



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

[OCPS - 480]

Purpose

Florida must sub grant 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 ensure 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).

OCPS is committed to ensuring every student has a promising and successful future, including access to high quality, enhanced instruction. The district's plan to address learning loss is multifaceted. To focus on closing the achievement gaps and identify students in need of support, principals and teachers review multiple sources of data to determine the academic strengths and weaknesses of students. In addition, OCPS has also established an Instructional Focus Calendar to highlight the priority standards, developed curriculum resource materials that break down the learning targets, test item limits, and provide daily plans. These standards based lessons are supported through ongoing professional development and training for teachers and administrators. In addition, OCPS will commit to the following activities to address a loss of learning.

Tier I Intervention Teachers

Funding will be utilized to provide an intervention teacher for targeted support during Tier I instruction for selected schools. The Tier I intervention teacher will conduct push-in differentiated core instruction side by side with the classroom teacher. Data indicates that smaller class instructional environments lead to greater student gains, specifically in low-income and minority populations (<https://classsizematters.org/research-and-links>). This support will provide a smaller student to teacher ratio.

Tutoring Plan

OCPS will provide Academic tutoring based on data to those in K-12.

- Elementary schools will use the Acceleration Framework as provided by the Minority Achievement Office (MAO) for tutoring before or after school. MAO has created a self-paced course intended for any teacher who will be providing tutoring services at the elementary level. This information can be differentiated to meet the needs of all ESSA subgroups based on ongoing progress monitoring.
- Saturday tutoring will be used primarily for state designated schools to support reading, and will be expanded based on monitoring of data.
- Secondary schools will utilize student data to select content areas for tutoring.

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- Tutoring programs for ELL students are provided to support language acquisition. These resources offer a blend of computer-delivered and teacher-led instruction to increase a student's vocabulary, listening skills, social-emotional development, independence, and academic and cognitive skills.

1A – Tutors during the school day - For schools not provided a Tier I intervention specialist, they will receive tutors during the day to provide Tier II and III instruction. Continued funding ESSER II.

1B – Certified tutors will be provided before/after school, Saturday and during spring break camps for Non-Title I schools. Transportation is being provided. Continued funding ESSER II.

1C – Virtual tutoring – in collaboration with local colleges and universities – College students provide online virtual tutoring in math or reading to middle and high school students. Instruction is provided in small group and one-on-one as needed to all students. Virtual tutoring will be provided for middle school ELA and Math, high school ELA, Geometry and Algebra students who are academically behind.

1D – Mastery Prep/Cogni Tutor for High School students. Mastery Prep and Cogni Tutor for high school students in need of SAT/ACT concordant scores for graduation will be provided.

Summer Programs

Summer School

OCPS offers a comprehensive summer school program to provide support and enrichment to meet the needs of the whole child. Summer programs are available to students in all ESSA Subgroups in grades PreK-12. Transportation is provided to students meeting established criteria.

Students in PreK-5 receive instruction in foundational skills and identified priority standards to bridge the gap between the Florida and BEST Standards. A brief overview of the elementary instructional focus can be found below.

Summer School Instructional Focus ELA - Math

ELA/MATH

- Will focus on standard deficiencies that bridge the gap as we transition into B.E.S.T. for primary grades.
- Foundational skills
- Priority standards
- Standard deficiencies
- Foundational skills and/or enrichment
- Grade level standard deficiencies
- Remedial skills
- Acceleration

Secondary students have the opportunity to complete credit recovery for courses previously failed. Additionally, secondary schools offer in-person instruction to accelerate the learning of targeted students in the areas of ELA and math.

Exceptional Student Education (ESE) Extended School Year

OCPS offers Extended School Year (ESY) for students served in the Exceptional Student Education (ESE) program as a strategy to mitigate learning loss for students with disabilities. ESY focuses on students' needs related to mastery of their

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Individual Education Plan (IEP) goals. ESE teacher, Behavior Specialist, Audiologist, Speech & Language, Vision/DHH, Itinerant Vision/DHH, STW Coordinator and RN nurse allocations are included in the total teacher allocation.

Although Extended School Year is specifically designed to meet the needs of exceptional education students, some ESE students may attend other summer programs deemed more appropriate to address the student's need.

Multilingual Services (ELL)

Multilingual Services sponsors six summer programs for ELLs during the month of June: English language development for elementary students; summer literacy academy for rising sixth and ninth grade students; STEAM ahead for ELLs for seventh and eighth grade students; College Bound Prep for 11th grade students; and a civic engagement and leadership program for 10th and 11th grade high school students. These programs assist English language development focused on supporting students with the language and vocabulary needed for learning and instruction. These programs are focused on language acquisition with a foundation on promoting communication, problem solving and higher-order thinking skills.

1E – Summer Learning

- a. School Resource Officers (SRO) utilized during summer school to provide school and community support. SROs ensure campus security, mentor students, assist with requested Baker Act assessments, hold monthly threat assessment meetings, and violations that require assistance.
- b. Summer extended learning (4 weeks) for targeted students thru the use of teachers and paraprofessionals to mitigate learning loss due to COVID-19.
- c. Summer transportation is provided.
- d. Summer extended learning substitutes are provided for teachers or paraprofessionals as needed.

1F - Algebra 1 Summer Acceleration:

Algebra 1 pass rates have dramatically declined during the pandemic. This program will allow incoming 9th grade students, who will be taking Algebra I in the fall, to attend summer school for direct instruction in advance of students taking the course the following year. Content from the first six weeks of school will be pre-taught in the summer session.

Other Interventions to Address Learning Loss

1G – 5 Additional Summer Planning Days – Based on learning loss experienced as a result of the pandemic, teachers need more time to disaggregate data, identify resources and plan effective lessons. Providing teachers with additional planning days during the summer, allows the necessary time to share best practices, review common assessment data, intervention data and district formative data as teams in order to best identify supports for students and differentiate instruction.

1H – MAO Resource Teachers Acceleration (2) – “If we accept the learning-loss narrative, we’re more likely to focus on remediation, which would mean slowing down and focusing on isolated skills. This makes students feel punished, embarrassed, and inferior. Often, they are bored in remediation efforts and pay little attention to the experience. Instead, we should focus on acceleration.” Resource Teachers will conduct onsite observations during acceleration. These resource teachers will ensure program compliance and effectiveness of lesson implementation. Constructive feedback will be provided. In collaboration with the school site coordinators, MAO resource teachers will monitor teacher/student attendance/participation to ensure that a minimum of 90% of confirmed students attend 100% of acceleration class sessions. Continued funding ESSER II.

1I – Home Visits – High School – School staff will conduct home visits to connect with students who are chronically absent or low performing. High school personnel will make connections to families to mitigate the concerns with academics and attendance. Continued funding ESSER II.

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1J – Purchasing classroom libraries for secondary Intensive Reading classes would support student independent reading within the rotational model and provide opportunities for students to participate in cohort book studies to enhance fluency, vocabulary and reading comprehension. Trends have shown the need for increased print materials to promote improved independent reading. Providing classroom libraries gives students the platform to engage in active self-regulation based on Nell Duke’s *Active View of Reading*, which is the first step in creating skilled readers.

1K - Scholastic Book Rooms for Early Literacy K-2 – The Book Room Project will align professional development on the Science of Reading with classroom differentiated instruction grounded in literacy. New elementary schools over the next two years will receive 1100 titles/leveled readers X6 copies to implement foundational literacy aligned with the BEST standards and the Science of Reading. In addition to the resources, each school will receive 2 days of professional development for K-3 teachers and paraprofessionals in the topics below. Continued funding ESSER II.

- The Science of Reading: Building Phonemic Awareness in Young Learners
- Getting Started with Guided Reading (3 hours)
- The Science of Reading: Teaching Phonics Explicitly and Systematically
- The Science of Reading: Supporting Fluency Development
- Reading Comprehension

1L - Additional Summer Days for Social Workers -During the onset of the pandemic social workers were instrumental in locating missing students and contacting families to ensure students attended summer school. Funds are requested to continue these services. Continued funding ESSER II.

1M–Tier 1 Intervention Teachers - Funding will be utilized to provide an intervention teacher for targeted support during Tier I instruction for selected schools.

The Tier I intervention teacher will conduct push-in differentiated core instruction side by side with the classroom teacher. Data indicates that smaller class instructional environments lead to greater student gains, specifically in low-income and minority populations (<https://classsizematters.org/research-and-links>). This support will provide a smaller student to teacher ratio. Continued funding ESSER II.

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

- A. **Expand Arts Programs** - On May 2021, the U.S. Department of Education in their FAQ document stated that Local Education Associations might also address the needs of students arising from the COVID-19 pandemic by using ESSER and GEER funds to implement or expand the arts programs. During the pandemic, instruments, equipment, and materials were in short demand as students struggled to participate without sharing or accessing these items from home. Also, the wear and tear due to home use during the pandemic took a toll on instruments, materials, and equipment. This initiative will provide the opportunity for more students to participate in the arts by purchasing instruments. Priority will be given to schools serving students in low socio-economic settings; however, every school will be impacted by this initiative.
- B. **Build literacy and social studies content** knowledge with high-interest, appropriately leveled nonfiction books. Funds are being sought to provide primary school educators with class sets of TCM’s Primary Source Readers Content and Literacy Kits in both English and Spanish. Each kit offers multiple leveled readers that offer opportunities to foster curiosity, study relationships, and reflect on new learning. Each leveled reader motivates students to want to read with high-interest content and engaging illustrations and photographs. This authentic reading experience helps students

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develop vocabulary, comprehension and fluency skills. Additionally, by purchasing the kits in both English and Spanish, OCPS will improve student achievement for all students.

- C. **Purchase professional development** for 1,070 teachers and 120 administrators. The professional development will be offered by the AIM Institute for Learning and Research. There will be four different courses depending on the participant's role and school site. They are as follows:
- **17 cohorts of Pathways to Proficient Reading**
This course is designed for educators who are committed to learning about the connection between reading research, theoretical models such as the Simple View of Reading and Scarborough's Reading Rope, and best practices for language and literacy instruction in the classroom. Participants will learn effective instructional practices that will benefit all students, including those with or at risk for language-based learning disabilities.
 - **4 cohorts of Pathways to Literacy Leadership**
This course provides the foundational knowledge needed to empower school administrators to create an organizational vision for effective literacy instruction and the tools necessary to implement a systems-based approach. In addition, it provides leaders with the opportunity to build a culture of literacy through leading the change process.
 - **2 cohorts of Pathways to Structured Literacy**
This course continues to strengthen educators' knowledge and understanding of the Science of Reading by providing multiple opportunities to apply this knowledge to classroom instruction.
 - **500 seats for AIM First Step Module Bundles**
AIM First Steps modules, which can be taken individually or as a three-course bundle, provide an overview of the Science of Reading, and an introduction to Phonological Awareness, and Decoding & Spelling, the first steps towards understanding Structured Literacy. Each module is ideal for PK-12 teachers or university education students interested in professional development in small units, as well as parents interested in the acquisition of reading and the research-based literacy methods that support reading development.
- D. **Algebra/Geometry:** When students take Algebra 1 and Geometry in middle school, there are extensive gaps in middle school content based on course progression. To eliminate the gaps in content, it is highly recommended that students complete additional coursework through Orange County Virtual School (OCVS). Mathematics is a gatekeeper for future educational and occupational opportunities, and it may be especially central to improving the economic and social conditions of youth especially from disadvantaged backgrounds (Meece, Eccles, Kaczala, Goff, & Futterman, 1982; Moses & Cobb, 2001; Sadler & Tai 2007; Schoenfeld, 2002). Research supports accelerated mathematics pathways. Students will take virtual course on campus with support of teacher in lab face to face.
- E. **Professional development and training for 6-12 ELA** instructional personnel aligned to the Florida B.E.S.T. Standards for English Language Arts. The initiative is based on the need to implement instructional materials as a result of the Florida Department of Education Executive Order 19-32 from Jacob Oliva, Vice Chancellor. The memorandum communicated February 15, 2019 obligates Florida school districts to replace K-12 ELA instructional materials with new instructional materials aligned with the Florida B.E.S.T. Standards for ELA by the 2022-23 school year. In order to properly prepare all ELA teachers within grades 6-12, adequate training and professional development is required to ensure appropriate alignment to the new Florida ELA B.E.S.T. Standards. Training opportunities will begin in summer 2021 as we plan for a fall 2022 implementation across all secondary ELA classrooms. These trainings will include specific learning opportunities connected to the shifts, concepts and skills within the new standards. The Summer B.E.S.T. Institute is slated to be two days within the month of June to span multiple learning sessions and planning time for teachers across the district. Teachers will be incentivized for their participation and preparation through payment within the summer sessions. Adequate training for our teachers will further ensure students are receiving instruction that is aligned to the grade-level standards within ELA, which is required for all students each year.
- F. OCPS is seeking funds to purchase **IXL Math** as a supplemental intervention resource within the rotational model for Algebra 1 and Geometry. The IXL program turns rigorous math concepts into approachable, compelling content that builds students' confidence and math fluency, regardless of their initial proficiency. Teachers are able to pinpoint what students know and identify what to do next to help students improve. The use of IXL Math has shown a positive and

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statistically significant association between the usage of IXL Math and 2015 FSA math performance. In a recent study, the average number of math skills mastered by each student within a school year measured the usage of IXL Math. The analysis suggested that, for IXL schools, if every student mastered 10 more IXL Math skills within a school year, the school could expect a 2.02 point increase on the percent proficient on the 2015 FSA Math tests. If every student mastered 20 more IXL Math skills, the school could expect a 4.04 point increase with an effect size of up to .2.

G. **Purchase 6-12 ELA instructional materials** aligned to the Florida B.E.S.T. Standards for English Language Arts. The initiative is based on the need to purchase instructional materials as a result of the Florida Department of Education Executive Order 19-32 from Jacob Oliva, Vice Chancellor. The memorandum communicated on February 15, 2019 obligates Florida school districts to replace K-12 ELA instructional materials with new instructional materials aligned with the Florida B.E.S.T. Standards for ELA. In conjunction with the newly adopted B.E.S.T. standards, districts are required to use 30% of the state released book list. Our adopted publishers will only supply one novel per student within the book list while others will be available digitally. Currently, the district provides a limited collection of 467 eBooks and 56 magazines to students and teachers across the district to support the curriculum. However, the current collection of eBooks does not include titles from the sample text list provided by Florida's B.E.S.T. Standards for K-12 English Language Arts. This initiative would provide 1 additional physical copy of a novel to secondary students that align to the curriculum materials within their ELA courses. Having physical copies of full-length novels removes the technological barriers that some students may face when attempting to access, read and comprehend grade-appropriate texts. Increasing this access also increases comprehension for students as they read and interact with the physical novel instead of only digitally.

H. **Infographics:** Provide infographics on the importance of chemistry and physics education to future career opportunities. The infographic will cover recommended course progressions through their school career, with data and research that supports the importance of chemistry and physics education before a student leaves high school. The infographic will be provided to teachers, guidance counselors, and parents. Specific research on the importance of chemistry and physics education is shown below. Three major outcomes are posited for students' taking advanced STEM coursework in school:

- Gaining a head start on their college education with the possibility of reducing time to degree (National Research Council, 2002)¹,
- Making the learning in college STEM courses easier, owing to a stronger foundation (Federman, 2007; Sells, 1980, Sadler & Tai, 2007) or
- Easing the transition to college work from high school (Schwartz, Hazari & Sadler, 2008), and increasing students' STEM interest and their persistence to a STEM career (Tyson, Lee, Borman & Hanson, 2007).

In conclusion, based on the findings from the current and previous utility-value intervention studies, there is mounting evidence that promoting the relevance of STEM topics for students is an effective method for increasing students' STEM achievement, career pursuit, and motivation.

I. **3-5 ELA Textbook Adoption:**

- **3-5 ELA** - The district is purchasing new English Language Arts textbooks and materials in line with the updated B.E.S.T standards from the State Board of Education. This funding request is to fund 3 of the 4 years of the textbooks and materials adoption for 3rd through 5th grade English Language Arts.
- **K-5 Dual Languages** - The district is purchasing new Dual Language textbooks and materials in line with the updated B.E.S.T standards from the State Board of Education. This funding request is to fund 3 of the 4 years of the textbooks and materials adoption for Kindergarten through 5th grade Dual Language.
- **K-12 Social Studies** - The last FDOE Social Studies 5 year adoption occurred in 2017. Executive Order 19-32 delayed the ELA and Math adoptions to create a 1-year gap for Social Studies in the 2022-2023 school year. The products recommended for the 1-year gap are continuations of the same products adopted in 2017.
- **Mathematics – Purchase of Math K-12 adoption.**

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- J. **Extra hour Continued Intervention Support-Reading Plus:** Extra hour and the use of Reading Plus in these lowest 300 schools is part of our FDOE approved Reading Plan. Students in grades 2-5 will use this adaptive intervention daily to support reading proficiency: fluency, vocabulary and comprehension. The OCPS Extra Hour allows for targeted and monitored reading interventions. Schools that have implemented this practice with consistency have experienced academic gains for students. Outcomes are evaluated and data is monitored and sent to all learning communities and principals monthly. Continued Funding ESSER I.
- K. **PD Practice Dashboard:** There is a high need to secure a sustainable and data-driven PD to Practice dashboard system for the district at scale to determine engagement, implementation, and impact of professional learning on teacher/leader practice and student learning.
- L. **Triple P Positive Parenting:** Due to Covid-19, the impact of social and emotional needs of students and staff have been documented by OCPS surveys, stakeholder feedback, increase in crisis intervention needs, and student achievement data. By providing the support to OCPS schools on how to engage families in education, student achievement will be positively impacted. This will occur through early interventions and home based supports that result in increased student academic proficiency and social emotional wellbeing. The distributive leadership model with certified trainers will allow OCPS to expand Triple P resources throughout OCPS and sustain the work needed. After the initial two-year training, those trained will continue to meet as a cohort to hone their skills. They will be deployed throughout the district to support schools who do not have a school-based trainer. A system for monitoring will be used to collect participation and implementation data.
- M. **Leadership Web-Based Dashboard:** Due to Covid-19, the impact of social and emotional needs of students, parents, leaders and staff have been documented by OCPS surveys, stakeholder feedback, increase in crisis intervention needs, and student achievement data. There is an increased need to develop school leaders with the knowledge, competencies, and skills to become multidimensional school leaders. Different from a PD dashboard, a well-designed leadership dashboard would provide on-demand access of our identified most important metrics on experiences of leaders specifically. In addition, by providing a central hub for data, the leadership dashboard would compile multiple data sources into a single interface. This interface would be accessible to decision makers and hiring authorities for the purpose of viewing training competencies, strengths, and areas of growth of principal and assistant principal candidates, resulting in a more targeted selection process based on quantitative and qualitative indicators for each school-based administrator.
- N. **Bilingual Lab Paraprofessionals:** Due to students staying home in the spring of 2019 and the 2020-2021 school years, many students are at least one grade level behind or lack the completion of courses to matriculate. Currently, we have 1144 Edgenuity course enrollments. During the summer of the 20-21 school year, the total number of middle school course enrollments was 4207; yet, not all students completed their course work. Due to the course failure and circumstances mentioned above, an aggressive, accelerated recovery program is needed for our middle school students. Staff and resources are essential in moving these students through a dynamic course progression so that they may be with their cohort and graduate on time. Funds will be utilized to hire a bilingual virtual lab paraprofessional for each K-8 and middle school during the traditional school year. The bilingual virtual lab paraprofessionals would assist our English learners with their course work. Ensuring each middle school has a designated lab paraprofessional would increase the number of Edgenuity course completions during the year and decrease the need of course enrollments during summer school.
- O. **STARBASE STEM experiences:** Department of Defense (DoD) STARBASE STEM program - 5th grade STEM experience for a five week (one day per week) STEM experience rooted in Modeling and Simulation. Topics/Standards covered included - Motion and Force, Newton's Laws, Fluid Mechanics, Buoyancy, Bernoulli's Principles, Blocks of Matter, Chromatography, Molecular Models, Energy Fundamentals, Physical and Chemical Changes, Global Positioning Systems, Robotics Challenge, Coding, Engineering Design, Number Sense and Relationships, Measurement, Geometry and Data Analysis and Graphing. Funding is utilized to cover the cost of transportation.

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- P. **EarlyBird:** OCPS currently uses iReady to support early literacy as our only instructional tool without the use of the dyslexia screener. EarlyBird will identify kindergarten students who are at the heightened risk of developing reading issues including dyslexia. Research proves that interventions are most effective in kindergarten and first grade. EarlyBird was developed and scientifically validated at Boston Children's Hospital in partnership with faculty at the Florida Center for Reading Research. The EarlyBird solutions integrates the most predictive literacy milestone information with powerful analytics to identify reading struggles, even before children formally learn to read. "Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading disability, dyslexia affects areas of the brain that process language. Though there's no cure for dyslexia, early assessment and intervention result in the best outcome." (Mayo Clinic, n.d.)
- Q. **Orton-Gillingham Summer Professional Development:** Long term trends from 2012-2020 on NAEP indicate a National reading crisis - For the first time, LTT indicated a decline (3 point drop for 13 year olds and 1 point drop for 9 year olds). What is even more alarming, however, is that for high poverty students the drops were even more severe (5 point drop for 13 year olds and a tragic 7-point drop for 9 year olds). OCPS reading proficiency for 3rd-5th graders in 2021 was 53% and for 6th-8th graders was 50%. Though we slightly exceed national averages, when nearly half of our students are not proficient readers, we need to turn to different strategies and methodologies to support our teachers and students. By training two district staff members as Nationally Certified OG fellows, we will be able to provide continuous professional development and support for our teachers during OCPS institutes
- R. **Write Score:** OCPS is seeking funds to purchase a comprehensive writing program for grades K-10 that combines high-quality professional learning, resources and assessment. Each year in grades 4-10 students are assessed, on their writing abilities. In 2021, 52% of 4th graders and 54% of 5th graders were proficient on the FSA ELA, which is a combination of reading and writing skills. Likewise, 54% of third graders were proficient on the 2021 FSA ELA. Within secondary, students are averaging 50% proficient within FSA ELA. Increasing teacher knowledge in the area of writing, as well as a measurement tool to allow for teacher, school, and district progress monitoring has the potential to increase overall student proficiency within ELA. Professional development that outlines the writing process and progression of writing skills can properly prepare teachers for implementation of systematic writing instruction that coincides with reading instruction. A professional learning series such as Core Connections specializes in providing schools K-12 with guidance and instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum. Core Connection consultants will work closely at the school site throughout the year with administration, teachers, and students to achieve high-level student learning. Teachers will be expected to attend three times a year to complete the comprehensive learning series. The inclusion of regularly scheduled writing assessments and progress monitoring is a valuable tool for enriching classroom instruction, personalizing learning, and tracking students' growth. An assessment platform such as Write Score includes hand-scored, text-based assessments for informational/explanatory, narrative and opinion/argument writing.
- S. **Paraprofessionals** for early literacy and math initiative in elementary schools for K-5 and 6-9 reading to provide direct support and small group instruction. Professional development will be provided to support paraprofessionals in reading and math.
- T. **Reimagining Education Project** to increase awareness of and access to Career and Technical Education programs not only for secondary students, but also providing opportunities for exposure to career opportunities beginning in elementary school. Effective career exploration requires students to have opportunities to explore the pathways and educational trajectories that lead to those careers. Additionally, exposure and immersion in CTE programs focused on the power or durable skills students need to be successful in any career pathway and students who choose these

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opportunities make valuable connections to their core content classes such as English, Mathematics, Science, and Social Studies to see the relevancy of that work.

The Reimagining Education initiative will serve students in elementary, middle, and high school through experiential, immersive learning experiences designed to provide participants a deeper awareness of viable career pathways for their future success. These experiences include workplace field trips hosted by industry partners, work-based learning, job shadowing, internships, and externships.

Additionally, this project will serve students who have lost 2 or more years (16 years of age+) for the grade level currently enrolled due to the pandemic. Students will follow the Florida Department of Education's requirements to earn a Career and Technical Education (CTE) diploma. Students will be provided an educational program that integrates CTE focus curriculum and academic subjects in a manner that prepares students for postsecondary education or entering the workforce. Working with local industry partners, career focused curriculum will be developed to directly relate academics to industry career related employment. Students will participate in paid professional internships, with various industry partners, as an integral part of this initiative.

Data to determine need included qualitative data collected through a series of roundtables with industry partners, students, and OCPS staff members. Data collected around this initiative are student and industry partner participation in experiential learning opportunities, increased enrollment in CTE and STEM programs and OTC DE programs over time, as well as increased student attainment rates of credentials of values/industry certification, program retention and completion rates.

Further, data outlining middle school retention was reviewed to identify the need to support students overage for middle school. Data collected around this initiative include student enrollment in the program, retention rates, completion/graduation rates.

- U. **Summer Extended Contract Days** - to provide extended contract days for guidance counselors, career and college specialists, media specialists, athletic directors and JROTC to support students and plan for the upcoming school years.

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

- A. **Behavior Specialists:** Certified school-based behavior specialist positions are needed to provide additional support to schools with students age 3-22 due to the increase of significant behavior incidents that have resulted from the pandemic. As all students have physically returned to school, there has been a significant increase in the number of requests for support from schools for assistance in maintaining safe classroom environments. In addition, as a result of the increase in behavior incidents, schools are looking at more restrictive placement for students with disabilities due to not having the resources available on their own campus to support these students. These positions will be allocated to schools with high behavior incidents that do not currently have a behavior specialist on their campus.
- B. **Teacher of the Visually Impaired:** On May, 2017 USDOE weighed in on the diagnosis of Convergence Insufficiency as being a visual impairment therefore, requiring a full evaluation instead of collecting data and considering a 504. The requirement to evaluate all students with a diagnosis of Convergent Insufficiency has tripled (if not more) the number of evaluations the program does each year. The current Teachers of the Visually Impaired (10 itinerant) all have caseloads for direct IEP services and cannot keep up with the added task of evaluations for this mandate to evaluate this disability.

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- 2017-2018: Referrals: 31 Consents/Evaluations: 26 Average direct student hours on caseload for teachers: 15-18 Average number of schools that each teacher serves (including HHB): 15-18
- 2018-2019: Referrals: 36 Consents/Evaluations: 30 Average direct student hours on caseload for teachers: 15.5-18 Average number of schools that each teacher serves (including HHB): 16-19
- 2019-2020: Referrals: 30 Consents/Evaluations: 20 Average direct student hours on caseload for teachers: 15-18 Average number of schools that each teacher serves (including HHB): 16-19
- 2020-2021: Referrals: 62 Consents/Evaluations: 28 (LaunchEd caused some parents not to give consent) Average direct student hours on caseload for teachers: 19-22 (2 Vacancies) Average number of schools that each teacher serves (including HHB and LaunchEd): 18-20
- 2021-2022 YTD: Referrals: 104 Consents/Evaluations: 46 Average direct student hours on caseload for teachers: 15.5-19 Average number of schools that each teacher serves (including HHB): 17-19

C. **Speech Language Diagnostician:** Due to the following additional positions are needed.

- The addition of 5 new schools opening for the 2022-2023 school year (Dedicated and High Quality team, Efficient Operations, High Expectations for Student Learning)
- Increase of students on the therapist's caseloads that require intensive speech and language services (services on IEPs beyond 2 times a week, high amount of 254 and 255 students) (High Expectations for Student Learning)
- Additional ESE units opening at schools with students that require speech and/or language services (Efficient Operations, High Expectations for Student Learning)
- Influx of Preschool students that did not enroll during the time of the Pandemic that have speech and/or language services and are further behind developmentally (Efficient Operations, High Expectations for Student Learning)
- Increase in OCVS enrollment for students that require speech and/or language services. Placing a therapist at OCVS would not allow for FTE funding. Placing the allocation at the district level would allow for funding. (Efficient Operations, High Expectations for Student Learning.)

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

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

- A. **Updated Equipment in HS** - CTE is working on a five-year plan to reach technological capacity, access and advancement for all students to industry standard software requiring devices that exceed our current device standards. The onset of both remote learning and later the option to return to classrooms or remain remote, exposed a need to upgrade our equipment. Funds will be used to update technology in support of successful attainment of industry certifications.
- B. **Project Lead the Way** - CTE continues to work on strengthening and broadening student exposure and interaction with STEM related programming in middle school, where we have an active audience that is eager to explore and desires to work hands-on in higher-level cognitive projects. In order to keep the momentum going, we struggle to ensure all

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students have access to the supplies needed in the classroom to maintain engagement and interest in these rigorous programs. While costly to run these programs, they are valued for their structure in preparing our students for problem solving and higher level STEM programs at the high school level. Funding will be utilized to purchase VEX Kits, curriculum and supplies for hands-on content activities.

- C. **CTE classroom technology and Instructional/Curriculum Development** - The amount of data that is generated today, by both machines and humans, far outpaces a person's ability to absorb, interpret and make complex decisions based on that data. Artificial Intelligence (AI) allows us to rethink how we integrate information, analyze data, and use these insights to improve decision-making. By eliminating resistance and improving capabilities, it allows end-to-end efficiency. In recognition of this important trend, Orange County Public Schools seeks to implement a program designed to prepare students to interact with this technology.
- D. **Project Lead the Way STEM Program Materials and Equipment** – To attract students and bridge the gap between the number of students participating in STEM related careers, we must upgrade our current program materials equipment and technological needs. These are essential to providing activity-, project-, and problem-based (APB) instructional design centers, hands-on real-world activities, projects that help students understand how this knowledge may be applied in everyday life

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.

- A. **Additional Food Storage** - Through the pandemic and continuing into the current school year we have seen an increase in students in poverty needing meal assistance. Increased cold storage is needed to offset the limited and inconsistent food supply chain due to the pandemic. The pandemic has decreased the number of trucks, drivers, and amount of food the district receives for meals from the distributor. This has resulted in insufficient and inconsistent food deliveries for the past 20 months. The pandemic has changed the way OCPS food service receives food deliveries. Currently, the OCPS food service program has found success by receiving large deliveries direct from the manufacturer and using the existing FNS refrigerated trucks to deliver to centralized kitchens with large storage areas. The seven cold storage units will be distributed throughout the district and will mitigate the burden kitchens are presently experiencing. The FNS program is using the OCPS warehouse for dry storage. In the summer food service program, the number of kitchens preparing meals is reduced to gain the efficiency of bulk food preparation. The additional cold storage is needed at these meal preparation sites. The meals are then delivered to about 225 programs for children. Since the meals are at no charge in the summer, the program is expanded from summer schools to include Boys and Girls Clubs, the City of Orlando Recreation Program, YMCA youth camps and other locations sponsoring youth programs.

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.

- A. **High School Algebra 1** – Due to the pandemic, we have seen a decline in the number of students obtaining proficiency. Passing the Algebra 1 EOC is a graduation requirement and a gateway math course for progression to higher-level math courses required in many high demand and high salary career opportunities. This initiative will change the teaching load for an Algebra 1 teacher from 6 periods with one planning to 4 periods with 3 planning so that an intense effort on differentiated instruction may occur. This initiative will begin as a pilot in our five highest need schools. We will move to a 4/3 model adding two additional Algebra 1 teachers to each school. This will allow the Algebra 1 teachers the opportunity to teach 4 classes and have 3 classes for planning or small group instruction.

- B. **ELA 10 learning loss** - Due to the pandemic, we have seen a decline in the number of students obtaining proficiency. This initiative will lower their teaching load to allow more time for planning needed differentiation and intervention. This

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initiative will begin as a pilot in our five highest need schools. Four additional ELA 10 teachers will be hired in each school to allow for the 4/3 model. ELA 10 teachers will teach four periods and have three periods for planning or small group differentiated instruction.

C. Additional District Police – The pandemic has resulted in added stressors to the lives of students and families. In some instances, this has increased threats, discipline referrals, and incidents of violence. The challenges created by the need to conduct schooling via of distance learning has resulted in an achievement gap and substantially increased threats and mental health concerns. Additional school law enforcement with a focus on these issues will support the district's Vision and Mission objective of maintaining a positive climate and safe environment in schools. Additional officers will support conflict resolution, trauma-informed care, de-escalation, threat assessment and management, youth, sexual, and community violence prevention district wide. These officers will provide support for additional school and community support as well as the need for active intervention.

D. School Resource Officer - Continue additional law enforcement services at Carver MS to assist school administration with conflict resolution, de-escalation, threat assessment and management, youth violence prevention, sexual violence prevention, community violence prevention, and intimate partner violence prevention. Schools have been adversely affected by the pandemic lockdown and subsequent community, family and educational stressors. This has resulted in an increase in threats, discipline referrals and incidents of violence. This necessitates the need for additional school and community support as well as the need for active law enforcement intervention. Continued funding ESSER II.

E. School Library Collections - OCPS is seeking funds to enhance school library collections with new print books and resources. The purchases will focus on materials and library programming that feature characters reflective of the low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth of their school's population. In addition, professional development resources will provide media specialists with reference journals and an online curriculum, which will help them select the best and most current resources for their media centers. This project also supports one of the district's action steps for moving media centers forward in best and innovative practices. Funds will also be used to provide face-to-face professional development on collection development practices. "Collection development is an "ongoing cycle of improvement for the collection and curation of resources that drive student success". One of the basic reasons that school libraries lack appropriate resources for ELLs, for example, is a lack of funding (Knowledge Quest, Murphy, Mar-Apr 2018). While each of the school's collections include a small amount of Hi-Lo titles, expansion of the collection would afford all students throughout the district access to books of interest to further develop foundational reading skills including phonological awareness, phonics and word analysis, encoding, and fluency at both the elementary and secondary level. This initiative would provide the opportunity to expand to include other commonly spoken languages throughout the district. In addition, media specialists currently do not have access to professional journals and current school library research and additional monies are requested to purchase an online subscription service to such databases.

F. ELlevation platform - English Language Learners are a priority subgroup. The capability to monitor, and track the progress of ELLs is imperative. ELlevation is a tool to assist schools in monitoring ELLs and identifying best practices for ELLs based on English Language proficiency levels. This platform organizes all ELL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students and empower students with the academic language necessary for success in school. ELlevation also offers teachers a set of research-based instructional practices and activities to help classroom teachers plan instruction and apply the techniques necessary to allow ELLs to acquire language and master grade-level content. Title III will cover the cost for Elevations strategies. ELlevation platform continued funding ESSER II.

G. Program Specialist ELL - The program specialist will focus on providing professional development in evidence-based practices to for English language learners for teachers and administrators. More specifically, targeted professional development on strategies for ELLs, scaffolding strategies based on language proficiency levels and best practices in the implementation and use of supplemental programs for English language learners to narrow the achievement gap will also be areas of concentration. This position will be split funded with Title II (75/25). Continued funding ESSER II.

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H. Program Specialist ESE High School - Program ESE will address the ongoing need for ESE support in our high schools with IEP compliance, parent concerns, and teacher and staff support. The Program Specialist will assist in providing support to schools, teachers, and parents. The increase in parent concerns, state complaints, mediations and IEP compliance concerns need to be addressed and steps put in place to minimize disputes. Many ESE students were impacted by the pandemic; thus, additional help is needed in schools to support and build the necessary academic and social skills of ESE students. Continued funding ESSER II.

I. Staffing Specialists – Due to COVID 19 with students returning face to face funds will be utilized to provide schools who had a .5 staffing specialist with full time staff. Staffing Specialist are tasked with initiating and managing initial identification and placement of students that may qualify for special education services; manage any meeting related to a student with disabilities and their IEP/progress; support the administration with items related to special education; support instructional personnel with items related to special education; monitor that the school is in compliance with the law, policies and procedures; support parents as they navigate special education and the school district; and provide support in maintaining 504 plan. Continued funding ESSER II.

J. Staffing School clerks (96 staff) - to assist with loss of learning for ESE students. Staff will provide support in meetings to address the loss of compensatory education for all ESE students. They will also support MTSS meetings for students who may need Tier 3 interventions due to loss of learning. Continued funding ESSER II.

K. ESE Principal on Assignment - was created to provide schools information and assistance with school improvement efforts in compliance with ESE federal and state laws and rules and in achievement of academic progress for students with disabilities. Support is needed to close the learning loss gap. Continued funding ESSER II.

L. Resource Teachers ESE (2) – to support teachers of students with disabilities in the areas of behavior and instruction by recommending and modeling research-based strategies that teachers can implement in their classroom, providing side-by-side coaching, and making visuals and other instructional tools to meet the needs of students with disabilities in order for them to be successful in the classroom. In addition, these resource teachers develop and offer a wide variety of professional development opportunities in the areas of autism, Access Points, inclusion, verbal de-escalation and behavioral intervention strategies. Continued funding ESSER II.

M. Extended contract days – ESOL compliance specialists to provide principals and others school leaders with the resources necessary to address the needs of their individual schools and the ESOL department. ESOL compliance specialist will ensure ELL testing and LY3+ re-evaluations are complete, attend parent and committee meetings, monitor documentation for LF students, ensure DEUSS dates are captured and identify new potential ELLs for testing. Continued funding ESSER II.

N. Extended contract days for district staffing specialists to review data and plan PD for ESE teachers to conduct Loss of Skills meetings for students with disabilities based on their IEP goals as a result of COVID. Data meetings were held with school staff to address gaps due to school closures resulting from COVID. The following is a list of supports that will be provided:

- Supporting schools with data entry to include Loss of Skill meetings
- Developing summer professional development for School Staffing Specialists/ Section 504 contacts to take place in June and July (PD is 6 days for IDEA and 4 days for Section 504)
- Closing out compliance documentation with schools including obtaining signatures and follow through from virtual meetings
- Create professional development for dispute resolution and compliance according to 2020-2021 SY data, state visit and internal audit
- Revise PEER handbook, eligibility checklists, protocols, and school monitoring reports
- Develop and finalize staffing specialist handbook
- Support schools as needed with meetings, etc.

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- Continued funding ESSER II

O. ESE Program Assistants– To provide additional support to schools with students age 3-22 with severe cognitive and/or behavioral disorders in grades PK through 12. As all students have physically returned to school, there has been a significant increase in the number of requests from schools for assistance in maintaining safe classroom environments for all students and staff. These positions will increase the number of schools receiving behavioral support for students in crisis on a daily basis. Continued funding ESSER II.

P. Math Extension Program Agreement – Program Overview

Improving performance in mathematics for college readiness among high school students in Orange County Public Schools provides a solid foundation for students’ continued success in college level mathematics and other coursework as they matriculate to higher education. The Math Extension program is a collaborative partnership between Valencia College and Orange County Public Schools and represents investments from both institutions in readiness for college-level mathematics among students at selected high schools. The program brings Valencia College mathematics faculty to teach math for college readiness in Orange County high schools, provides infrastructure for curricular alignment among the high schools and Valencia College, promotes conditions for learning that advance racial equity in outcomes, and leverages the Central Florida Education Ecosystem database to assess the effectiveness of the program in meeting the desired program outcomes.

Desired Program Outcomes

- Students from Orange County high schools where the Math Extension program is deployed will:
 - Complete math for college readiness coursework with higher course success rates
 - Matriculate to higher education at rates higher than their high school average
 - Demonstrate higher than average success in their first college-level math course
- Faculty (both Valencia and OCPS) who teach mathematics in Orange County high schools where the Math Extension program is deployed will:
 - Participate in partnerships to align curricula
 - Share pedagogies and strategies for equity-minded teaching and learning in mathematics
 - Partner to assess student outcomes and develop strategies for improvement

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

A. DocuSign software – During the pandemic we had an increased need to have a way to electronically sign documents to meet compliance requirements while students and employees were working from or being educated from home. This provided a way for parents to sign legal documents (IEP meetings) while in a virtual environment. Continued funding ESSER I.

D. Transportation - Due to the bus driver shortage, OCPS has contracted a service provider to transport ESE and MVP students. Contracted vendors are also facing labor shortages. Purchasing smaller vehicles can bring this service in-house. Smaller vehicles do not need CDL drivers. District school boards may use passenger cars, multipurpose passenger vehicles (MPV), or trucks designed to transport fewer than ten students only when one of the five conditions listed in section 1006.22, Florida Statutes (F.S.) are met.

C. GPS units for busses - With the driver shortage, adding rugged tablets on buses will provide updated bus route sheets with audio turn by turn directions to reduce the chance of substitute drivers getting lost, thus improving on-time arrivals at

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schools. These programs also provide the opportunity to track students as they board and exit. This will improve the safety of knowing where and when students rode the bus and to improve the accuracy of the student counts for the state reporting for FEFP funds.

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

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

A. Additional hours for bus drivers to clean and sanitize busses daily after final run of day including supplies. Hand sanitizer dispensers (damage replacement), sanitizer for dispensers, disinfectant and rags/towels. Continue funding ESSER II.

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.

A. **Smart Sheets** - SmartSheets is a collaboration software that is being used to track and report Covid-19 cases and provide necessary information to the Department of Health to assist with contact tracing. SmartSheets is integrated with our SAP system to allow users to enter reported Covid-19 case data on a secure manner within our network firewall. Smart sheet allows us to create a dashboard of cases that is reported publically and provides useful information for the Department of Health. SmartSheets is also being used to track PPE inventory and manage distribution requests of PPE to schools and departments. SmartSheets will allow OCPS support from the company to create reports, integrate with other OCPS systems to compile and manage large amounts of information.

B. **Impact Infrastructure** - The Instructional Continuity Plan is a requirement from the state to assist with continuing instruction in the event of a school closure. Part of the ICP requires the selection of a Learning Management System and ability to continue instruction during a closure. OCPS has identified Canvas as its LMS and has utilized this tool since 2016 to support digital learning. Canvas is an integral part of ensuring our students can continue to learn. Throughout the 2019-20 and 2020-21 school years Canvas has been a hub of student learning for remote, hybrid, and F2F instruction. There was a jump in active courses from less than 15,000 pre pandemic to over 30,000 in fall of 2020. Although we have the data to support usage at our schools, data is not available to distinguish which sub-accounts schools, or users utilizing the LMS. This makes it difficult to target support. Principals are able to see overall numbers, but not the specific grades, classes, or teachers that may need support. Impact, from Instructure, provides the ability to target actions at the school or the district to support the adoption of Canvas and identify needs that might arise during a closure. This would help meet the needs of the ICP to ensure that all students know where to go for learning during a closure. This tool will also allow for monitoring of schools utilization of Canvas overall so we are better prepared in the event of a school closure.

C. **Connect Support** - The Instructional Systems team will be offering Connect Support PD to our Cohort 6-8 school sites. Through this process teachers will strengthen their connection between technology and standards based instruction. The sessions will provide participants with support related to Canvas, iPads, Microsoft products, and content connections with other digital tools. Participants will have an opportunity to plan for an upcoming standards-based lesson. They will

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receive training and coaching support on complimentary digital tools to support the standards, learn about utilizing the tool with their classes, and have an opportunity for practice and feedback. These skills will assist with deepening the connection for online learning and technology supports if there is a closure in the future.

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.

A. Student System Reports. Continuation of contracted labor - SHED Developers supporting student system reports for an additional 2 years. As the pandemic hit and new requirements came from the state and district, new SHED reports were implemented on an emergency basis to assist with COVID impacts to students such as the tracking of the instructional model, attendance and other pieces of data. That emergency work then delayed the non-COVID reports the developers were working on at the time of the emergency requests. SHED contains reports that are not found in any other OCPS software system, but are critical to the success of the district. SHED consultant developers' author and implement extracts and reports according to the needs of the 75 Business Process Owners who are responsible for 230 different processes or areas of student data. The data source for the SHED reports is the Skyward student information system.

B. Firewall Box Modules Professional Services Implementation. Professional services from a qualified vendor to provide help implement and configure 2 firewalls. These professional services would allow us to instruct an Engineer from a vendor to properly install, configure and deploy 2 firewalls across different data centers. This cost also includes the price for Intrusion Protection and Detection licensing.

C. Data Center Switches - Nexus 9300. Required Cisco switches to connect the new EDW/Oracle servers in Data Site Orlando. This should be combined with the EDW/Oracle new server purchase.

D. Out-of-Band Management for DSO and ELC Locations. Network equipment needed to set up Out Of Band management to our equipment, in case the AT&T circuit is not available. This is essentially a secure backdoor route for our Network Engineers to troubleshoot the network/internet in case our primary Internet goes down.

E. Multifactor Authentication - DUO Access. Cisco Duo MFA solution for staff who use VPN. Cyber Security Insurance is starting to require multifactor authentication across all employees. This would allow us to license up to 2400 staff members to utilize MFA enhanced security when remotely accessing OCPS resources.

F. Supplemental Math Program - OCPS is seeking funds to purchase a supplemental math software for a pilot program for 20 schools to support Tier I and Tier II math instruction. ST Math provides students with standards-aligned puzzles that provide varied and repeated practice opportunities with math content. Through this practice which helps students move from concrete, to representational, to abstract, students can work to demonstrate mastery with math standards.

G. RAZ Plus – (Continued from ESSER II) OCPS is seeking funds to purchase supplemental software to support reading for Tier I and Tier II instruction. This program is for teachers and students and can be used during core instruction, FBS block, enrichment, tutoring, extra hour, and summer school. The program provides students with standards based- aligned lessons and questions that provide varied and repeated practice opportunities with reading content such as foundational skills, fluency, vocabulary, and comprehension. Through this program, VPK - 5th grade students work towards closing the achievement gap and become proficient readers. Continued funding ESSER II.

H. Symphony Math - (Continued from ESSER II) is a web-enabled program that provides students with opportunities to build conceptual understanding of counting and cardinality, place value, numbers sense (which includes fractions/decimals), and computational fluency involving whole numbers. Students are exposed to visual models throughout all stages within the program and make connections to math concepts from the representational to the abstract level. The program is self-leveling and assessments are administered three times throughout the year. Teachers are able to analyze data and view items

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where students encountered potential struggles on the assessment. Research demonstrates an effect size of .30 in Grades 1-4, and showed the lowest 25% of students had 2x the gains of those who did not use Symphony Math.

I. **CAPIT Learning** - OCPS is seeking funds to purchase CAPIT Learning to support and increase phonics instruction in VPK. CAPIT is a phonics curriculum program with embedded assessments aligned to the Florida Four Years Old to Kindergarten Literacy standards. CAPIT will be used to help increase the students' knowledge of letter identification and sounds.

J. **VPK teacher laptops** - OCPS is seeking funds to replace existing devices to provide VPK teachers with updated laptops. Teachers and paraprofessionals will have reliable technology to communicate and engage with families during distance learning. Purchasing new laptops will provide teachers an opportunity to participate in in-service training sessions; communicate students' progress with their parents; implement learning stations using iPads and/or laptops in their daily lessons and assessments; and utilize an electronic method for attendance tracking and purposes.

K. **Study Island Elem** - OCPS is seeking funds to purchase supplemental software to build fluency with elementary science content. Elementary science culminates with the state assessment that assesses students in fifth grade on content learned and built upon throughout their elementary years. Students are assessed not only on fifth grade standards, but also on standards they learned in third and fourth grade. Due to the gap in time between student learning of standards, and student assessment, fluency with content and vocabulary is integral to success on the fifth grade assessment. This request is for the purchase of the Study Island Science software for grades three, four, and five, to increase practice and fluency building with science content. The program provides students with standards-aligned lessons and questions that provide varied and repeated practice opportunities with science content and vocabulary. Through this practice, students can work to demonstrate mastery with science standards.

L. **Study Island MS** - OCPS is seeking funds to purchase supplemental software to build fluency with middle school science content. Middle school science culminates with the state assessment for students in eighth grade on content learned and built upon throughout their middle school years. Students are assessed not only on eighth grade standards learned in sixth and seventh grade. Due to the gap in time between student learning of standards, and student assessment, fluency with content and vocabulary is integral to success on the eighth grade assessment. This request is for the purchase of the Study Island Science software for grades six, seven, and eight, to increase practice and fluency building with science content. Through this practice, students can work to demonstrate mastery with science standards.

M. **Gizmos** - OCPS is seeking funds to purchase Gizmos as supplemental software for grades 3-12 to support math and science content through virtual lab and simulation software. The use of virtual labs and simulations supports students in making sense of content through concrete examples that students can manipulate and make sense of to increase their conceptual understanding. Resources within the program support students in making sense of phenomena with opportunities to practice and apply the knowledge obtained.

N. **Title I Crate** - The Federal Programs Departments serves 104 Title I Schools, Title II, III, IV and Migrant and Homeless Education; and ESSER grants within OCPS. Title I Crate is a web-based tool for ESEA Documentation Specifically designed for the monitoring, audit and compliance documentation needs of Florida Department of Education and the US Department of Education requirements with the actual monitoring built in the software. This software program digitizes documentation and allows District and Campus administrators to store, organize, monitor and manage all required documentation for all campuses in OCPS. Title I Crate is the only program available that meets the highest level of K12 security for data, FERPA compliancy. Title I Crate would be used to collect and store documentation for all federal programs to upload 4X per year the required desktop monitoring data as required by FDOE. It will also be used to collect ESSER federal funding documentation.

O. **Hot Spots** for students with limited or no access to the internet to have connectivity at home to provide continued learning for academic achievement. Funding continued from ESSER II.

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P. Imagine Learning for ELL students – Imagine Learning and Literacy is a program that provides engaging activities to teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. Imagine Language and Literacy provides strategic first language support in 15 languages to facilitate and enhance English language learning. As students become more proficient in English, this language support is gradually decreased. Since the pandemic, Multilingual Services has doubled the amount of licenses available for school use and also increased the parameters for student eligibility (DEUSS date less than two years). Progress monitoring will occur every week as student data is reviewed specifically in the components of fidelity and proficiency. Continued funding ESSER II.

Q. Technology refresh of targeted student equipment in schools that are no longer manufactured, no longer supported or are in the period of their life cycle where they no longer support the needs of the classroom. These upgrades will help to ensure that the teacher can properly connect the equipment within the classroom to aid in student instruction. Continued funding ESSER II.

R. Student technology device repair to ensure that students and teachers can connect for classroom instruction. Cracked screens, broken ports, and broken devices. Continued funding ESSER II.

S. Classroom Lightraise/Audio Enhancement – LightRaise are interactive projectors which enable teachers to add interactivity to almost any surface. This touch and pen-enabled, ultra-short-throw interactive projector enables two students to instantly start collaborating on lesson activities at the same time.

Audio Enhancement systems provide classroom audio with clear instruction through masks; classroom video enhances digital content to facilitate effective remote and blended learning; school wide communication allows for instant flexible scheduling to accommodate staggered schedules; and school safety provides quick communication with office staff to communicate urgent situations.

T. Device Check Out - These days are for instructional staff only. Days can be used for single or multiple people to assist with device checkout responsibilities and must be used prior to pre-planning.

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

A. Mental Health professional on-site for employees - The goal is to reduce absenteeism and increase attendance for Employees by offering on-site assistance for employees. The MH professional will be through our Medical third-party administrator, so it's a non-OCPS professional that employees can meet with regarding their MH issues. This position will support employee mental health through researching best practices, mental health supports, employee health fairs, and direct support to school wellness programs.

B. Threat Assessment Monitoring Software - Currently, the district is unable to systemically track threats to others in a comprehensive manner that permits program analysis and evaluation. This software will provide support, monitoring, and evaluation for both school and district threat assessment teams and Mental Health Services. It will also provide a streamlined platform to effectively and efficiently manage threats to self and threats to others. The program will also permit the district to annually provide validated quantitative data to the Florida Department of Education as required by Rule 6A-1.0018.

C. Mental Health Counselor in all schools – This employee will provide Tier 2 and Tier 3 individual and group counseling services for students. They will assist with crisis response counseling and threat response to suicide and self-harm. They can provide de-escalation for students and assist if an involuntary examination is required (Baker Act process). They will provide students and parents with mental health education. They will serve as a liaison between school and family and provide community mental health and social services resources.

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D Employee Wellness - Due to the pandemic, employees are showing more stress and anxiety, increased absenteeism, seeking behavioral health services and declining health. The benefits of Mental Health are well documented. The body and mind are one, caring for your body benefits your mind. Research shows yoga and meditation increase mental wellness. In the books “The Deepest Well” by Dr. Nadine Burke-Harris, and “The Body Keeps Score” by Dr. Bessel Van der Kolk, they count exercise as a vital part of treatment for people who have had traumatic experiences. The benefits of routine include improved sleep, better endurance, stress relief, improvement in mood, weight reduction and reduced cholesterol. Funds will be utilized to provide employees an opportunity to take yoga or a stress relieving class due to anxiety, stress or depression.

E. Mental Health Counseling Resources - Play Therapy Library - Mental health staff in each school will be provided counseling/play therapy resources. Funding will be utilized to create a counseling resource library which will provide counselors with a variety of games, books, activities, and resources that will increase student engagement in individual and group counseling sessions. The need for this project is evident in the following data: OCPS students at all levels K-12 have been struggling with higher rates of anxiety and depression as a result of the pandemic.

F. Games and supplemental materials for SEL and counseling groups - School Social Workers and School Psychologists are providing direct services to students through small SEL groups, counseling groups, individual counseling, and mentoring. Typically staff are using district endorsed materials such as Second Step and Zones of Regulation as the materials for the groups. As part of the support provided in these interventions there is a need to supplement using hands on materials and games to allow students the opportunity to practice skills and receive feedback. These materials enables students to problem solve, resolve conflict, and handle challenging situations.

G. Social Workers Elementary (New) - Additional social workers will be hired to ensure every elementary school has staff on campus. This social worker can assist with individual and group counseling and attendance issues as well as threat response. They will also provide families with community resources.

H. Social Workers (8.5) - The mental and emotional well-being of all students continues to be a district priority. In the mental health legislation (Senate Bill 590) School Social Workers are identified as one of the professional groups which can provide mental health services in schools. School social workers have the ability to provide direct services to students but also support families with connections to needed community resources. Previously the district provided .5 Social worker in our middle schools. Funds will be utilized to give each MS an additional .5 allocation giving them a full time social worker. Having full-time support from a school social worker allows for the early intervention that is necessary to support the overall health and well-being of students. Research reveals many of the signs and symptoms of mental illness begin in adolescence. Proactively providing the necessary support can reduce the number of students who develop a mental disorder. Continued funding from ESSER II.

I. Social Workers (8.5) - The mental and emotional well-being of all students continues to be a district priority. In the mental health legislation (Senate Bill 590) School Social Workers are identified as one of the professional groups which can provide mental health services in schools. School social workers have the ability to provide direct services to students but also support families with connections to needed community resources. Previously the district provided .5 Social worker in our middle schools. Funds will be utilized to give each MS an additional .5 allocation giving them a full time social worker. Having full-time support from a school social worker allows for the early intervention that is necessary to support the overall health and well-being of students. Research reveals many of the signs and symptoms of mental illness begin in adolescence. Proactively providing the necessary support can reduce the number of students who develop a mental disorder. Continued funding from ESSER II.

J. Telehealth and mental health services for students (Contracted services). The most frequent reasons for clinic visits are non-communicable diseases (about 44%) and communicable (about 19%). Almost all telehealth visits resulted in returning to class, at about 94%. This increased instructional time by about 3 hours. By remaining in the classroom for the duration of the school day, the student minimizes instructional time lost therefore increasing student

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achievement. The more time students spend in the classroom the smaller the loss of learning. Services will be available to students during the school day.

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.

A. **Recovering Learning Loss in the Music Classroom (RLLMC)** initiative is designed to support the academic and artistic growth of OCPS music students in 6th through 12th grade. As a result of lost instructional time and access to instruments during the pandemic, many of our students are currently performing below grade level according to OCPS Scope and Sequence documents as well as Florida standards for Music courses such as band, chorus, orchestra, and guitar. In order to recover this loss, 100 6th -12th-grade music students currently receiving free or reduced lunch assistance will be selected to receive 30 private tutoring sessions per year taught by instrument or voice specific instructional leaders from the Orlando Philharmonic, Central Florida Vocal Arts, Central Florida Community Arts and/or Opera Orlando. Students will be expected to perform in a spring recital the first year and then both a fall and spring recital the remaining 2 years. The recitals will be designed to demonstrate the work of each student receiving tutoring services. Feedback from master teachers will also be provided for each performance based on the Florida Music Education Associations Solo and Ensemble rubric. An additional 50 students receiving free or reduced lunch, will be selected to attend various community summer intensives designed to close the learning loss that occurred during the past 18 months. Summer camps and intensives can address students' Social & Emotional mental health, and academic needs while strengthening their skills, developing their fundamentals, and growing their musicianship.

These camps may include opportunities such as the University of Central Florida's All-State Prep Camp, Central Florida Vocal Art's Summer Intensive, and Florida State University's band camp, choral camp, or piano institute. Evidence of this can be found by using OCPS Common Final Exam data and Florida All-State audition results. Since 2019, the average score on the OCPS End of Course Exams for music courses found on the Performance Matters School Scoreboard have declined. In addition, acceptance to OCPS All-State ensembles has declined since the start of the pandemic as recorded by the Florida Music Education Association. Tutoring for a well-rounded student under ESSA – SAT and FSA scores continue to demonstrate a relationship between students who enroll and are successful in the arts. Data demonstrate a strong relationship between students who participate in arts and higher academic success. Music and the Arts are an integral part of the education process. Students who have early musical training will develop the areas of the brain related to language and reasoning. Students in band, chorus, or orchestra are less likely to abuse substances over their lifetime. Studying music improves the development of spatial intelligence that is helpful for advanced mathematics.

B. **Advanced Studies (AS) Mentor program:** The mentor program would consist of after-school meetings once per week where experienced Advanced Studies students would mentor incoming/new Advanced Studies students. For example, a junior would mentor a freshman and a senior would mentor a sophomore. As students transition through grade levels, the incoming/new mentees would become the mentors creating a pipeline for student social support in Advanced Studies programs. Mentor time could consist of academic/tutoring support, sharing study skills, SEL support in Advanced Studies, planning for future course taking, and college aspirations. Social postsecondary preparation experiences in high school such as a mentor program can help create a peer culture in which college-going is seen positively (Deli-Amen & Tevis, 2010; McKillip et al., 2013; Ndiaye & Wolfe, 2016). As peer influence is strong in teenagers and young adults, peers can help build a culture in which students are expected to attend college and to feel comfortable in the college environment. Secondary schools can support this culture by providing opportunities for students to discuss their college aspirations, learn more about college, opportunities for college credit, and give back to their communities (Forrest Cataldi et al., 2018). Once students engage in this positive peer culture, they will seek opportunities to strengthen and enhance these relationships while engaging in other social experiences on campus and later in college.

C. **Science Acceleration Camp:** OCPS is seeking funds to support student science achievement in every elementary school. Through an engaging science acceleration summer school, teachers can help incoming 5th grade students prepare for the

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upcoming content that often can feel fast paced. This acceleration model will give a particular support to students who missed a lot of hands-on learning during the pandemic. In a Science Scope Magazine Article, the authors discuss the importance of pre teaching vocabulary to vulnerable populations. In order for students to master concepts and vocabulary, multiple exposures are needed. During Science Acceleration Summer School students will be exposed to upcoming science vocabulary and will be engaged in hands-on learning of the 5th grade science concepts. Only 50% of OCPS 5th graders passed the state science exam in 2021 compared to the 54% in 2019. Clearly, the lack of hands-on experiences and robust in person collaboration affected student achievement. By ensuring that incoming 5th graders at OCPS schools have multiple exposures to the content, student achievement will increase.

D. AP Exam Prep Workshop: OCPS is seeking funds for a districtwide AP Exam Prep Workshop to prepare students for AP exams. This would take place at two different High Schools within the district on a Saturday morning prior to AP testing. Expert teachers in AP subjects will prepare a curriculum to engage students in a four-hour review session. Sample topics would include: How to prepare for the FRQ section, content review based on AP Classroom data, test-taking techniques, stress-reduction techniques during exam-taking, and creating “study buddy” groups with peers. When students have access to academic postsecondary preparation such as the opportunity to enroll in college-equivalent courses in high school with access to support services, they have been found to have greater success persisting through their first year of college (Ndiaye et al., 2016). Through this exam preparation workshop, students enrolled in an AP course will have access to preparation materials leading up to their AP exam, thus supporting this journey toward a successful score on an AP exam. Further, Mattern et al. (2009) found that students who passed an AP English language and composition, biology, calculus, or United States history exam had higher retention rates as compared to those who took an AP course and did not pass the exam. In addition, Scott et al. (2010) found that historically underrepresented students who passed an AP exam had a significantly higher first-year grade point average when compared to their historically underrepresented peers who did not pass an AP exam.

E. Additional Core Teachers Summer - Due to students staying home in the spring of 2019 and the 2020-2021 school years, as well as the rise of over-age students from out-of-district, many students are at least one grade level behind or lack the completion of courses to matriculate. Due to the course failure rate and circumstances mentioned above, an aggressive, accelerated recovery program is needed for our middle school students. Staff and resources are essential in moving these students through a dynamic course progression so that they may be with their cohort, and hopefully, graduate on-time. Funds will be utilized to hire summer school core teachers for middle school over-age students. These core teachers will teach the core courses based on the MS Over-Age Plan.

F. Summer PD – Content Area PD for instructional and paraprofessionals in digital learning, reading, math ELL and ESE content areas.

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.**

i(A) Standardized Progress Monitoring Tool for HS Courses: Progress monitoring allows teachers and instructional leaders to measure the effectiveness of standards-based instruction and respond to demonstrated student needs. There is a need for a research-based, vendor product to provide the data necessary for the monitoring and documentation needed for Grade 9 ELA, Grade 10 ELA, Algebra 1 and Geometry.

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- State monitoring requirements and graduation requirements associated with the state tests and progress monitoring assessments for these subject areas require a research-based tool with documented evidence of success.

Rolling out a new assessment system will require professional development throughout the first few years of implementation:

- **Initial Training:** Professional development must occur prior to the first administration for all district and school administrators, as well as teachers who will be using the platform in order to provide a clear picture of the tools capabilities and uses, as well as the step-by-step processes necessary for proper administration.
- **Post Administration Trainings for Beginning of Year, Mid-year and End of Year:** Professional development must be available for all district and school administrators, and teachers will be using the data from the platform to make instructional and programmatic decisions.

i(B) Creating and Revising Progress Monitoring Activities:

Progress monitoring allows teachers and instructional leaders to measure the effectiveness of standards-based instruction and respond to demonstrated student needs. The Progress Monitoring Activities (PMAs) are instructionally-focused and aligned to standards assessed by the state. The ELA, Mathematics and Social Studies activities are designed to measure how students are progressing through their learning of the current year's standards, while the Science activities are designed to also identify gaps in learning from prior years.

Each year the Progress Monitoring Activities are reviewed for reliability and validity through the use of psychometric data (including Item discrimination, Cronbach Alpha, answer-option distribution, and item difficulty, complexity and alignment) Due to the pandemic, the reviews of existing PMAs have been minimized online sessions with district-personnel only. This request would allow for a full, in-person review sessions led by Test Development and Measurement and including district content experts and classroom teachers.

Test Development Sessions include an online course with test-writing basics and in-person, guided assessment revision led by district assessment experts. These working sessions also act as professional development, covering topics such as using psychometric data to improve assessments, standards alignment, complexity, difficulty and test-writing best practices.

i(C) Creating and Revising Common Final Exams: Common Final Exams (CFE) are district-created tests that are administered to students in grades K-12 for courses that are not aligned to a state or national assessment. More than 800 secure district assessments have been created with the guidance of the Test Development and Measurement department and with the content expertise of classroom teachers. These assessments provide summative data that is used to make instructional and programmatic decisions. The process of creating CFEs includes a deep-dive into the state standards associated for each assessment and the identification of priority standards for OCPS teachers. The assessment blueprint that is created through this process is used to create the CFE Outlines. CFE Outlines play the role of test item specifications and are designed to provide teachers with the essential information necessary to prepare their students for a district assessment. They inform teachers on the essential standards that should be covered by the beginning of each assessment window.

- Each year existing CFEs are reviewed for reliability and validity through the use of psychometric data (including Item discrimination, Cronbach Alpha, and difficulty)
- Any assessments falling below the .60 are prioritized for review
- Items with a discrimination below .45 are flagged for review
- As new courses are added that require a CFE, teachers are invited to participation in CFE creation sessions
- Due to the pandemic, CFE sessions have been limited to online sessions for the creation of new CFEs and the revision of a small number of existing CFEs for which the curriculum or standards have changed.

This request would allow for:

- Full, in-person review sessions for classroom teachers led by Test Development and Measurement
- The recording of video and sound files for subject-areas such as music, world languages, Theatre and Physical Education to enhance existing items to make the more applicable to the standards taught in those courses
- Test Development Sessions are led by district assessment experts. These working sessions also act as professional development, covering topics such as using psychometric data to improve assessments, standards alignment, complexity, difficulty and test-writing best practices.

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i(D) Program Specialist Evaluation - to conduct program evaluations in the Research and Evaluation Department. This position will be responsible for providing data analysis and research support to guide district efforts for measuring program effectiveness. This position directly supports the functions supporting school and district leaders with achieving district goals. This position will be used to evaluate programs and make recommendations to ensure programs are valid and reliable. Funding continued from ESSER II.

i(E) Senior Administrator Data Strategy – The Senior Administrator, Data Strategy will provide leadership and supervision of district services in the areas of data strategy, analysis, and reporting strategies to assist school and district leaders with achieving district goals.

ii(A) ACT NCR School Day for Juniors and Seniors: Due to learning loss during the pandemic and lost opportunities to sit for state assessments with graduation requirements, students who have not yet received a passing, concordant or comparative score will not be able to graduate. Offering the ACT NCR for all junior and senior students who have not yet met graduation requirements will offer an additional opportunity to meet such requirements for graduation.

ii(B) Offering PSAT NMSQT for Grade 9 Students: During the pandemic some students may have lost opportunities to sit for state and national assessments. In addition, students who entered 9th grade during the 2018-19 school year and beyond no longer have the ability to use PERT as a comparative score for the Algebra I EOC. However, students who entered 9th grade during the 2010-11 school year and beyond who earn a score of 430 on the Math PSAT NMSQT may use the score as a comparative score for the Algebra I EOC. We currently offer the PSAT NMSQT to 10th and 11th graders; while 9th graders take the PSAT 8/9; the FLDOE does not permit the PSAT 8/9 as a comparative score for the Algebra I EOC. Offering the PSAT NMSQT to 9th graders would give students an additional opportunity to meet the Algebra I EOC graduation requirement.

ii(C) Student Surveys: Data to support request: Baseline data from the 2020-21 survey administration indicates a need to continue measuring student SEL needs.

- Specific activities include but are not limited to:
- Administration of student SEL surveys for grades 3-12 on the topics of social awareness, sense of belonging, and self-management.
- Professional development resources for teachers to access and understand SEL student survey results and alignment with resources to address SEL outcomes/needs of students.

ii(D) Hands2Mind: OCPS is seeking funds to acquire class sets of “Hands2Mind” Math Mini-Lessons for utilization in Kindergarten through fifth grade classrooms. Resources will be utilized to small group standard focused mathematics instruction in Tier II Mathematics instructional blocks. This instructional resource will support and increase primary students' understanding of key math concepts through the utilization of manipulatives in alignment with the Concrete-Representational-Abstract learning approach. The resource will include grade specific standards aligned explicit lessons to be delivered to students in primary grades. Each lesson will include a formative assessment upon lesson completion to determine effectiveness of delivered instruction. Provided lessons focus on the following instructional strands:

- Number and Operations
- Measurement
- Data
- Geometry

Lessons will be utilized during Tier II mathematics intervention block to address gaps in Standard mastery and to provide acceleration for upcoming instructional concepts.

ii(E) Concrete-Representational-Abstract Instructional Approach (CRA): OCPS is seeking funds to acquire manipulatives and instructional resources to facilitate the delivery of mathematics instruction which aligns with the Concrete-Representational-Abstract Instructional Approach (CRA). This instructional resource will support and increase the utilization of concrete manipulatives in elementary mathematics instruction. The goal is to increase student mastery of math standards and support students in developing strategies for numeracy and fact fluency, Utilization of the CRA method to deliver mathematics instruction will have the following impact on student achievement:

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- Interaction with concrete materials enhances student retention of stepwise procedural options in mathematics problem solving. Concrete materials allow students to encode and retrieve information in a variety of sensory options: visual, auditory, tactile, and kinesthetic (Witzel, 2005).
- CRA provides an opportunity for increased interaction with content and increased frequency of response for all students (Witzel, 2005).
- Early quantitative competencies that children must possess include the relation between number words, numerals and the quantities they represent, fluently manipulating those representations, knowledge of the number line, and basic arithmetic (Geary, 2011).
- Students who rely on memorizing procedural steps and lack the conceptual understanding related to foundational operations will not understand why steps are used (Mancl, Miller, & Kennedy, 2012).

ii(F) Ten Frames: OCPS is seeking funds to acquire class sets of “Ten Frames” for utilization with primary students in grades (K-2) to foster math skills and concepts. Students having “a strong sense of ‘ten’ is a prerequisite for place-value understanding and mental math calculations.” This instructional resource will support and increase primary students' development of early number sense. Ten frames support students in the utilization of subtilizing “the process of instantaneously recognizing the number of items in any spatial structure without counting.” Utilization of the ten frames to help students develop place value understanding and develop mental math calculations following impact on student mathematical development:

- Demonstrate a visual representation of a number and are a concrete representation of the numbers value
- Support students in the development and understanding of number bonds, addition and subtraction.
- Help the development of subtilizing skills. Direct connection to students understanding of place value concepts.

ii(G) SIPPS Plus: OCPS is seeking funding for SIPPS Plus kits for all K-12 schools along with High/Low readers to accompany the learning through these kits. According to the Collaborative Classroom website, the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K-12 build the skills necessary to create strong, independent readers (<https://www.collaborativeclassroom.org/programs/sipps/>). This program aligns with the B.E.S.T. ELA standards specifically supporting the Foundations Strand Standards. These standards include Learning and Applying Foundational Reading Skills and Applying Foundational Reading Skills for Secondary Students needing Reading Interventions. The SIPPS program includes explicit, systematic instruction on phonological awareness, phonics, word analysis, and fluency. According to the Field Test Evaluation of the Child Development Project (2002), a study that included the effectiveness of implementing the SIPPS program over the course of two years found that first through third grade students showed significantly greater gains in decoding scores than students at the matched comparison schools ($p < .01$, $ES = .24$) (p. 36). This quasi-experimental design study involved two program schools implementing SIPPS and two matched comparison schools who utilized Saxon Phonics and other state-adopted phonics materials in Napa, California. A total of 547 students were assessed including one program school that serves a large Hispanic and socioeconomically disadvantaged population where the differences were greatest relative to its matched comparison school ($p < .003$, $ES = .38$). Based on this study's design and findings it would indicate a moderate level of evidence as defined by ESSA. The SIPPS program would meet the needs of the OCPS target population, similar to that of the referenced study, based on recent i-Ready data and the demographics of our highest-needs schools.

ii(H) Robotics and Coding: OCPS is seeking funds to support student engagement in STEM through the use of robotics and coding. This funding will provide schools with several class sets of robotics kits that can be continuously reused and reprogrammed to enable all students to engage with robotics and coding. The application of these devices will be for classroom use, STEM clubs, and our district STEM event. Standards-aligned lessons will be shared with each school to support implementation. Half-day professional development will be provided to two representatives from each school that will support teachers with implementing the robotics and coding lessons. The school representatives attending the professional learning will include one resource teacher, coach, or media specialist and one classroom teacher. This program will improve student critical thinking and engagement as students collaborate to use robotics and coding to design solutions to a problem. Skills and strategies in social and emotional learning will be developed as students utilize self-management, self-awareness and relationship skills to find solutions.

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ii(I) Science Instructional supplies: OCPS is seeking funds to purchase science instructional supplies for elementary and K-8 schools. This funding will provide teachers with the inquiry materials needed to engage students with science content. The materials will be used with students to support learning and proficiency with science standards. The benefit of these supplies will be an increase in student knowledge and understanding of science concepts. The use of inquiry materials will improve student proficiency in science, overall engagement, and build long term connections and background knowledge for more advanced scientific concepts. Using inquiry to develop student learning in science supports the 21st Century Skills of critical thinking, collaboration, and social skills as students work together to engage with these investigations. Inquiry learning in science also supports students' social and emotional learning in the areas of social awareness and relationship skills as students interact with one another as they engage with the science content. Students' knowledge and understanding of science concepts will also increase as the inquiry materials will improve student proficiency in science, overall engagement, and build long term connections and background knowledge for more advanced scientific concepts.

ii(J) Number Worlds: OCPS is seeking funds to support the implementation of Number Worlds during the mathematics intervention block to narrow gaps in student mastery as determined by analysis of student performance data on formative and summative assessments. Funding will provide each school with three sets of Levels B-J of the Number Worlds kit to ensure all resources are accessible to support full implementation of the program. Number Worlds implementation will focus on students who are demonstrating academic performance in mathematics that is one to two years below grade level in Grades K-5. The program includes daily lessons with explicit actions for instructional delivery, a scope and sequence with a defined plan for standard mastery, structures for consistent progress monitoring, embedded supports for differentiation and scaffolding.

ii(K) Reflex Math: OCPS is seeking funds to acquire Reflex Math for all students in first through fifth grade. Reflex math provides adaptive and individualized instruction to students in 1st through 5th grade to support mastery of basic facts. Review of diagnostic data demonstrates that students would benefit from additional support in identifying specific strategies to increase fact fluency and numeracy. Reflex provides opportunities to engage in consistent practice and utilization of their adapted strategies for fact fluency and in turn building student automaticity. Reflex is a technology based resource that provides teachers with ability to monitor student acquisition of facts and provides concrete data to support intervention and enrichment for identified students.

ii(L) Reading Plus: OCPS is seeking funds to purchase Reading Plus, an adaptive Reading intervention and enrichment program for 8th grade intensive reading students. The initiative is based on the need to support teachers with monitoring students' reading skills and instructional needs. Currently, 27 percent of our current 8th graders are level one readers. Reading Plus integrates vocabulary, comprehension, motivation and reading efficiency into the program. Reading Plus will be used to support 8th grade intensive reading by providing differentiated literacy instruction and allowing our teachers to have a full view of student needs and monitor reading progress beyond the core.

ii(M) School Specialty Instruction and Intervention: According to the Science of Reading, reading instruction involves the intricate and intentional blending of automatic and strategic skills. This is achieved through instruction in the 6 components of reading reflected in Florida's formula for success. Based on the FSA 2020-21 data, only 55% of 3rd grade students were proficient. This reflects an imperative need to provide additional support in building foundational skills in primary grade levels through the use of explicit, sequential, systematic and cumulative instruction. The emphasis on building foundational skills will support students' overall reading comprehension. Reading comprehension is the "product" of two separate but equally important factors- word recognition and language comprehension ability. Purchased intervention programs and implementation of instructional strategies must be evidence based and show strong, moderate, or promising evidence of success. S.P.I.R.E. Decodable Readers are supported by strong evidence since they meet 3 out of 4 of the recommended practices for the "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade" Component (see practice 2, 3 and 4). The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words by reading connected text to support reading accuracy, fluency and comprehension (see Research Results).

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ii(N) myHeggerty Online Portal: According to the Science of Reading, reading instruction involves the intricate and intentional blending of automatic and strategic skills. This is achieved through instruction in the 6 components of reading reflected in Florida’s formula for success. Based on the FSA 2020-21 data, only 55% of 3rd grade students were proficient. This reflects an imperative need to provide additional support in building foundational skills in primary grade levels through the use of explicit, sequential, systematic and cumulative instruction. The emphasis on building foundational skills will support students’ overall reading comprehension. Reading comprehension is the “product” of two separate but equally important factors- word recognition and language comprehension ability. Heggerty practices are supported by strong evidence (see practice 2). The structured literacy approach to foundational skills instruction through explicit instructional routines utilized with SIPPS are supported by strong evidence. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words.

ii(O) My First School Books: Initiative: To help preschoolers build essential skills for emergent writing, handwriting and letter knowledge. Materials purchased will help teach young children how to write well-formed letters and increase letter identification skills using an effective multisensory writing approach that is developmentally appropriate. Multisensory instruction can help children who struggle with pencil grip, letter-formation and many other skills when taught explicitly.

ii(P) Procare Connect - Child Care Management Software the Washington Shores Primary Learning Center (WSPLC) functions as a child care center which specializes in Voluntary Pre-Kindergarten however, it lacks many of the communication and parent engagement tools. Procare Connect is a child car management software which supports attendance tracking, communication with families, and entry and exit to the facility. ProCare provides a mobile app for families which allows teachers to manage attendance, share information about their children’s experience throughout the day, send direct two-way messages to families, post events to a shared calendar and keep track of student’s progress toward the VPK standards in a portfolio. In addition to the app ProCare provides a ProCare Touch Computer with Fingerprint Reader, Interior Door Controller, and Keyless Entry System. ProCare will increase retention of currently enrolled students and increase recruitment of prospective students by allowing teachers at WSPLC to share lesson plans with families, track early education milestones, capture daily observation and pictures, and attach them to a child’s portfolio. It will also support families communicating with teacher's, staying in loop with upcoming events, immersing themselves in their child’s day and feeling confident with child safety and security.

ii(Q) Multisensory Instructional Kits: According to the Science of Reading, reading instruction involves the intricate and intentional blending of automatic and strategic skills. This is achieved through instruction in the 6 components of reading reflected in Florida’s formula for success. Based on the FSA 2020-21 data, only 55% of 3rd grade students were proficient. This reflects an imperative need to provide additional support in building foundational skills in primary grade levels through the use of explicit, sequential, systematic, multisensory and cumulative instruction. The emphasis on building foundational skills will support students’ overall reading comprehension. Reading comprehension is the “product” of two separate but equally important factors- word recognition and language comprehension ability. Multisensory practices and resources that support multisensory instruction are supported by strong evidence by meeting two out of the four recommendations in the “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade” Practice Guide (see practices 2 and 3). The structured literacy approach to foundational skills instruction through explicit, multisensory instructional routines are supported by strong evidence. The materials and routines will allow teachers to directly teach and support students as they build their phonemic awareness, decode words, analyze word parts, and write and recognize words.

ii(R) Program Specialist - MTSS Team: Intervention instructional practices, as well as the MTSS process in both elementary and secondary continues to be an area of concern. This charge has intensified with updated state ESSA requirements, tiered instructional requirements, and the recent pandemic. Positions offer a needed focus on closing the achievement gap by providing on-ground instructional support, monitor and support intervention resource implementation, and provide professional development to support understanding of tiered instruction for all students from a practitioner's lens. As mentioned, these supports are critical to ESSA and recent data supports this need. Program specialists will focus on supporting interventions for Reading and Math within our learning communities. Since the beginning of the 2021-2022 school year the MTSS/Interventions team has been tasked with supporting 53 elementary, middle and high schools on a weekly or bi-weekly basis depending upon the identified areas of need. The provided supports include development of site

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based systems for effective interventions, analysis of student data, and professional development around the Science of Reading.

District trend data and observations during school instructional reviews have suggested stronger support is required for tiered instruction across K-12. Based on the most recent 21-22 ELA/Reading grade K-8 BOY diagnostic, 34% of students placed on grade level, a 5% decrease from the 20-21 school year. The intervention team has worked with school sites to identify students within the bottom 30%, those receiving Tier 2 and Tier 3 support in an effort to design instructional resources to support students in their area of need. The team has developed intervention progress monitoring tools that allow for data tracking at the classroom, grade, school and learning community levels. Meetings are held with area leadership every four to six weeks to discuss the current data, trends, and next steps with school site interventions. Continuous data analysis will assist in narrowing the instructional gaps and accelerating student proficiency. The district K-12 MTSS and Interventions team will support teachers and school leaders globally, and within learning communities to ensure that all stakeholders have a comprehensive understanding of the how to provide evidence-based interventions matched to student need, and ongoing progress monitoring of student performance to maximize the success of all students.

- Seven (7) district Intervention team members (one new)
 - Assigned to school based
 - Mirror the OCPS Tier 2/continuous improvement model
 - push-in to support
 - Focus on process and pedagogy
 - Building capacity (admins/coaches/teachers) on appropriate differentiation of small group, intervention, and acceleration
 - Establish data driven processes to support identification of Tier I, II, and III students and align materials
 - Building capacity (admins/coaches/teachers) on data literacy
 - Tier I
 - Tiers II and III -
 - Screener, Progress monitoring, Outcomes, Diagnostic
 - 6 week tracking reports (mirroring MTSS process)
 - Focus on lowest 25%-30%
 - Supporting schools' monitoring of the intervention schedule
- Three (3) district Support Facilitation team members (one new position)
 - Professional Development
 - Train on models for Support Facilitation
 - Parallel Teaching
 - Station Teaching
 - Learning Strategies (HS and MS)
 - Support learning communities based on: Instructional Walks (now includes a Support Facilitator indicator) and ESSA Data
 - Team will work in collaboration with the ESE department who will focus support on Access Points and compliance. Continuation from ESSER II

ii(S) Corrective Programs Team: The amount of schools struggling with narrowing the achievement gap has significantly increased, as a result of the challenges from the 20-21 school year. There is a need for increased specialized school support in the areas of curriculum knowledge, instructional pedagogy and the ability to utilize assessment results to inform instructional decisions for improved student achievement. The Corrective Programs department, Orange County Public Schools (OCPS) Tier 2 school support level has grown significantly as a result of the recent EOY data. The department now has a total of 64 schools within its structure, with 39 of these schools requiring consistent direct support. These positions ensure consistent support of the district's most vulnerable schools, by establishing a commitment to data informed decision-making and accountability for results. The role addresses a need to provide support focused on directly developing school based leadership knowledge, and facilitating group processes, in consensus building of the key stakeholders, directly impacting student achievement through the following areas:

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- Analysis and data gathering techniques needed to support the large number of struggling K-12 students. The use of progress monitoring data to facilitate support, in any format needed, by the individual schools.
- Develop teacher/leadership capacity in all subject content areas, with the ability to facilitate the professional learning needed based on weekly classroom walkthroughs.
- Structure the instructional blocks in order to sustain instruction within the required grade level rigor, while also addressing Foundational Basic Skill, and reading/math interventions needs.
- Establishing progress monitoring systems to measure the impact.
- Work effectively with leadership teams to focus resources (both human and financial) toward the achievement of district expectations. Continuation from ESSER II

ii(T) Albert.io platform: Currently, student access to practice websites are limited to teacher-developed material and AP Classroom. However, neither of these resources are comprehensive. Albert.io provides an integrated platform for gathering formative data, determining re-teaching opportunities, and supplemental learning materials. This helps to fulfill the need of an integrated platform for assessment, acting upon formative data, and re-teaching materials. By purchasing access to the Albert.io platform for some high schools offering AP coursework will allow students to engage in targeted practice for AP subjects. Teachers can access the web-based system, assign asynchronous work to be used alongside class instruction, allow students to take formative quizzes, and develop re-teaching opportunities for students using the materials written in-house by subject matter experts in various AP disciplines. A multitude of studies in cognitive science emphasize the significance of student practice of test-aligned problems. Researchers have cited substantial increases in test scores after students practiced problems aligned to the final test in content and semantic structure (McDaniel & Fisher, 1991). The format of questions matters too: students who had previously practiced on a format-aligned test had a 93% accuracy on subsequent same-format tests, while students who practiced with unaligned format tests scored 77% accuracy.

ii(U) Orange County Virtual School Edgenuity staff and software - As of June 21, 2021, OCVS has 60,030 completions. This is more than double from the previous school year. Due to the increase in the number of students due to COVID, additional positions are needed to meet the demands and prevent unrealistic student to teacher ratios that would result in learning loss. Edgenuity is the district adopted Course Recovery computer program. Students have the opportunity to recover failed core classes for grade forgiveness by semester. OCVS teachers, assist students with content in Edgenuity specific to their area of certification, as well as providing motivation and mentoring. Teachers track Edgenuity data daily and communicate with students, parents, and school based personnel. OCVS teachers use DialPad to communicate with students, so they are able to talk and text them to offer support. They also push-in to all Middle and High School Edgenuity Lab classrooms weekly. OCVS teachers work closely with students to assist the social and emotional well-being of students by encouraging and teaching student self-awareness and self-management to complete their assigned courses for recovery in a timely manner. Teachers also celebrate the success of students with incentives and praise. It is imperative to have a sufficient number of teachers to teach and support the students which is why the funds are needed to respond to the increase in demand due to COVID. Many OCPS families view OCVS as the only realistic educational option for their students as they strive to maintain their children's social, emotional, and mental health with the uncertainty of the pandemic still looming. This is the sole choice for many families in an effort to keep their children safe while meeting their academic needs. Continued funding ESSER II.

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.

- A. **Bipolar ionization** to approximately 750 of our older heating, ventilation, and air conditioning (HVAC) systems not scheduled for renovation in the next five years to improve indoor air quality and reduce the spread of COVID and other viruses.

Activity 2(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and

air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- A. **Retro-Commissioning of heating, ventilation, and air conditioning (HVAC)** systems at campuses with a weighted age between five and ten years, to identify repairs and component replacements that will improve air quality.
- B. **Water Filters** -Purchasing and replacing filters for water bottle filling station and drinking fountains to reduce the spread of COVID and other viruses. Filters are rated for 3,000 gallons. Actual filter life will depend on water conditions. Water bottle filling stations were installed to decrease the spread of COVID 19 through water fountains. Continued funding from ESSER II.
- C. **HVAC** – replacement of filters to ensure safety and improve air quality.

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

Activity 2(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.

- A. **Retention bonus based on longevity** – COVID-19 changed the way instruction was carried out and the way students had to learn. With COVID on the decrease and students back face to face, there is a need now more than ever to have positions filled with certified staff. Prior to the pandemic districts across the nation were seeing a reduction in candidates for positions. With the pandemic, this reduction has exacerbated the demand for educators. From bus drivers and custodians to our most valuable teachers, districts are facing staffing shortages. Getting people to come back to work has been more difficult since COVID-19. With the stress of the pandemic has come more retirements and resignations across all positions in education. The National Education Association reported that 32 percent of teachers planned to leave the profession earlier after the pandemic. The pandemic aggravated the problem of teacher shortages. Teaching is a challenge and OCPS is committed and values its employees and their work. We will utilize funds to pay all staff a premium pay bonus yearly over the next three years.
- B. **Scribbles (online enrollment and electronic CUM folder)** - Currently, OCPS does not have an electronic registration and cumulative folder software system. Parents enroll by physically visiting a school. Information is then entered into the Student Information System (SIS) by school staff via a paper application submitted by the parent. The impacts of the pandemic and COVID-19 prevention measures, made it very difficult for parents to follow these procedures to enroll their children for school during the pandemic and delayed students entering the classroom. OCPS needs a secure system for parents to electronically submit documents and enroll their children in school. The Scribbles Software will allow parents to submit applications electronically from their personal computers or mobile phones. Documents stored in cumulative folders can be accessed electronically, eliminating the need for management of paper documents and files for students. Students will be enrolled in school quicker and more efficiently by implementing the Scribbles Software.
- C. **Program Evaluations for ESSER Funded Projects/Programs/Initiatives** Program evaluation is a systematic method for collecting, analyzing, and using information to evaluate the effectiveness of the ESSER-funded projects. The What Works Clearinghouse (WWC), funded by the US Department of Education’s Institute of Education Sciences, is a leading authority on evidence-based research practices in education and will be utilized to provide guidelines for best practices in conducting evaluation of ESSER-funded projects. Program evaluation projects being conducted need to meet the rigorous WWC standards, which cover topics including attrition, baseline equivalence, confounding factors, and more to demonstrate the level of evidence for a program. For example, Meets WWC Standards Without Reservations in most cases means that an evaluation study was a randomized controlled trial (RCT) that was deemed by experts to be well-designed and well-implemented and that

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did not have problems with attrition (that is, participants dropping out or otherwise leaving the study). In addition, Meets WWC Standards With Reservations means that an evaluation study has some potential issues that require caution. It may be a strong quasi-experimental study (meaning that it did not have random selection and/or assignment of participants) with comparison groups that are similar at the baseline. It may also be an RCT that is not as well implemented or has issues with attrition. Allowable levels of evidence will vary from strong rationale (Tier 1) to strong evidence (Tier 4) as defined by the Every Student Succeeds Act.

D. **Program Specialist Media:** to focus on collection development and specifically support media specialists and clerks. This position will support all OCPS school Media Centers in the development of relevant and appropriate library collections to best serve the needs of its users and ensure that the collection is accessible and equitable for all students. The Program Specialist will support school-based Media Specialists and Media Clerks to guide weeding/deselection processes, update current collections with recommended processing and labeling, create recommended book lists for each school level, and serve as a review team for school library book orders funded with state monies. In addition, the Program Specialist will maintain the Destiny library management system improving the accuracy and the consistency of the information across the district. These Program Specialist will review and recommend print and digital materials that support the curriculum and the recreational needs of the school community. The Florida Department of Education's ExC3EL Rubric, a continuum for developing outstanding school library media programs, provides these goals for Resource Management and Program Administration:

- A sufficient quantity of current resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community
- LM resources substantially reflect the school's social and cultural diversity.
- Attractive directional signage allows for independent use of resources.
- Written collection development plan is reviewed/revised every two years with approval of administration and Library Advisory Board. (Collection Development Team)
- An ongoing consideration file of reviewed and recommended print and digital materials is developed collaboratively with students and educators
- A deliberate and ongoing weeding program is implemented using a systematic analysis. Data from a variety of sources is regularly generated to make strategic LM programming decisions Input is informally and formally collected from students and teachers to evaluate and modify LM programming. Lance, K.C., & Schwarz B. (2012) share in their study that students in schools with well-supported, resourced, and staffed school libraries achieve a higher level of academic success. This study adds to the evidence that all K–12 students need quality school library programs.

E. **Personnel Exit Survey Software:** Our current exit interview plan is a manual process that only provides us with an opportunity to reach out to employees via District email once we have confirmed notification through SAP they have been separated. This process is inefficient and lacks data as many employees do not respond as they have already departed the organization. In addition, we do not have personal email addresses on file to contact these separated employees for their feedback.

Problem:

When employees do voluntarily turnover, this frequently means they perceive an opportunity with a different company as more desirable in some way. Finding out what makes this other job opportunity more desirable is critical to understanding key organizational weaknesses. In addition, some employees may have a fundamental or underlying issue which was never addressed to their satisfaction. Some questions to consider: Were career opportunities limited? Were there adequate growth opportunities? Or maybe, there were greater issues within the organization itself? Or with management? In order to better understand why employees are making these decisions, we need a mechanism in place that can capture this data in order to make better business decisions for the District.

NBRI conducts exit surveys by telephone (we actually have this information on file in SAP) after employees have physically left the organization. This allows NBRI to collect pure and unbiased data. Often people believe that it is necessary to conduct the exit interview onsite to ensure high response rates, but this is not the case. NBRI is able to consistently achieve a 95% Confidence Level in the interviews. This high confidence level means that

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management can be certain the data gathered accurately reflects the thinking of the typical exiting employee.
(Currently in ESSER II)

- F. **iCIMS Text Recruit, Text to Apply, Chat-Bot:** This will allow the District Recruiting team to increase interaction with candidates, improve the overall candidate experience, and reach candidates quickly. The ability of the district to attract highly qualified candidates is critical to the mission of the district. These additions to the Applicant Tracking System will allow the recruiting team to reach a larger pool of candidates, and allow the organization to maintain a higher level of engagement with our candidates. Engaged candidates are more likely to become engaged employees. This update will directly support the district's goal to attract high-quality candidates for career opportunities throughout OCPS as part of the OCPS 2025 Strategic Plan.
- G. **Virtual Job Platform:** Virtual job fair platform to allow the District Recruiting team to increase interaction with candidates, improve the overall candidate experience, and reach candidates quickly. This will enable the District to have the right people in the right place at the right time. Due to the pandemic, the district realized the need for a virtual interview platform in real time. This allows for multiple interviews to happen simultaneously with candidates having the opportunity to interview from anywhere in the world with multiple interviews in one day. Saving cost of location, travel for candidates and staff cost away from their jobs.
- H. **Guidance Counselors (8)** – The mental and emotional wellbeing of all students continues to be a district priority. In the mental health legislation (Senate Bill 590), school counselors are identified as one of the professional groups which can provide mental health services in schools. School counselors have the ability to provide direct services to students to support mental and emotional well-being. OCPS is using ESSER II funding to provide an additional guidance counselor in each of our K-8 schools.
Many of the signs and symptoms of mental illness begin in adolescence. The opportunity to intervene early can reduce the number of students who develop a mental disorder.
- I. **Additional Assistant Principals for Targeted elementary schools** to respond to learning losses as a result of the COVID-19 pandemic by providing direct support to teachers and students inclusive of accelerating learning through effective lesson planning, high-quality instructional delivery, and direct student academic intervention support. Additionally, the increased staff members will provide increased student access to wrap-around services to prevent any decreases to the social-emotional well-being and mental health of students at their schools as a result of the COVID-19 pandemic. The additional assistant principals will be allocated to individual schools based upon student academic, parental, and community needs as determined by the school district. Continuing from ESSER II.
- J. **Warehouse staff (2)** to coordinate and deliver PPE supplies necessary for safety and operation in our schools. Continued funding from ESSER II.
- K. **LPN position** to maintain the safety and security of having a well and sick clinic. The LPN will report COVID 19 cases and help with contact tracing, temperature checks and managing the sick clinic. Continued funding from ESSER II.
- L. **Manager Safety and Security** – Due to COVID 19, the level of complexity and districtwide involvement in safety and security around health related support has increased tremendously. This position will provide training, audits, school safety plan reviews, conduct safety inspections and assist in integrating unified safety plans. Continued funding from ESSER II.
- M. **PPE supplies and distance signage for school locations** – disposable masks, child size reusable masks, disinfectant wipes, desk shields, gloves, etc. Some contracted costs for delivery of PPE supplies. Continued funding from ESSER
- N. **Custodial Temp Labor** – due to a loss of staff to hotels opening back up that pay a higher wage, temp labor is needed to cover vacancies and overtime to clean to COVID 19 standards. Monthly reimbursement for expenses will be reimbursed for expenses exceeding pre-pandemic average monthly spend. Continued funding from ESSER II.
- O. **Planning Days** – 5 extra days per teacher per school to analyze and desegregate data to differentiate instruction and accelerate learning for all students. Continued funding from ESSER II.
- P. **Resource Teacher to support School Transformation** - The School Transformation Office was established to provide strategic, centralized support based on prioritized needs. Resource teachers in the School Transformation Office facilitate the coaching cycle with teachers, conduct professional development aligned to observational trends, and analyze data to ensure students receive differentiated instruction aligned to their individual needs. The resource

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teachers have a proven track record of increasing student achievement in high needs schools. Continued funding from ESSER II.

- Q. Due to an influx of students returning back to school face to face, student enrollment has seen a large number of students coming in for assistance. An additional staff member (**Support clerk**) is being requested to cover the reception desk to provide parental support, schedule appointments and answer phones. Continued funding ESSER II.
- R. Due to an influx in Family Empowerment scholarships, the district has experienced exponential growth in students participating in this program. An additional staff member (**Program Coordinator**) is being requested to enroll, communicate with private schools, verify enrollment status and enter enrollment status in Skyward working with FDOE's Office of Independent Education and Parental choice to ensure accurate FTE. Continued funding ESSER II.
- S. Reimburse the COVID trust - spend for testing and claims with COVID diagnosis.
- T. **Administrative Retention Bonus based on longevity** - Prior to the pandemic districts across the nation were seeing a reduction in candidates for positions in education. With the pandemic, this reduction has exacerbated the demand for educators from college graduates to early retirements. From bus drivers and custodians, teachers, food service workers and instruction leaders, districts are facing staffing shortages. With the stress of the pandemic has come more retirements and resignations across all positions in education. Teaching is a challenge and OCPS is committed and values all employees and their work. We will utilize funds to pay all staff a premium pay bonus yearly over the next three years.
- U.

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.

- A. Staff to provide direct oversight of ESSER grant activities. Sr. Manager and Finance Clerk (3) to set up budgets,
- B. Business Analyst to maintain and update the dashboard with support from the Finance Specialist weekly. This position will also work with schools and teams as program data is identified. This position will work collaboratively with RAG to determine data to be collected, as well as, organize and work with teams to collect the data. This position will ensure reports are provided as required by the state and provide the district information on accountability of funds being utilized for a return on investment.
- C. Principal on Assignment - Project Manager to map out project timeline and activities, work with leadership on execution of and monitor program activities, analyze data, submit state and federal reports, submit state amendments to project and manage deadlines. Project manager will coordinate the work across the district keeping leadership apprised of scope of work to ensure expected outcomes.
- E. Administrative Secretary to support ESSER staff and initiatives.
- D. District negotiated IC rate of 5%

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.

OCPS ensures the effectiveness of instruction and interventions thru:

Differentiation:

- Targeted support for students will be included within Tier I (differentiated small group instruction, support from intervention specialists). The district will utilize ESSER funds to hire additional teachers to provide Tier 1 differentiated support.
- The district has allocated resources to expand understanding and monitor practices within Tier II/III (small group, FBS block, intensive math courses, and intensive reading courses).
- Based on Florida's Formula for Success a K-12 Reading Intervention Instruction Model Guidance was created for teachers, coaches and administrators. This model includes considerations regarding screeners, diagnostics, and progress monitoring practices.
 - Progress monitoring and intervention diagnostic data is used to design instruction to meet the needs of students by ESSA subgroups.
- Embedded within the Reading/Math Intervention Instructional Model Guidance are best practices for implementing the rotational model with the focus on teacher led small group instruction.
- Schools have a designated time for intervention to provide research-based curriculum and sound pedagogical practices linked to explicit instruction.
- Reading and Math interventions were reviewed for effect size, and evidence-based research to support implementation and enhance the K-12 MTSS process.
- Content areas realigned their instructional focus calendars to allocate time on the foundational skills based on the Florida B.E.S.T. standards.
- The district will continue to provide supplemental services (after-school tutoring) for students and monitor data for impact.

Professional Development:

Professional development are created and delivered to address and revisit the use of data to inform small group instruction in the core, provide an overview of the MTSS process to administrators and teachers, and support new coordinators through the MTSS Coach professional development.

OCPS Instructional Mastery of Pedagogy and Curriculum Training (IMPACT) series.

Ongoing professional development that will address student-learning loss.

- PD includes how to implement the rotational model, diving into the B.E.S.T foundational standards, and understanding and utilizing the resources that can be found within the Curriculum Resource Materials (CRMs).
- Coach Orange Professional Development based on the Science of Reading for Early Childhood and Elementary Coaches.

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- Professional Development through AIM for Prek-12 Administrators/Coaches/Teachers surrounding the Science of Reading (SoR).
- Professional Development and school-based support for Intensive Reading teachers, MTSS coaches, Support Facilitators and Learning Strategies teachers, as well as for teachers of students on Access Points.
- Provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards, curriculum and instruction, MTSS and progress monitoring for remediation and intervention.

MTSS/Intervention:

The district has developed a K-12 MTSS and Interventions team that supports teachers and school leaders globally, and within learning communities. The team acts to ensure that all stakeholders have a comprehensive understanding of “how” to provide evidence-based interventions matched to student need, and ongoing progress monitoring of student performance to maximize the success of all students.

- Seven district intervention team members will do the following.
 - Assigned to school-based direct support
 - Mirror the OCPS Tier 2/continuous improvement model
 - push-in to support
 - Focus on process and pedagogy
 - Building capacity (admins/coaches/teachers) on appropriate differentiation of small group, intervention, and acceleration
 - Established data driven processes to support identification of Tier I, II, and III students and align materials
 - Building capacity (admins/coaches/teachers) on data literacy
 - Tier I
 - Tiers II and III
 - Screener, Progress monitoring, Outcomes, Diagnostic
 - 6 week tracking reports (mirroring MTSS process)
 - Focus on lowest 25%-30%
 - ESSA Subgroups

Supporting schools’ monitoring of the intervention schedule and data

- Four district Support Facilitation team members will do the following.
 - Professional Development
 - Train on models for Support Facilitation
 - Parallel Teaching
 - Station Teaching
 - Learning Strategies (HS and MS)
 - Support learning communities based on: Instructional Walks (including a Support Facilitator indicator) and ESSA Data
 - Team works in collaboration with the ESE department who focus support on Access Points and compliance.

Progress Monitoring

This district will utilize iReady Diagnostic/Progress Monitor until such time when the state transitions to a progress monitoring plan beginning in the 2022-2023 school year (PreK-8).

- Students in grades K - 8 will be given the i-Ready Reading and Mathematics diagnostic assessment three times each year.
- District Progress Monitoring Assessment (PMA) will be used for High School Core Courses.
- High School Tier II and III students who are part of reading intervention will take the InSight (Reading Plus) benchmark assessment 3x per year.

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- Algebra Students will complete IXL diagnostic 2x-3x per year

Additional progress monitoring will occur through standard-based culminating tasks focusing on the attainment of grade level benchmarks. Analyzing formative and summative assessment data helps teachers evaluate, adjust, and differentiate instruction to meet the needs of all students.

Evidence-based interventions

To meet the comprehensive needs of the individual students, instruction will be provided through a tiered system of support. Evidence based interventions include small group instruction in using SIPPS routines for foundational skills, i-Ready and teacher toolbox resources (Reading and Math), Reading Plus (Extra Hour, High School Reading Intervention, selected grade levels in middle school, and DLA), Symphony Math and IXL (Select Math courses). Reading Mastery, Corrective Reading and Connecting Math Concepts for targeted use with students with disabilities (SWD), with a highlighted focus on Access Points students.

Additional Interventions and Supports

OCPS offers additional interventions and supports through an expanded list of supplemental resources and diagnostics tools for reading and mathematics. The list was developed to assist schools with the alignment of resources, diagnostics, and progress monitoring tools to students’ identified area(s) of need.

Charter schools will utilize a portion of their school-based allocations for before/after school tutoring, and Saturday school in reading and math. To further extend learning opportunities in charter schools, middle and high schools provide support in course recovery or courses with end of course and state required exams.

Funds will utilized in the following manner:

IIA - Tier I Intervention teachers to work with our lowest students directly in the classroom providing push in services. Tier 1 teaches are being provided in for math and reading funded at a 2:1 ratio in our Tier 3 – most fragile schools.

- **Courses** – The Tier 1 Core Intervention teachers support the following courses:

Elementary	Middle	High School
Language Arts K-5	Language Arts 6-8	English I; English II
Math K-5	Math 6-8; including Algebra and Geometry	Algebra I; Geometry
	Civics	US History
		Biology
		Courses with 11 th grade students who have not obtained a concordant score (i.e. Algebra II)

- **VAM** – Tier 1 Core Intervention teachers will receive the **school VAM score**.

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

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

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

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

Part IV: Assurances

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

- Assurance 1: LEA Periodic Plan Update with Public Comment.** As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.
- Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.
- Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.
- Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.
- Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.
- Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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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)