

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[FAU Lab Schools – District 72]**

**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. 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).

**Use of Funds 1**

[In order to address learning loss, an investment in instructional personnel is warranted. FAU Lab proposes to use ARP/ESSER funds to address learning loss with the following positions and related salaries:

* **Activity 1**: Two positions will be key to addressing learning loss and monitoring progress. The full-time interventionist (@$65,000/year plus fringe benefits) will be responsible for providing interventions through the MTSS process and tracking progress. The Data Informed Support Specialist ($67,996/year plus fringe benefits) will be responsible for progress monitoring data and reporting. Both positions will be funded for two years. **Total salary and benefits $345,789.80**.
* **Activity 2**: The K-8 Science Specialist will provide standards-based, hands-on instruction to students and instructional guidance to K-8 teachers. This position will be funded for two years**. Total salary and benefits $163,540**.
* **Activity 3:** To address learning loss during Tier I instruction, additional paraprofessionals will be hired to assist classroom teachers with small group instruction and other classroom, allowing classroom teachers to focus on students who require the most intensive support. 4 paraprofessionals @ $15/hour, funded for two years. **Total salary and benefits $294,120.**
* **Activity 4:** In order to address the needs of studentswho require additional instruction over and above instruction and interventions occurring during the school day, tutoring will be provided. Certified teachers will receive $23.50/hour for planning and providing tutoring before and/or after school hours to students who have been identified as not meeting grade level expectations. This funding supports approximately 1,168 hours of tutoring @ $23.50. **Total stipends and associated benefits $29,012.**
* **Activity 5:** Prior to the start of the 2022-2023 school year, the staff will be asked to participate in a week-long professional development seminar on campus and lead by the school’s administrative team, focusing on a variety of topics that address student learning and achievement. Approximately 62 teachers and paraprofessionals will participate @ an average of $29.35/hour for 40 hours plus associated benefits. **Total salary and benefits $76,937.**
* **Activity 9: Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for instructional personnel to address learning loss to include salaries and benefits **($480,000)** as follows:
	+ **Reading Interventionist ($60,000).** The Reading Interventionist will provide small group instructional support and remediation to students performing below proficiency in ELA, using both lagging and current data to inform decisions. The interventionist will also provide Tier II and Tier III intervention as part of the school’s MTSS plan and serve on the MTSS Core Team.
	+ **Math Interventionist (2yrs x $60,000).** The Math Interventionist will provide small group instructional support and remediation for students performing below proficiency in Math, using both lagging and current data to inform decisions. The interventionist will also provide Tier II and Tier III intervention as part of the school’s MTSS plan and serve on the MTSS Core Team.
	+ **Teacher Aids ($81,000).** The teacher’s aides will support grades K-2 to increase the number and frequency of ELA and Math differentiated instructional groups, with a schedule designed to provide the greatest benefit to academic instruction during Tier I literacy and math instruction.
	+ **ESOL Paraprofessional ($39,000).** The ESOL Paraprofessional will provide ESOL services to English Language Learners. This position is partially funded through other sources for the 2021-22 school year and ESSER III will partially fund this salary for 2022-23 school year.
	+ **ESE Teacher (2 yrs x $60,000).** The ESE Teacher will provide instructional support and remediation for students with disabilities, in accordance with their Individual Educational Plans, focused on improving student performance and closing achievement gaps. The ESE teacher will also provide intervention support to academically struggling students demonstrating learning loss, as part of the school’s MTSS plan
	+ **Academic TSA ($60,000).** The school will utilize the Teacher on Special Assignment to assist in the coordination of academic programs focused on mitigating learning loss - tutoring, summer school, intervention - facilitate the development and monitoring of grants at the school level, and support the schools’ administration and instructional support staff with the implementation of school initiatives relative to improving student achievement.  The TSA will also coordinate parent/family engagement events and serve as a parent/family liaison
* **Activity 10: Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for summer school programs in FY22\*, FY23, and FY24 as follows (\*other funding streams are partially covering expenses for summer of 2022). Palm Pointe will provide approximately six weeks of summer programming for up to 145 students in grades 1-4 as well as a kindergarten launch program. Students working below grade level and/or experiencing learning loss due to the pandemic will attend the summer program. In addition to teachers assigned to each grade level, the program also requires front office and clinic staff, substitutes, food services, and an administrator. **Total salaries and benefits $174,910.**
	+ Summer FY22 **–** Balance of Summer salaries/benefits for FY22 ($24,910)
	+ Summer of FY22 supplies and resources ($10,000)
	+ Summer school salaries/benefits for staff members for FY23 and FY24 (2 x $60,000)
	+ Resources and supplies for summer school in FY23 and FY24 (2 x $10,000)
* **Activity 11: Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for extended day tutoring. The school will expand its extended-day tutoring program in 2022-23 and 2023-24 to target additional students who have experienced learning loss. Teachers will be paid at their hourly rate ($35/hr average) to provide before- or after-school tutoring instruction or Saturday “boot camp” sessions. Approximately 2,480 hours of tutoring. **Total** **$86,868**

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

* **Activity 7** In order to have the most impact on reading improvement and motivating students to read, it is important to have a wide range of book choice in classrooms. The Teachers College Reading and Writing Project has identified high-quality classroom libraries for kindergarten through grade 5 classrooms. Each class set, consisting of on-level, below-level, and a high-interest collection of fiction, historical fiction, and non-fiction titles, is comprised of 600-700 books with an average cost of $6.90/book. Therefore, the ARP/ESSER 3 grant will provide the funding necessary for every classroom to have access to the same high quality books for reading instruction and interventions. A **Total allocated for the purchase of books $143,625.20**
* **Activity 12: Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for musical instruments for the middle school band program, in support of well-rounded programs in music and the arts, as authorized by ESEA. Providing all student musicians access to these instruments, regardless of their economic status, benefits their social-emotional and mental health by boosting their self-esteem, improving listening/communication skills, allowing a creative outlet to express themselves, and relieving stress they may be experiencing as a result of the pandemic. ARP/ESSER 3 funding will provide a no-cost financial alternative to renting instruments that are too large or too expensive for students to buy, rent, or transport. Instruments to be purchased include tubas, euphoniums, trombones, French horns, baritone saxophones, bass clarinets, alto saxophones, oboes, tenor saxophones, bassoons, keyboards, and amplifiers.  If a transition to distance learning became necessary, students would access subscriptions to the online program Smart Music. **Total musical instruments $125,000**.

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

[No activities planned.]

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

[No activities planned.]

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

[No activities planned.]

**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 planned.]

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

[No activities planned].

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

[No activities planned.]

**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 planned.]

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

* **Activity 13:** **Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for cleaning and sanitizing the school building, as well as to provide PPE to students and employees as needed to mitigate the spread of COVID-19 and other infectious diseases. Purchases include cleaning solutions, cloths, mops, and other cleaning supplies, as well as hand sanitizer, soaps, and masks. **($20,000)**

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

**and local requirements.**

[No activities planned.]

**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 14: Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for technology that aids in instruction and internet access as detailed below **Total Activity 14, $342,528.**
	+ **Laptops ($210,000).** In order to continue to provide 1:1 student laptops to improve access to instruction and minimize health and safety risks, the school will purchase 280 laptops @ $750ea.
	+ **Laptop cart charging station conversion sets ($3,040).**As an economical alternative to purchasing new, upgraded laptop carts, charging station conversion kits will retrofit current laptop carts, allowing them the capability to charge laptops. 16 kits @ $190ea
	+ **Network Infrastructure upgrade to enhance wireless connectivity ($129,488).** As teachers continue to expand the use of web-based curriculum resources into their instruction and assign activities for students to complete using wireless laptops, a need exists to upgrade the school’s network infrastructure to better support this learning environment.

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

* **Activity 6:** In order to meet the social, emotional support, and mental health needs of students, ESSER III will fund two school counselor positions for two school years @ $61,200/year + 30% fringe benefits. Counselors will provide classroom instruction on health education topics, implement small group interventions, and serve as integral members of the crisis response/threat assessment team. **Total salary and benefits $318,240.**
* **Activity 15: Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for mental health services. The school-based mental health counselor will provide counseling services and Tier III mental health interventions to identified students. Students have experienced increased stressors at home and school during the pandemic and additional support is necessary to improve students’ mental health. This position was partially funded with funded ESSER. ESSER III allows for the expansion of this service to students in need. **Salary and benefits $83,000**

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

[No additional activities are planned for funding here. Funds for this activity are covered in Funding Source 1.]

**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.**

* **Activity** **16**: **Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for instructional resources. Elementary and ASD classroom teachers remediate student learning loss through intentional planning, small group differentiated instruction using high-yield strategies with the following resources. **Total Activity 16: $168,000.**
	+ Scholastic Classroom Libraries for the kindergarten through grade 5 classrooms will enrich students’ reading options and opportunities for individualized choice, encourage them to engage in voluntary reading, strengthen literary-focused conversations with peers, and increase student achievement. **($68,000)**
	+ Supplemental Instructional Resources - Kindergarten, Reading/ELA, Math, Science. As teachers and instructional support staff work to mitigate student-learning loss through small group differentiated instruction and high-yield instructional strategies in a whole-group setting, supplemental instructional resources are necessary to address student needs. These supplemental resources include an approved online science curriculum and additional materials for K-8 math and English Language Arts aligned to the B.E.S.T. Standards, including suggested book lists to support the read-at-home program. **($100,000)**

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

* **Activity 17:** **Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for repairs and improvements to reduce the risk of virus transmission and support student heath. Palm Pointe will remove carpeting in pods and office spaces and install vinyl tiles or other laminate flooring to improve overall sanitation efforts in high traffic zones and to mitigate the risk of virus transmission. ESSER II partially funded the Phase I of this project. ESSER III will provide the balance of funding for Phase I and for Phase II of the project. **($87,758)**

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

* **Activity 18:** **Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for improvement of the indoor air quality. **Total $156,177**.
	+ **Bipolar Ionization ($56,177):** Bi-Polar Ionization (BPI) generates negatively and positively charged ions, which directly attack the DNA of bacteria and viruses, protecting students and staff from illness and disease. In addition, BPI will dramatically reduce the amount of outside air coming into the school building thus resulting in energy savings potential.
	+ **Indoor Air Quality Maintenance, Repairs, and Upgrades ($100,000):** The school will ensure that building air conditioning/heating/ventilation system, as well as other filtering, purification/air cleaning, fans, and control systems are consistently operational and efficient, providing a safe, healthy learning and working environment for students and staff.

**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.**

[No activities planned.]

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

* **Activity 8:** FAU-Palm Beach will also use ESSER III funding for additional substitute teachers. These substitute teachers will provide classroom support for teacher absences due to illness and/or COVID-related protocols and other absences. In addition, substitute teachers will provide classroom coverage to support teacher participation in professional learning including implementation of Florida’s B.E.S.T. standards, data chats and analysis for progress monitoring, and other professional development.

This funding includes approximately 1540 days of sub coverage at an average of $112.50/day, depending on the substitute teacher’s credentials. **Total salary and benefits $213,779.**

* **Activity 19: Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School)** for school safety enhancements **Total $21,268**
	+ PikMyKid app provides a safe student dismissal system while mitigating close student contact by staggering the number of students moving from classrooms to dismissal locations. (**$7,500).**
	+ The intercom system, an essential communication tool, was identified on the school’s Florida Safe Schools Assessment Tool (FSSAT) as a necessary security enhancement. This grant will partially support the purchase of an enhanced intercom system. Other funding sources will provide the balance of the cost. (**$13,768).**

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

* **Activity 20:** Indirect cost at 5% x TDC. **Total $166,528.**

**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.**

[Begin text here.]

A.D. Henderson and FAU High employs the Multi-Tiered Systems of Support (MTSS) process for students, whereby, ongoing data analysis and systematic problem solving is used to make decisions across a continuum of student needs. Student academic and behavioral data are used to guide meaningful decision making for instruction and the deployment of resources and support services. Students identified as performing below grade level expectations in ELA or mathematics, or exhibit behavioral challenges move to Tier 2 support and provided an intervention plan designed by the Problem-Solving Team (PST) for grades K-5.

Students on a Tier 2 intervention plan in grades K-5 are placed in the WIN (What I Need) program for Tier 2 interventions that are provided 30 minutes daily during their WIN time. The instructional interventionist and MTSS/ESOL coordinator provide ELA and mathematics interventions with students individually and in small groups. The type of intervention is selected according to the student’s needs as determined by various sources of data. Teacher(s) document attendance, interventions and progress monitoring data every two weeks. Parents receive written notification each intervention cycle or more often as needed. After the intervention has been implemented, the team uses universal screening data along with the data collected from the Tier 2 intervention to determine the student's subsequent needs. The student may exit Tier 2, may engage in a new intervention, or may require a more individualized intervention plan. In-depth analysis of data, as well as student observations, screening data, parent and teacher input, are considered in the development of a Tier 3 plan. Students in grades K-5 placed on a Tier 3 plan work with an instructional interventionist daily and progress monitoring data are graphed and shared with the parent weekly. During Tier 3 implementation, a PST member conducts observations of the student in the classroom setting. If the data show that the student is regressing or not making adequate progress, the PST may modify the intervention and/or consider the need for a comprehension evaluation.

In grades 6-8, Tier 2 consists of a plan developed by the K-8 student support team with student and parent agreement. The team monitors the student progress weekly to determine if the interventions provided by their ELA and/or mathematics teachers with support from the instructional facilitator and/or tutoring are supporting the student’s progress. Students in Tier 3 require credit recovery; therefore, the student and parent must sign a contract. By signing this contract, the student is required to commit to work with an instructional facilitator and assistant principal for one hour, three times a week after school for additional support and monitoring. In consultation with the student and parent, the team may also consider course placement changes based on the student’s progress.

FAU High School is an early college high school model; the high school student support team meets weekly to review student grades, teacher referrals/notes, and student and parent feedback. Due to the rigor of the program, the team closely monitors student progress to ensure students are completing their high school credits and are progressing in their dual-enrolled courses at FAU. Criteria for students requiring interventions in grades 9-12 are that they have a 3.00 GPA or lower, or earned at least one D or F during a quarter or at mid-term/final. These students receive a probationary contract. The student and parent must agree to additional tutoring by a teacher, peer, or by staff at the university math or ELA help centers.

**Contracted Instructional Services for FAU/SLCSD Charter School (Palm Pointe Research School) Part II response:**

Palm Pointe Research School (PPRS) teachers and support staff provide academic and mental health intervention support to targeted students during and outside the school day through Tier 1 high-yield classroom instructional strategies, the MTSS process, extended-day tutoring, and summer school opportunities. Student data are analyzed to identify students requiring intervention supports and progress is routinely monitored to determine effectiveness.

On the 2021 English Language Arts (ELA) and Math Florida Standards Assessments (FSA), schoolwide proficiency in ELA was 71% and schoolwide proficiency in Math was 73%. In more closely examining student achievement by subgroup, students with disabilities performed significantly below their peers, at 20% and 36%, respectively. Comparatively, 53% of English Language Learners (ELLs) were proficient in ELA, with 60% of that subgroup was proficient in Math. Students from low-income families were 67% proficient in both ELA and Math. On average, students of color were 68% proficient in ELA and 66% proficient in Math. Because of discrepancies between subgroup and schoolwide achievement, attention is given to students belonging to each of these outlined subgroups, with differentiation practices implemented in classrooms and students’ inclusion in intervention support programs.

Classroom teachers plan collaboratively with their colleagues weekly and are expected to follow the scope and sequence for instructional units, incorporating engaging, effective pedagogical strategies into both whole group and small group lessons. For elementary grades, Benchmark Advance and Go Math are the current core instructional resources; for middle school grades, Savvas, Go Math/Algebra Nation are the core ELA and Math programs. Differentiation practices during small group instructional time and the Tier I (Gr. K-5)/Research (Gr. 6-8) block incorporate these materials and additional supplementary ones, including the use of Scholastic classroom libraries and online programs. The purchase of additional laptops and a network infrastructure upgrade to support a wireless laptop environment will assist teachers in incorporating these programs. The school’s teacher aides provide additional academic assistance to primary grade students, while ESOL paraprofessionals provide support and accommodations to the school’s ELL students. At the conclusion of each core subject instructional unit, a district-created unit assessment is administered to Gr. 2-8 students. Elementary grade group teams and middle school subject area partners meet weekly to disaggregate their classes’ unit assessment results or analyze student work samples. Instructional coaches and administrators join these sessions to guide conversations about future planning decisions to address specific student needs, in accordance with the data.

For children struggling academically, including those negatively impacted by lost instructional time, the MTSS process works to identify such students, target their skill deficits, and match them with an evidence-based intervention program that best meets their needs. The MTSS Core Team meets at the start of each school year to examine prior year response-to-intervention records, lagging statewide assessment data, fall i-Ready diagnostic results, and current district-created unit assessment performance trends. The Core Team is comprised of the school’s administrators, instructional coaches, academic interventionists, and assessment specialist. In consultation with FAU-St. Lucie’s state-approved K-12 Comprehensive Evidence-Based Reading Plan’s (CERP) K-5 and 6-8 Assessment/Curriculum Decision Tree, data are triangulated, students are identified, Tier II/III groups are formed, and highly qualified interventionists are assigned. Many students belonging to outlined subgroups meet the decision tree criteria and, therefore, are provided daily Tier II/III intervention support during the designated MTSS block (Gr. K-5)/Intensive Reading course (Gr. 6-8). Intervention programs include: Benchmark Advance Intervention Kit; Reading Horizons; Leveled Literacy Intervention (LLI); i-Ready Instructional Lessons; Quick Reads; and Reading Plus. For identified ELLs, the Imagine Learning English program provides intervention support. For the 2021-22 school year, interventions are implemented with fidelity by its reading interventionist, academic interventionists, reading teachers, and ESE teachers. For the 2022-23 and 2023-24 school years, a math interventionist and an additional ESE teacher will be available to provide added intervention supports. For Tier II students, progress is tracked through a variety of measures, including i-Ready diagnostic scores, monthly i-Ready growth monitoring checks, unit assessments; and intervention-specific measures. Interventionists administer weekly Easy CBM probes to Tier III students to further track their academic progress and response to the intervention program. Core Team members conduct quarterly, non-evaluative fidelity walkthrough observations of tiered intervention groups. The Core Team meets monthly to discuss these observations, as well as analyze the collected data of students assigned to tiered interventions. Referencing the CERP to remove, add, or change interventions, decisions are made regarding current participants’ assigned group, interventionist, or program.

PPRS offers extended-day tutoring opportunities to students identified as at-risk in grades 1-8. Partly funded through Title I Part A, teachers provide weekly, before- or after-school ELA and Math tutoring sessions using Heinemann’s Comprehension Toolkit materials, Benchmark Advance/Savvas resources, i-Ready Teacher Toolbox/LAFS/MAFS resources, and Forward Mathematics/Everglades books. Additionally, Saturday “Bootcamp” sessions are offered to targeted 7th grade Civics and 8th grade Algebra students in the spring. Students experiencing homelessness are invited to participate in all tutoring opportunities available to their grade level peers. Furthermore, students learning from home during quarantine situations also can work with an assigned “Quarantine Support Teacher” outside of school hours. Throughout the duration of the tutoring programs, the administration team monitors participating students’ performance on district-based unit assessments. Student learning gains on statewide assessments will determine the effectiveness of each tutoring program component.

Similarly, students performing below proficiency may also participate in school-based, targeted summer school programs. Scholastic and Heinemann instructional and assessment resources help target learning loss in ELA, Math, and STEM education during summer school. The effectiveness of the summer supports is determined by student performance on formative assessments embedded within utilized programs, as well as student performance on the fall i-Ready diagnostic.

Elementary teachers provide Tier I social and emotional learning (SEL) curriculum to their students daily through Sanford Harmony lessons and morning meetups/community circles. Middle school teachers facilitate daily, morning meetups/community circles with homeroom classes and provide weekly Lion’s Quest curriculum lessons. School counselors provide supplemental Tier I and Tier II social-emotional and mental health assistance, while teachers and counselors may refer students to PPRS’ school-based mental health counselor for Tier III mental health intervention support. Panorama student climate/social-emotional learning surveys are deployed twice yearly to 3rd-8th grade classes to measure the effectiveness of SEL supports. These surveys provide insight on such SEL competencies as Emotional Regulation, Sense of Belonging, School Climate, and School Safety. The PPRS SEL Committee, consisting of administrators, school counselors, grade-band teacher representatives, and the school-based mental health counselor, analyzes survey data and formulates an action plan to address areas for growth. Committee members also conduct regularly scheduled walkthroughs to ensure community circles and SEL instruction are being implemented with fidelity in classrooms. The team meets monthly to discuss progress toward the plan’s goals, walkthrough observation trends, and mental health tiered intervention student progress.

**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.

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

**Part IV: Assurances**

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

[x]  **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.

[x]  **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.

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

[x]  **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.

[x]  **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.

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

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| **Name and title of person responsible for completion and submission**  |
| Dr. Tammy Bresnahan, District Grants and Program Administrator |
| **Contact information: email, phone number** |
| tbresnah@fau.edu 561-297-3204 |
| **Superintendent signature (or authorized representative)** |
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