Item 16:** Provide funding to purchase ASANA management tool for districtwide communication and task organization. ASANA is designed to improve team collaboration and work management. It helps teams manage projects and tasks in one tool. Teams can create projects, assign work to teammates, specify deadlines, and communicate about tasks directly in Asana. The workplace management dashboard helps streamline communication across teams. Due to COVID-19, there is a need for systems improvements across the district to meet the needs of students, teachers, and families. ($180,000)

**Item 17:** Provide funding for contracted services to provide support for building and writing reports. The state of and progress within ESSER/ARP projects will be critical to transparency and input for stakeholders. Funds will be utilized to support the development and ongoing communication of project progress with internal and external stakeholders. Reporting the comprehensive state of district ESSER/ARP projects that highlight progress metrics, organizational metrics, organizational efforts and future plans will serve as an accurate artifact and account of progress toward all goals within ESSER/ARP. ($200,000)

**Item 18:** Provide funding for addition duty pay for Head Plant Operators (HPOs) to accommodate Saturday and evening trainings. School-based HPOs must be on-site to open gates and buildings, ensure adequate restroom facilities and supplies, and to assist with any issues/concerns. Due to COVID-19, additional professional development trainings are being held throughout the districts in the evening and on Saturdays which necessitates the additional duty for the HPOs. ($2,369)

**Item 19:** Provide funding for stipends for teachers to conduct Parent Teacher Home Visits beyond the school day. After successful completion of the Parent Teacher Home Visits training, teachers will conduct home visits. The Parent Teacher Home Visit Project is key to effective parent and families’ engagement and building effective relationships. ($64,896)

**Item 20**: Provide funding for incentive pay for bus drivers. The COVID-19 pandemic has impacted the labor force, and the district has stopped receiving applications for bus driver positions. Therefore, the district would like to provide attendance incentive pay to bus drivers. The funds will provide an incentive for bus drivers to report to work each day, reducing the number of open routes and increasing on-time performance. ($538,250)

**Item 21**: Provide funding for stipends and materials for Reading Recovery teachers and school-based teachers to plan and provide family engagement trainings beyond the school day. Reading Recovery family engagement materials and supplies will support families and teacher trainings. These reading materials will support long-term learning loss due to COVID-19 and increase literacy among the target population. ($14,533)

**Item 22**: Provide funding for Reading Recovery family engagement take home kits for Reading Recovery families. These kits will include reading books to build at-home libraries. These materials and supplies will also be used to support families and teacher trainings. The supplies will support long-term learning loss due to COVID-19 and increase literacy among the target population. ($37,500.)

**Item 23:** Provide funding for salary for Coordinator-Marketing and Social Media. This position will directly support outreach and student re-enrollment strategies and analyze data for student assignment. Due to COVID-19, there is an increased need to ensure that all students who should be enrolled in Pinellas County Schools are engaged in high-quality instruction within a district school that meets the individual student and family needs. ($193,472)

**Item 24:**  Provide funds for reimbursement to charter schools for activities that are necessary to maintain the operation and continuity of services and continuing to employ existing staff. ($465,672)

For Charter Schools to receive reimbursement for ESSER/ARP funds, the Charter School must submit to the LEA for review and approval the following documents:

* Instructional Continuity Plan
* Budget Narrative
* Application Narrative
* Assurances

All reimbursement requests must be submitted to the LEA on school letterhead. Requests must include the appropriate documentation, i.e., Copy of invoices, bank statements, payroll time sheets, etc.

**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.**

**Total Allocation for Activity 2 (S): $9,402,679**

**Item 1:** Provide funding for salaries for Special Projects personnel to manage ESSER grant for Year 3. Personnel funded will include Clerk Specialist II, Financial Analyst, and Assistant Director for grant management. These positions will provide fiscal and programmatic management for ESSER grants. Duties will include preparing project and budget amendments as needed, providing ongoing consultation and technical assistance for district and school officials, monitoring expenditures and facilitating reimbursements to charter, and assisting with preparation for project monitoring. ($747,434)

**Item 3:** Provide funding for the purchase of eCivis grant management platform. The platform provides all project managers a single platform to manage fiscal and programmatic portions of the award. Each project manager will have a login to manage their portion of all ESSER/ARP grant awards. Due to an increase in grant funds for the district, there is a need for a single platform to manage the ESSER/ARP awards for fiscal and monitoring documentation. ($80,000)

**Item 4:** Provide funding for contracted services for specialized support charter schools in ARP application process including responsibility for approving ARP amendments for charter schools and will provide fiscal and programmatic support for all ESSER and ARP charter funds in collaboration with district staff. ($55,872)

**Item 8:** Provide funding for indirect costs for management of the grant in multiple departments and other costs associated with COVID-19. ($7,757,805)

**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.**

**2021-2024 American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund LEA Plan, Application and Assurances**

**Pinellas County Schools**

**Student Enrollment**

|  |  |  |
| --- | --- | --- |
| **Pinellas School District** | | |
| **Fall Student Enrollment** | | |
| **Category** | **2019** | **2021** |
| Economically Disadvantaged | 61.7% | 60.5% |
| Current English Language Learners | 6.6% | 6.3% |
| Homeless | 2.2% | 1.5% |
| Migrant | \* | \* |
| Military Family Student | 0.3% | 0.3% |
| Students with Disabilities | 13.7% | 14.2% |
| American Indian/Alaskan Native | 0.2% | 0.2% |
| Asian | 4.3% | 4.2% |
| Black/African American | 18.9% | 19.0% |
| Hispanic | 17.7% | 18.3% |
| Multiracial | 4.6% | 5.0% |
| Native Hawaiian/Other Pacific Islander | 0.3% | 0.3% |
| White | 54.1% | 53.0% |
| Female | 48.5% | 48.5% |
| Male | 51.5% | 51.5% |
| \*Data are suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by an asterisk (\*). *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | |

Pinellas County Schools serves a diverse student population, with a total of 96,068 students enrolled as of November 2021.

**Student Achievement in 2021 and Goals for 2024**

The State of Florida has set goals for student achievement by 2024 in the areas of English Language Arts, Mathematics, Science, and Social Studies, as part of the State Strategic Plan. Based on the performance of Pinellas County Schools students on Florida Standards Assessments, the state has set projected, ambitious, and aspirational goals for student achievement. The district has implemented initiatives and programs to support increases in student achievement and provide remediation for learning loss due to COVID-19.

**English Language Arts**

The total percentage of students achieving grade level or higher performance on the ELA state assessment was 55% in 2019 and 52% in 2021. Based on this trend, the state projects a goal of 59% of Pinellas students scoring a Level 3 or above on the state assessment by 2024; an ambitious goal of 65% of Pinellas students scoring a Level 3 or above on the state assessment by 2024; and an aspirational goal of 90% of Pinellas students scoring a Level 3 or above on the state assessment by 2024.

***English Language Arts Assessment Results, by Student Subgroup: Pinellas County Schools***

|  |  |  |
| --- | --- | --- |
| **Category** | **% Level 3 and Above** | |
| **2019** | **2021** |
| Total Students | 54.6% | 51.7% |
| Economically Disadvantaged Students | 41.3% | 38.4% |
| English Language Learners | 32.7% | 31.0% |
| Students in Foster Care | 37.4% | 33.7% |
| Students Experiencing Homelessness | 32.5% | 30.8% |
| Migratory Students | \* | \* |
| Students with Disabilities | 25.0% | 22.8% |
| Black/African American Students | 28.3% | 25.9% |
| Hispanic Students | 47.4% | 45.1% |
| Multiracial Students | 57.6% | 55.5% |
| White Students | 64.3% | 61.3% |
| \*Data are suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by an asterisk (\*). *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | |

The statewide achievement gap between students in the White and African American subgroups is evident by the 29% difference in achievement in English Language Arts (ELA). At the state level in 2021, 63% of White students scored Level 3 and above in ELA, compared to 34% of African American students. This disparity was even wider in Pinellas County, with 61% of White students scoring Level 3 or above, and only 25% of African American students achieving this same level of proficiency. The difference of 36% in student achievement between these two student subgroups indicates the need to provide targeted interventions to support students of color in ELA.

***English Language Arts Assessment (FSA) by Grade Band***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade Band** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| FSA English Language Arts, Grades 3-10 | 54% | 55% | 51% | 52% |
| FSA English Language Arts, Grades 3-5 | 55% | 57% | 54% | 54% |
| FSA English Language Arts, Grades 6-8 | 52% | 54% | 48% | 51% |
| FSA English Language Arts, Grades 9-10 | 53% | 54% | 50% | 50% |
| *Source of Data: Florida Department of Education, Florida Standards Assessments, District 2019 and 2021 Comparison Report, English Language Arts by Grade Groupings* | | | | |

FSA achievement among students in grades 3-5 dropped by 1%, and the district has implemented several programs to support the acquisition of early literacy skills necessary to support improvement in elementary Language Arts. Pinellas County Schools has placed a focus on promoting and improving early literacy and has established pre-kindergarten VPK programs at 26 school sites.

***Performance of Pinellas VPK Completers on the FLKRS Assessment***

|  |  |  |
| --- | --- | --- |
| **Category** | **% of Pinellas County Schools VPK Completers Ready for Kindergarten, by Student Subgroup** | |
| **2018-2019 Program** | **2019-2020 Program** |
| Total Students | 70% | 64% |
| Economically Disadvantaged Students | 56% | 57% |
| Black Students | 52% | 51% |
| Hispanic Students | 60% | 57% |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | |

Pinellas County Schools is the largest VPK provider in the county, with 153 VPK classrooms at 26 schools for the 2021-22 school year, which 38 additional units than the 2020-2021 school year. The district has prioritized establishing VPK sites in primarily low-income communities that serve a large population of students of color. As part of the District Strategic Plan, Pinellas County Schools is committed to preparing students for kindergarten by providing quality early learning experiences through the establishment of free public-school VPK programs within communities that indicate highest need. The district has focused these efforts on school zones which serve students of color and lower income families, in order to provide the foundational academic skills and knowledge that early learners would not otherwise acquire through alternative childcare programs or without the ability to access to quality VPK programs. The Florida Kindergarten Readiness Screener was used to determine the locations for expansion of the VPK program to school sites that had lower percentages of students entering kindergarten with an adequate readiness level. To provide continuous support to these students, the district is piloting the state’s STAR Early Literacy progress monitoring system and conducting assessments in VPK throughout the school year (3 times) to provide ongoing reporting of student learning needs and allow for immediate interventions. The VPK Assessment measures print knowledge, phonological awareness, mathematics, and oral language/vocabulary, and the identification of learning gaps in these categories will allow specialized interventions to support skill development. Funding will allow the continued staffing, development (furniture, supplies, curriculum), and monitoring of VPK sites and support the expansion to more school locations. The district is also working with Health Services to provide vision, hearing and health screenings to the students attending the VPK program at the elementary schools and at the district-supported community preschools.

The goal of Pinellas County Schools is to prepare students for kindergarten readiness. In addition to the district’s VPK programs, the Rising Kindergarten program invites early learners to participate in a Kickoff to Kindergarten Summer Learning program, for additional academic support based on assessment scores. As the school year begins and progresses, kindergarten students in need of continued intervention are supported during and beyond the school day for extended learning opportunities. The Pinellas Early Learning Initiative (PELI) is a partnership between Pinellas County Schools and the University of Florida Lastinger Center, to provide PreK-2 teachers with job embedded professional development to transform early learning and literacy at Title I schools.35 Elementary schools in Pinellas County participate in this partnership. Hiring and training highly skilled teachers and providing professional development to support teachers gaining additional professional learning opportunities, including an endorsement in reading, will allow the district to narrow the learning gap among early elementary students who experienced learning loss due to COVID-19. Over 1,800 K-5 teachers in Pinellas County have obtained the Reading Endorsement, which enable them to support striving readers. The district is utilizing the Early Literacy Formative Assessment Check (ELFAC) to examine the five components of reading skills for students in grades K-2. It will allow educators to identify the need for specific literacy skills development and allows the teacher to immediately address student needs based on learning gaps. Students are placed in intervention groups based on specific learning needs, and instructional materials and supplies have been intentionally selected to engage early learners and support growth. Funding will support continued professional development to provide teachers and administrators with an understanding of the ELFAC, how to administer and score the assessment, and how to use the ELFAC and other foundational skills assessments to drive instruction.

***Fall/Winter 2020-2021 Round One Reading Recovery***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Students Enrolled in Program** | **Total** | **Black** | **Hispanic** | **White** | **Multi-Racial** | **Other** |
| Number of Students Receiving 1:1 | 116 | 72 | 15 | 21 | 7 | 1 |
| Number of Students Served in Groups | 356 | 246 | 35 | 54 | 16 | 5 |
| *Source: Reading Recovery Update, March 2021, Pinellas County Schools* | | | | | | |

Pinellas County Schools is committed to building the foundation for all students to read on grade level by third grade through professional development, school-day tutoring, and community engagement. The district continues to implement the Reading Recovery intervention to provide low-achieving first graders with tutoring support. This intervention serves the lowest-achieving first graders who are in need of extensive supports to reduce learning gaps and understand the concepts necessary to master reading and writing skills on grade level. Students at the 14 Reading Recovery schools receive a 30-minute lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. Students continue to participate in these lessons until they meet grade-level expectations and can return to general instruction in the classroom. Reading Recovery teachers work with four or five individual students daily and conduct small reading groups within 1st grade classrooms with additional students. At Reading Recovery schools within the district, 15-20% of students participate in these intervention groups. In addition to Reading interventions during and after the school day, the district has prioritized supporting parents and families in the engaging and learning of their emergent readers. Through the PCS Connects Level Up initiative, monthly videos offer parents fun and engaging tips to support literacy in the home with a focus on oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. This programming provides parents of students in grades K-2 with ideas and materials to extend learning to the home environment and is especially helpful for students from low-income and non-native English-speaking households.

***Grade 3-5 Achievement in English Language Arts***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| Total Students | 55.2% | 56% | 54.4% | 57% |
| Economically Disadvantaged Students | 42.4% | 48% | 40.8% | 43% |
| English Language Learners | 22% | 23% | 18.3% | 19% |
| Students with Disabilities | 26.3% | 28% | 26.3% | 25% |
| Black/African American Students | 29.7% | 41% | 27.9% | 35% |
| Hispanic Students | 48.3% | 54% | 48.2% | 50% |
| White Students | 65.9% | 69% | 65.4% | 66% |
| *Source: Florida PK-12 Education Information Portal, Assessments*  *(Retrieved November 8, 2021, edstats.fldoe.org)* | | | | |

Through contract with PCG, the district has focused on K-2 implementation of newly aligned resources to the B.E.S.T. Standards in ELA. The district will continue this partnership in the development of curriculum to support the grades 3-5 ELA B.E.S.T. Standards, which includes teacher editions, consumable anthology sets for students, booklists, and standards-aligned books for classrooms. The work in elementary ELA curriculum writing and alignment to state standards addresses foundational issues and includes embedded instructional supports for all learners. The fully aligned curriculum will provide teachers and students with literacy-rich concepts and topics designed to build knowledge, and strategically addresses the needs of students of color and those that are economically disadvantaged, to ensure culturally responsive teaching and learning.

***Grade 6-8 Achievement in English Language Arts***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| Total Students | 52.2% | 54% | 48.2% | 51% |
| Economically Disadvantaged Students | 38.7% | 44% | 34.5% | 40% |
| English Language Learners | 7.8% | 12% | 8.2% | 10% |
| Students with Disabilities | 15.1% | 19% | 12.3% | 17% |
| Black/African American Students | 25.5% | 37% | 22.1% | 34% |
| Hispanic Students | 43.6% | 51% | 41.1% | 48% |
| White Students | 62.7% | 65% | 58.1% | 61% |
| *Source: Florida PK-12 Education Information Portal, Assessments*  *(Retrieved November 8, 2021, edstats.fldoe.org)* | | | | |

Comparison of 2019 and 2021 student achievement in ELA, as measured by the FSA, indicates the greatest decline among students in grades 6-8 (-4%), with this grade band also performing below the state percentage of students scoring Level 3 or higher. Pinellas County Schools will provide targeted interventions to promote improvement in English Language Arts, especially at the middle school level, by providing extended learning beyond the school day to support student literacy. The district will utilize ThinkCERCA as a platform, pedagogy, and professional development resource in the implementation of blended learning in ELA. This program will provide support to improve the literacy and writing skills of students of color in Pinellas County schools, and support the district’s Bridging the Gap initiative of improving the academic achievement of Black students.

***Grade 9-10 Achievement in English Language Arts***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| Total Students | 53.3% | 54% | 49.9% | 50% |
| Economically Disadvantaged Students | 37.6% | 42% | 34% | 38% |
| English Language Learners | 7.1% | 8% | 6.2% | 7% |
| Students with Disabilities | 16.4% | 18% | 13.7% | 15% |
| Black/African American Students | 24.8% | 35% | 23.4% | 33% |
| Hispanic Students | 44.2% | 49% | 41.6% | 46% |
| White Students | 62.6% | 66% | 59.1% | 61% |
| *Source: Florida PK-12 Education Information Portal, Assessments*  *(Retrieved November 8, 2021, edstats.fldoe.org)* | | | | |

To support high school level students in ELA, the district has developed intensive tutoring and test prep, to prepare students for taking the ACT or SAT, and to ensure that students can access extended learning programming either in-person or virtually for credit recovery or academic tutoring needs. The virtual programming and supports in ELA include digital platforms such as NewsBank and NewsELA, as well as Applerouth licenses to support virtual tutoring for improving skills necessary to increase proficiency and improve their concordant scores on the ACT for Math and ELA in order to meet their graduation assessment score requirement.

**Mathematics**

The total percentage of students achieving grade level or higher performance in mathematics was 57% in 2019 and 51% in 2021. Based on this trend, the state projects a goal of 66% of Pinellas students scoring a Level 3 or above on the state assessment by 2024; an ambitious goal of 73% of Pinellas students scoring a Level 3 or above on the state assessment by 2024; and an aspirational goal of 90% of Pinellas students scoring a Level 3 or above on the state assessment by 2024.

***Mathematics Assessment Results by Student Subgroup: Pinellas County Schools***

|  |  |  |
| --- | --- | --- |
| **Category** | **% Level 3 and Above** | |
| **2019** | **2021** |
| Total Students | 57.1% | 51.0% |
| Economically Disadvantaged Students | 45.4% | 38.9% |
| English Language Learners | 44.9% | 39.0% |
| Students in Foster Care | 39.8% | 36.4% |
| Students Experiencing Homelessness | 33.8% | 30.1% |
| Migratory Students | \* | \* |
| Students with Disabilities | 30.5% | 27.6% |
| Black/African American Students | 30.5% | 25.2% |
| Hispanic Students | 51.6% | 45.7% |
| Multiracial Students | 58.4% | 52.7% |
| White Students | 66.6% | 61.1% |
| \*Data are suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by an asterisk (\*). Source: Florida Know Your Schools Portal (Retrieved November 4, 2021) | | |

***Mathematics Assessment (FSA and EOC), by Grade Band***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade Band** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| All Mathematics (FSA and EOC), Grades 3-8 | 59% | 61% | 54% | 51% |
| All Mathematics (FSA and EOC), Grades 3-5 | 62% | 62% | 58% | 52% |
| All Mathematics (FSA and EOC), Grades 6-8 | 56% | 59% | 51% | 50% |
| *Source of Data: Florida Department of Education, Florida Standards Assessments, District 2019 and 2021 Comparison Report, All Mathematics by Grade Groupings* | | | | |

Comparison of 2019 and 2021 student achievement in Mathematics, as measured by the FSA and EOC, indicates the greatest decline among students in grades 6-8 (-5%). Pinellas County Schools will continue to provide targeted interventions to promote improvement in mathematics, especially at the middle school level. Pinellas County Schools will utilize IXL for remediation, assessment, and progress monitoring for all middle school students, as well as for Algebra and Geometry. The district will continue to focus professional development, collaborative planning, curricular materials, and instructional technology on the engagement of students in standards-based instruction and individualized interventions based on standards in need of remediation.

Through the PCS Connects Level Up program, the district provides access to at-home resources to support K-5 mathematics. Ready Classroom Mathematics is a robust mathematics program that helps children become strong, independent mathematical thinkers. Through this program, parents receive ideas and resources to use at home to support their child's learning of mathematics. In addition, parents explore how learning games increase mathematics fluency and helps students practice math skills in a way that develops internal motivation while encouraging productive struggle. This resource helps connect the parents to not only the mathematics curriculum for their elementary aged children, but to the school and district, as well. Resources and points of contact are available so that parents can reach out for answers to their questions and to receive helpful ideas to support their children. Virtual mathematics tutoring is also provided via PCS Connects Level Up, to students in grades 3-5 at schools across the district. More than 320 teachers received training on the strategic use of Dreambox Learning's Assignments feature and the district-created Spiral Review Power Point presentations. The district offers support to middle and high school students through their Clever/Canvas applications as part of PCS Connects, including targeted review opportunities through Nearpod, and virtual prep courses to ensure that middle school students are successfully prepared to succeed in their Algebra and Geometry courses for the following school year. In these virtual courses, students work at their own pace with support from a certified math teacher in the district.

***Algebra 1 and Geometry EOC Achievement***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mathematics EOC Exams,**  **Spring Administration** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| Algebra 1 EOC Exam | 56% | 62% | 59% | 49% |
| Geometry EOC Exam | 56% | 57% | 40% | 45% |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | | |

Comparison of 2019 and 2021 student achievement in mathematics, as measured by the Algebra 1 EOC exam, indicates a large disparity in achievement between students in grade 8 and 9. In 8th grade, Algebra 1 achievement declined by 10% from 2019-2021, and remained below the state percentage of students scoring a Level 3 or higher on the Algebra 1 EOC. In 9th grade, Algebra 1 achievement increased by 8%, and the district achievement at this grade level was 6% higher than the state percentage of students scoring a Level 3 or higher. When accounting for every grade level, Pinellas County student achievement in Algebra 1 increased by 3% and was 10% higher than state achievement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Algebra 1 EOC,**  **Spring 2021 Administration** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| Students in Grade 8 | 78% | 86% | 68% | 75% |
| Students in Grade 9 | 28% | 45% | 36% | 30% |
| All Grades | 56% | 62% | 59% | 49% |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | | |

The percentage of students scoring at or above Level 3 is 32% higher for 8th grade students taking Algebra 1, which indicates a need to provide additional support to 9th grade students in Algebra 1. Additional supports to increase student proficiency in mathematics involve the implementation of tutoring programs for 9th grade students in the Algebra 1 course. All 9th grade Algebra 1 students will have access to high-quality math tutoring through either the virtual platform (FEV tutor) or in-person tutors that will support students in the classroom at 11 Pinellas County high schools.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Algebra 1 EOC Achievement,**  **by Subgroup** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| All Students | 54.9% | 60% | 56.5% | 46.6% |
| Economically Disadvantaged | 41.3% | 50.6% | 43.6% | 35.9% |
| English Language Learners | 24% | 28% | 22.1% | 17% |
| Students with Disabilities | 20.6% | 26.7% | 20.9% | 17.2% |
| Black/African American | 28.2% | 42.7% | 24.8% | 27.4% |
| Hispanic | 46.7% | 56.2% | 52.5% | 42.6% |
| Multiracial | 53% | 62.7% | 55% | 51.5% |
| White | 64% | 70.9% | 65.2% | 58.9% |
| \*Black and Economically Disadvantaged | 19.3% | 39.7% | 13.8% | 23.8% |
| *Source: Florida PK-12 Education Information Portal, Assessments*  *(Retrieved November 8, 2021, edstats.fldoe.org)* | | | | |

The Algebra tutoring program ensures that the highest-need students have access to interactive, one-on-one instruction and support. Student achievement data indicates that the students with the greatest need are students of color who are economically disadvantaged. To combat the learning deficits experienced by these specific students, the 11 schools that will utilize in-person tutors are those with the highest population of students from these subgroups, in order to close the racial and socio-economic achievement gap. The tutoring initiative provides students with high-quality mathematics learning experiences in order to build the skills required to increase their proficiency in mathematics, demonstrate mastery on the EOC exam, and satisfy the Algebra 1 graduation requirement. This initiative requires specialized instructional training, high-quality curriculum and digital resources, and specialized teachers and tutors. The district has hired qualified tutors to provide in-person support at the 11 priority high schools; contracted with FEV Tutor to provide virtual tutoring to all students in Algebra and Geometry; and will provide math teachers with the supplies, training, and supports necessary to implement this initiative. Funding will support the creation of tutoring positions, purchasing resources aligned to state mathematics standards, and compensating personnel for time spent during district-facilitated training, school-based instructional planning, and additional time devoted to collaboration between teachers and tutors.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Geometry EOC Achievement,**  **by Subgroup** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **State** | **Pinellas** | **State** |
| All Students | 57.1% | 56.8% | 41% | 45.7% |
| Economically Disadvantaged | 43.4% | 46.2% | 28.4% | 33.4% |
| English Language Learners | 15.5% | 25.3% | 13.8% | 16.7% |
| Students with Disabilities | 25.7% | 24% | 12.4% | 17.9% |
| Black/African American | 22.9% | 35.5% | 14% | 23.5% |
| Hispanic | 47.6% | 52.4% | 32.9% | 40.7% |
| Multiracial | 59% | 62.3% | 43.4% | 50.9% |
| White | 66.5% | 69.1% | 51.4% | 59.5% |
| *Source: Florida PK-12 Education Information Portal, Assessments*  *(Retrieved November 8, 2021, edstats.fldoe.org)* | | | | |

Geometry EOC data also indicates a need to provide remediation throughout the year, so the district has taken steps to provide targeted interventions to address gaps in learning, especially due to the disruption to education during the prior two school years due to COVID-19. The purchase of additional supports for Geometry includes IXL, FEV virtual tutoring, school-day and after school tutoring, and Summer Bridge for credit recovery. Instructional materials are in the process of adoption for K-12 Mathematics, and training sessions will be provided districtwide, for professional development on the use of newly adopted instructional materials, instructional strategies, and B.E.S.T. practices in Mathematics.

**Science**

The total percentage of students achieving grade level or higher performance in Science was 57% in 2019 and 56% in 2021. Based on this trend, the state projects a goal of 57% of Pinellas students scoring a Level 3 or above on the state assessment by 2024; an ambitious goal of 61% of Pinellas students scoring a Level 3 or above on the state assessment by 2024; and an aspirational goal of 90% of Pinellas students scoring a Level 3 or above on the state assessment by 2024.

|  |  |  |
| --- | --- | --- |
| **Pinellas School District** | | |
| **Science Assessment Results by Student Subgroup** | | |
|  | **% Level 3 and Above** | |
| **Category** | **2019** | **2021** |
| Total Students | 56.8% | 55.7% |
| Economically Disadvantaged Students | 43.4% | 42.6% |
| English Language Learners | 32.6% | 34.0% |
| Students in Foster Care | 36.0% | 40.7% |
| Students Experiencing Homelessness | 33.3% | 35.2% |
| Migratory Students | \* | \* |
| Students with Disabilities | 27.3% | 27.9% |
| Black/African American Students | 26.6% | 26.3% |
| Hispanic Students | 47.9% | 49.4% |
| Multiracial Students | 60.7% | 57.3% |
| White Students | 67.8% | 66.3% |
| \*Data are suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by an asterisk (\*). *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Biology 1 EOC Achievement,**  **by Subgroup** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **Florida** | **Pinellas** | **Florida** |
| All Students | 62.2% | 66.9% | 59.9% | 61.7% |
| Economically Disadvantaged | 47.9% | 57.2% | 43.2% | 50.8% |
| English Language Learners | 16.9% | 24.6% | 17.7% | 19.3% |
| Students with Disabilities | 29.6% | 34.4% | 26.9% | 30% |
| Black/African American | 29.5% | 49.4% | 28.2% | 42.4% |
| Hispanic | 51.9% | 63.3% | 54.6% | 57.7% |
| Multiracial | 68.4% | 72% | 61% | 67.1% |
| White | 73.5% | 77.7% | 70.4% | 73.2% |
| *Source: Florida PK-12 Education Information Portal, Assessments*  *(Retrieved November 8, 2021, edstats.fldoe.org)* | | | | |

District efforts to support continued growth at all grade levels in science include adopting new K-12 Science curriculum and purchasing and aligning the use of instructional materials and technologies to NGSS Standards in Science. Science digital resources include Generation Genius and Gimkit. Summer programming will include STEM camps to address learning loss and acceleration. Field trips will be also used for enrichment in science to provide additional learning opportunities that were missed due to COVID-19. Level Up opportunities for virtual science enrichment include Biology reviews each quarter through self-paced Nearpod sessions and virtual field trips through Tampa Bay Watch, which consist of presentations that engage students in topics and activities related to the Tampa Bay Estuary. Such activities engage students in educationally enriching experiences that they may not otherwise have access to, especially among students from low-income families with limited resources to participate in activities such as up-close aquatic encounters. The district held multiple sessions of Level Up events to prepare students for the Biology EOC, with 390 students participating from 17 high schools. These students were able to get tips, tricks and a review of critical content for the highest possible score on the Biology EOC exam and were able to access materials used for review during the session by downloading files shared during the presentations.

**Social Studies**

The total percentage of students achieving grade level or higher performance in Social Studies was 70% in 2019 and 64% in 2021. Based on this trend, the state projects a goal of 76% of Pinellas students scoring a Level 3 or above on the state assessment by 2024; an ambitious goal of 85% of Pinellas students scoring a Level 3 or above on the state assessment by 2024; and an aspirational goal of 90% of Pinellas students scoring a Level 3 or above on the state assessment by 2024.

|  |  |  |
| --- | --- | --- |
| **Pinellas School District** | | |
| **Social Studies Assessment Results by Student Subgroup** | | |
|  | **% Level 3 and Above** | |
| **Category** | **2019** | **2021** |
| Total Students | 70.3% | 63.7% |
| Economically Disadvantaged Students | 57.4% | 50.3% |
| English Language Learners | 44.1% | 46.0% |
| Students in Foster Care | 43.1% | 44.8% |
| Students Experiencing Homelessness | 45.5% | 35.1% |
| Migratory Students | \* | \* |
| Students with Disabilities | 38.7% | 35.7% |
| Black/African American Students | 43.6% | 37.7% |
| Hispanic Students | 62.8% | 57.2% |
| Multiracial Students | 69.0% | 65.0% |
| White Students | 79.3% | 72.6% |
| \*Data are suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by an asterisk (\*). *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Civics EOC Achievement,**  **by Subgroup** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **Florida** | **Pinellas** | **Florida** |
| All Students | 68% | 70.9% | 61.9% | 64.2% |
| Economically Disadvantaged | 55.3% | 62.5% | 49.8% | 53.8% |
| English Language Learners | 27.5% | 32.7% | 28.5% | 26.6% |
| Students with Disabilities | 33.2% | 40.5% | 31% | 34.3% |
| Black/African American | 42.9% | 58% | 37% | 48.1% |
| Hispanic | 60.1% | 67.5% | 55.4% | 59.6% |
| Multiracial | 65.1% | 75.4% | 62.9% | 69.4% |
| White | 77.5% | 80.5% | 71.2% | 75.9% |
| *Source: Florida PK-12 Education Information Portal, Assessments*  *(Retrieved November 8, 2021, edstats.fldoe.org)* | | | | |

To support the newly ratified civics education legislation, the district has focused on preparing teachers and students for the Civics and US History EOCs, and the new Civic Literacy Examination. Additional after-school training opportunities will be provided and teachers and staff developers will be compensated for their time developing, facilitating, attending, and monitoring the progress of these training programs. The district has also purchased curricular materials from the Florida Joint Center for Citizenship to promote civic literacy and support student mastery of state standards in Social Studies and as part of the integration of civics into the B.E.S.T. Standards in English Language Arts. Social studies focused materials are utilized cross-curricular teaching to promote the development of reading skills and civic literacy. Social Studies adoption will including standards-aligned content-area materials for K-12 social studies and will include preparation materials for the Civic Literacy Exam.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **U.S. History EOC Achievement,**  **by Subgroup** | **% Level 3 and Above** | | | |
| **2019** | | **2021** | |
| **Pinellas** | **Florida** | **Pinellas** | **Florida** |
| All Students | 69.5% | 69.1% | 62.1% | 63.4% |
| Economically Disadvantaged | 55.9% | 60.3% | 45.2% | 52.6% |
| English Language Learners | 24.6% | 24% | 16% | 19.5% |
| Students with Disabilities | 35.5% | 40.6% | 32.8% | 34.6% |
| Black/African American | 40.4% | 53.2% | 33% | 45.7% |
| Hispanic | 61.7% | 65.7% | 57.2% | 58.5% |
| Multiracial | 70.5% | 75.6% | 65.3% | 69.5% |
| White | 80.2% | 80% | 71.7% | 75.5% |
| *Source: Florida PK-12 Education Information Portal, Assessments*  *(Retrieved November 8, 2021, edstats.fldoe.org)* | | | | |

PCS Connects initiative has allowed for expanded student enrichment experiences, especially for children from lower-income families, English language learners, and students with disabilities. Through partnership with the Tampa Bay History Center, The Florida Holocaust Museum, The James Museum, and the St. Petersburg Museum of History, the district offers students opportunities to visit community museums through virtual tours and presentations from a museum historian / content area expert. This is especially targeted to provide high school students with engaging preparation for the U.S. History EOC exam.

**Student Achievement by Subgroup**

**Students from Low-Income Families**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, Students from Low-Income Families** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 41.3% | 38.4% | - 2.9 |
| Mathematics | 45.4% | 38.9% | - 6.5 |
| Science | 43.4% | 42.6% | - 0.8 |
| Social Studies | 57.4% | 50.3% | - 7.1 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

Students from low-income families comprise 61% of the Pinellas County Schools total student population in 2021. The district has taken several steps to support students from low socio-economic backgrounds, including the PCS Connects initiative to procure and distribute devices to increase student access to curricular and enrichment materials both in and outside of school. In 2020-21, the PCS Connects program implemented at 1:1 device initiative for students in grades 4-9, and in the 2021-22 school year this program expanded to include students in grades 3-10. The PCS Connects initiative ensures that technology is used as a tool to extend and deepen learning to increase student achievement and narrow the achievement gap, and allows for further implementation of programs districtwide to support students from low-income families, including utilization during the school day through applications integrated through Clever and on the Canvas platform, digital textbook resources for continued access to course materials as well as interactive features, and through tutoring programs through the Extended Learning Program for extracurricular academic interventions and supports.

The PCS Connects initiative also involves virtual enrichment for students and families to access via their district-provided online access and devices, through the Level Up program. Level Up includes a variety of engaging enrichment opportunities for students, including quarterly reviews in the core subject areas, especially those with a state EOC exam, in addition to college planning webinars, family and mental health support programs, and virtual history and art museum tours. ACT and SAT preparation courses are also available through Level Up, to reach more students who are otherwise not able to access high-quality test preparation programs outside of what is provided by the school district.

**English Language Learners**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, English Language Learners** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 32.7% | 31% | - 1.7 |
| Mathematics | 44.9% | 39.0% | - 5.9 |
| Science | 32.6% | 34.0% | + 1.4 |
| Social Studies | 44.1% | 46.0% | + 1.9 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

The English for Speakers of Other Languages (ESOL) department at Pinellas County Schools is designed to meet the diverse needs of English language learners (ELLs) who come from home environments in which the native language is other than English. These students may have difficulty understanding, speaking, reading, and writing the English language without additional support. Currently, students who are eligible for the ESOL program services based on test results represent more than 80 languages. English language learners receive their language arts instruction from ESOL certified teachers using research-based, effective teaching methods. In addition, bilingual assistants help students in all subject area classes and aid families with home/school communications. To support ELLs in Pinellas County Schools, the district organizes virtual and in-person tutoring workshops for students and informational webinars for their families, at the elementary, middle, and high school levels. Information is shared in English and Spanish for all district communication, and additional interpretation services are provided. To keep parents informed of district processes and structures, the content of several virtual ESOL workshops included tutorials and support to navigate the FOCUS student information system, understanding how to use Clever and the Personalized Learning Pathway, the various programs offered through the PCS District Application Programs, Summer and Extended Learning Programs, as well as advanced and dual enrolled course options and planning for college applications.

**Students with Disabilities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, Students with Disabilities** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 25% | 22.8% | - 2.2 |
| Mathematics | 30.5% | 27.6% | - 2.9 |
| Science | 27.3% | 27.9% | + 0.6 |
| Social Studies | 38.7% | 35.7% | - 3.0 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

Students with disabilities comprise 14.2% of the district’s total student population. Pinellas County Schools will provide additional, targeted funding toward support for students with disabilities to enable them to make appropriate progress. This includes supplying assistive equipment and specialized curricular resources for students with visual and hearing impairments, professional development for administrators, teachers, and support staff, and ongoing collaboration and implementation of programming to enable students with disabilities to receive services.

**Students Experiencing Homelessness**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, Students Experiencing Homelessness** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 32.5% | 30.8% | - 1.7 |
| Mathematics | 33.8% | 30.1% | - 3.7 |
| Science | 33.3% | 35.2% | + 1.9 |
| Social Studies | 45.5% | 35.1% | - 10.4 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

Students experiencing homelessness comprise 1.5% of the district’s total student population. Assessment data from the 2021 administration of statewide assessments indicate a need to provide academic interventions to support the academic recovery and continued academic growth of students experiencing homelessness. Pinellas County Schools will fund extended learning and school day programs, summer enrichment and recovery programs to provide instruction beyond the school day and academic calendar. The PCS Connects initiative includes device distribution of laptops and Wi-Fi hotspots which will provide students experiencing homelessness with the opportunity to remain connected to their learning and engage in enrichment opportunities to extend or remediate their learning.

The district Helping Educate All in Transition (HEAT) Team serves eligible Pinellas County students, and there is a designated HEAT representative at every school site, including charter schools. The HEAT representative assists with the educational, social, and family needs of students experiencing homelessness. The district has a triage team composed of psychologists and social workers who work with students experiencing homelessness as well as migratory students to ensure the social-emotional needs are addressed. This team focuses on the specific areas of need that are underscored by COVID-19 and connects these students and families to external support agencies to promote stability and provide necessary supports. Supports and referrals to local community resources include emergency shelters, housing, rental and mortgage assistance, utility assistance, meals/food and clothing, childcare, legal assistance, and health/dental/mental health services. The district provides academic supports for students experiencing homelessness, including meals at school, enrollment assistance, school supplies and backpacks, and college preparation support such as waivers for applications and SAT/ACT assessments.

**Students in Foster Care**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, Students in Foster Care** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 37.4% | 33.7% | - 3.7 |
| Mathematics | 39.8% | 36.4% | - 3.4 |
| Science | 36.0% | 40.7% | + 4.7 |
| Social Studies | 43.1% | 44.8% | + 1.7 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

Pinellas County Schools provides liaison and social services for students in protective services and foster care through the district’s student services department. The Foster Care Liaison provides support and consultation to the agencies that handle child abuse investigations (Pinellas County Sheriff's Office Child Protection Investigations Division), protective services and foster care (Eckerd Community Alternatives). The Liaison engages with school staff and the service agencies to improve communication and create processes to support the needs of students who may become involved with these systems. Center social workers are the primary provider of counseling as a related service, either in groups or individually, and often exceed the minimum of what is specified on the IEP. They also provide classroom lessons, smaller groups, attendance programs/incentives, social skills, character education, bullying, anger management, relaxation, study skills, teacher support and consultation, etc.

**Migratory Students**

The total number of students within the migrant subgroup is less than 10; therefore, student achievement data across all assessments and subject areas have been suppressed from the state reporting system.

**Students of Color**

***Black/African American***

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, Black/African American Students** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 28.3% | 25.9% | - 2.4 |
| Mathematics | 30.5% | 25.2% | - 5.3 |
| Science | 26.6% | 26.3% | - 0.3 |
| Social Studies | 43.6% | 37.7% | - 5.9 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

The largest decrease in content-area achievement among Black/African American students was in Social Studies. To address this deficit, the district Social Studies professional development offerings for districtwide trainings included several options to promote cultural relevance and to enable Social Studies teachers to engage their students from this subgroup. These trainings included: History of African Americans in Tampa, African American Cemeteries: Learning through Local Places, Multiple Perspective Strategies for SS Classrooms, and an African American History Professional Learning Community.

***Hispanic***

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| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, Hispanic Students** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 47.4% | 45.1% | - 2.3 |
| Mathematics | 51.6% | 45.7% | - 5.9 |
| Science | 47.9% | 49.4% | + 1.5 |
| Social Studies | 62.8% | 57.2% | - 5.6 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

***Multiracial***

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, Multiracial Students** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 57.6% | 55.5% | - 2.1 |
| Mathematics | 58.4% | 52.7% | - 5.7 |
| Science | 60.7% | 57.3% | - 3.4 |
| Social Studies | 69.0% | 65.0% | - 4.0 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

***White***

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Percentage Scoring on and Above Grade Level, White Students** | | |
| **2019** | **2021** | **Difference** |
| English Language Arts, Grades 3-10 | 64.3% | 61.3% | - 3.0 |
| Mathematics | 66.6% | 61.1% | - 5.5 |
| Science | 67.8% | 66.3% | - 1.5 |
| Social Studies | 79.3% | 72.6% | - 6.7 |
| *Source: Florida Know Your Schools Portal (Retrieved November 4, 2021)* | | | |

**Pinellas County Schools’ Use of ARP ESSER Funding for Academic Support**

**PCS Connects**

PCS Connects is a one-to-one device initiative for Pinellas County Schools students. The purpose of PCS Connects is to positively impact student achievement by: (1) ensuring that all PCS students have equitable access to digital tools on and off campus; (2) integrating laptops into the instructional day to encourage higher-order thinking such as research, creation, innovation and collaboration; (3) defining B.E.S.T. practices for the effective integration of technology into instruction, and (4) creating cycles of professional development and articulated processes for technical support of teachers, students and parents. PCS Connects provides parents/guardians with daily access to instructional and enrichment materials for their students, deepening the partnership between families, students, and teachers. For the 2021-2022 school year, every student in grades 3-10 has been assigned a laptop to be used in class and at home to provide extended learning, specifically to address learning loss in mathematics, and enrichment opportunities. The district’s goal is to expand this program to include additional grade levels in subsequent years.

**Instruction and Assessment Aligned to State Standards**

B.E.S.T. Standards have been implemented at the K-2 level and will next be rolled out in grades 3-5. Staff development coaches and PD specialists have focused on aligning curriculum and instructional practices to the B.E.S.T. Standards and attended the B.E.S.T. Standards Summer Institutes. Professional development has been based around the B.E.S.T. Standards and NGSS Science Standards. Elementary Science increased proficiency on state assessment, as measured by the 5th Grade State Science Assessment. Pinellas County Schools will continue to develop and implement curriculum aligned to Florida’s B.E.S.T. Standards and will facilitate professional development and instructional training models that emphasize standards-driven instruction and assessment, provide support for district-adopted curriculum aligned to state standards, and support the development of effective instructional strategies. Employees will be compensated for additional time needed to develop their ability to utilize instructional materials and strategies that will support students’ educational needs.

The district will continue to develop and administer high-quality formative assessments that are valid and reliable to accurately assess students’ academic progress and assist educators in meeting students’ academic needs. Formative assessment checks will be conducted utilizing the Performance Matters database. One of the district’s goals is to create a more robust MTSS technological process to allow for prompt response and intervention. These standards-based assessments will inform instructional decision-making at the classroom, school, and district level, and determine the level of supports necessary for continuous professional development for staff and academic achievement among all student subgroups. Supports include: differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and, tracking student attendance to improve student engagement in virtual and blended educational environments.

**Extracurricular and Summer Intervention and Enrichment Programs**

Learning deficits will be addressed through the implementation of evidence-based extracurricular interventions, including an extended learning before/after school program for students identified as needing additional academic supports, and the Summer Bridge extended school year program. Summer Bridge provides engaging learning activities over the summer to put students on a stronger path to success when the next school year begins. The Summer Bridge Elementary School Program is open to all students in kindergarten through fourth grade. Students engage in weekly themed lessons and participate in virtual field trips, while building math, science and language arts skills. Small-group instruction will also be provided. Topics for each week are selected to prepare students for success at the next grade level. Weekly themes, which vary by grade level, include birds, animals, space, sports, rainbows, insects, the ocean and amusement parks. Summer Bridge is especially important for students who are performing below grade level in reading or math or who need additional help to stay on track. The Summer Bridge Middle School Program helps students develop and strengthen skills in math, reading, science, and social studies. The program provides individualized instruction in core subjects, using a blended model of technology, small group instruction, manipulatives, hands-on labs and project-based learning. Activities include virtual field trips, financial literacy lessons and STEM challenges. Summer course recovery is also available for middle school students who were not successful in completing a middle school core course. Course recovery courses are offered in math, science, social studies and language arts.

Teachers, administrators, and other support staff will be compensated for the development of curriculum and materials for these programs, and stipends will be provided for additional duties undertaken by staff to implement these programs. Funding will support the development, staffing, and implementation of these programs, including associated transportation costs. Students also can extend their learning beyond the school day by accessing digital enrichment resources provided through the PCS Connects online platform. Students and families of students in grades 3-10 can access these programs on their district-provided laptop.

**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 LEA**

**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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|  |