

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances – TAPS 22A-175

**Duval County Public School District - 016**

**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).

|  |  |
| --- | --- |
| Activity Number | Activity |
| Activity 1 | Students will have an opportunity to engage in **summer school**. This project connects with professional development and resources included in Section 2N. Students will have an opportunity to receive additional instruction engaged with teachers (regular education and special education). Paraprofessionals, office staff, security, Instructional Deans, and school admin are among the supporting staff that will provide whole-child services. In addition to student resources and manipulatives to support interventions, students will engage in field experiences and have an opportunity to use research-based, effective instructional subscriptions to support learning.  |
| Activity 2 | Learning loss will be addressed through instructional tutoring for students. The strategy for tutoring is differentiated by site. Contracted services and existing staff members will have an opportunity to support students during the school day and after hours (after school, Saturday, before school). High school students, college students, paraprofessionals, and applicants will have an opportunity to engage via the district or contract. Tutoring services will also be evaluated for the greatest return on investment.  |
| Activity 3 | Additional Student Instruction and Boot Camps will be implemented so students are ready for college entrance exams. This strategy includes materials and supplemental instruction.  |
| Activity 4 | Supplemental Instructional Coaches – Instructional coaches will provide support to teachers and administrators for professional learning cycles and provide professional development with a focus on accelerating educational processes.  |
| Activity 5 | Instructional Positions will be implemented to reduce class size to support non-enrollment and learning with a small ratio of teachers to students to address learning loss and accelerate instruction. |
| Activity 6  | Public Charter Schools will implement the strategies listed above and will also provide supplemental positions, paraprofessionals, student services positions and support positions for extended activities (security, food services, administration). |

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

|  |  |
| --- | --- |
| Activity 1 | Core content professional development |
| Activity 2 | Acceleration program curriculum resources |
| Activity 3 | Teacher support, professional development, materials, and equipment to support Drama/Theatre |
| Activity 4 | Teacher support, professional development, materials, and equipment music programs |
| Activity 5 | Integration of Visual Arts programs including materials for pottery, display and critique of assignment, and ceramics resources |
| Activity 6 | School based projects selected by principals specific to their school site based on the needs assessment process. These line items include supplemental positions, class coverage, counseling support, retired teacher mentors, tutors, teacher supplies, student supplies, instructional materials, student field experiences, professional development, student subscriptions, and technology |
| Activity 7 | Contract with United Way to provide additional student support and services to support the “whole child” – course performance, behavior, and attendance |
| Activity 8 | Contract with City Year to provide peer mentors for support with school instruction, behavior, attendance, and parent engagement |
| Activity 9 | Contract with Communities in schools for student support through case management services focusing on parent engagement, behavior, counseling, course performance, and attendance. |
| Activity 10 | Contract with US Games – Open or similar contractor for professional development for Physical Education and Health teachers. PD will be approved using FDOE procedures. |
| Activity 11 | Charter school activities include line items included above as well as supplemental compensation for recruitment and retention, silent dismissal system, progress monitoring tools, dual enrollment materials, food for extended learning, supplemental instructional positions, curriculum, lab materials, science lab, science lab supplies, student services support positions, professional development for teachers, and coaching support |

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

|  |  |
| --- | --- |
| Activity 1 | Contracts for Speech Language Pathologists |
| Activity 2 | Public charter schools will implement the strategy above and supplemental payment, supplemental teachers, academic aids, supplies, additional ESE teachers, Speech and Occupational therapy teachers, and attendance clerks |

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

|  |  |
| --- | --- |
| Activity 1 | Instructional licenses for supplemental student resources and supplemental teacher resources, school success kit, library books, and academic coach |

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

|  |  |
| --- | --- |
| Activity 1 | Agriscience program materials and equipment |
| Activity 2 | Cosmetology program materials and equipment |
| Activity 3 | IT/Finance program equipment |
| Activity 4 | Printing and marketing materials for parent information for the CTE program |
| Activity 5 | Middle school program equipment and supplies |
| Activity 6 | Supplemental supervisor and bookkeeper to support the implementation for CTE |
| Activity 7 | Contracted services to support the growth and development of CTE programs |
| Activity 8 | Materials and resources for an Environmental Water and Reclamation Technology program |

**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.**

|  |  |
| --- | --- |
| Activity 1 | COVID testing |
| Activity 2 | Charter schools will implement Desk shields, COVID Coordinator, nurse, wipes, masks, thermometers, touchless soap dispenser, custodians, sanitizer, electric handdryer |

**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 1 | Science kits, math manipulatives, supplemental curriculum, ELL outreach team, supplemental teachers, interventionists, ESE teachers, translators, resource teachers, social workers, professional development for teachers, sprots programming with supplies and stipend, ELL teachers |

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

|  |  |
| --- | --- |
| Activity 1 | Supplements for teachers for additional work performed, premium pay |
| Activity 2 | ADAAA coordinator to assist with preparedness and response efforts due to COVID-19 |
| Activity 3 | In addition to the strategy above, public charter schools will provide a COVID contact stipend, health aid, nurse |

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

|  |  |
| --- | --- |
| Activity 1 | Health Department Training and/or First Aid Training to minimize the spread of infectious diseases |

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

|  |  |
| --- | --- |
| Activity 1 | PPE including HEPA screens, wipes, masks, gloves, sanitizer, spray, soap, paper towels, thermometers, and other PPE |
| Activity 2 | Public charter schools will implement the same along with cleaning services, facility sanitizing, batteries for dispensers, cleaning supplies, COVID related supplies, hand truck, vacuum, and cleaning equipment |

**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.**

|  |  |
| --- | --- |
| Activity 1 | Technology – student computers, student laptops, protective coverings for tech device |
| Activity 2 | Teacher interactive instructional systems for virtual and virtual/face-to-face learning |
| Activity 3 | Hot Spots for students |
| Activity 4 | Public charter schools will implement the materials above and include food for students and wifi, firewalls, and connectivity for seamless instruction in the event of a closure |

**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 1 | Classroom audio systems |
| Activity 2 | Charter schools will integrate audio systems above and technology devices, repair of technology, software, internet connectivity, laptop covers, poster printers, iPads, Chrome Books, document cameras, peripheral devices, desktops, laptops, smart TVs, printers, virtual reality hardware and software, student headphones |

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

|  |  |
| --- | --- |
| Activity 1 | For mental health supports, schools will incorporate social workers, mental health coordinators, parent liaisons, SEL curriculum, Counselors, mental health services, mental health supplies, and professional development around mental health |

**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.**

|  |  |
| --- | --- |
| Activity 1 | Summer Learning will be implemented for traditional public and public charter schools. Services will include instructional support from teachers and paraprofessionals, academic aids, ESOL teachers, field trips, supplemental supplies, computer subscriptions, student materials and books, language dictionaries, and supplemental academic materials |

**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 1 | Curriculum writing and assessment creation with a focus on addressing BEST standards, aligned curriculum, and strategies to address learning loss for multiple subject areas |
| Activity 2 | Materials and resources for multiple areas – math, social students, science, ELA, CTE. Includes opportunities for students to display knowledge and the materials for competitions |
| Activity 3 | Intervention materials for students and teachers including manipulitavces, online student subscriptions, language and vocabulary development resources |
| Activity 4 | Professional development for student centered inquiry based learning, Social Studies, Mathematics, Science, ELA; rentals for professional development sessions – building rental; registration fees for professional development, materials and supplies for professional development; training AV equipment for the teacher professional development resource center; teacher stipends for attending professional development; professional development conferences (registration, travel fees); speaker contracts for professional development events |
| Activity 5 | SRA Reading Teachers, salary and benefits |
| Activity 6 | Duval Flex Courses/ Edgenuity BLP/VIP - additional |
| Activity 7 | ACT/SAT tests for college entrance and graduation |
| Activity 8 | Planning period buyouts for coverage from an experienced teacher when absences occur |
| Activity 9 | Family Welcome Center – individuals to support parents as they come in |
| Activity 10 | District specialists for high need schools |
| Activity 11 | Evaluation services for tutoring for formative and summative feedback to ensure we have the greatest return on investment.  |
| Activity 12 | Public charter schools will implement the strategies listed above and will also implement curriculum subscriptions, science lab supplies, manipulatives, PE equipment, Fine Arts supplies, field trips, supplemental academic materials, supplemental support for instruction, parent liaison, test coordinators, attendance aides, graduation coaches, acceleration coaches, deans and truancy officers |

**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 1 | Public charter schools will integrate cables, wiring, laminator, TV, mobile teacher desks, mobile storage cabinets, TV mounts, Leather chair, academic chairs, training tables, active learning stools, soft seating, mobile chairs, mobile tablet arm chair, tables, computers, class storage cart, laser printer, PPE, masks, security system, carper in offices, furniture, double door storage cabinets, indoor seating, outdoor awning, more classroom space – building extension, touchless faucets, touchless water fountains, carpet removal and installation of VCT, sanitation supplies, sanitation services, facility improvements, facility cleaning, Athletic facility to be build, athletic equipment |

**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 1 | HVAC Merv 13 filter and equipment upgrade projects – 5M for hardware and 700K for filters |
| Activity 2 | Public charter schools will purchase air filters, improve air quality, AC maintenance, water filter replacements, air purifiers, water filters, and faculty computers |

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

|  |  |
| --- | --- |
| Activity 1 | Nursing services – contracting nurses |
| Activity 2 | Contracts for Healthcare services through Hazel Health |
| Activity 3 | School Health Assistants |
| Activity 4 | Isolation Room staff to support students when they are sick or have COVID-19, supplemental payment for clerical staff |
| Activity 5 | Vaccination supplemental pay  |
| Activity 6 | Nursing services – technical managers to provide nursing services support |
| Activity 7 | Public charter schools will incorporate the strategies above and have a clinic aide |

**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 1 | Payment for COVID related leave |
| Activity 2 | COVID related increase in employer costs, an example is increased costs associated with Hospitalization |
| Activity 3 | Employee supplements for recruitment and retention, for teachers, support staff, and administrators |
| Activity 4 | Substitutes for COVID related leave |
| Activity 5 | Payment for teachers covering classes as substitutes and not having planning time |
| Activity 6 | Elevate contract for virtual teachers to cover classes, paraprofessional and substitutes to support students in the brick and mortat buildngin while the teacher is teaching |
| Activity 7 | Recruitment specialists |
| Activity 8 | Recruitment events including online digital system for recruiting, travel and fees associated with recruitment events |
| Activity 9 | Charter schools will implement the strategies above and have additional nurses, grant coordinators, specialists, stipends for staff for additional work performed, manager of strategy and compliance, Mentors, office aides, custodians, and funds for the operation of the building |

**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 1 | The regular indirect rate is 6.03%. Indirect cost was calculated based on the district percentage, the total amount was reduced to 5% in alignment to the RFP. |

**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.**

**Scope of Work:**

In the report, “Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation” by the Annie E. Casey Foundation, districts across the nation understand the demands of grade-level materials and content and the urgent need for additional time for balanced literacy and mathematics during times prior to the Coronavirus pandemic. As the Coronavirus pandemic continues, Duval County public schools has experienced an even broader range of learning levels among students in grades kindergarten through twelve as a result of several factors, including remote learning, mental health supports and overall access. The district has also experienced lower than normal student engagement both through the innovative learning model and brick and mortar. When asked, students were not always able to articulate their lack of engagement and connectedness to school. The culmination of these factors has helped to shape the district’s learning priorities for the 2021-2022 school year.

During the previous school year, schools experienced barriers to learning that included but was not limited to the following factors:

* Absenteeism rates of both students and teachers
* Limited access to substitute teachers
* Lost instruction
* Higher than normal teacher attrition in underperforming schools
* Limited teacher content area expertise
* Knowledge of ways to leverage data collected to inform decisions
* Limited access to hands-on professional learning
* Limited inquiry-based learning
* Need for strategic interventions

Duval County Public Schools remains focused on grade level standards-based instruction. Through these grant funds, the district will be able to swiftly address the barriers listed above by developing a system to deliver high quality professional learning for all instructional personnel, establish instructional frameworks at each grade level and/or course that incorporates time for teaching and learning of tiered levels I, II, and II; and recruit school-based teacher leaders to contribute their expertise in the revisions of curriculum guides and formative assessments.

**Assessments:**

To assess the degree of learning gains among the district’s student population, DCPS will use the following instruments, in addition to formative and district-aligned assessment tools.

|  |  |  |
| --- | --- | --- |
| **Grade level** | **Assessment** | **Content Area** |
| K-2 | I-Ready | Reading/Mathematics |
| 3-5 | Star & Achieve3000 | Reading/Mathematics |
| 6-8 | Achieve3000 & HMH Growth Measure | Reading/Mathematics |
| 9-12 | Achieve3000 | Reading |

The district-developed Progress Monitoring Assessments will be administered to students beginning in grade two and through tested grade levels up to three times during the 2021-2022 school year to analyze the level of progress towards proficiency of standards taught. Pattern scoring will be applied as comparison to Florida Standards Assessments. The district’s Data Scientists will collaborate with schools to assist administrators and instructional personnel by leveraging data collected, (both formal and informal), to make sound instructional decisions for the students they serve.

**Interventions:**

Through the Elementary and Secondary School Emergency Relief (ESSER III) Fund, the district will be able to provide tutoring to the students that are in the greatest need to access and become proficient in grade level core content. This will include utilizing resources and materials that strategically address gaps in learning; and provide specific scaffolds so students can readily access grade level learning and graduation requirements. Additional resources will be purchased to increase inquiry-based learning opportunities in the areas of literacy, mathematics, science, and social studies. Additionally, it is also important to note that CTE course progressions remain to be a very concrete district focus. Training and materials will be purchased to broaden the scope of offerings, increase the number of students earning industry level certification and providing this teaching force with the enhanced credentialed training to grow their expertise.

**Elementary:** When comparing ELA FSA proficiency in grades 3-5 from 2019 to 2021, overall proficiency rates decreased an average of 4 percentage points to a current proficiency rate of 47%. The following data points provide a conceptual framework for decision-making strategies:

|  |
| --- |
| **LEARNING LOSS BY SUBGROUP – Gr. 4-5 ELA** |
| **Subgroup** | **FSA 2017/2018 EY** | **FSA 2018/19 >2021 EY** |
| FRL | 26% | 65% |
| ELL | 50%\* | 66% |
| SWD | 25%\* | 64% |
| Male | 57%\* | 69% |
| Female | 9%\* | 60% |
| American Indian | 0%\* | 67%\* |
|  Asian | 0%\* | 35%\* |
| Black | 31% | 74% |
| Hispanic | 29%\* | 40% |
| Multiple | 0%\* | 21% |
| Pacific Islander | 0%\* | 0%\* |
| White | 72%\* | 57% |

 \*2017/18 data was statistically insignificant due to very low student population reported.

Through the multiple points of data collected in both K-2 and 3-5, it is clear that foundational skills in K-3 must be taught with greater emphasis and integrated seamlessly into a comprehensive literacy block. In addition to core curriculum, additional interventions will include phonological awareness, fluency, phonics, language and vocabulary supports. To support differentiated instruction, classroom teachers will take part in training specific to small group instruction and will receive the small group materials aligned to B.E.S.T. standards to advance the learning of all students.

As with ELA, in analyzing the comparison of mathematics proficiency data for grades 3-5 from 2019 to 2021, proficiency rates decreased an average of nearly 9 points to a current proficiency rate of 52%. FSA learning loss by subgroups are as follows:

|  |
| --- |
| **LEARNING LOSS BY SUBGROUP – Gr. 4-5 Mathematics** |
| **Subgroup** | **FSA 2017/2018 EY** | **FSA 2018/19 >2021 EY** |
| FRL | 24% | 27% |
| ELL | 20%\* | 70% |
| SWD | 25%\* | 34% |
| Male | 7%\* | 56% |
| Female | 9%\* | 70% |
| American Indian | 0%\* | 75%\* |
|  Asian | 0%\* | 16%\* |
| Black | 6% | 65% |
| Hispanic | 65%\* | 44% |
| Multiple | 0%\* | 21% |
| Pacific Islander | 0%\* | 0%\* |
| White | 31%\* | 21% |

 \*2017/18 data was statistically insignificant due to very low student population reported.

After reviewing the instructional frameworks for mathematics, the district is committed to increasing inquiry-based standards-aligned learning using hands-on materials and professional development. District level support will be realigned to create a comprehensive mathematics block that includes small group instruction integrating base 10 numeration, operations, fluency and algebraic thinking throughout the school year.

The district also experienced a decrease in 5th grade science NGSS proficiency, from 49% in 2019 to 42% in 2021 for a total decrease of 7 percentage points. The district has a plan to realign professional development that will better support scientific thinking through inquiry and investigations. In addition, teachers will receive additional training to leverage data to inform instructional decisions during the science block to advance student achievement for all learners. Aligned investigations and equipment will be purchased, along with guided on-demand training to guide with an end result to improve instructional fidelity aligned to NGSS standards.

Although social studies is not assessed at the elementary level, the district has found that additional resources are needed to provide a more real-world experience through civics and US history standards in grades 2-5. Primary source kits specifically aligned to grade level standards will be purchased and the district believes this will positively impact civics and US history knowledge at the secondary level.

Tutoring at the elementary level will take place in reading, mathematics, and 5th grade science. The mode of delivery will vary from face to face, virtual; to synchronous and asynchronous according to the needs of the students being served. The approach to tutoring and accelerating learning should strategically address targeted existing gaps in grade level learning.

In addition to tutoring, Summer School will take place in targeted grade levels to further address learning loss, mental wellness and offer rich inquiry-based learning opportunities.

**Secondary:** When reviewing comparative FSA proficiency rates in ELA for grades 6-8, the district experienced a drop from 51% to 47% students proficient. The decrease in high school revealed similar outcomes when making the same comparisons - 48% in 2019 to 44% students proficient.

|  |
| --- |
| **LEARNING LOSS BY SUBGROUP – Gr.6-8 ELA** |
| **Subgroup** | **FSA 2017/2018 EY** | **FSA 2018/19 >2021 EY** |
| FRL | 46% | 64% |
| ELL | 62% | 46% |
| SWD | 53% | 71% |
| Male | 49% | 59% |
| Female | 40% | 37% |
| American Indian | 34% | 51% |
|  Asian | 42% | 33% |
| Black | 48% | 66% |
| Hispanic | 41% | 55% |
| Multiple | 38% | 35% |
| Pacific Islander | 25%\* | 55% |
| White | 37% | 48% |

 \*2017/18 data was statistically insignificant due to very low student population reported.

|  |
| --- |
| **LEARNING LOSS BY SUBGROUP – Gr.9-12 ELA** |
| **Subgroup** | **FSA 2017/2018 EY** | **FSA 2018/19 >2021 EY** |
| FRL | 56% | 64% |
| ELL | 52% | 50% |
| SWD | 46% | 55% |
| Male | 53% | 56% |
| Female | 47% | 58% |
| American Indian | 47% | 43% |
|  Asian | 36% | 30% |
| Black | 58% | 64% |
| Hispanic | 50% | 47% |
| Multiple | 48% | 50% |
| Pacific Islander | 38% | 37% |
| White | 41% | 43% |

 In seeking to increase proficiency at the secondary level, students need additional access to materials that will increase academic discourse, while bridging foundational skills, language and vocabulary where there are gaps. The district seeks to enhance classroom libraries, provide novel sets, and purchase additional writing resources to advance grade level proficiency and increase college and career readiness. Tutoring curriculum and resources will be provided to schools, along with professional development and coaching in an effort to strategically differentiate the types of tutoring taking place in the district’s secondary schools, based on the targeted learning need of each student.

In grade levels 6-8, FSA math proficiency rates decreased from the 2019 to the 2021 test administration from 43% to 35% for a total drop of 8 percentage points. Algebra I at the overall secondary level decreased by 14 percentage points from 60% in 2019 to 46% students proficient in 2021. Performance in Geometry experienced a greater drop as compared to Algebra I, resulting in a 22% decrease in student proficiency from 63% in 2019 to 41% in 2021.

|  |
| --- |
| **LEARNING LOSS BY SUBGROUP – Gr. 6-8 Mathematics** |
| **Subgroup** | **FSA 2017/2018 EY** | **FSA 2018/19 >2021 EY** |
| FRL | 41% | 49% |
| ELL | 44% | 61% |
| SWD | 37% | 71% |
| Male | 37% | 63% |
| Female | 37% | 63% |
| American Indian | 25% | 53% |
|  Asian | 21% | 28% |
| Black | 42% | 72% |
| Hispanic | 35% | 62% |
| Multiple | 34% | 59% |
| Pacific Islander | 46% | 49% |
| White | 32% | 54% |

|  |
| --- |
| **LEARNING LOSS BY SUBGROUP – HS Algebra I** |
| **Subgroup** | **FSA 2017/2018 EY** | **FSA 2018/19 >2021 EY** |
| FRL | 53% | 67% |
| ELL | 43% | 62% |
| SWD | 66% | 73% |
| Male | 46% | 65% |
| Female | 45% | 64% |
| American Indian | 18%\* | 56%\* |
|  Asian | 22% | 56% |
| Black | 48% | 68% |
| Hispanic | 55% | 59% |
| Multiple | 55% | 67% |
| Pacific Islander | 27% | 55% |
| White | 48% | 61% |

|  |
| --- |
| **LEARNING LOSS BY SUBGROUP – HS Geometry** |
| **Subgroup** | **FSA 2017/2018 EY** | **FSA 2018/19 >2021 EY** |
| FRL | 59% | 70% |
| ELL | 0%\* | 74%\* |
| SWD | 53% | 67% |
| Male | 53% | 64% |
| Female | 27% | 65% |
| American Indian | 17%\* | 85%\* |
|  Asian | 24% | 57% |
| Black | 50% | 73% |
| Hispanic | 36% | 64% |
| Multiple | 39% | 66% |
| Pacific Islander | 33%\* | 46%\* |
| White | 31% | 59% |

Far greater intentionality regarding the types of resources provided to the district’s math classrooms and the professional learning and support necessary to accel student achievement in mathematics and successfully engage in secondary math progressions that will increase the rate of students being college and career ready.

The district is part of the Outcomes-Based Contracting Math Tutoring cohort through the Southern Education Foundation. As part of this grant, the district will engage tutoring vendors via the RFP process, tying student learning outcomes to a sliding payment structure. This year’s focus is on middle grades mathematics and we expect to receive a higher rate of return in terms of student achievement and engagement among the students being actively engaged in a tutoring program. Blended learning platforms will also support grade level standards-aligned instruction that incorporates artificial intelligence technology to support students enrolled in Algebra I and Geometry at their individual level of knowledge for each topic covered in each course.

In the area of science, the district experienced overall decreases in student proficiency based on the 2021 NGSS state assessments. 8th grade science proficiency experienced the smallest decrease as compared to Biology. 8th grade proficiency decreased by 3 percentage points from 40% in 2019 to 37% in 2021. Biology students experienced an 11 percentage points drop in proficiency from 68% in 2019 to 57% in 2021. In response to this lack of progress, the district will provide additional standards-aligned investigations and STEM materials to increase student’s content knowledge and connected academic discourse. New blended learning platforms have been purchased to supplement the curriculums with additional simulated investigations and standards-aligned activities. Lastly, creating various forms of professional learning, (i.e. types of teaching strategies, on-demand, micro learning and content year-long academies) are being developed in preparation of the 2021-22 school year.

US History experienced the greatest decrease within the state tested areas of Social Studies. Student proficiency was 69% in the 2019 Florida administration and decreased by 10 percentage points to reflect 59% of the district’s students proficient in 2021. Although DCPS was among the highest ranked when compared to Florida’s large school districts with a proficiency rate of 64%, in 2019 the proficiency rate was 69%. In addition to providing courses with primary source materials to improve their contextual knowledge, the district is seeking to purchase primary source textbooks and document-based question banks to fully align teacher practices and craft to the state standards. Through professional development, teachers will engage in an instructional framework that incorporates core, differentiated learning opportunities and student exploration within aligned topics of study.

Tutoring at the secondary level will take place in reading, mathematics, science and social studies. The mode of delivery will vary from face to face, virtual; to synchronous and asynchronous according to the needs of the students being served. The approach to tutoring and accelerating learning should strategically address targeted existing gaps in grade level learning. For those high school students who are not proficient in reading, as evidenced by the Florida State Assessment, SAT and ACT preparation curriculum will be purchased used with increased intensity through elective courses and bootcamps in efforts to increase literacy and graduation rates.

In addition to tutoring, Summer School will take place as additional course recovery options to further address learning loss and mental wellness.

In reviewing Career and Technical Education (CTE) program enrollment for the 2020-2021 school year, DCPS saw a decrease in many areas. Upon internal review, there are several reasons why we believe enrollment decreased, the biggest one being the need for increased student engagement. To fully prepare students for the workforce or postsecondary education, teachers need adequate training, and they also need time to spend with their colleagues and industry professionals to plan authentic and meaningful curriculum that provides students with opportunities to practice the skills needed to be employed. In addition, student engagement is enhanced when being taught in high-quality learning environments. CTE classrooms and labs must be equipped with up-to-date, industry-standard equipment and supplies to provide the most relevant learning opportunities for students. By enhancing the learning environment and better preparing teachers, DCPS anticipates seeing increased enrollment in CTE courses, increased rate of program concentration, as well as increased rates of attainment in industry certification. ESSER III funds will be used to support PD and curriculum writing initiatives, as well as to purchase updated equipment and supplies for several CTE programs.

**Family Engagement:**

Duval County Public Schools’ (DCPS) Parent Academy program is a free family resource that offers courses and activities to provide parents and caregivers with the necessary tools to promote students’ academic achievement as well as provide support in navigating the school system.  Parent Academy’s student achievement courses are facilitated throughout the school year by DCPS district staff, who represent nearly all academic and school behavioral health departments. These courses provide parents and caregivers the most up-to-date and accurate information to best support students in kindergarten through 12th grade. These historically face-to-face courses are now being offered virtually which allows for parents and caregivers throughout the community to easily access the information, engage with the facilitators, as well as other parents, and provides an opportunity for relevant questions that directly impacts a student’s performance. These live courses are recorded and available for viewing twenty-four hours a day on the Parent Academy website and YouTube page for those who cannot attend the live session but still wish to garner the valuable information.  Parent Academy topics include, but are not limited to:

* ELA/Reading K-12
* Mathematics: K-Geometry
* Science: elementary through middle school
* ESE: K-Transition
* Gifted education
* Early Learning
* Testing
* Communication tools
* Grade level transitions
* School Choice

**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

|  |
| --- |
| **Name and title of person responsible for completion and submission**  |
|  |
| **Contact information: email, phone number** |
|  |
| **Superintendent signature (or authorized representative)** |
|  |