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2021-24 American Rescue Plan
Elementary and Secondary School Emergency Relief Fund
Local Educational Agency ARP ESSER Plan

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2021-24 American Rescue Plan (ARP)
Elementary and Secondary School Emergency Relief (ESSER) Fund
Sarasota Plan

Sarasota County Schools (District 58)

Overview

The purpose of the 2021-24 American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund is to support the safe return to in-person instruction 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. The ARP ESSER Plan will support 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.

After examining student and staff needs post pandemic, Sarasota County Schools ESSER Plan will address the following ARP ESSER activities:

Activity 1: Addressing Learning Loss (at least 20% of total allocation)

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

Activity 2(B): Any activity authorized by the individuals with Disabilities Education Act

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

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.

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

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

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

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

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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.

Alignment with the District Strategic Plan

In alignment with the purposes of ESSER CARES, and ESSER CRSSA, Sarasota County Schools (SCS) began to develop its own district plan to meet identified needs and provide ongoing support for activities begun with these funds. Since the purpose of ARP ESSER dollars is also to provide support for the identified needs of both staff and students, the activities chosen herein were driven by the newly developed SCS District Strategic Plan. Therefore, a strong targeted approach is placed on strategies and activities from Goal 1 of the District Strategic Plan, Personalized learning and accelerated growth for all students. Funds will be used to support ALL students and all grade levels from PK through high school. Funds will be used for supporting the enhancement of an Early Learning and Prekindergarten (PK) Program for students and families. Additionally, support will be used to bolster SCS Multi-Tiered System of Supports (MTSS) at the elementary and secondary levels. ESSER dollars will be used to institutionalize the research-based collaborative planning framework that ensures high levels of student learning using the Professional Learning Communities (PLC) model. Rounding up the continuum of services, dollars will also be used to equip all students for life readiness through access to accelerated, specialized, college, and career focused instructional opportunities.

The COVID pandemic's negative residual effects are readily apparent in the mental, social, and behavioral health of both students and staff. Unprecedented challenges resulting from the pandemic are having a major adverse impact on teaching and learning. ARP ESSER dollars will be used to support health of the whole child and be used to support staff as they face drastically new circumstances. Research indicates and local evidence necessitates that both personnel and targeted activities to support the mental and physical health, overall student and staff wellness, behavioral performance, as well as promote feelings of belonging, dignity and inclusion are needed. Using funds in this manner will support Goal 2 of the strategic plan by fostering a healthy, supportive learning environment for all students.

Goal 3 in SCS's Strategic Plan is to recruit, recognize, and retain a premier workforce. Recruiting and maintaining a superior workforce is the key to student success. ARP ESSER dollars will be used to: support several activities to identify new employees in all certification areas to strengthen the teacher pipeline, provide a more encompassing teacher induction program, and purchase a more user-friendly application software program.

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Goal 4 in SCS's Strategic Plan includes enhancing the school's collaboration with the larger community and families to support the achievement of students. ARP ESSER funds will be allocated to support families as partners in their children's education. Funds will be used to provide direct support to schools to enhance their parent and outreach initiatives.

A large portion of APR ESSER dollars will be used for professional development and training on topics to accelerate learning loss due to the pandemic and for mental and behavioral health. Although the COVID rate of illness has substantially subsided, there is also a dire need to continually train all employees in hygiene, sanitation and operational safety regimens. These activities are aligned with Goal 5 to support an operational trainer.

Sustainability

Strategic discussions about student and staff needs resulted in targeting ESSER funds for intentional specific activities, strategies and positions that would provide the most impact on student success. Therefore, many of the proposed activities, material and professional development expenditures were deemed crucial and will occur for the next several years, during the grant period, and then not reoccur. Some nonrecurring contracted positions were elected for funding to meet critical needs today, but it is intended that these needs will be remedied by the end of the grant period. Critical positions that will reoccur were also selected to be funded, however, analysis of our past hiring patterns was carefully considered so the district can absorb these positions due to attrition in the future and therefore they will not continually be dependent upon the general fund.

Survey window for public comment begins Wednesday, December 1st, 2021 and responses will be collected through Friday, December 10th, 2021.

ARP ESSER Allocation:

ESSER III Total Allocation - \$68,045,364.00

Indirect Cost - \$3,402,268.20

Charter Schools - \$9,422,328.53

Beginning Balance Sarasota County Traditional Schools - \$55,220,767.27

Activity 1: Addressing Learning Loss

JumpStart on Continuous Learning

To urgently and immediately respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19, funds are reserved for individual schools to identify activities that impact students, families, and teachers driven by a Comprehensive Needs Assessment (CNA) as part of the Schoolwide Improvement Plan.

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School-selected JumpStart Activities may be utilized for:

- Meeting students' social, emotional, mental and physical health, and academic needs, including meeting basic student needs; reengaging students; and providing access to a safe and inclusive learning environment;
- Addressing the impact of COVID-19 on students' opportunity to learn, including closing the digital divide; implementing strategies for accelerating learning; effectively using data; and addressing resource inequities; and
- Supporting educator and staff well-being and stability, including stabilizing a diverse and qualified educator workforce.

Varied Supplemental Support Positions will provide training, coaching, and modeling of evidence-based strategies, practices, and programs to connect, screen, support, teach, and monitor continuous learning.

Supplemental Kindergarten Teacher at Emma E. Booker Elementary School – Additional support is needed at the one district school identified by the DOE as needing comprehensive support and intervention.

Professional Learning Communities (PLC) - will serve as the platform for discussion and decision making as *varied Supplemental Support Positions* 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, migrant students, students experiencing homelessness, and children and youth in foster care) by:

- prioritizing the most efficient and effective practices
- emphasizing practices that are supported by evidence, match the local culture and current context, and promote high-quality implementation across time
- integrating, aligning, and connecting practices across content domains
- using data to inform decisions about teaching and learning

Focus Software– ARP ESSER fund expenditure and student outcome data must be carefully monitored. Focus software will be used to track student outcome data resulting from implemented interventions.

Total Expenditure – \$ 21,154,393.25

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

Early Learning/Pre-Kindergarten Programming

SCS district is committed to the provision of high-quality Prekindergarten (PK) programming available at school sites located throughout the district. Currently the district's PK programs primarily serve students in need of Exceptional Student Education (ESE) services and support. SCS is focused on providing increased equitable opportunities for all children, ages 3-5 by enhancing and expanding early learning opportunities, including the provision of research and evidence-based instruction aligned with three overarching child outcomes (positive social-emotional skills, acquisition of knowledge and skills, appropriate behaviors) and the Florida Early Learning and Developmental Standards (FELDS).

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The expansion of high-quality early learning and PK programs promotes access and opportunity and increases the likelihood that all students will enter kindergarten with similar socio-emotional and academic readiness skills. Increasing access to high-quality early learning and PK programming options also supports the three child outcomes and other benefits for ALL students. Research consistently confirms that the first five years of life are the most critical in child development and investment in early learning supports academic/behavioral growth and future success extending beyond traditional school years. Evidence also suggests that early learning is directly tied to later student outcomes, including college, career and life readiness.

The impact of the closures of schools combined with the impact of COVID 19 health and safety protocols for the 2020-2021 school year meant that many of the district's youngest learners lost valuable intervention time in PK programs. This gap in early intervening services during those critical first years of life has led to a significant influx of prekindergarten students with more significant needs. Additionally, the Early Learning Coalition (ELC) of Sarasota has indicated that there was decline in enrollment in Voluntary Prekindergarten (VPK) programs in 2020-2021. During the 2021-2022 school year, enrollment in SCS ESE PK programs has jumped exponentially and many of the students enrolling have higher levels of need.

SCS is seeking additional funding to respond to and begin to build capacity for the increased demand for services and support through PK ESE programs and at the same time is moving forward to increase the availability of general education programming within schools throughout the district. These additional classrooms would be inclusive of PK Students with Disabilities (SWD) and further enhance current programming options.

To meet the targets of expanding and enhancing PK programs, the SCS district will need to develop a strong PK team to establish baseline data, assess setting and system level considerations, identify new and potential funding sources and determine programming and staffing needs and models (including access and equity). The PK team would also work to assess, update and improve Prekindergarten (PK) transition planning for students entering Kindergarten (both internally and with community partners/PK programs) throughout the Sarasota community.

Total Expenditure – \$5,268,197.08

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

Support for ESE Students

Even before the COVID-19 pandemic, there were significant gaps between the proficiency and graduation rates of students with disabilities and their peers without disabilities, even though research demonstrates that students with disabilities can meet the same academic standards when provided high-quality evidence-based instruction and needed services and supports.

Generally, remedial instruction that simply reteaches content has been the default approach to bringing struggling students up to grade level. Remediation as the primary way to support students performing below grade level is especially concerning for students with disabilities. The major shortcoming of this approach is that students are pulled out of class to work on skill development in the target academic area, and the time spent away from their general classroom results in less engagement in grade-level curriculum. In other words, while remediation may help students improve isolated skills, the gap in these students' subject-specific knowledge continues to widen. Using ARP ESSER dollars, promising practices to accelerate learning for students with disabilities during COVID-19 and beyond will be used to include:

- Educating students with disabilities alongside their peers;
- Redesigning and accelerating curriculum;
- Using continuous formative assessments and
- Prioritizing inclusion of students with disabilities.

Additionally, funding will be used to support exceptional student education instructional personnel to work with, model, and coach teachers on evidence-based programs, practices, and will provide professional development activities related to:

- Power Standards
- Competency-based Education
- Tailored Acceleration
- Small Group, High-Impact Tutoring
- Inclusive Learning Environments
- Universal Design for Learning (UDL)
- Multi-Tiered System of Supports
- Student development and growth of executive function
- Family Engagement

<https://www.nclد.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/>

Professional Development and Instructional Materials – SCS instructional staff has requested and needs additional ESE specific materials and training in material and strategy use.

Total Expenditures – \$489,433.40

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

Training and experiential programming for all MS and HS Career Advisors and Relevant Staff

The stakes could not be higher—especially for students at risk of not graduating ready for college or a career. Even before COVID-19, only one-third of U.S. students were achieving college and career readiness. There has never been a more opportune moment to make a shift toward tailored acceleration in students’ understanding of career, college and other post-secondary opportunities. The confluence of several forces—a widespread recognition of learning loss, the infusion of educational technology brought upon by school closures, the uncertainty around the future of state assessment and accountability policy, and the necessity of tending to students’ social and emotional development—suggests now is the time to try new ways to meet students where they are and ensure they reach proficiency and are prepared for a future. Only innovative classroom approaches can enable each student to learn the “just right” set of skills that will best enable them to accelerate to college and career readiness. The goal of tailored acceleration is to ensure that all students attain college and career readiness...regardless of where they may be starting—while adhering to the principles of high expectations, rigorous accountability, and educational equity. Tailored and innovative career-centered experiences, employer partnerships, and work-based learning opportunities will be interfused with academic acceleration to ensure our middle and high school students are back on track.

ARP ESSER funds will be used to provide an additional staff member to synchronize, manage, and support all middle and high school career advisors and all high school Student Success Centers which exist at our schools. This individual will gather quality baseline data of services and opportunities previously offered, integrate those with acceleration strategies and increase career-centered experiences, employer partnerships, and work-based learning opportunities district-wide. Most importantly, this new hire will assist with the implementation and maintenance of a new district-wide student planning program to personalize and track student progress and planning. An online platform will be selected that will track careers of interest, digital portfolios, work-based learning experiences, 4-year plans, post-graduation pathways and more.

Total Expenditures – \$560, 311.11

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.

English Language Learner (ELL)/Multi-Language Learner Team

Even pre-pandemic, English learners faced the dual challenge of learning English and the same curricular content as their other classmates. English Learners face challenges to academic success including 1) Reduced access to grade-level content, 2) Social stigma, and 3) Limited use of home language. Evidence is already mounting that English learners have been among the students hardest hit by COVID-19’s disruptions to in-person learning. The COVID pandemic brought to light significant learning challenges associated with technology, instruction, health, access to public assistance and mental health resources and these challenges are even greater for families of English Learners (ELs) and immigrant students. Preliminary data also suggests that the pandemic’s effects have amplified disparities in learning outcomes for English learners.

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This, coupled with the Sarasota County Schools Strategic Plan development which included a comprehensive needs assessment and stakeholder feedback, has highlighted the urgent and immediate need for organizational restructure and programmatic leadership for ESOL programming. ARP ESSER funds will drive evidenced-based programs, practices, and professional development to better serve our English Learners.

<https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>
https://www.cdc.gov/pcd/issues/2021/21_0084.htm
<https://edpolicyinca.org/newsroom/covid-19s-impact-english-learner-students>
<https://www.migrationpolicy.org/news/covid-19-inequities-english-learner-students>

Total Expenditures – \$639,729.88

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

A portion of APR ESSER dollars will be used for professional development and training on topics to accelerate learning loss due to the pandemic and for mental and behavioral health. Additionally, although the COVID rate of illness has substantially subsided, there is a dire need to continually train all employees in hygiene, sanitation and operational safety regimens. Therefore, ESSER funds will be used to support operational training for all staff.

Total Expenditures – \$198,636.79

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.

Technology Training and Support

Before COVID-19, schools look across the country were at different stages in learning how to leverage technology to support teaching and learning. However, COVID-19 required a sudden and complete shift to hybrid and remote learning for most schools. During the pandemic and after, SCS distributed over 10,000 laptops and 500 hotspots to students and families.

As schools reopened and look beyond COVID-19, technology will continue to play an important role in instructional design and learning both in and out of the classroom. As SCS moves forward from the current crisis-driven use of technology, staff will continue the work of supporting educators in learning how technology can be effectively used to support diverse learners and provide school and district leaders with flexible models to support learning wherever it occurs.

To effectively bridge both digital divides, we must improve the entire digital learning system by addressing both how students have access to devices and connectivity, and how those devices are leveraged by educators to create high-quality learning experiences.

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ARP ESSER funds will be used to facilitate technology use by: ensuring that all students have access to a computer during the school day and during tutoring sessions, assisting with computer refresh activities, and organizing computer distribution to students at home should a school closure arise at a single school or district wide. Technology staff would be available to answer parent questions as needed during a school closure. In addition, funding will secure training for technology staff to hone their skills and support district-wide initiatives today and in the future.

<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

Total Expenditures – \$167,454.84

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

Mental and Behavioral Health Staff

Schools should be prepared to meet the mental health needs of their students. There is no question that COVID-19 has taken a toll on the mental health of many students. A National Association of Elementary School Principals survey reported in December that 84% of elementary school principals are very concerned about student mental health needs and 68% report that they do not have sufficient school-based mental health professionals to adequately meet those needs. During the pandemic, many underserved students relied on school-based mental health services; it is likely that many went without these mental health services if their schools were not able to provide them via telehealth.

It is also important to consider how states, school districts, and school staff can work together to help destigmatize mental health support so that students feel comfortable and safe in reaching out and receiving these services. Students of color are more likely to report that they do not feel they can reach out to a teacher or counselor if they need mental health support. Thus, building trusting relationships among educators, staff, and students and their families is essential.

Social, Emotion, and Behavioral (SEB) Curriculum and Training

Sarasota County Schools will implement stand-alone social-emotional schoolwide initiatives, including the use of curriculum with a strong evidence base and Positive Behavior Interventions and Supports (PBIS).

Research on the science of learning has established that while adverse experiences can have profound effects on students, learning environments and conditions can be designed in ways that that can help students overcome these effects and thrive. This research also shows that social, emotional, identity, cognitive, and academic development are all interconnected. Improving academic outcomes for students requires nurturing each of these areas of development in ways that are asset-oriented and personalized to meet students where they are.

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While there is concern regarding the impact of lost instructional time as it relates to student academic performance, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into how teachers design instruction and the kinds of learning opportunities they provide to students. Such learning can be developed through explicit instruction in social, emotional, and cognitive skills (including intrapersonal and interpersonal skills, conflict resolution, and decision-making) and integrating social and emotional skills, habits, and mindsets within classroom lessons and activities.

Key evidence-based practices that maximize students' social, emotional, and academic benefits include:

- Creating a framework for meeting students' social, emotional, and academic needs;
- Building strong and trusting relationships among students, families, and educators;
- Establishing safe, positive, and stable environments;
- Explicitly teaching critical social, emotional, and academic skills;
- Actively engaging students in meaningful and culturally and linguistically relevant learning experiences rooted in high academic expectations for all students;
- Providing supportive and specific feedback to encourage skill growth across all domains;
- Providing access to support from school counselors, psychologists, and trusted staff members; and
- Establishing building-level wellness teams to address the Social Emotional Learning (SEL) needs of both students and staff.

Educators must also be provided with the professional development they need to integrate social and emotional learning into their practice and address trauma and loss resulting from the pandemic and on the most effective evidence-based strategies to reengage and support students in their learning. ARP ESSER funds will be used to provide training to include: PBIS training, Character Strong, Capturing Kids Hearts, Social-Emotional wellness, and other support materials.

A districtwide or schoolwide approach to meeting social, emotional, and mental health needs that is responsive to the trauma of COVID-19 and grounds itself in equity can help all students feel seen and valued. Schoolwide Social Emotional Learning is evidenced by indicators of high-quality implementation in the classroom, school, family, and community.

A multi-tier system of supports (MTSS) framework must include positive behavioral interventions and supports to provide a continuum of evidence-based practices matched to student needs.

Youth Mental Health First Aid (YMHFA) Training

Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health. Students learn, take academic risks, and achieve at higher levels in safe and supportive learning environments and in the care of responsive adults they can trust. However, the ongoing impact of COVID-19 has contributed to student experiences that are far from universal — with underserved students experiencing a disproportionate burden of the pandemic. As a result, many students might require additional supports and interventions to take risks in their learning so they can achieve at higher levels

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Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. ARP ESSER funding will support these services through training, stipends, substitutes, and materials.

Restorative Practices Training

Sarasota County Schools is committed to creating supportive learning environments where exclusionary disciplinary practices such as suspension or expulsion, which disproportionately impact students of color (as well as students with disabilities, English learners, and LGBTQ+ students), can be replaced with restorative justice frameworks that provide non-punitive schoolwide frameworks.

Professional development for all educators and school staff should support individuals in identifying and addressing bias in themselves and in their communities and help school teams to replace exclusionary discipline practices with social and emotional supports best suited to address the impacts of COVID-19, including restorative justice approaches. Positive discipline practices should acknowledge the lived experience of all students and cultivate an environment that promotes belonging.

<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>

Total Expenditures – \$10,183,565.61

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.

Extended Year Learning Programs (Summer)

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Sarasota County Schools designs programs that work best in the local context and reflect the evidence supported characteristics that lead to successful summer programs. These characteristics include programs that are voluntary, full day, lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in summer programs received some benefits in mathematics; however, students with high rates of attendance in programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

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Summer learning programs will also be designed to meet the social and emotional needs of students and provide them with engaging and enriching experiences.

Other considerations for Summer Learning Program design:

- **Partner with families.** Give family members specific resources and strategies to support their children’s learning, consistent with legal requirements to communicate in a language and format they can understand. Programs may incorporate parent training on nutrition, computer literacy, career development, or college preparation;
- **Ensure there is a tangible benefit for students.** For older students, this could mean offering course credit; providing career exploration; arranging for pre-employment transition services for students with disabilities, as applicable; and offering apprenticeships or internships;
- **Focus on relationships.** Sustained and strong adult-student relationships can result in higher attendance and better student outcomes;
- **Include enrichment opportunities that support social, emotional, and academic development.** The activities provided can include tutoring and homework help, along with a broad array of enrichment activities ranging from science, technology, engineering, and mathematics (STEM) activities, career and technical programs, youth development, physical fitness and health education, and arts programs;
- **Make programs free, inclusive, and supportive of families.** Programs should not charge fees for families to participate, should include free transportation and meals, and be available to students with disabilities, English learners, and other underserved students;
- **Scale up existing programs that have demonstrated results.** Enrichment activities and experiences might be provided by community partners. Consider partners that already have existing programs that have benefitted students and work with them to support afterschool, weekend, and summer enrichment opportunities for students enrolled in these programs;
- **Build in frequent program assessment and evaluation.** Continuous quality improvement and frequent evaluations of the program assist the providers in analyzing and making improvements to better provide students with engaging opportunities that improve their lives. Use early warning indicator systems to identify students with the greatest need.

Total Expenditures – 3,138,802.22

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—

- 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;**
- 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 and improving student engagement in distance education.**

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Progress Monitoring, Data Management, and Professional Development

The implementation of district wide MTSS processes, ESSER requirements and state mandates require the seamless integration of progress monitoring data into instructional practice. SCS has implemented a variety of instructional activities using ESSER II and ESSER III funding. Knowledge of test design, other interim progress monitoring techniques, and data use is necessary to coordinate the use of and data collection of progress monitoring data. This information will be collected districtwide to evaluate the effectiveness of instructional strategies and provide timely feedback to schools and the district.

As SCS focuses on improving MTSS practices across schools and fully implements Professional Learning Communities at every school, data on student performance, as well as data on the context for that performance, will help schools and districts fully understand student needs, strategies to address them, and how best to target resources. States and districts can use ARP ESSER funds to establish early warning indicator (EWI) systems to promote targeted engagement strategies in response to data from EWIs. EWI systems can track attendance assignment completion, and grades. When viewed at the classroom and student level, these data can strengthen a school's ability to provide specific and timely interventions. States and districts can also collect data on the successful transitions of students from pre-school to elementary school, elementary school to middle school, middle school to high school, and high school to postsecondary education.

One way to better understand the context for student performance is by considering the opportunities within which students can learn. The use of opportunity to learn (OTL) indicators refers to inputs and processes within a school context necessary for producing student achievement of intended outcomes. Research emphasizes that data on OTLs serves a critical role in identifying student needs, particularly when considered alongside student performance indicators, and targeting resources. Examples include absentee rates, discipline rates, survey data, educator experience, educator certification, diagnostic data, access to project-based learning, use of mentors, access to leadership opportunities etc.

SCS has produced many reports and several dashboards on student summative data. However further academic and behavioral formative data, and OTLs are needed to facilitate PLC discussions and for documenting student performance in the MTSS process.

An additional challenge identified by SCS teachers and administrators is on accessing data, deriving meaningful data patterns and then applying this information to appropriate and targeted instructional strategies. There is a disconnect between interpreting the information once accessed and fully understanding how to modify instruction in response

A Progress Monitoring Assessment Specialist will coordinate the collection and monitoring of instructional and behavioral activities. This position will provide ongoing reports to teachers so they better understand how instructional activities are being implemented, attended and correlate to student outcomes. They will also ensure that teachers and all instructional personnel are provided with the necessary training and information to identify students in need and match the appropriate instructional interventions.

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A Data Manager will oversee data management and reporting systems designed for teacher use in the MTSS process and PLCs. This staff member will work collaboratively with the technology department to ensure data tracking systems are working correctly and will build other reports and dashboards as necessary.

Parent and Family Engagement

Parent engagement and support is critical for student success. ARP ESSER will be used for stipends for a school-based Parent and Family Engagement Champion at each school site.

Total Expenditures – \$5,455,758.96

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.

Support for Secondary ELA Teachers and Recruitment Activities

Secondary ELA teachers instructing students enrolled in intensive reading courses face unique challenges. Students in these classrooms have significant reading deficiencies for many years and are now struggling to pass the ELA FSA or receive a concordant score to meet the graduation requirement. Additionally, by the time these children reach high school they have encountered many failures and are often unmotivated. These ELA teachers must use focused techniques to support students. Each child will have different needs and it's imperative that these teachers quickly provide the specific combination of interventions for each. ESSER funds will be used to support these teachers as they assist students achieve success.

Recruiting and maintaining a superior workforce is the key to student success. ARP ESSER dollars will be used to: support several activities to identify new employees in all certification areas to strengthen the teacher pipeline, provide a more encompassing teacher induction program, and purchase a more user-friendly application software program.

Total Expenditures – \$1,240,000.00

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 Expenditures – \$3,402,268.20